



ABSTRACT

This thesis proposes the use of Task-Based Learning worksheets developed as supplementary material for the *Our World Through English Student's Book 1* in order to develop students' multiple intelligences to improve their language learning skills. Nineteen students in their eighth year of Basic Education at Cornelio Crespo Toral School participated in this study for 10 months.

The thesis presents the introduction, the theoretical framework upon which the proposal is based: the Task-Based Learning Approach and the Multiple Intelligences Theory, the procedure, the analysis and interpretation of results, conclusions, and recommendations.

This proposal evidences the improvement of students' language learning skills by 24, 04%. Data have been collected from a pre-test, a post-test, and a questionnaire. All of them were given to the students. At the end of the study, the participants developed a sense of motivation and awareness due to their language learning skills increased through the application of the Task-Based Learning worksheets.

Keywords: Task-Based Learning, Multiple Intelligences, worksheets, eighth graders.

**GENERAL INDEX**

Introduction.....	5
Chapter One: Theoretical Framework.....	9
1.1 Task-Based Learning Approach.....	9
1.1.1 Defining the Word 'Task'.....	10
1.1.2 Characteristics of Tasks.....	11
1.1.3 Types of Tasks.....	12
1.1.4 Conditions that are Present within a TBL Framework.....	19
1.1.5 Advantages of Using TBL Approach.....	19
1.1.6 Achievements of Task-Based Learning Approach in Language Teaching.....	20
1.2 The Multiple Intelligences Theory.....	21
1.2.1 The Seven Multiple Intelligences.....	23
1.2.1.1 Verbal-Linguistic.....	23
1.2.1.2 Logical-Mathematical.....	23
1.2.1.3 Spatial.....	23
1.2.1.4 Bodily-Kinesthetic.....	23
1.2.1.5 Musical.....	24
1.2.1.6 Interpersonal.....	24
1.2.1.7 Intrapersonal.....	24
1.2.2 Multiple Intelligences Activities.....	25
1.2.2.1 Verbal-Linguistic.....	26
1.2.2.2 Logical-Mathematical.....	26
1.2.2.3 Spatial.....	26
1.2.2.4 Bodily-Kinesthetic.....	26
1.2.2.5 Musical.....	26
1.2.2.6 Interpersonal.....	27
1.2.2.7 Intrapersonal.....	27
1.2.3 Previous Language Studies that Applied the Multiple Intelligence Theory in ESL Classrooms.....	28
1.2.4 Important Truths about the Multiple Intelligence Theory....	29
Chapter Two: Methodology.....	31
2.1 Giving a Standardized Pre-test to Students.....	32
2.2 Identifying Intelligences in <i>Our World Through English Student's Book 1</i>	34
2.2.1 Unit Six.....	34
2.2.2 Unit Seven.....	35
2.2.3 Unit Eight.....	36
2.2.4 Unit Nine.....	36
2.2.5 Unit Ten.....	37
2.2.6 Summary of Intelligences Identified in Units Six through Ten	37
2.3 Identifying Students' Intelligences.....	38
2.4. Designing Task-Based Learning Worksheets.....	41



2.4.1 Task-Based Learning Worksheets.....	41
2.4.1.1 Unit Six.....	42
2.4.1.2 Unit Seven.....	48
2.4.1.3 Unit Eight.....	54
2.4.1.4 Unit Nine.....	59
2.4.1.5 Unit Ten.....	64
2.5 Using Task-Based Learning Worksheets as Supplementary Material.....	70
2.6 Giving a Standardized Post-test to Students.....	71
Chapter Three: Results: Analysis and Interpretation.....	72
3.1 Students' Scores.....	72
3.2 Students' Point of View about the Worksheets.....	80
Conclusions and Recommendations.....	81
Conclusions.....	81
Recommendations.....	82
Appendices.....	84
A. Parents' Signed Consent Forms.....	85
B. Pre-test.....	87
C. Identification of the Seven Intelligences in Unit Six.....	89
D. Identification of the Seven Intelligences in Unit Seven.....	94
E. Identification of the Seven Intelligences in Unit Eight.....	100
F. Identification of the Seven Intelligences in Unit Nine.....	105
G. Identification of the Seven Intelligences in Unit Ten.....	111
H. Pictures of Students Using the Task-Based Learning Worksheets...	117
I. Post-test.....	118
J. List of Questions Used in the Pre-test and Post-test to Evaluate Students' Speaking Skills.....	120
K: Questionnaire that Was Given to Students In Order to Obtain Their Opinions about the Task-Based Learning Worksheets.....	121
Works Cited.....	122

LIST OF FIGURES

Figure 1. The Procedure Followed in the Development of This Thesis Proposal	
Figure 2. Students' Performance on the Pre-test	
Figure 3. Intelligences Identified in Unit 6	
Figure 4. Intelligences Identified in Unit 7	
Figure 5. Intelligences Identified in Unit 8	
Figure 6. Intelligences Identified in Unit 9	
Figure 7. Intelligences Identified in Unit 10	
Figure 8. Summary of Intelligences Identified in Units Six through Ten	
Figure 9. Sample Pictures from the Teele Inventory	
Figure 10. Students' Predominant Intelligences	



Figure 11. Students' Performance on the Post-test

LIST OF TABLES

Table 1. Predominant Intelligences in Our World Through English
Student's Book 1, Unit 7

Table 2. Definitions of 'task' as language learning goals

Table 3. The Seven Intelligences with Their Preferred Learning Styles

Table 4. Task-Based Learning Worksheets with Their Date of Their
Application

Table 5. Pre-test/Post-test Scores – Listening

Table 6. Pre-test/Post-test Scores – Reading

Table 7. Pre-test/Post-test Scores – Speaking

Table 8. Pre-test/Post-test Scores – Writing

Table 9. Pre-test/Post-test Scores – Grammar

Table 10. Pre-test/Post-test Scores – Vocabulary

Table 11. Total Percentage Gains



UNIVERSIDAD DE CUENCA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
DEPARTAMENTO DE INVESTIGACIÓN Y POSTGRADOS
MAESTRÍA EN LENGUA Y LINGÜÍSTICA APLICADA

**TASK-BASED LEARNING WORKSHEETS THAT PROMOTE
THE DEVELOPMENT OF MULTIPLE INTELLIGENCES**

**TESIS PREVIA A LA OBTENCIÓN
DEL GRADO DE MAGISTER EN
LENGUA Y LINGÜÍSTICA
APLICADA.**

AUTORA:

LCDA. SUSANA XIMENA ORELLANA MORA

DIRECTORA:

MAGISTER CATALINA ASTUDILLO NEIRA

Cuenca-Ecuador

2011



Al presentar esta tesis como uno de los requisitos previos para la obtención del título de Magister en Lengua y Lingüística Aplicada, por la Universidad de Cuenca, autorizo al Centro de Información Juan Bautista Vásquez para que haga de esta tesis un documento disponible para su lectura, según las normas de la universidad.

Lcda. Susana Ximena Orellana Mora

Cuenca, 21 de noviembre de 2011



ACKNOWLEDGMENTS

It is a pleasure to thank the people who made this thesis possible. First of all, my sincere thanks to my tutor, Magister Catalina Astudillo Neira, who has contributed to this thesis with her vast knowledge and teaching experience. I wish to extend my gratitude to Licenciada Teresa Cevallos, the principal of Cornelio Crespo Toral School, for her support during the development of this thesis. I would also like to thank Mrs. Mary Flasher for helping me with the proofreading. Also, I am grateful to Mr. Sergio Cajamarca and Mrs. Lucia Mora, librarians of the University of Cuenca who provided me with the appropriate books to get relevant information for this thesis.



DEDICATION

I would like to dedicate this thesis to my family who has always been a constant source of love, concern, support, and strength.



INTRODUCTION

New ideas about teaching a foreign language have been brought to the forefront in recent decades, the most important being the use of a variety of activities inside the language classroom to enhance the teaching and learning experience. With the emergence of the technological era, teachers have also been given the opportunity to broaden their students' learning opportunities. Unfortunately, in the majority of public and rural schools in Ecuador, the necessary resources to implement new and innovative programs are not available. Consequently, many English teachers are forced to continue teaching their classes strictly based on the textbooks their students use. While almost all teachers work with the board and markers, these resources by themselves do not motivate students to actively participate in the learning process, nor consider students' differences.

Howard Gardner writes "It is of the utmost important that we recognize and nurture all of the varied human intelligences and all of the combinations of intelligences. We are all so different largely because we have different combinations of intelligences" ("*Multiple Intelligences: New Horizons in Theory and Practice*" 24). This thesis, titled "Task-Based Learning Worksheets that Promote the Development of Multiple Intelligences" focuses on Gardner's words; that is, students' differences.

The main objective of this thesis is to design and implement the use of Task-Based Learning worksheets as supplementary material with the *Our World Through English Student's Book 1 (OWTE SB 1)* in order to contribute to the development of students' multiple intelligences and thus enhance their acquisition of language learning skills. *OWTE SB 1* is used in all public educational institutions in Ecuador to teach eight year of Basic Education English.

This study is limited to nineteen students who are in their eighth year of Basic Education at the Cornelio Crespo Toral Public School in Cuenca, Ecuador. The six female students and thirteen male students have an average age of thirteen, and the majority of them come from families with a very low








socioeconomic status. This study began in April, 2010, and finished in June, 2011. In other words, this thesis was developed over a time period of fifteen months.










The first chapter takes a look at the Task-Based Learning Approach and the Multiple Intelligences Theory that were the theoretical basis for the development of this proposal.

The procedure followed that led to the design of the Task-Based Learning worksheets is reviewed in the second chapter where the various tasks that are included in the *OWTE SB 1* are analyzed, one can conclude that most of the activities designed by the book's authors focus on Verbal-Linguistic, Spatial, and Interpersonal intelligences. This emphasis on the three intelligences can be seen in Table 1:


Table 1. Predominant Intelligences in *Our World Through English Student's Book 1*, Unit 7 (pages 42-47)

PAGE	LESSON	TASKS	INTELLIGENCE
42	One	TASK 1. Look at this school. Listen. Identify the places.	Spatial  Verbal-Linguistic 
42	One	TASK 2. Listen again. Tick the correct information.	Verbal-Linguistic 
42	One	TASK 3. Read Our School . Complete the information.	Verbal-Linguistic 
42	One	TASK 4. In pairs, ask and answer questions about	Interpersonal 



		Abdón Calderón School or Camilo Ponce School.	Verbal-Linguistic  Verbal-Linguistic
43	Two	TASK 1. Listen to Teresa and Renata talking about their school subjects. Complete the table.	Verbal-Linguistic  Verbal-Linguistic
43	Two	TASK 2. In pairs, talk about Teresa and Renata's subjects. Take turns.	Interpersonal  Interpersonal Verbal-Linguistic  Verbal-Linguistic
43	Two	TASK 3. Read about Teresa and Renata's timetable for Monday. Complete the timetable.	Verbal-Linguistic  Verbal-Linguistic
44	Three	TASK 1. Look at the picture. Listen and identify the people.	Spatial  Spatial Verbal-Linguistic  Verbal-Linguistic
45	Four	TASK 1. Look at the picture. Tell your teacher about it.	Spatial  Spatial Verbal-Linguistic  Verbal-Linguistic



47	Five	TASK 3. Write notes about your school.	Verbal-Linguistic 
----	------	--	--

Made by: Susana Orellana

Source: OWTE SB 1

Most of the lessons found in the rest of the *Our World Through English Student's Book 1* follow the format of the sample of activities presented above. This format will be analyzed on a deeper basis in Chapter three. Icons similar to those in Table 1 will appear next to the different tasks included in this study as well as on the Task-Based Learning worksheets developed by the author of this thesis. The purpose of the icons is to show what intelligence or intelligences are the main focus of each activity.

The third chapter analyzes and interprets the results of the pre-test and post-test, as well as students' opinions. Additionally, the author's conclusions and recommendations for further research in the field are presented and at the end of the thesis, there is a section that includes appendices, and the works cited along the thesis.



