



# Promoting authentic language acquisition in multilingual contexts

Progressive Mind Map 1009



unibz



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# Progressive Mind Maps

All mind maps start small!

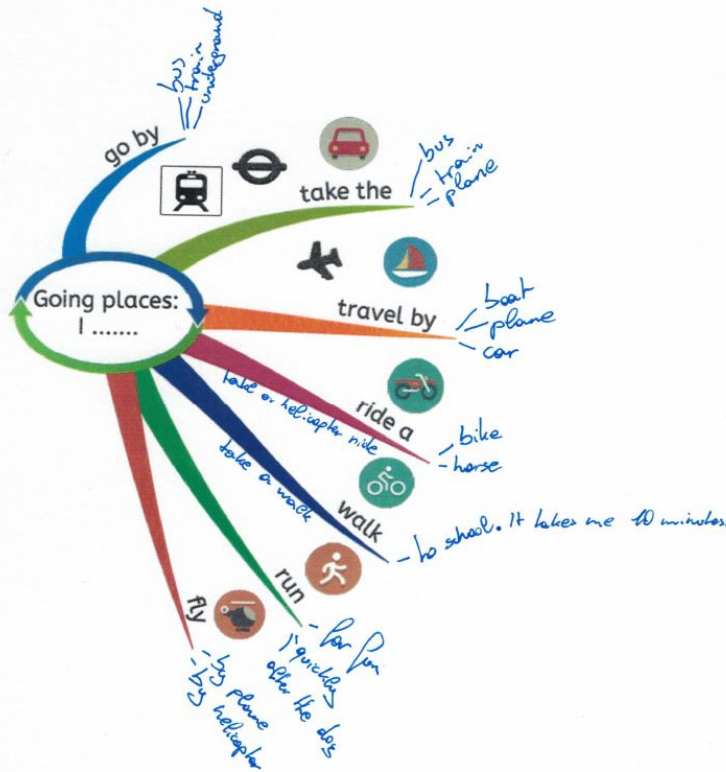


Use the picture dictionary TM\_1332\_PictureDictionary\_1 to create a starting point. It can look like the example we have designed for you - see TM\_1332\_mindmap\_2, or the way you or your pupils envisage it.



# Ask your learners to add to the mind map

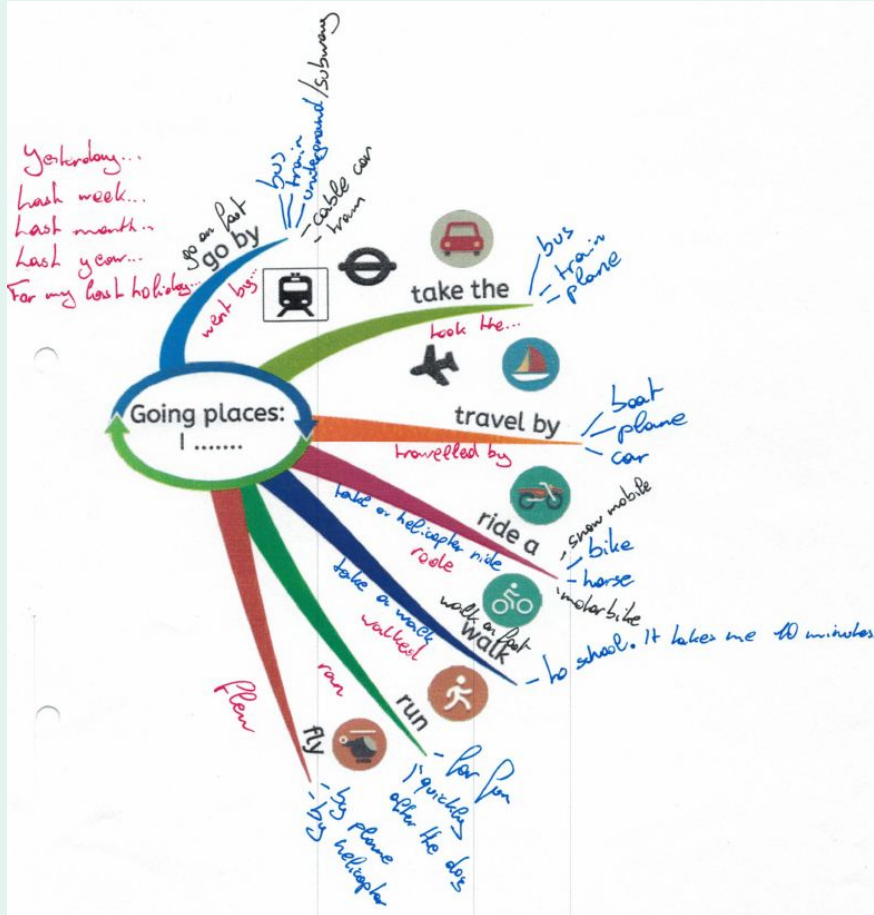
Make sure this is relevant for them and personalised!



