

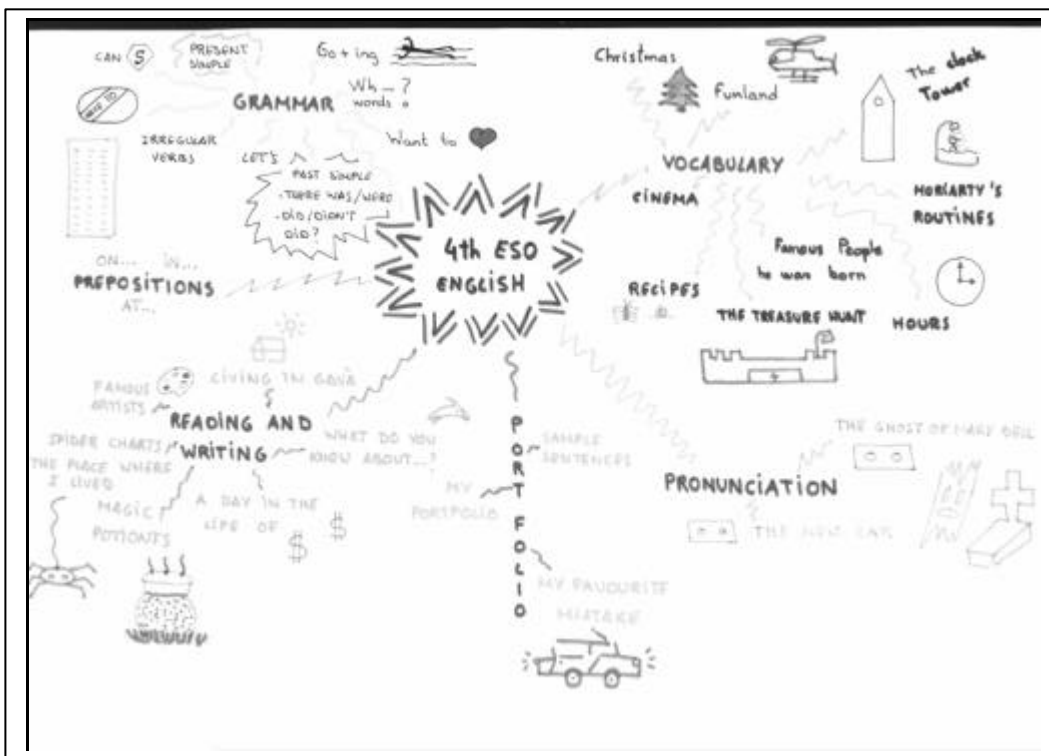
# **USING POSTERS AND MIND MAPS TO REVIEW GRAMMAR AND VOCABULARY**

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## MIND MAPS TO REVIEW WHAT THEY HAD BEEN TAUGHT IN CLASS

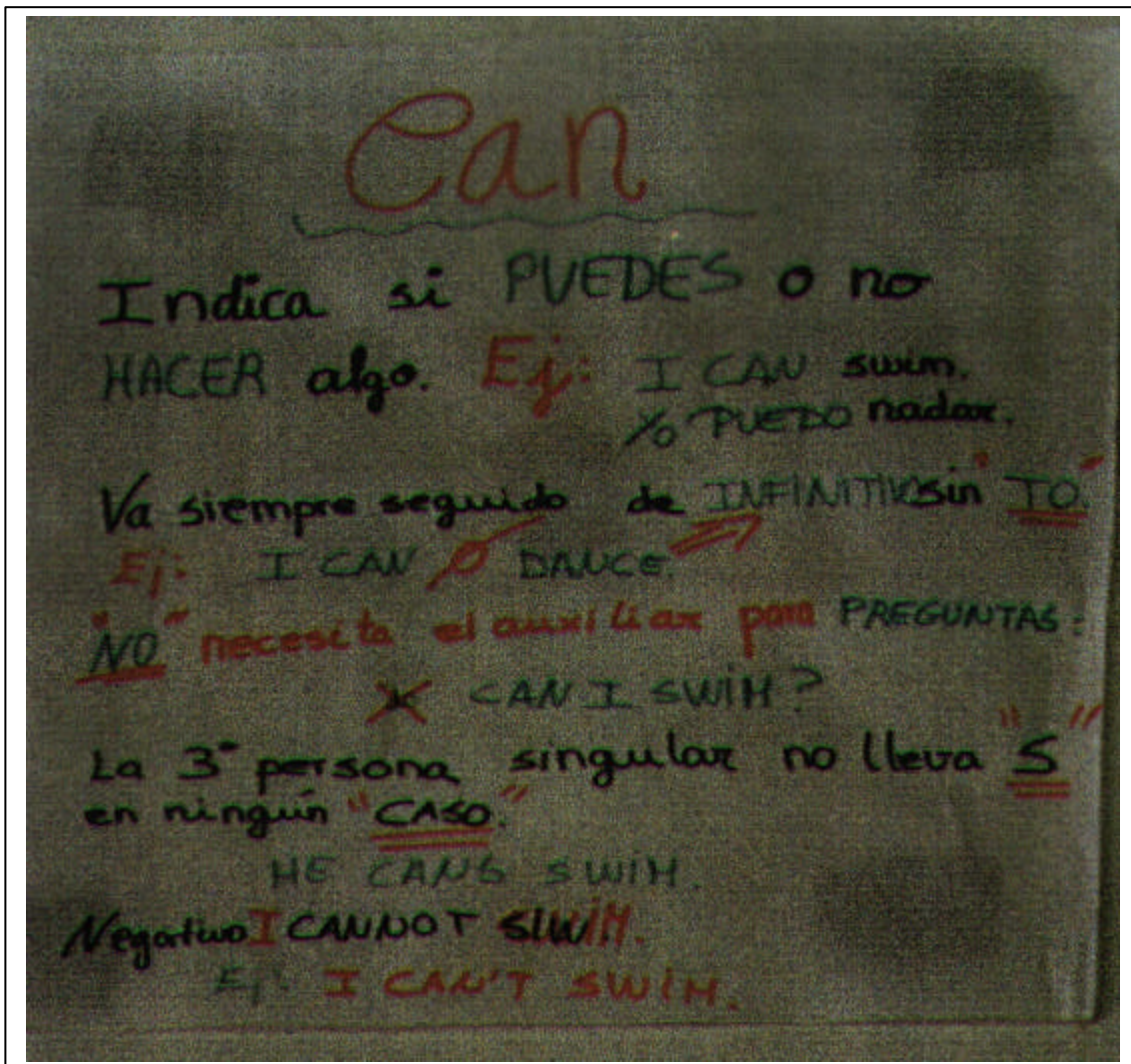
In order for learners to be able to take advantage of what they had been taught. The first step they needed to do was to reflect on what they had been taught. Mind maps, which had been extensively used throughout the year were again applied, this time to provide a summary of everything they had been taught.