CHAPTER ONE: THEORETICAL FRAMEWORK

The theoretical framework of the worksheets designed for using as supplementary material for the *OWTE SB 1* relies on the basis of the Task-Based Learning Approach (TBL) and the Multiple Intelligences Theory. This chapter will present important aspects of the approach and the theory mentioned before, and attempt to show their relevance for the making of this thesis.

1.1 TASK-BASED LEARNING APPROACH

Task-Based Learning Approach, also known as Task-Based Language Learning or Task-Based Language Teaching was popularized by Prabhu (1987) when he noticed that his students could learn language just as easily with a non-linguistic problem as when they were concentrating on linguistic questions. This approach focuses on asking students to do meaningful tasks using the target language. In other words, as Branden mentions, these meaningful tasks “...formulate operational language learning goals...in terms of the purposes for which people are learning a language i.e. the tasks that learners will need to be able to perform” (3).

Most of the tasks in the *OWTE SB1* ask students to interact in a meaningful way. In other words, these tasks help them to face real situations. For example: “In pairs, talk about Christmas celebrations in your family” (Ponce et al 39). This task does not have fixed structures or repetition drill; on the contrary, this task demands the use of the target language freely. The students are who choose the language they want to use. Of course, they will remember vocabulary and structures that will help them to communicate.

On the other hand, the *OWTE SB 1* also presents tasks that are not tasks actually. The reason of this affirmation is that these tasks do not have any communicative purpose. For example: “Read the months and put them in the



correct order” (Ponce et al 38). In this way, this is only an exercise to teach or practice vocabulary; specifically, the months of the year.

It is perhaps worth making explicit something about the difference between exercise and task. Basically, an exercise has a linguistic outcome and a task does not which means that the first only focuses on the form of the language (words); meanwhile, the latter focuses on the meaning of the language (purpose).

1.1.1 DEFINING THE WORD ‘TASK’

Now it is essential to be clear about what a task is and many authors have defined this word from their different points of view. In figure 3, Branden synthesizes these concepts in a very precise way and emphasizes ‘task’ as language learning goals (5).

Table 2 Definitions of ‘task’ as language learning goals

Author	Definition
Long (1985)	“A piece of work undertaken for oneself or for others, freely or for some reward. Thus examples of tasks include painting a fence, dressing a child, filling out a form.... In other words, by ‘task’ is meant the hundred and one things people do in everyday life, at work, at play, and in between. ‘Tasks’ are the things people will tell you they do if you ask them and they are not applied linguists”.
Crookes (1986)	“A piece of work or activity, usually with a specified objective, undertaken as part of an education course, at work, or used to elicit data for research”.
Carroll (1993)	“Any activity in which a person engages, given an appropriate setting, in order to achieve a specifiable class of objectives”.
Bachman & Palmer (1996)	“An activity that involves individuals in using language for the purpose of achieving a particular goal or objective in a particular situation”.
Bygate <i>et al.</i> (2001)	“An activity which requires learners to use language, with emphasis on meaning, to attain an objective”.



Analyzing the definitions presented in the figure above, it could be said that Long's definition gives emphasis to the real-world language where students will not worry about the use of the language because they will feel free talking about their experiences in their everyday lives. Crookes, Batchman & Palmer, and Bygate et al, however, stress the presence of a specific objective in an activity. The fact that students use the language to communicate is highly relevant in contrast to the mechanical repetition of vocabulary or structures. Another author, Carroll, mentions the importance of engaging within an activity. This means that our students are confident with the language they use because the previous tasks will help them to perform successfully what has been asked to do.

One might summarize that a task is an activity in which students use language to achieve a specific goal. It is important that this activity reflects real life because learners focus on meaning and they are free to use any language they want.

1.1.2 CHARACTERISTICS OF TASKS

Willis (*Task-Based Language Teaching: Teachers' Solutions to Problems Encountered*) lists five characteristics that a task must have. These are the following:

- a) A task is an activity that engages learners' interest.
- b) There is a primary focus on meaning.
- c) The success of the activity is judged in terms of outcome.
- d) Completion is priority.
- e) The activity relates to real world activities.

In addition to these characteristics, Nunan mentions another one: a task is an activity "where the learner is an interactor and negotiator who is capable of giving as well as taking" (1989: 80). All of these characteristics are extremely important to consider in the designing of the tasks. The lack of one of these could mean our



students' failure and frustration along the learning process. This is why in all of the Task-Based Learning worksheets that have been designed; a careful review of these characteristics was made.

1.1.3 TYPES OF TASKS

There is a range of exercises that teachers could consider as tasks but they do not focus on meaning; these exercises can have a grammatical, lexical, or phonological focus (Nunan, 2004). For example:

Language exercise: grammatical focus

A Complete the conversation. Then practice with a partner.

- A. What you?
B. I'm a student. I study business.
A. And do you do school?
B. I to Jefferson College.
A. do you like your classes?
B. I them a lot.

Language exercise: lexical focus

A Complete the word map with jobs from the list.

Architect, receptionist, company director, flight attendant, supervisor, engineer, salesperson, secretary, sales manager, security guard, word processor.

Professionals

Architect

.....

JOBS

Management positions

Company director

.....

Service occupations

Flight attendant

.....

Office work

Receptionist

.....

B Add two jobs to each category. Then compare with a partner.

Communicative activity

Look at the survey chart and add three more items to the list. Now, go around the class and collect as many names as you can.

Find someone who has...	Name
... driven a racing car	
... been to a Grand Prix race	
... played squash	
... run a marathon	
... had music lessons	
... ridden a motorcycle	
... flown an airplane	
... been to a bullfight	
... been scuba diving	

Actually, we need to be careful here. It has been found that most of the tests focus on lexical and grammatical issues only. Nobody denies their importance in the process of learning a language but it is more important to use grammar and vocabulary in context not in repetition exercises.

Leaver and Willis propose a different classification of classroom activities: "citation, simulation, or replication" (*Task-Based Instruction in Foreign Language Education: Practices and Programs*, 17). These types consist in the following parameters:



Citation activities involve form-focused practice, from repeating and drilling, to using the target form in controlled response to teacher elicitation, and practicing scripted dialogues in pairs.

Simulation activities also focus on form but bear a semblance of, or “simulate” real communication, for example, role-plays where learners are given roles to act out and are encouraged to use the language forms they have just been taught.

Replication activities are so called because “they replicate within the classroom aspects of communication in the real world” (Willis 1996). Language forms are in no way predetermined. Learners are free to use any language they can master to interact with each other or with a text, with the teacher or other speakers of the target language in order to solve problems, reach decisions, compare real-life experiences, conduct surveys in or out of class and subsequently present their findings (in writing or in spoken form) using whatever language resources they wish to achieve their purpose.

Let’s write three examples from the *OWTE SB1* to be clearer about this classification. The following example shows how a citation activity is: “In pairs, talk about your day. Complete your partner’s answers” (Ponce 55). In this exercise, the questions are already done and the students only have to ask these questions and complete their partner’s answers. So this is a controlled activity because students are not free to make different questions they would like to ask. An example of a simulation activity is presented at page 42: “In pairs, ask and answer questions about Abdón Calderón School or Camilo Ponce School” (Ponce). During this activity, students have only to repeat what they have learnt in a role play. Again, questions and answers are given. Finally, students have the opportunity to use the target language they want through replication activities. So there are not vocabulary or grammar structures. “Write to a friend about your city or town” (Ponce 64). This is the task that will help students to communicate because they can write about the aspects they want to mention about their city or town. This type of classroom activities will attempt the worksheets to present.



1.1.4 CONDITIONS THAT ARE PRESENT WITHIN A TBL FRAMEWORK

Jane Willis has done extensive researching and writing about the TBL Approach. Willis defines four conditions that are present within a TBL framework (“*A Framework for Task-Based Learning*” 132): exposure to the target language; opportunities to use the language, both spontaneously and planned; motivation to listen, talk, read, write, study, and reflect; and instruction focuses on language form.

Regarding the four conditions, I agree with the first three conditions because the lesson stimulates language use by providing a range of learning opportunities for students of all abilities, and they encourage learners to activate and use whatever language they already have, both for comprehension and for speaking and writing. However, the last condition: instruction focuses on language form is against everything we have said so far about Task-Based Learning Approach. This brings us to remember that a task focuses on meaning not language.

1.1.5 ADVANTAGES OF USING TBL APPROACH

In one of her many conference presentations, Willis (“*Conference Presentation: Great Results with Task-Based Language Teaching*” 20) explains why to use a Task-based Learning Approach when teaching a second or foreign language:

- TBL provides learners with natural exposure (input), chances to use language to express what they want to mean (output), to focus on improving their own language and to analyse and practise forms.
- TBL is more likely to keep learners motivated since it builds on whatever language they know in a positive way. Learners are actively engaged throughout the task cycle, and get chances to think for themselves and express themselves in the security of their group.



- Learners become more independent and feel empowered, gaining satisfaction from successfully achieving things through English.

These three advantages can be summarized into one: the use of Task-Based Learning activities motivate students. In other words, students know the outcomes they will receive if they are able to express in the target language. They are not afraid of making mistakes because they use the language they want. So they are happy learning English.

1.1.6 ACHIEVEMENTS OF TASK-BASED LEARNING APPROACH IN LANGUAGE TEACHING

So far, different aspects related to Task-Based Learning Approach have been addressed. These aspects include definitions, characteristics, types, conditions, and advantages. But, how has the practice of this approach contributed in the field of language teaching? Robinson in his book *Task-Based Language Learning* (2) writes some achievements that Task-Based Learning Approach has gained in this field:

- Tasks provide a context for negotiating and comprehending the meaning of language provided in task input, or used by a partner performing the same task.
- Tasks provide opportunities for uptake of (implicit or explicit) corrective feedback on participant's production, by a partner, or by a teacher.
- Tasks provide opportunities for incorporation of premodified input, containing "positive evidence" of forms likely to be important to communicative success and that may previously have been unknown or poorly controlled.
- Tasks provide opportunities for noticing the gap between a participant's production and input provided and for metalinguistic reflection on the form of output.



- Sequences of tasks can consolidate memories for previous efforts at successfully resolving problems arising in communication on previous versions, thereby strengthening memory for them.
- Following attempts to perform simpler versions, complex tasks can prompt learners to attempt more ambitious, complex language to resolve the demands they make on communicative success, thereby stretching interlanguage.
- Additionally, all of the above happen within a situated communication context that can foster form-function-meaning-mapping and can do so in ways that motivate learners to learn.

The achievements mentioned above emphasize the opportunities the Task-Based Learning Approach give teachers and students. The application of the Approach is a choice that the teacher can or cannot decide to take when teaching to his/her students. Fortunately, the evidence of its pros has been revealed and teachers should use this approach in order to have their students motivated.

1.2. THE MULTIPLE INTELLIGENCES THEORY

In 1983, Dr. Howard Gardner, professor of Education at Harvard University, first introduced the theory of Multiple Intelligences (MI). This theory according to Blythe and Gardner “proposes that people use at least seven relatively autonomous intellectual capacities –each with its own distinctive mode of thinking-to approach problems and create products” (33). Challenging the largely linguistic and logical bias of the IQ paradigm, Gardner proposed the existence of additional intelligences each of which students possess in varying amounts due to both innate and environmental causes.

The exact combination of intelligences varies from person to person. For example, one learner might be strong in the Verbal-Linguistic and Interpersonal intelligences with secondary strengths in the Intrapersonal, Spatial, and Musical intelligences and weaknesses in the Logical-Mathematical and Bodily-Kinesthetic



intelligences. Another learner could have an entirely different combination of intelligences. Thus, as Acosta mentions in her article, “each student's makeup of intelligences is very similar to DNA; no one has exactly the same combination of intelligences”. To effectively use the Multiple Intelligences Theory in the language classroom, it is necessary for teachers to determine what types of intelligences are predominant and which are less developed in their students instead of focusing on how much intelligence students have or do not have.

Gardner originally proposed seven initial intelligences: Verbal-Linguistic, Logical-Mathematical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, and Intrapersonal) (*Frames of Mind* 9). He suggested that these intelligences were not exhaustive, but merely those that he had proven via a battery of tests. So while absolutely viable and deeply challenging to existing ideas of intelligence, the schema was incomplete. Gardner later discovered four more types of intelligences: naturalist, sexual, digital, and existential (Multiple Intelligences, New Horizons 19-20). Hammond (2008) states that many practitioners saw the importance of Gardner's nascent theory in the late 1980's while the theory itself was still being refined.