The personalised mind map can serve as a starting point for speaking or writing activities and will only create information that is really true and relevant for the learner.



# Ask your learners to add more to the mind map ....

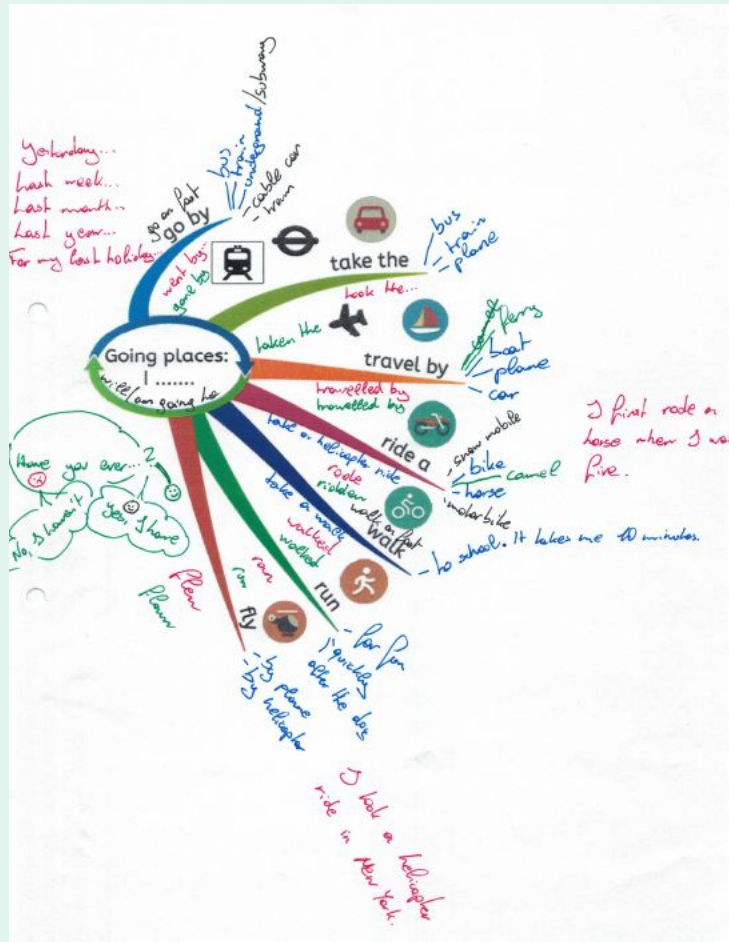


As soon as your learners are ready to give information about past events, they can add verbs in the past!

Anytime in between they may also have added more lexical items.

