

The Mind Map David Morrison

Aims _____

- To make students interested in the book.
- To raise awareness of what a legend is.
- To enable students to create and use mind maps.

Pre-reading Activities _____

- 1 Ask students to look at Illustration 1 (the cover of the book) and then read Extract 1 (about a dream that one of the main characters of the book, Lucho, has). Write a list of genres on the board and ask students to choose the right one for the book

Answer: Fantasy story.

Make sure they know what a fantasy story is.

Suggested answer: A story that uses magic as an important part of what happens in it.

- 2 Tell students that in *The Mind Map* a legend plays an important part in the story. Elicit what students think 'a legend' is, and help them with a definition if necessary.

Suggested answer: A story from earlier times that is not always true.

Ask *Can you give me any examples of legends?* Write their answers on the board and ask contributors to talk briefly about what happens in the legends.

Possible answers: The lost city of Atlantis, King Arthur and the Knights of the Round Table, Robin Hood.

- 3 Ask students to read Extract 1 again. Tell them that Lucho's dream shown in this extract is influenced by a legend. Working in pairs, and using Extract 1 as a starting point, ask students to discuss and make notes about what the legend in the book might be. Feedback to the whole class.

- 4 Write the word *Guaca* on the board and tell students that it appears often in the book. It means an old object made by South American tribes, usually from gold. Students now read Extracts 2 and 3 and look at Illustration 2. Both the extracts and the illustration are about mind maps. Using the descriptions in the extracts and the illustration, tell students they are going to draw their own mind maps. Students draw the circles in their notebooks

as shown. Say *Now think of a word to write in the centre of your mind map. Choose something that is important to you. When you have done that, write other words in the other circles – words that are connected to the word you have written in the centre circle.*

- 5 Ask students to draw a second mind map on a piece of paper and write the same word as previously in the centre circle. Students exchange their mind map with a partner (make sure the pairs don't have words in the centre of their mind maps that are too similar to each other). Students now complete these mind maps using words that the centre word makes them think of. Students hand mind maps back to their originators. In their pairs, students now compare and discuss the two versions of the mind map. How similar/different are they?

- 6 Using one or both of the mind maps as inspiration, students do a short piece of written work, either fiction or non-fiction. Then partners read out their written work to each other. Ask *Do you think mind maps are helpful when you are planning written work?*

- 7 Ask students to read Extract 4 where Lucho, and Eva, who is another important character in the book, are speaking to each other. Ask *What have you learned from the extract?*

Possible answers: Lucho likes Eva very much and she makes him feel nervous. He's very happy they are going to be working together. He wasn't listening in class. Lucho thinks Eva is very pretty. Eva doesn't – yet – feel the same way about Lucho.

Students now imagine they are either Lucho or Eva and write a page in a diary about how they feel about having to work with each other. Share these with the whole class.

- 8 Ask students to read Extract 5, where Lucho and Eva are speaking to each other again. Ask *What has changed here?*

Suggested answer: Lucho is more confident. He still likes Eva, but he is speaking in a stronger way because something he wants to do is very important to him.

Ask *What do you think Eva's answer will be? Why?*

Answer: Eva agrees to go with Lucho. He has made her think that, for once, he can be taken seriously and the visit he is suggesting is important. She prefers this strong Lucho to the nervous Lucho from the previous extract.

9 Students assume that Eva *does* agree to go with Lucho to 25 Bastidas Street. Ask them to speculate what is there and what happens when they get there. Write their thoughts on the board. Students choose one of these suggestions – it need not be their own – and write a short scene using dialogue only. Lucho and Eva should be in the scene, and they can include one or more characters of their own if they wish. Organise students into pairs or groups as appropriate and ask them to role-play these scenes.

10 Working in pairs, ask students to speculate about how *The Mind Map* ends. Ask *Do you think the ending is happy or sad? Why?* Feedback to the whole class.

Post-reading Activities

1 Divide the class into two groups. Ask Group A to write 'Something I liked about *The Mind Map* was ...' and Group B to write 'Something I didn't like about *The Mind Map* was ...' at the top of a piece of paper. Students now write a sentence below this heading then pass the piece of paper on to a student in the other group. Students then respond to the opinion(s) written on the piece of paper they receive. Keep passing the pieces of paper around until students have made comments on every piece of paper. Feedback on the exercise. Did lots of people have the same opinions, or were there a variety of opinions and comments?

2 Ask students to decide over what period of time the action in *The Mind Map* takes place.

Answer: Five days – Thursday, Friday, Saturday, Sunday, Monday.

Now ask students to change this so that the action takes place over a much shorter period of time (e.g. one or two days). Ask *How would this alter the story?*

3 Ask students to use the Internet or a library to research legends and choose one they like. Students now place the characters of Lucho and Eva into this new legend and think about the adventures they have. They then talk about their legend and their ideas to a partner. If there is time, students write this new story.

4 The book cover of *The Mind Map* is an illustration. Working in pairs, ask students to find a suitable photograph that could be used as a cover image

instead. Post the new covers on the wall so students can see them. Hold a vote for the most popular cover. (NB Students are not allowed to vote for their own cover.)

Extract 1

In his dream it was a beautiful spring day and he was in history class. Outside a little yellow bird was singing in a tree. Lucho stood up, walked to the front of the class and took Eva's hand. Then he and Eva walked out of the classroom towards the tree where the little yellow bird was singing.