According to Gardner (2001), each of the seven intelligences has a specific place in the brain. In other words, they are independent neurologically. In each area of the brain there is a specific competence and procedure to obtain information. This is not the case with the other four types of intelligences discovered later by Gardner (2006). For the purpose of this thesis, only the seven well-identified intelligences in the brain are considered.

Many outstanding individuals have continued to study the MI Theory and its implications for language teaching. One such individual, Ezequiel Ander-Egg (99-100), distinguishes various characteristics related to the MI theory. First, the conception of the existence of only one intelligence does not visualize students' diversity. It focuses only on a uniform vision that makes learning the same for everybody. Second, the MI Theory is related to the mechanisms of the brain that are shown through each individual's intelligences. Furthermore, each intelligence



has its own different mechanisms of the brain which are identifiable. Simply stated, every intelligence is independent in its functioning; however, the various intelligences work together when they are applied to a field or discipline.

1.2.1 THE SEVEN MULTIPLE INTELLIGENCES

The educational psychologist, Bruce Torff, clearly states the specific ability or abilities that people are able to do when they have certain intelligences. These characteristics are listed below:

1.2.1.1 Verbal-Linguistic: *Having the ability to see patterns in language*

As mentioned earlier, the most widespread means of teaching in language classrooms focuses on this intelligence and students' Verbal-Linguistic language skills that help them learn through the use of words.

1.2.1.2 Logical-Mathematical: *Having the ability to problem solve and establish connections*

Logical and Mathematical intelligence is very helpful when analyzing language because students can use logic and mathematical models to represent and work with ideas. An example of this is grammar analysis.

1.2.1.3 Spatial: *Being able to describe space and time*

Students with this type of intelligence learn best when they are given visual clues such as graphs, photos, maps, or diagrams to help them remember language.

1.2.1.4 Bodily-Kinesthetic: *Knowing how to use one's body in a skilled manner*

When physical actions are combined with linguistic responses, students who learn best using this intelligence assimilate the new language quickly.



Students with this intelligence use their bodies to express ideas, accomplish tasks, or create moods. For example, a student repeating the statement, "I'd like to pay by credit card." is much less effective than that same student pulling out his wallet while saying, "I'd like to pay by credit card."

1.2.1.5 Musical: *Being able to identify rhythm and directionality of sound*

Possessing this intelligence, students have the ability to recognize and communicate using melody, rhythm, and harmony. Too often the use of music is underestimated in ESL classrooms. English is a very rhythmic language because of its tendency to accent certain words when spoken, so it is only natural that music plays a role in the classroom as well.

1.2.1.6 Interpersonal: *Possessing an awareness of others*

Interpersonal skills are extremely important in language learning because they relate to the ability of learners to communicate effectively, to get along with others, and to work with others to accomplish tasks. Group learning depends on students having interpersonal skills in order to learn as they speak and react to others. Obviously, not all learners have excellent interpersonal skills. For this reason, group work needs to be balanced with other activities.

1.2.1.7 Intrapersonal: *Self-knowledge*

Intrapersonal skills are closely related to interpersonal skills; however, they focus on personal expression. For students with this intelligence, self-knowledge leads to the understanding of motives, goals, strengths and weaknesses. By understanding themselves, students are able to deal with underlying issues that can either improve or hamper their use of English.



1.2.2 MULTIPLE INTELLIGENCES ACTIVITIES

The most important reason for using multiple intelligence activities in the classroom is that they offer support to learners who may find traditional activities ineffective in helping them learn the new language. Accepting the fact that not all individuals learn in the same way because of their individual combination of intelligences, to be effective, activities in the language classroom need to be aimed at all the intelligences. For this reason, teachers need to use a variety of language activities that have been categorized by Beare according to which intelligence they target:

The fact that each intelligence is closely related to a preferred learning style (Gardner, 2001) was also taken into consideration when the worksheets were designed because students learn better when the language exercises match their intelligence types (see Table 3).

Table 3. The Seven Intelligences with Their Preferred Learning Styles:

Intelligence	Preferred Learning Style
1. Verbal – Linguistic	words and language
2. Logical – Mathematical	numbers and logic
3. Spatial	pictures, shapes, and images
4. Bodily – Kinesthetic	physical experience, movement, and touch and feel
5. Musical	music, sounds, and rhythm
6. Interpersonal	human contact, communications, cooperation, and teamwork
7. Intrapersonal	self-reflection and self-discovery

Following are lists of various activities that take into account the preferred learning styles for each of the seven intelligences proposed by Gardner (1993). Some, but not all, of these activities are included in the Task-Based Learning worksheets designed for this study.



1.2.2.1 Verbal-Linguistic

Verbal-Linguistic activities ask students to write a set of instructions, speak on a subject, edit a written piece or work, write a speech, or commentate on an event. Students learn better with teacher centered explanations, essays and written reports, reading selections, book-based grammar and language function explanations, and gap-fill exercises.

1.2.2.2 Logical-Mathematical

Logical-Mathematical tasks ask students to perform mental arithmetic calculations, create processes to measure something difficult, analyze how machines work, devise strategies to achieve an aim, or assess the value of a business or a proposition. Another examples of these type of activities include: grammar categorizing activities, grammar rules study and inductive explanations, error recognition, correction work based on teacher indications, and the development of mind-maps and other vocabulary charts.

1.2.2.3 Spatial

Spatial tasks require students to design a costume, interpret a painting, create a room layout, or design a building. Moreover, the following activities can be used to target this intelligence: mind maps, use of photos, paintings, and other objects to encourage discourse, creation of personal road maps and other visual aids to use during discourse, use of graphs to initiate explanations of statistics, videos, creation of multimedia projects, highlighting texts in different colors to indicate tense, or function, and games such as Pictionary.



1.2.2.4 Bodily-Kinesthetic

Bodily-Kinesthetic tasks include activities such as asking students to juggle, demonstrate a sports technique, create a mime to explain something, or coach workplace posture. Typing, movement games, Role Plays/drama, pantomime vocabulary activities, and facial expression games can be applied to develop this intelligence.

1.2.2.5 Musical

Musical activities focus on students performing a musical piece, singing a song, coaching someone to play a musical instrument, and choosing mood music for telephone systems and receptions. It can be mentioned more examples such as, chants and tongue twisters.

1.2.2.6 Interpersonal

Interpersonal activities make students interpret moods from facial expressions, demonstrate feelings through body language, affect the feelings of others in a planned way, and coach or counsel their classmates. Also, small group work, team competitions, Role Plays using dialogues, and peer teaching are considered as punctual to focus the intelligence mentioned.

1.2.2.7 Intrapersonal

Intrapersonal tasks help students consider and decide their personal goals and what changes need to be made in order to reach those goals (these goals are not necessarily revealed to others). The activities can be: writing in logs and diaries, estimating learning strengths, weaknesses, and progress over time, understanding learner objectives, and speaking or writing about one's personal history with confidence



1.2.3 PREVIOUS LANGUAGE STUDIES THAT APPLIED THE MULTIPLE INTELLIGENCE THEORY IN ESL CLASSROOMS

Over the years, many different studies have been conducted to evaluate the effectiveness of various methods of language teaching. While linguistic intelligence activities are almost always included in the teaching of a language, many studies have shown that teaching a variety of activities that address other intelligences has positive results on the learning process. Following is a summary of three such studies:

- Neil Hammond has studied extensively the role of multiple intelligences in learners and their influence in the learning process. He states in his study titled *Multiple Intelligences in ELT: A New Model*:

60% of activities are logical or linguistic. The personal intelligences comprise around 25%. In other words, four of the nine intelligences make up almost 85% of classroom activity. Where the remaining intelligences are activated, this is usually in terms of theme rather than actual engagement of a skill pertaining to that intelligence -- for example a unit on sport may appeal to kinesthetic intelligence, which is one thing, but may do little to actually activate any actual kinesthetic skills (23).

- In their book, *Multiple Intelligences and Student Achievement: Success Stories from Six Schools*, Linda and Bruce Campbell write about the educational programs that six schools implemented using the Multiple Intelligences Theory (MI) for five or more years. The schools included in the study (two elementary, two middle-level, and two high schools) serve a variety of student populations across the United States. The authors address such questions as, "How have MI programs affected student achievement?" and "Where and how were those results achieved?" (45). The Campbell's study revealed significant academic achievement gains in the target students. These results are described in the book. The book also talks about the transformation process the six schools had concerning their



teaching environments, curriculum, assessment methods, student attitudes and achievements, and teachers' beliefs.

- Gardner (2009) describes how the Multiple Intelligences Theory has been introduced and implemented successfully in numerous countries around the world. His book, *Multiple Intelligences around the World*, is the first collection that reviews, synthesizes, and reflects on this unique cross-cultural and educational phenomenon. It contains works by various authors that provide a fresh and fuller understanding of MI Theory, specifically why MI Theory has been welcomed in so many countries, how its use can be appropriate in diverse cultures, and what has supported and fueled travel of the MI meme.

1.2.4 IMPORTANT TRUTHS ABOUT THE MI THEORY

After studying Gardner's Multiple Intelligences Theory, I recognize that there are some very important truths that I need to remember as a teacher if I want to help my students to be successful learners:

- **Each person possesses all seven intelligences in different degrees.**
While individual students have their own unique combination of which intelligences are highly developed, which are modestly developed, and which are completely underdeveloped, everyone possesses all seven intelligences.
- **Most people can develop their intelligences to an adequate level of competency.**
Although an individual may complain about his deficiencies in a given area and consider his problems innate and intractable, Gardner suggests that virtually everyone has the capacity to develop all seven intelligences to a reasonably high level of performance if given the appropriate encouragement, enrichment, and instruction.



- **Intelligences usually work together in complex ways.**

Gardner points out that no intelligence exists by itself in real life (except perhaps in very rare instances in savants and brain-injured individuals). He believes that the different intelligences are always interacting with each other. For example, to cook a meal, one must read the recipe (Verbal-Linguistic), divide or multiply ingredient amounts (Logical-Mathematical), develop a menu that satisfies all members of a family (Interpersonal), and placate one's own appetite as well (Intrapersonal). Similarly, when a child plays a game of kickball, he needs to use his or her Bodily-Kinesthetic intelligence (to run, kick, and catch), Spatial intelligence (to orient himself to the playing field and to anticipate the trajectories of flying balls), and Verbal-Linguistic and Interpersonal intelligences (to successfully argue a point during a dispute in the game).

- **There are many ways to be intelligent within each category.**

A person may not be able to read, yet be highly linguistic because he can tell a terrific story or has a large oral vocabulary. Similarly, a person may be quite awkward on the playing field, yet possess superior Bodily-Kinesthetic intelligence when she weaves a carpet or creates an inlaid chess table. MI Theory emphasizes the rich diversity of ways in which people show their individual gifts within intelligences as well as between intelligences.

Thomas Hoerr, Ph.D and school director, also understands and agrees with the truths about the MI Theory. He wrote that, "Gardner's theory of multiple intelligences resonates so strongly for many educators because it offers a model for acting on what we believe: all students have strengths" (5).

CHAPTER TWO: METHODOLOGY

In order to reach the proposed objectives of this thesis, a specific type of methodology was applied, and a certain procedure was followed. This procedure is outlined in Figure 1 and explained below.