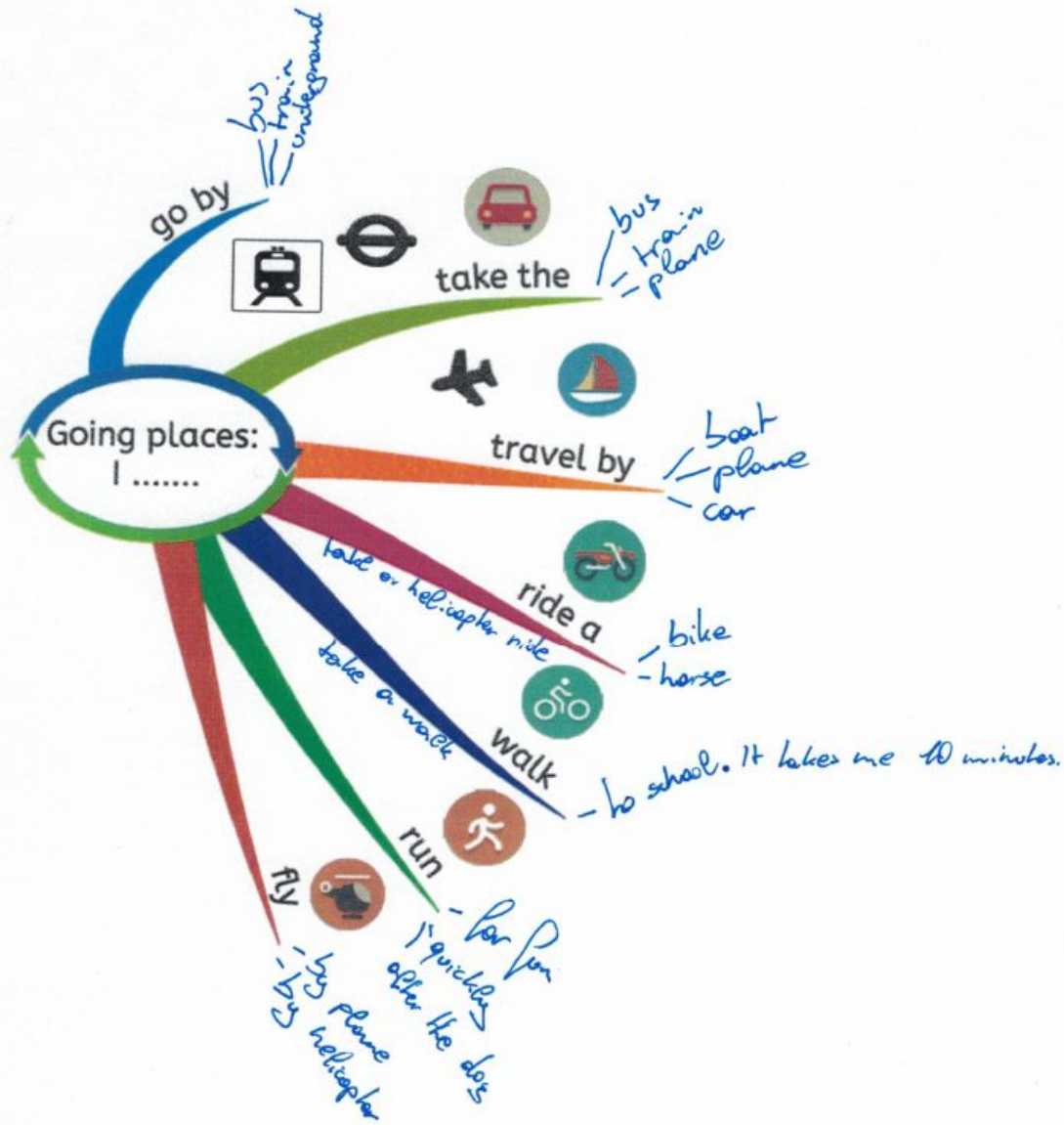


# Ask your learners to add even more to the mind map ....

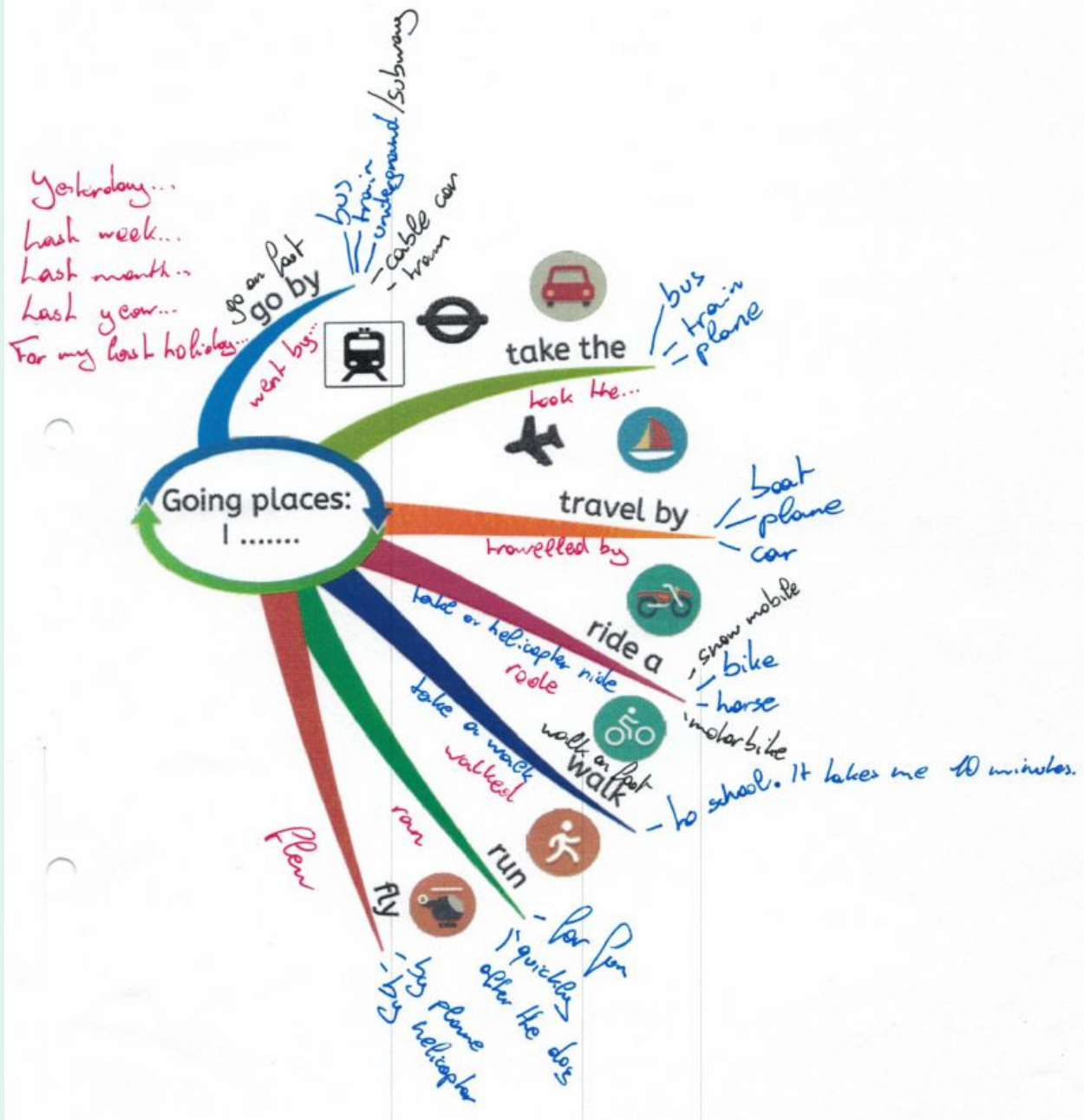


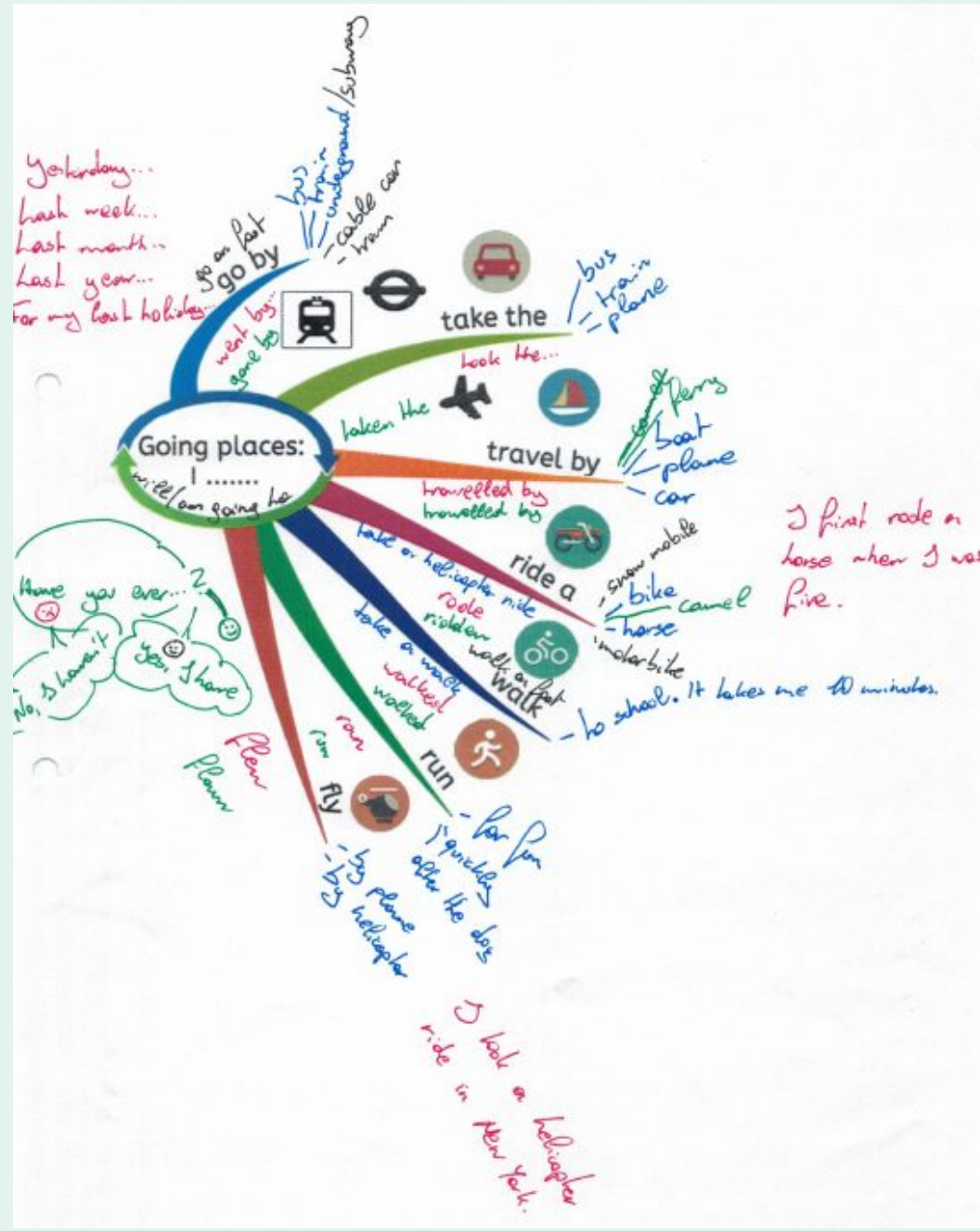
Dialogues about the kind of trips the learners may have made or will be making will create variations in colligation!

This way the mind map is used again and again over time. More sustainable lexical range and communicative competence will be the result of the repetitive use of lexical notebooks filled with progressive mind maps.













Progressive mind maps created by the teacher may look neater but from our experience, mind maps become more effective through personalisation and progression.