When they were near the tree, the bird flew to another tree and Eva and Lucho followed it. Little by little, they followed the bird out of Santa Marta High School, out of Santa Marta itself, up into the Sierra Nevada mountains and the jungle.

As they climbed higher into the jungle, the trees became taller and the plants larger and stranger. Hand in hand, they followed the bird across a wooden bridge over a noisy river and after a long, long walk they came to a circle of yellow grass. In the centre of the circle was a golden jaguar covered with black spots.

The jaguar looked dangerous. Lucho held Eva in his arms as they watched it climb the tree that the yellow bird was sitting in. When the jaguar was only a few metres away from it, the bird flew up into the bright blue sky. The jaguar jumped towards it but could not catch it. Then black circles appeared on the field of dry yellow grass. To Lucho, the circles looked like a mind map.

Extract 2

Every time they had to write about something for homework, Mr Parra asked them to make a mind map.

The mind map had four empty circles joined by four lines to a bigger circle in the centre. In the centre circle Mr Parra had written the word 'guaca'.

Extract 3

He opened his notebook and used the pendant to draw the first circle of the mind map. He wrote 'guaca' in the circle, and then drew four more circles, two to the left and two to the right, just like Mr Parra's mind map on the board in history class. Next he used a ruler to draw lines between the centre circle and the other four circles. Finally, he opened his history textbook and started reading about 'stolen gold'. He hoped he would find some more words to write in the other circles, but he could feel his eyes closing again.

My notes

Extract 4

'We can do this really quickly.'

The voice was Eva Villa's. Lucho turned and saw that she was standing behind him waiting to leave the class.

'Sorry?' he said.

Lucho looked at Eva's lovely dark brown eyes and her long black hair. Unfortunately, he turned red again.

'I said that we can do this really quickly. We can do the mind map together tomorrow in the library. That way we won't have to meet this weekend,' Eva continued.

She could see that Lucho didn't understand.

'Don't worry, you were probably asleep,' she joked.

'Mr Parra said we had to do the homework in pairs. I have to work with you,' she explained patiently. 'It's Friday tomorrow so we have a free hour after English class. We can use the Internet in the library.'

Lucho wanted to shout with happiness. He was going to spend an hour in the library with Eva Villa. Eva Villa?

'Um, yes, OK,' Lucho replied. 'Tomorrow morning, in the library, after English class.'

He had tried to sound cool but, when he walked out of the classroom, he could feel his heart beating hard in his chest.

Extract 5

'Eva.' Lucho's voice was strong now. 'If I just wanted you to like me, would I do something like this? Something that makes me look crazy?'

Eva shook her head.

'Of course not,' he continued. 'I'm going to 25 Bastidas Street tomorrow morning, with or without you. I want to know who Salvador and Mario are and I want to know what is happening. Do you want to come with me or not?'

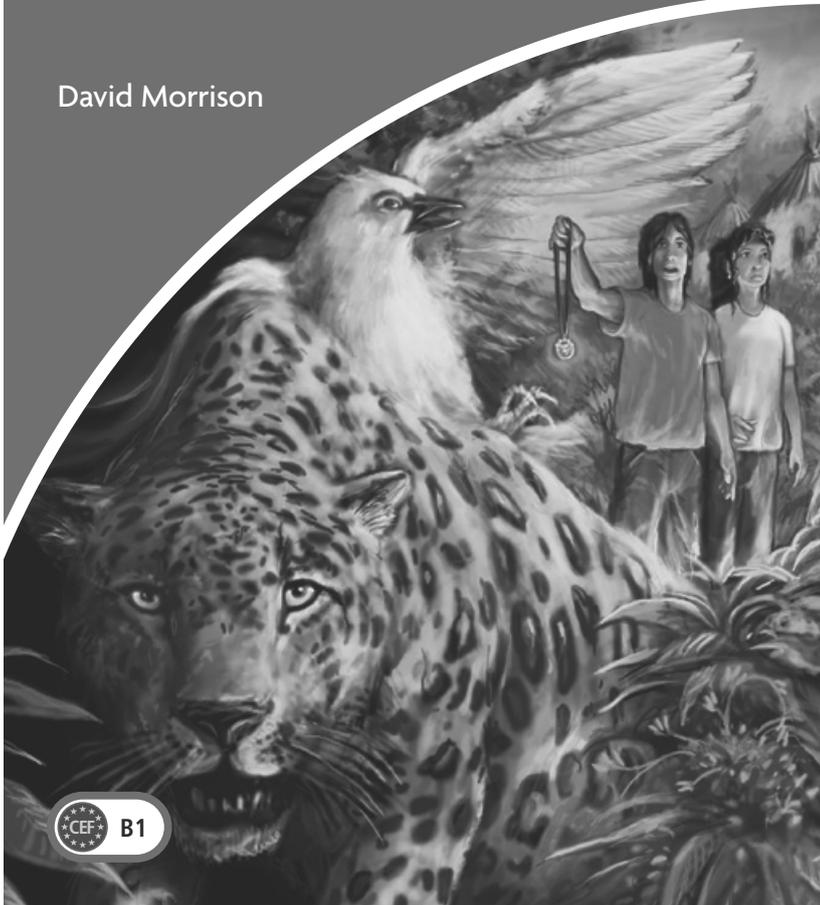
My notes

CAMBRIDGE

Cambridge
Discovery
Readers

The Mind Map

David Morrison



CEFR B1

Illustration 2