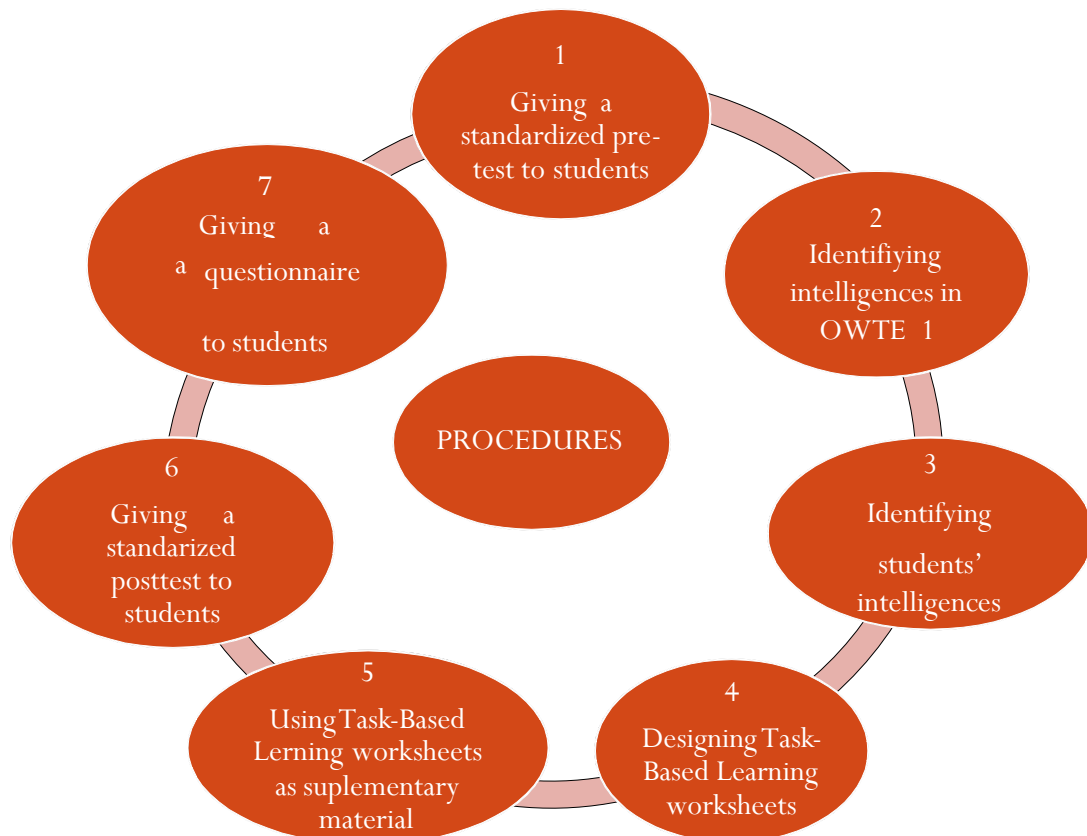


Figure 1. The Procedure Followed in the Development of This Thesis Proposal

1. To begin with, the nineteen students chosen to participate in the study were given a standardized pre-test in December, 2010, at the end of the first trimester. Parents of all the students involved in the study signed a consent form allowing their children to participate in the study (see appendix A).
2. Then the author of this thesis carefully reviewed units six through ten in the *Our World Through English Student's Book 1* to identify what intelligences were focused on repeatedly in the various exercises.



3. Next, the nineteen students took the Teele Inventory of Multiple Intelligences in order for the teacher to determine their dominant intelligences.
4. Based on the results of the Teele Inventory, Task-Based Learning worksheets were designed for the students to use as supplementary material for units six through ten.
5. Once the Task-Based Learning worksheets were designed, the students participating in the study completed the worksheets in addition of doing the exercises in units six through ten of their textbooks.
6. At the end of the second trimester, in March, 2011, the nineteen students' language performance was once again evaluated when they were given a standardized posttest.
7. Students' opinions are very important in the learning process. That is why they were given a short questionnaire.

2.1 GIVING A STANDARDIZED PRETEST TO STUDENTS

At the beginning of this study, the nineteen students involved in the study were given the pre-test found in the *Our World Through English Teacher's Guide 1* (see Appendix B). This test was selected because it is a standardized test which analyzes students' performance from a neutral point of view. The test grades the four language skills (listening, reading, writing, and speaking) as well as grammar and vocabulary. The results for the nineteen students who took the pretest are shown in Figure 2.

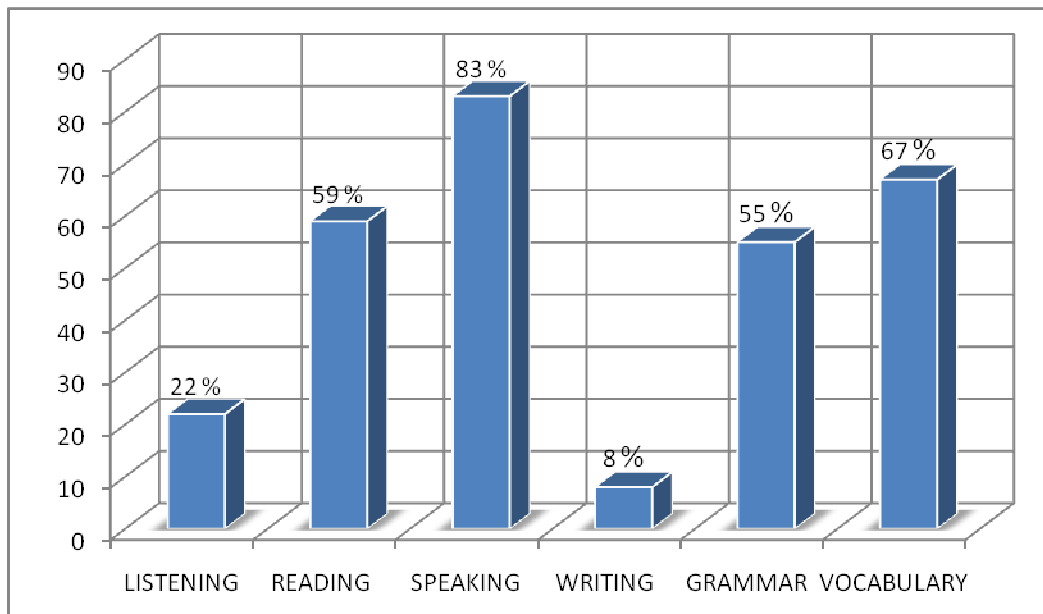


Figure 2. Students' Performance on the Pre-test

As can be inferred from Figure 2, students have a good performance in speaking; however, their performance in listening and writing are low. This disparity may be (partially) caused by structure mistakes. To put it clearer, when they speak, they are able to keep the conversation flowing. They understand the questions and answer them accurately. On the other hand, they had sentence structure problems during the writing task. Most of the students did not write complete sentences. The words in the sentences were misspelled. These observations should conclude that students felt more comfortable speaking than writing.

Not only is grammar percentage low, the vocabulary percentage is also low; which could be another reason because they are not able to write correctly. Grammar and vocabulary are tools that the language uses to communicate, but if these tools are not used correctly, communication will not flow.

In sum, the application of the Task-Based Learning worksheets designed to be used as supplementary material will aim that students' language performance skills increase with their use.



2.2 IDENTIFYING INTELLIGENCES IN THE *OUR WORLD THROUGH ENGLISH 1 STUDENT'S BOOK*

Each of the tasks included in units six through ten of the *OWTE SB 1* were carefully reviewed by the author of this study in order to identify which intelligence or intelligences are targeted. The results of this review, shown below, include a page by page analysis of the activities in the textbook. An icon that graphically shows which of Gardner's seven intelligences are required for students to complete a certain task is added next to each exercise (see Appendix C). Icons similar to those in Appendix C will appear next to the different tasks of the Task-Based Learning worksheets developed by the author of this thesis. The purpose of the icons is to show what intelligence or intelligences are the main focus of each task.

As mentioned earlier, units six through ten have been reviewed in order to establish what intelligences are presented in each task. Additionally, the author of this thesis has displayed a pie chart of every result's units to grasp the results in a better way.

2.2.1 UNIT SIX

After reviewing the twenty-eight tasks in Unit 6, it was found that the majority of them focuses on the Verbal-Linguistic, Interpersonal, and Spatial intelligences (in that order). We have already read that *OWTE SB1* is a book to teach English in public schools. That is the reason why the Verbal-Linguistic intelligence will predominate in every lesson. Nevertheless, there are another intelligences that the tasks focus.

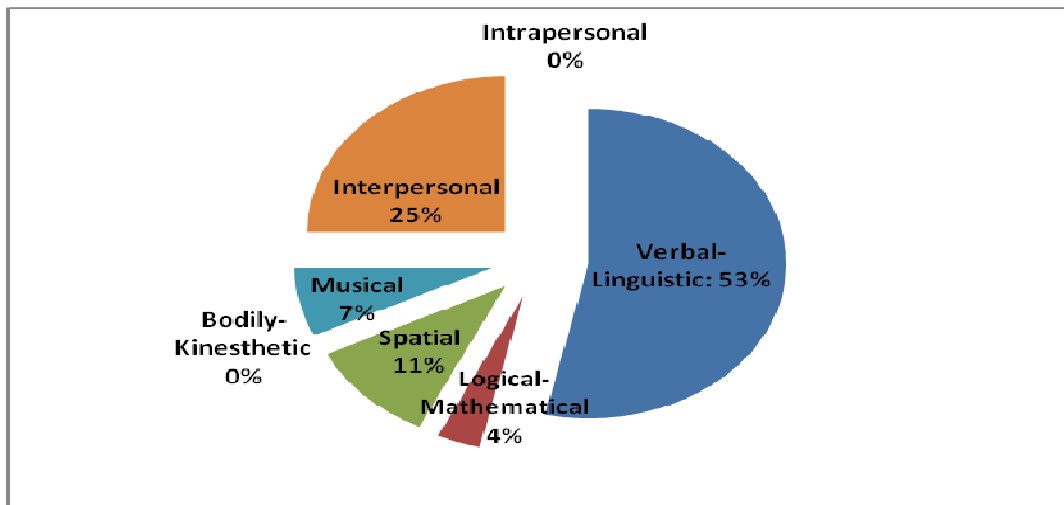


Figure 3. Intelligences Identified in Unit 6

2.2.2 UNIT SEVEN

The three intelligences that dominate the twenty-nine tasks in Unit 7 (see Appendix D) are the same as those in Unit 6; namely, the Verbal-Linguistic, Interpersonal, and Spatial intelligences.

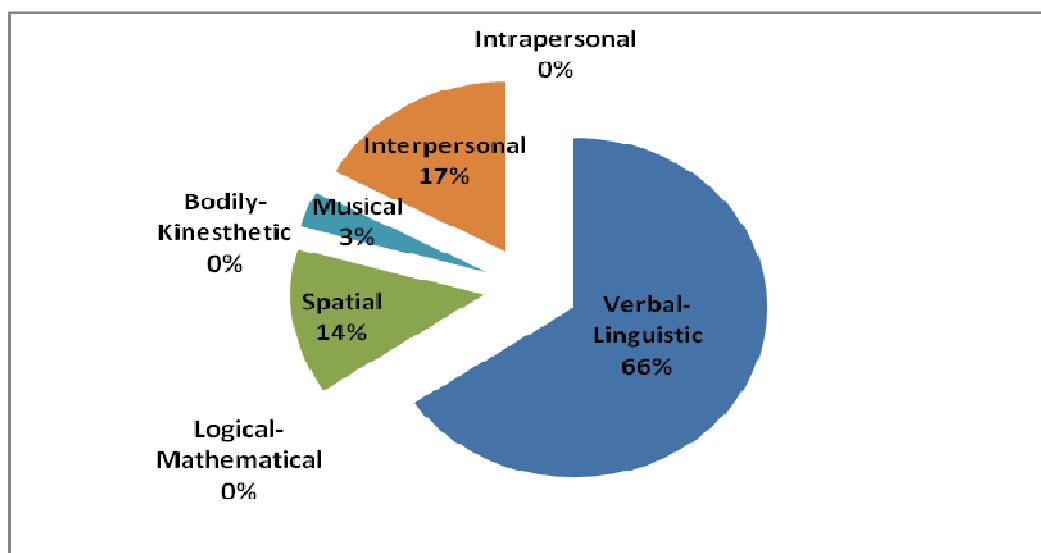


Figure 4. Intelligences Identified in Unit 7



2.2.3 UNIT EIGHT

Thirty tasks were reviewed in the analysis of Unit 8 (see Appendix E). Once again, as can be seen by the following presentation, the dominance of the Verbal-Linguistic, Interpersonal, and Spatial intelligences is clearly noted.