Learners did they mind maps, which were then displayed in the class. Next to each mind map there was a black sheet of paper where learners wrote their comments. A general discussion followed



## REVIEWING GRAMMAR USING POSTERS

We focused on grammar first, which had been included in most mind maps. Learners were asked to create posters on the most relevant grammar points covered. The posters were hung above the blackboard so that everyone could see them.



## **REVIEWING VOCABULARY: FOCUSING THE VOCABULARY SECTION IN THE LEARNERS' PORTFOLIOS**

Learners had been trained for two years to write all important vocabulary in the vocabulary section of their portfolios. They had been required to write a sample sentence for every new word learned. That sentence should not be invented by them, but extracted from the same text where the word in question had been first encountered.

So that there was no confusion on which were the new words they were expected to learn in every lesson from the book, each new word had been written by the teacher in pieces of recycled paper. These pieces of recycled paper had been shown to learners the class after they had been introduced to make sure all of them had been introduced in their vocabulary sections lesson after lesson.

All the pieces of recycled paper accumulated throughout the year were brought to class and randomly reviewed. Learners had seen all of them before and had already been tested on them. They knew these words should be in their portfolios and that if they had done their share of work successfully they should know what each of them meant in Spanish.

**A SAMPLE OF WHAT LEARNERS HAD DONE IN THEIR  
VOCABULARY SECTIONS  
(Their errors have not been corrected)**

**Lesson 17**

Cupboard - Cómoda

**The cupboard is in the bedroom**

Chessboard - Tablero de ajedrez

**\*Can you play chessboard?**

Electric razor - Máquina de afeitar

**There is an electric razor in the kitchen**

Wall - Muro, pared

**What colour is the wall?**

Helmet - Casco

**I haven't got a helmet**

**Lesson 18**

Town - ciudad (small town - Pequeña ciudad)