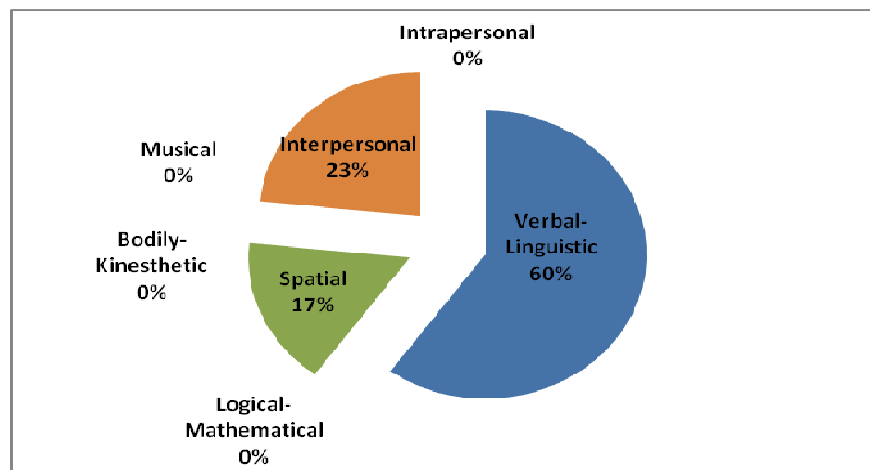


Figure 5. Intelligences Identified in Unit 8

2.2.4 UNIT NINE

An analysis of the twenty-two tasks in Unit 9 (see Appendix F) also shows the same results as the previous units. Although the percentages change slightly, the three dominant intelligences continue to be the Verbal-Linguistic, Interpersonal, and Spatial intelligences.

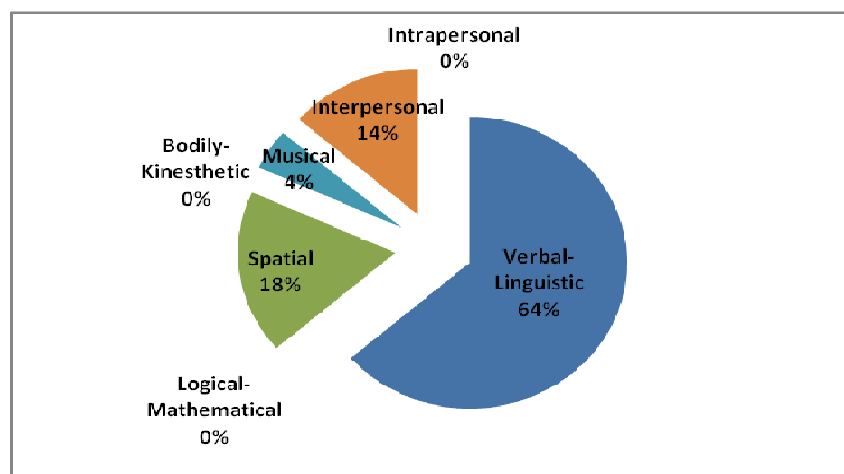


Figure 6. Intelligences Identified in Unit 9



2.2.5 UNIT TEN

Finally, in Unit 10, twenty-three activities were analyzed (see Appendix G). Not surprisingly, the results show that the same three of the seven intelligences mentioned by Gardner are the predominant intelligences.

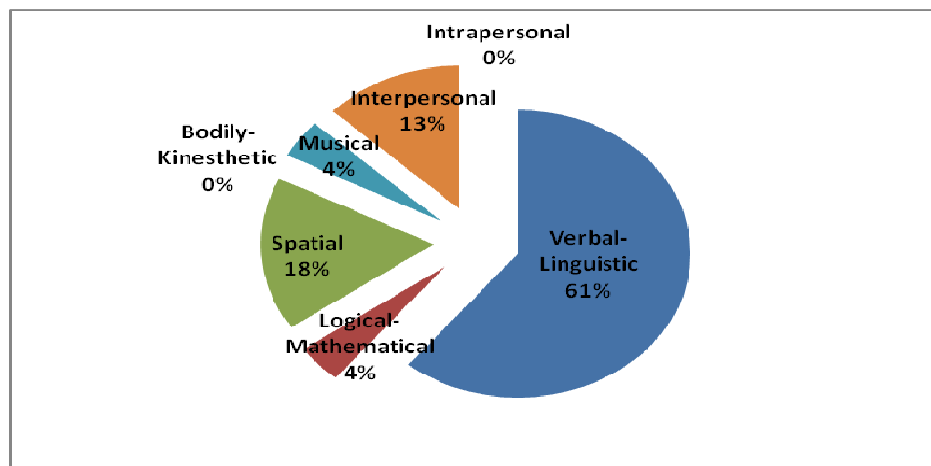


Figure 7. Intelligences Identified in Unit 10

2.2.6 SUMMARY OF INTELLIGENCES IDENTIFIED IN UNITS SIX THROUGH TEN

Figure 8 is a summary of the 132 tasks analyzed in the five units. The pie graph clearly shows the predominance of the three targeted intelligences throughout the five units (Verbal-Linguistic, Interpersonal, and Spatial intelligences). The figure also shows that the Bodily-Kinesthetic and Intrapersonal intelligences are completely missing, and the Logical-Mathematical intelligence is targeted in a very small percentage of the total activities. Since one of the objectives of this thesis is to demonstrate the importance of developing and implementing activities to teach English that reflect Gardner's seven intelligences, Task-Based Learning worksheets that target the missing intelligences needed to be designed in order to contribute to the development of students' multiple intelligences, thus enhancing their acquisition of language learning skills.

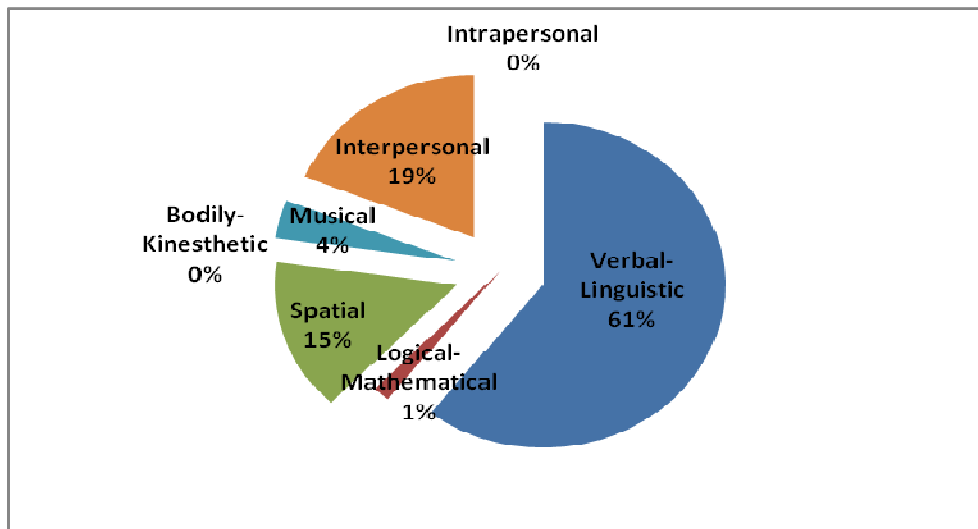


Figure 8. Summary of Intelligences Identified in Units Six through Ten

The *OWTE SB1* favors the Verbal-Linguistic, Spatial, and Interpersonal intelligences and they place little or no emphasis on the Logical-Mathematical, Bodily-Kinesthetic, Musical, and Intrapersonal intelligences. As a result, students who have different learning styles that are not addressed by the three main intelligences are at a disadvantage in the classroom.

If the various tasks that are included in the *OWTE SB 1* are analyzed, one can conclude that most of the activities designed by the book's authors focus on Verbal-Linguistic, Spatial, and Interpersonal intelligences.

2.3 IDENTIFYING STUDENTS' INTELLIGENCES

After taking the initial pretest, the nineteen students in the study took the Teele Inventory for Multiple Intelligences Inventory Exam (TIMI) in order for their predominant intelligences to be identified. This test, developed by Sue Teele in 1992, was chosen because as Teele herself mentions, "This instrument has proven to be reliable through test-retest studies and valid through content and construct validity" (21). The test has been used with children as young as three years of age all the way up to older adults.

The TIMI is an instrument that enables educators to discover their students' strengths and gain an understanding of how they learn. It is a forced-choice pictorial inventory with 56 numbered pictures of panda bears representing characteristics of each of the seven intelligences (See Figure 9).

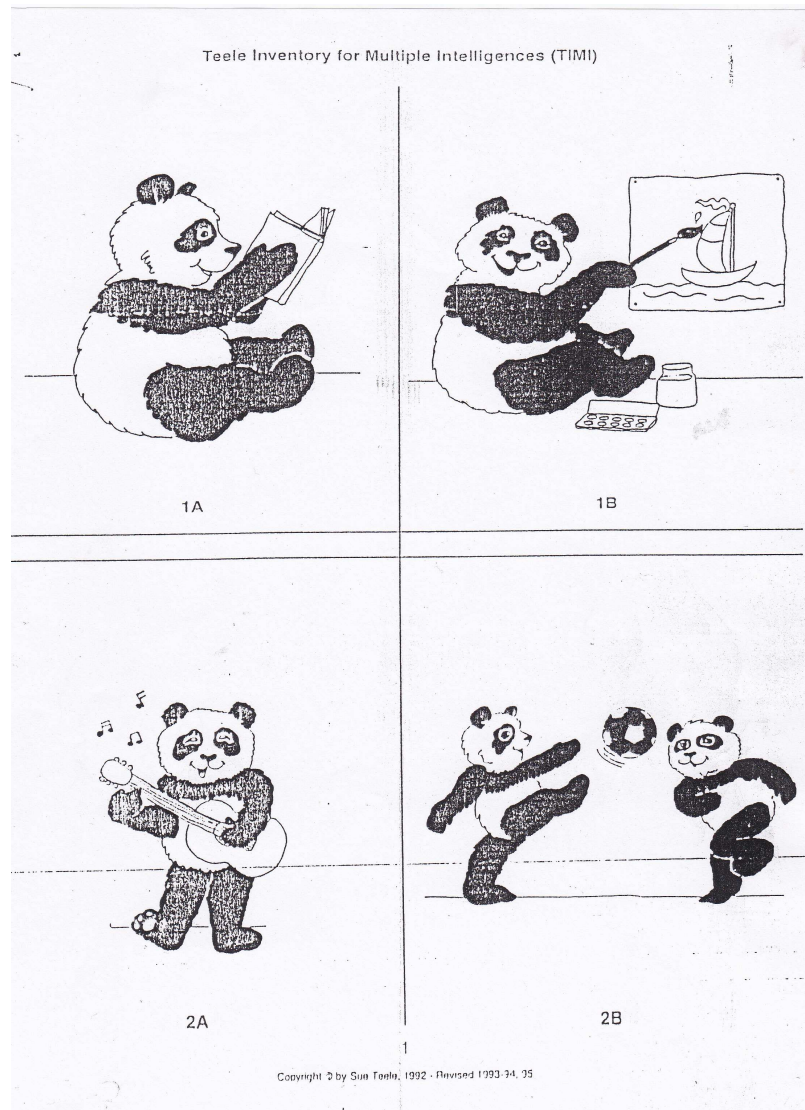


Figure 9. Sample Pictures from the Teele Inventory

The numbered pictures are divided into 28 pairs. Figure 9 shows two pairs: 1A and 1B; and 2A and 2B. Then the administrator of the TIMI asks students questions and they choose the picture in the pair that best reflects their answer. There is no right or wrong answer to any of the questions.



When students finish taking the test, the data is compiled and the results studied in order to identify the dominant intelligences they possess. The intelligences are coded by number and letter, and they can be tallied on an answer sheet by either the instructor or the student. The answer sheet is easily scored, and it presents a profile of the responses enabling students and teachers to determine the students' most dominant intelligences as indicated by the highest scores. The results of the students in this study are compiled and shown in Figure 10.

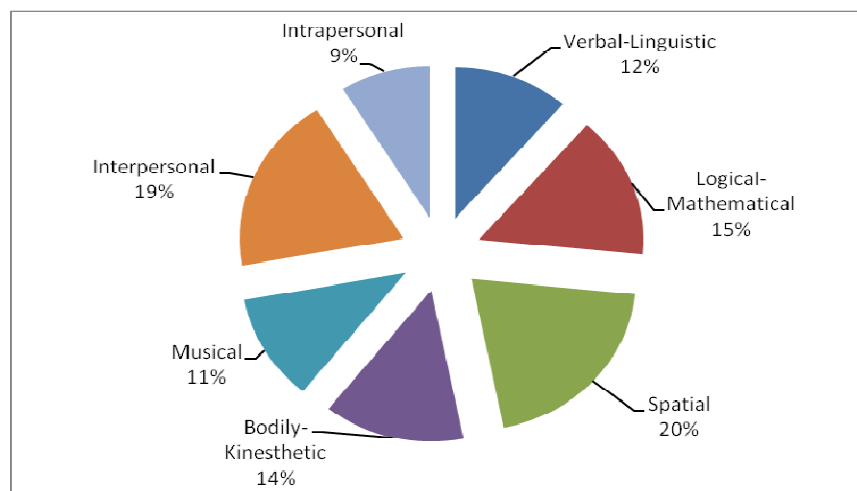


Figure 10. Students' Predominant Intelligences

Analyzing this figure, the four dominant intelligences in the students are the Spatial, Interpersonal, Logical-Mathematical, and Bodily-Kinesthetic. Combining these results with those found in the analysis of the tasks in units six through ten, the following observations can be made: 34% of the activities presented in the *OWTE SB 1* fulfill students' dominant intelligences in the study whose are either Interpersonal (19%) or Spatial (15%); students whose dominant intelligence is Logical-Mathematical count only with activities that comprise 1% of the total tasks in the textbook; and there are no tasks (0%) that target 23% of the students' dominant intelligences, namely Bodily-Kinesthetic (14%) and Intrapersonal (9%).

In summary, the results of the Teele Inventory for Multiple Intelligences, and the identification of the dominant intelligences targeted in the activities in the



OWTE SB 1 clearly show the need for students to be given the opportunity to complete supplementary tasks that focus on the seven multiple intelligences.

2.4 DESIGNING TASK-BASED LEARNING WORKSHEETS

The interplay between the Task-Based Learning Approach and the Multiple Intelligences Theory is crucial even more apparent in the designing of the worksheets. For example, a task must demand a communicative purpose and also one of the less dominant intelligences that were analyzed in Figure 10.

Aware of this essential interplay, aspects related to the Task-Based Learning Approach such as, definitions, characteristics, types, advantages as well as achievements. Also, some features related to the Multiple Intelligences Theory were studied very carefully before the Task-Based Learning worksheets were designed. The main point of this study was to ensure that all the nineteen students were given the opportunity to learn the new language, using their preferred intelligences as well as their less dominant ones through “real” tasks.

As PhD Sue Teele states, “The educational system should be designed to provide opportunities that ensure that all students can succeed” (*Overcoming barricades to reading: a multiple intelligences approach* 14).

2.4.1 TASK-BASED LEARNING WORKSHEETS

Every Task-Based Learning worksheet will mention the unit, the title, and the lesson; as well as the lesson objective and the targeted intelligence/s. These targeted intelligences, in fact, include the Verbal Linguistic intelligence which is not shown in the worksheets. The reason for this omission is that every Task-Based Learning worksheet demands a communicative purpose, so the Verbal Linguistic intelligence is mandatory in every worksheet.

Regarding to objectives, most of the lesson objectives proposed by the OWTE SB 1 have been changed because they do not attempt a communicative





goal. For example, lesson 5 in unit 8 has this objective: “To practice Wh questions” (53). In fact, this is not a communicative goal; this is a grammar goal which does not help students to gain confidence in using the target language. On the other hand, a communicative goal should be: *To ask information questions to get personal information*. These communicative objectives will be developed in each lesson.

2.4.1.1 UNIT SIX

Lesson 1

ORDINAL NUMBERS

UNIT SIX

Lesson objective:	Focused Intelligence/s:
To describe the positions of songs in a ranking.	 



Look at the website BestSongsEver.com. Then talk with your partner about the positions that these songs occupy.

Example: Bohemian Rhapsody is second in the list.



BESTSONGSEVER.COM

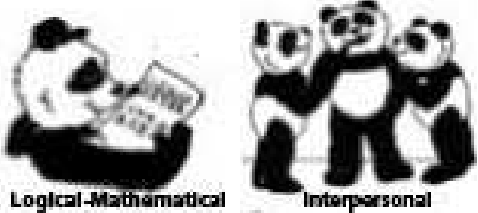
#	Artist	Song	Genre	Year	Points
1	Led Zeppelin	Stairway To Heaven	Rock	1971	▼ 742
2	Queen	Bohemian Rhapsody	Rock	1975	▼ 741
3	Pink Floyd	Wish You Were Here	Progressive Rock	1975	▲ 683
4	Pink Floyd	Learning To Fly	Rock	1987	• 593
5	John Lennon	Imagine	Rock	1971	▲ 558
6	Metallica	Nothing Else Matters	Rock	1992	▲ 539
7	Nirvana	Smells Like Teen Spirit	Grunge	1991	▼ 532
8	The Eagles	Hotel California	Rock	1977	• 518
9	The Beatles	Hey Jude	Rock	1968	▼ 501
10	Pink Floyd	Comfortably Numb	Progressive Rock	1979	▼ 488
11	Metallica	Master Of Puppets	Thrash Metal	1986	▲ 478
12	Oasis	Wonderwall	Britpop	1995	▼ 470
13	Dire Straits	Sultans Of Swing	Rock	1978	▼ 468
14	Guns N' Roses	Sweet Child O' Mine	Hard Rock	1987	▲ 456
15	AC/DC	You Shook Me All Night Long	Hard Rock	1980	▼ 451
16	The Beatles	Let It Be	Rock	1970	▲ 450
17	The Jimi Hendrix Experience	All Along The Watchtower	Psychedelic Rock	1968	• 448
18	Radiohead	Creep	Alternative Rock	1992	▲ 448
19	The Beatles	A Day In The Life	Psychedelic Rock	1967	▲ 444
20	Pink Floyd	Another Brick In The Wall	Art Rock	1979	▲ 436



Lesson 2

SPECIAL OCASIONS

UNIT SIX

Lesson objective:	Focused Intelligence/s:
To talk about the organization of a birthday party.	



Let's organize your birthday party. Decide responsibilities to complete the table below. Then talk about your party with your partner.

People	Activity
My sister	makes the invitations.
My mother	



For example: My birthday is on April 5th. I celebrate it every year. My sister makes the invitations. My mother...



Lesson 3

BIRTHDAYS

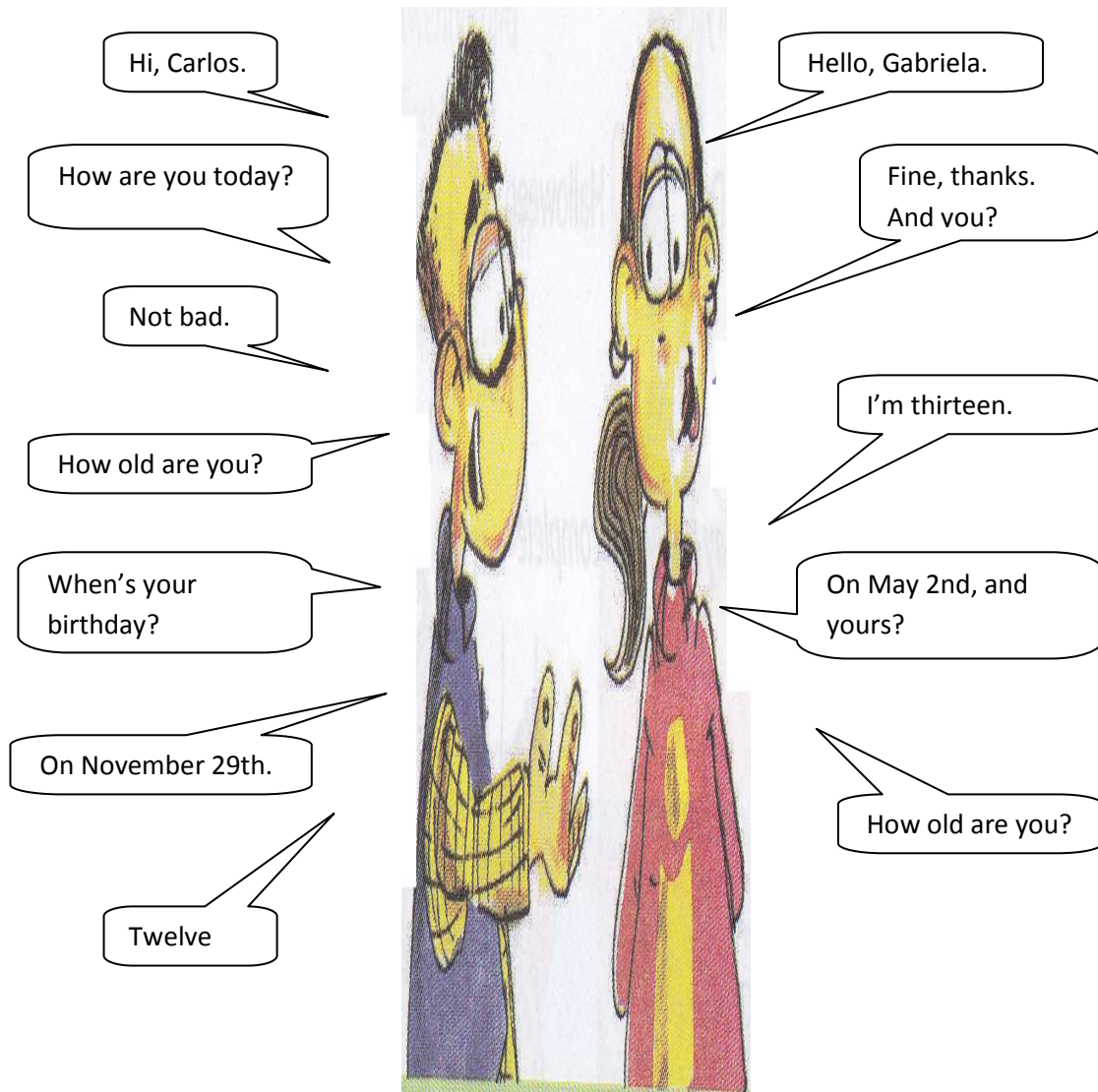
UNIT SIX

Lesson objective:	Focused Intelligence/s:
To talk about personal information (ages and birthdays).	 



Choose a partner. Then interview him/her to find out when he/she was born.

The below dialogue can help you.







Lesson 4

CHRISTMAS TIME

UNIT SIX

Lesson objective:	Focused Intelligence/s:
To talk about the ways different families celebrate Christmas.	 Logical-Mathematical  Interpersonal




Talk to your classmate about the different ways your relatives celebrate Christmas. Then complete the graphic below with your classmate's information.

<p>My partner</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>I</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---	--




Lesson 5 SHARING CHRISTMAS CRACKERS UNIT SIX

Lesson objective:	Focused Intelligence/s:
To develop speaking skills.	

TASK A Christmas is a time for sharing. Choose a classmate and share your Christmas cracker with him or her. But before doing this, tell your class one reason why you chose that classmate and don't forget to wish your friend "Merry Christmas".

Lesson 6 CAROL: DAYS OF CHRISTMAS UNIT SIX

Lesson objective:	Focused Intelligence/s:
To write about students' point of view about their favorite day of Christmas.	

TASK A Sing the Christmas carol on page 41 and choose one day of the song that you like the best. Then write what you like about that day and why.





2.4.1.2 UNIT SEVEN

Lesson 1

MY SCHOOL

UNIT SEVEN

Lesson objective:	Focused Intelligence/s:
To describe school places and their locations.	 



Go with your teacher at the middle of the school's playground. Tell your

class the places your school has. Point them out and describe their locations.