**There are only two hotels in the town**

Few - Unas pocas / unas cuantas

**Linn and Kate want a room for a few nights**

## DRAWING THE WORDS THEY HAD LEARNED

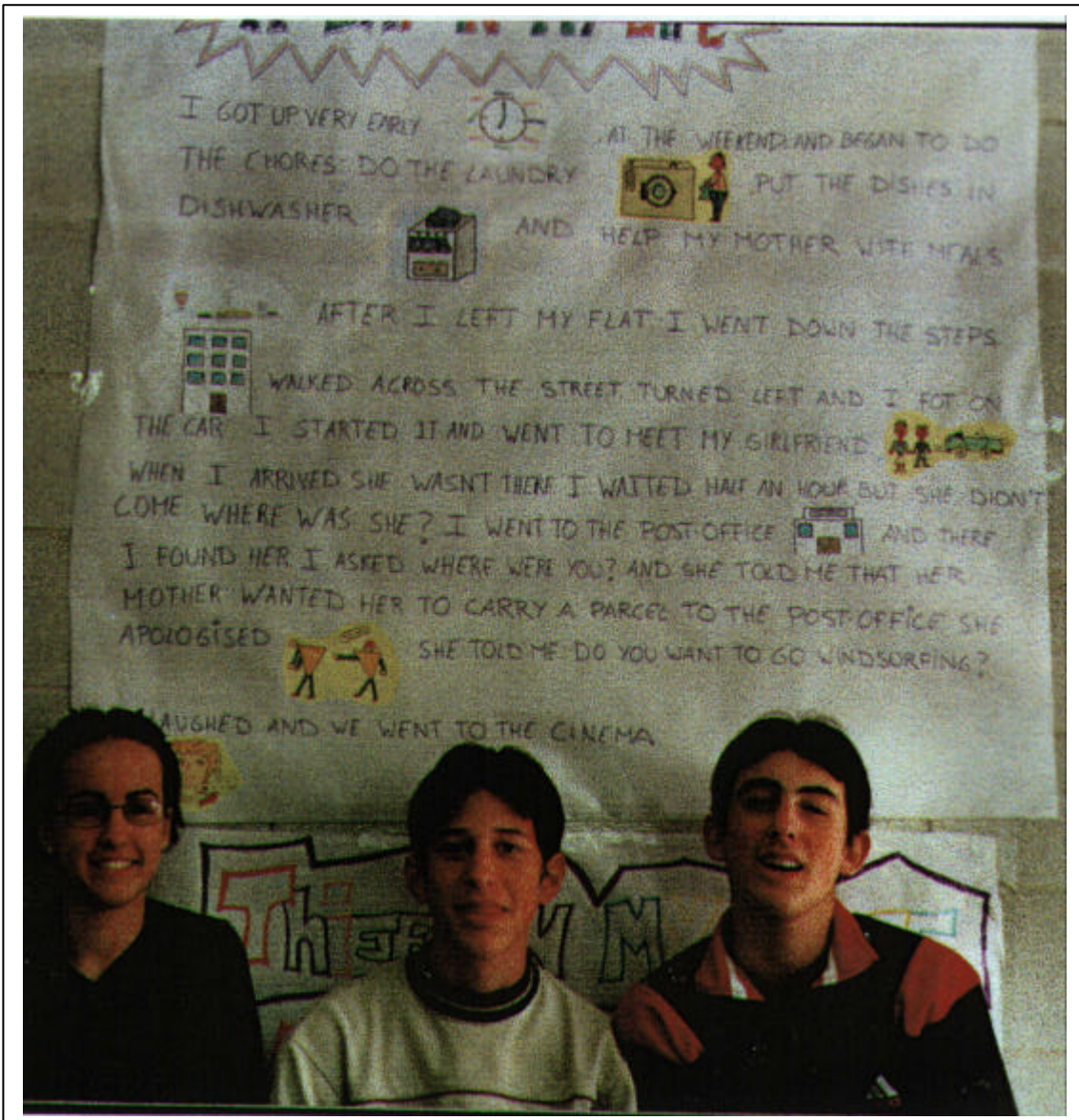
Learners were asked for a complete session to draw all the words from the year in a different piece of paper using a pencil. A bonus was given to the learners that drew more words. If they were not good at drawing it did not matter, but they should be quick and clear. The word they had drawn should be written on the back of the piece of paper. All the drawings were collected at the end of the class.





## MAKING THEIR MEGA POSTERS

The next day I brought the dictionaries to class and asked them to work in pairs or groups of three people. I handed over twelve drawings at random to each group. Using these drawings, which they could now paint or improve, but not change, they should write a story that had sense remembering to apply the grammar that they had explained in the grammar posters which were already hung over the blackboard.



## **POST TASK ACTIVITIES**

### **1. ORAL EXPOSITIONS**

Learners work on how words sound, as they will have to read the story to the rest of the group. A weak member in each group is informed that s/he will have to come to the blackboard on the next session to read their sentences and translate them to the rest of the class. A group mark will be assigned according to how this weak learner performs.

Giving a weak learner this responsibility makes him or her stand out, while the strongest learners are in charge of providing clear notes on pronunciation and vocabulary to them so that s/he can achieve the highest possible mark.

Learners are informed before doing this activity that they will have to sit an exam where the teacher would choose any sentence from the posters and will ask them to translate it into Spanish.

### **2. EXAM**

Learners sit a 15 minutes exam where they are asked to translate two sentences from each of the posters. The objective of this exam is simply to remind them that posters are fun, but that they do actually have a purpose and that English can be learnt from doing them. On the other hand, it is a translation exam because the posters are there, and it would be a pity to take them out because learners must be tested.

Besides, the role of the teacher as exam designer is somehow challenged by making them sit this exam. They are tested on their productions and in this way the message conveyed is something like: "You've written this. You were able to produce it with the language and grammar you knew, and so you must



understand it. It's your creation but also your responsibility. It  
you who has actually written this exam."

## **EVALUATION**

Three different marks are obtained from this activity. The first one, the learner's collage, we tend to evaluate taking into consideration their effort and interest. The same criteria are followed with the oral expositions. More strict criteria are applied to their exam. However, any learner having worked with interest in this activity, even if he is below average, can obtain satisfactory results if the three marks are considered. Strong learners that are not willing to cooperate or that try to show off and write very complex sentences rather than help their peers realise that sort of behaviour is not particularly clever in this context.

### **Further activities**

We tend to take pictures of the learners with their collages when the task is completed, so as to encourage their sense of ownership. These pictures, together with a short comment, are published in the school magazine so as to encourage that they be proud of what they write.