For example: *That is the director's office. It's next to our classroom.*



Lesson 2

SCHOOL SUBJECTS

UNIT SEVEN

Lesson objective:	Focused Intelligence/s:
To read for specific details.	 Logical-Mathematical



As you can see at page 43, Teresa and Renata are talking about their timetables for Monday. Read the text and choose the correct answer.


- Renata and Teresa are
 - Friends
 - Classmates
 - It does not say.
- Their classes last...
 - 35 minutes
 - 45 minutes
 - 40 minutes
- They finish school at
 - 5.00
 - 1.15
 - 5.45
- They have break.
 - True
 - False
 - It does not say.



Lesson 3

SCHOOL STAFF

UNIT SEVEN

Lesson objective:	Focused Intelligence/s:
To develop writing skills.	



There are many people at your school: a director, an inspector, teachers and students. Who do you have the best relationship with? Why do you enjoy spending time with him or her? Write your answers to the questions on the lines below.





Lesson

4

OUR SCHOOL DAY

UNIT SEVEN

Lesson objective:	Focused Intelligence/s:
To talk about their school day.	 



Look at the pictures. Then talk to your partner about "Your School Day". Below

you can find useful expressions:



Made by: Ximena Orellana



Made by: Ximena Orellana



Made by: Ximena Orellana

When is your school's date?

It's on May 14.

Do you have contests?

Of course, we have Maths, Science and English contests.

Do you win some prizes?

Yes, parents give presents to the winner.

Do you elect a queen?


Do you decorate your school?



Lesson 5

A LETTER

UNIT SEVEN

Lesson objective:	Focused Intelligence/s:
To identify the parts of the letter and their sequence in it.	

TASK

A

These are the parts of a letter to a friend. Arrange them in the correct sequence.

Our favourite subjects are Geography and History. The geography of Ecuador is very interesting. Our history is very interesting, too.

We have our School Day on April 13th. Do you have a School Day?

*Juan Montalvo School
Quito, Ecuador
September 24th*

Our school is very big. There are eleven hundred students. Our classes are big, too. We have fifty students in our class. Thirty-five are boys and only fifteen are girls! How many girls and boys are there in your class?

We are the students of class one of Juan Montalvo School in Quito. We want to tell you about our school.

Dear Sophie,

Some students like to read a lot but some prefer to play volleyball. What do you like?

Love from class one.

Please write to us soon and tell us about your school.



We are the students of class one of Juan Montalvo School in Quito. We want to tell you about our school.




2.4.1.3 UNIT EIGHT

Lesson 1

FAMOUS PEOPLE

UNIT EIGHT


Lesson objective:	Focused Intelligence/s:
To talk about famous people.	 Intrapersonal



Look at the photos of famous people and complete the crossword puzzle. Then choose one and talk about him/her with your partner.



Lesson 2 **PHYSICAL DESCRIPTION** **UNIT EIGHT**

Lesson objective:	Focused Intelligence/s:
To describe their physical appearance.	



Write a short description about yourself on the lines below.

.....



.....



Lesson 3

SOME FAMOUS PEOPLE

UNIT EIGHT

Lesson objective:	Focused Intelligence/s:
To talk about famous Ecuadorian people.	 Bodily-Kinesthetic  Interpersonal





Cut out five Ecuadorian famous people from a magazine that your teacher will give you. Then glue the figures in the box and describe them to your partner.



Lesson 4

MY FAVOURITE PERSON

UNIT EIGHT

Lesson objective:	Focused Intelligence/s:
To talk about their favorite person.	 




Glue or draw a picture of your favorite person in the box. Then show the picture to your classmates and describe your favorite person.



Lesson 5

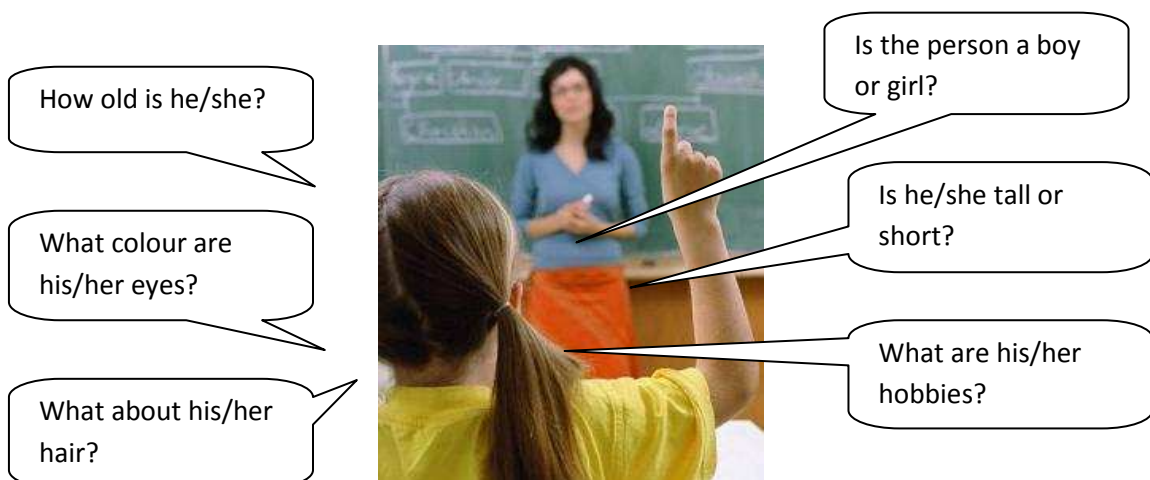
MY FRIEND

UNIT EIGHT

Lesson objective:	Focused Intelligence/s:
To ask and answer to specific questions about personal information.	



Work in groups of five. Choose one person in your group to be the *secret friend*. Students in the other groups try to guess who the *secret friend* is by asking your group leader questions. Group leaders cannot speak; they need to mime the answers with their body.



How old is he/she?

What colour are his/her eyes?

What about his/her hair?

Is the person a boy or girl?

Is he/she tall or short?

What are his/her hobbies?

<http://pnleducacion.files.wordpress.com/2011/04/alumnos-en-clase.jpg>




2.4.1.4 UNIT NINE

Lesson 1

MY DAY

UNIT NINE

Lesson objective:	Focused Intelligence/s:
To talk about their preferences regarding school's activities.	



Think about your school day. Then write your answers to the following

questions on the lines below:

- What time would you like to start school each day?
- What do you like the most about your school?
- What would you like to do in the morning besides go to school?




Lesson 2

A SCHOOL DAY

UNIT NINE

Lesson objective:	Focused Intelligence/s:
-------------------	-------------------------

To ask and answer specific questions about their daily routine.	
---	---




Work in groups of four. Choose one person in your group to start first. Students in the other groups try to guess what activity the student is doing by asking the other's group any question that would help to get the correct answer. The student that starts first cannot speak; he/she needs to mime the answers with their body.



Lesson 3

A DAILY ROUTINE

UNIT NINE

Lesson objective:	Focused Intelligence/s:
To talk about their daily routines and the time they spend in each one.	 Logical-Mathematical



Have you ever thought about how much time it takes you to realize various daily activities? Well, now is the time! Answer the following questions with your personal information:

How much time does it take you to...


- get up and stand up? _____
- wash your face and hands? _____
- get dressed? _____
- have breakfast? _____
- arrive to school from your house? _____



Lesson 4

THE WEEKEND

UNIT NINE

Lesson objective:	Focused Intelligence/s:
To write about their likes and dislikes regarding to activities during the weekend.	



Think about what you do on the weekend. What activities do you like to do the most? What activities don't you like to do? Write at least three examples in each category.

I love to . . .


I don't like to . . .



Lesson 5

LET'S SING A SONG

UNIT NINE

Lesson objective:	Focused Intelligence/s:
Talk about their daily routine.	

TASK**A**

During this lesson, you sang the song, “**This is the Way**”. Draw the pictures at page 59 in a piece of paper. Then show your drawings to your class and talk about the actions that you do in your daily routine.




2.4.1.5 UNIT TEN

Lesson 1

MY TOWN

UNIT TEN

Lesson objective:	Focused Intelligence/s:
To describe the facilities that your town does not have.	




Think and answer this question: What place does not have your town and you would love to have? Explain your answer.



Lesson 2

A NEIGHBOURHOOD MAP

UNIT TEN

Lesson objective:	Focused Intelligence/s:
To describe the places in a town and their location.	 Bodily-Kinesthetic



Draw and color a picture of your town inside the box. Then write the names of


the different places in your town and describe them to your class.



Lesson 3

MY HOME TOWN

UNIT TEN

Lesson objective:	Focused Intelligence/s:
To develop speaking skills.	

TASK**A**


Lesson 2 prepared you for this activity because now, you are going to think of five reasons why you like to live in your town and tell these reasons to the class.



Lesson 4

A POSTCARD

UNIT TEN

Lesson objective:	Focused Intelligence/s:
To ask and answer questions regarding to places of a town.	




You wrote some places that your city and town has in Task 3 at page 64. Now, it is time to play by guessing these places. So make groups of five and be ready to guess what place your classmate members are representing with their bodies. You have only ten seconds to guess each one.



Lesson 5

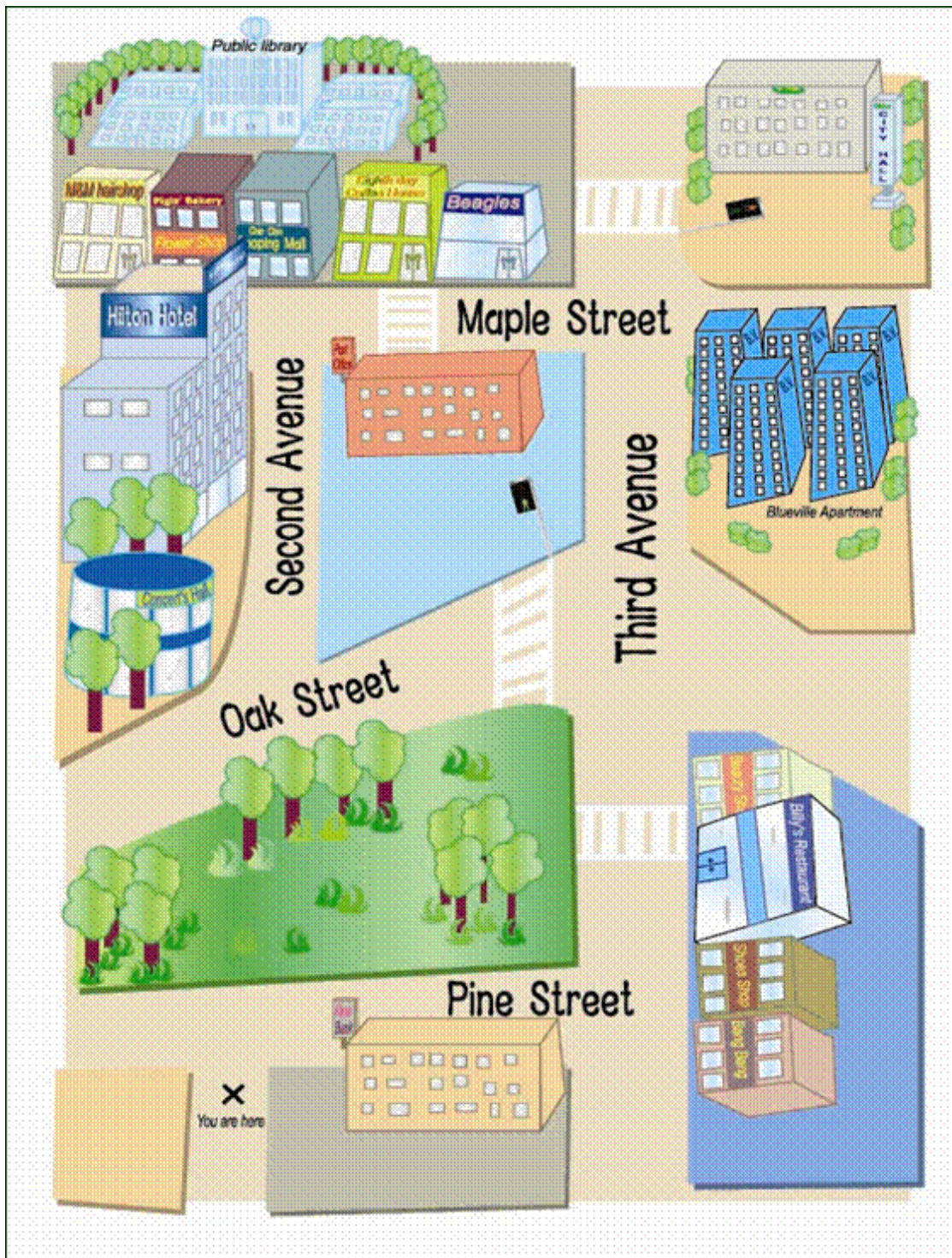
FINDING PLACES

UNIT TEN

Lesson objective:	Focused Intelligence/s:
To give and follow instructions to get a place.	

TASK**A**

Think of a place that is not on the plan below. Then draw it on the map without showing the worksheet to your classmate. Finally, tell your partner instructions to get to this place.





2.5 USING TASK-BASED LEARNING WORKSHEETS AS SUPPLEMENTARY MATERIAL

After the Task-Based Learning worksheets were designed (according to the specific needs of the nineteen students in the study to have tasks that focus on their individual dominant intelligences), the students were given the opportunity to complete the worksheets when they finished each lesson of the five units from six through ten in their textbook. Table 4 shows the date of application of each worksheet. In addition, pictures of the students completing these worksheets can be seen in Appendix H.

Table 4. Task-Based Learning Worksheets with Their Date of Their Application

Unit	Lesson	Task	Date of application
6	1	A	January 12, 2011
	2	A	January 12, 2011
	3	A	January 13, 2011
	4	A	January 17, 2011
	5	A	January 17, 2011
	6	A	January 18, 2011
7	1	A	January 27, 2011
	2	A	January 31, 2011
	3	A	February 1, 2011
	4	A	February 2, 2011
	5	A	February 2, 2011
8	1	A	February 15, 2011
	2	A	February 16, 2011
	3	A	February 17, 2011
	4	A	February 21, 2011
	5	A	February 22, 2011
9	1	A	March 1, 2011
	2	A	March 2, 2011
	3	A	March 2, 2011
	4	A	March 10, 2011
	5	A	March 14, 2011
10	1	A	March 23, 2011
	2	A	March 23, 2011
	3	A	March 24, 2011
	4	A	March 28, 2011
	5	A	March 29, 2011

Made by: Ximena Orellana

Source: Thesis' notes



2.6 GIVING A STANDARDIZED POST-TEST TO STUDENTS

The final procedure followed in this study was giving the nineteen students a posttest as a method to compare and measure the degree of change occurring as a result of their using the Task-Based Learning worksheets. Like the pre-test, the post-test administered to students in the study was a standardized test included in the *Our World Through English Teacher's Book 1* (see Appendix I). The results of the post-test are presented in the following figure:

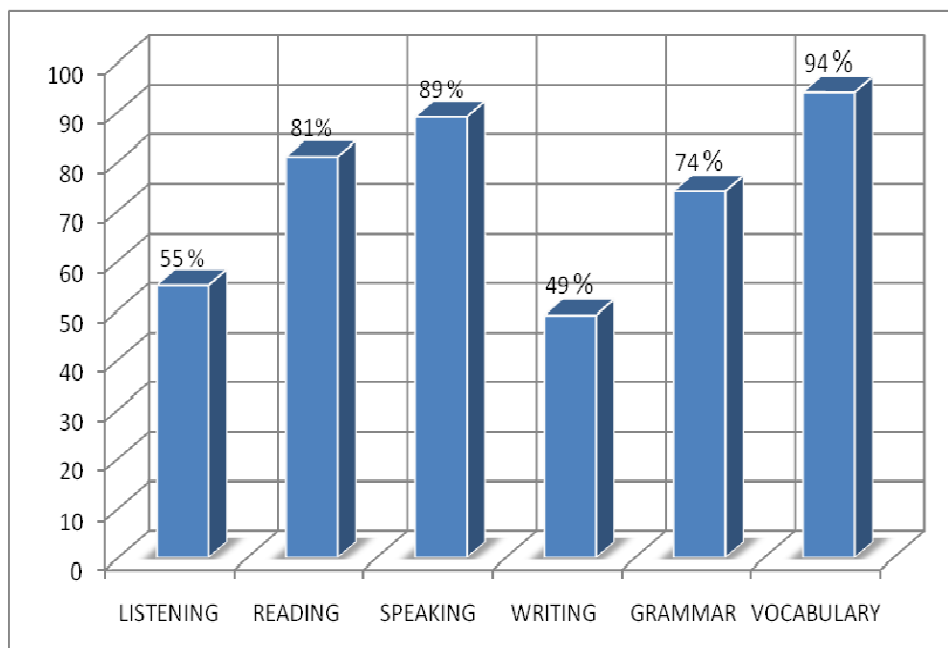


Figure 11. Students' Performance on the Post-test.



CHAPTER THREE: RESULTS: ANALYSIS AND INTERPRETATIONS

3.1 STUDENTS' SCORES

Students' scores on both the pre-test (Figure 2) and the post-test (Figure 11) were presented in the bar graph form in the previous chapter. In this chapter, those results are analyzed and interpreted.

The nineteen students at Cornelio Crespo Toral School who are involved in this study took the pre-test on December 13, 2010, after completing the first five units of their textbook (*OWTE SB 1*). The students still had not used the supplementary Task-Based Learning worksheets at the time they took the pre-test. Then, on April 5, 2011, the same nineteen students took the post-test. The post-test was given to the students after they completed units six through ten in their textbooks and the supplementary Task-Based Learning worksheets that were designed specifically for purposes of this thesis according to their dominant intelligences.

Students' scores on the pre-test and post-test are presented in Tables 5 through 10. Each table shows the results of a specific language skill (listening, reading, speaking, writing, grammar, and vocabulary). Students receive a score between 0 and 5 in each skill, for a maximum total of 30 points.



Table 5
Pre-test/Post-test Scores – Listening

Students	Pre-test	Post-test	Gain
1	0	4	4
2	0	5	5
3	0	5	5
4	1	4	3
5	3	5	2
6	0	4	4
7	1	5	4
8	1	2	1
9	2	4	2
10	0	0	0
11	5	5	0
12	1	1	0
13	0	0	0
14	4	3	-1
15	0	1	1
16	0	0	0
17	0	1	1
18	3	3	0
19	0	0	0
TOTAL	21	52	31
PERCENTAGES	22,11	54,74	32,63

As Table 4 testifies, there is a high increase in listening. Notice that six students (10, 12, 13, 16, 18, and 19) remained their scores and only one (14) decreased it. The rest of the students increase their scores significantly by 32, 63%. A possible reason for this fact is that students had the opportunity to use the language in class and practiced it with a partner or in groups through communicative tasks; having at the same time, the chance to listen to their classmates using the target language.



Table 6
Pre-test/Post-test Scores – Reading

Students	Pre-test	Post-test	Gain
1	2	4	2
2	0	4	4
3	5	4	-1
4	5	4	-1
5	5	5	0
6	5	4	-1
7	0	4	4
8	5	4	-1
9	5	4	-1
10	1	3	2
11	4	5	1
12	2	5	3
13	1	3	2
14	1	3	2
15	2	4	2
16	3	4	1
17	5	4	-1
18	5	5	0
19	0	4	4
TOTAL	56	77	21
PERCENTAGES	58,95	81,05	22,11

If you examine Table 5, you will find that there is also an increase by 22, 11% in reading. However, it is slightly lower than in listening. In this skill, six students (3, 4, 5, 8, 9, and 17) decreased their scores.



Table 7
Pre-test/Post-test Scores – Speaking

Students	Pre-test	Post-test	Gain
1	3	5	2
2	5	5	0
3	4	5	1
4	4	5	1
5	5	5	0
6	5	5	0
7	5	5	0
8	4	5	1
9	4	5	1
10	3	3	0
11	5	5	0
12	5	5	0
13	3	3	0
14	5	5	0
15	3	3	0
16	4	4	0
17	3	4	1
18	5	5	0
19	4	3	-1
TOTAL	79	85	6
PERCENTAGES	83,16	89,47	6,32

The students' increase in speaking is by 6, 32%. This percentage let us consider that there is not a real increase. However, as I have pointed out in chapter two (Figure 2), my students' speaking skill had a good performance when they are given the Pre-test (83,16%). Turning more specifically to this skill, four students (10, 13, 15, and 16) remained their scores and only one (19) decreased it. However, most of the students were able to achieve a better performance in this skill. It is important to mention that within the speaking section of both the pre-test and the post-test, teachers have to choose the questions to ask their students. For purposes of this study, questions were selected based on the tasks included in the textbook (see Appendix J).



Table 8
Pre-test/Post-test Scores – Writing

Students	Pre-test	Post-test	Gain
1	1	3	2
2	0	1	1
3	1	3	2
4	0	3	3
5	1	4	3
6	0	4	4
7	0	5	5
8	0	1	1
9	0	2	2
10	0	0	0
11	1	5	4
12	0	1	1
13	0	2	2
14	1	4	3
15	0	1	1
16	1	1	0
17	1	1	0
18	1	2	1
19	0	1	1
TOTAL	8	44	36
PERCENTAGES	8,42	46,32	37,89

Another major achievement my students reached was to increase their writing skill by 37, 89%. None of them decreased their scores. This means that all reached a higher step. As specific examples, I could state: a) They were able to write complete sentences. b) The words were well-spelled. c) They paid attention to punctuation. d) They used the language they wanted.

I am very satisfied with these results. I could evidence my students' effort to express in writing what they were thinking about specific topics. Nowadays, they feel confident about writing because they realize they can use the language they prefer to use. In addition, they express their ideas clearly and coherently according to the selected topic.



Table 9
Pre-test/Post-test Scores – Grammar

Students	Pre-test	Post-test	Gain
1	3	4	1
2	3	4	1
3	0	4	4
4	0	4	4
5	5	4	-1
6	4	4	0
7	3	4	1
8	4	4	0
9	5	4	-1
10	0	4	4
11	5	4	-1
12	4	4	0
13	2	4	2
14	1	4	3
15	3	4	1
16	1	4	3
17	3	0	-3
18	5	4	-1
19	1	2	1
TOTAL	52	70	18
PERCENTAGES	54,74	73,68	18,95

As mentioned earlier, grammar and vocabulary were used as tools in the designing and application of the Task-Based Learning worksheets. However, these tools were evaluated during the pre-test and post-test for the following two reasons. First, the applied standardized tests included vocabulary and grammar as part of them. Second, I considered important to relate the incidence of these tools in the performance of the four skills. As a result, I could point out that grammar and vocabulary are and have to be included in the completion of the four skills.

Regarding to the results, some of the students completed the grammar exercise successfully. Three students (6, 8, and 11) remained their scores and



six students (5, 9, 11, 17, 18, and 19) decreased it. The students' scores on the vocabulary exercises increased by 26, 32%.

Table 10
Pre-test/Post-test Scores – Vocabulary

Students	Pre-test	Post-test	Gain
1	4	5	1
2	4	5	1
3	0	5	5
4	0	5	5
5	5	5	0
6	5	5	0
7	4	5	1
8	5	5	0
9	5	5	0
10	0	5	5
11	5	5	0
12	5	5	0
13	3	5	2
14	2	5	3
15	4	5	1
16	2	5	3
17	4	1	-3
18	5	5	0
19	2	3	1
TOTAL	64	89	25
PERCENTAGES	67,37	93,68	26,32

Having looked at the reasons why vocabulary was scored, we need to comprehend that this type of exercise in a test could be relative. In other words, the exercise displayed in the pre-test applied focused on classmate objects and the post-test focused on food. The students' scores on the vocabulary exercises increased by 26, 32% in part due to this relative fact: the items of the vocabulary changed.



Nevertheless, students' scores increased significantly after the application of the Task-Based Learning worksheets. A reason could be that they had more exposure to the language and they use it in meaningful situations.

Table 10
Total Percentage Gains

Skill	% Gain
Listening	32,63
Reading	22,11
Speaking	6,32
Writing	37,89
Grammar	18,95
Vocabulary	26,32
TOTAL	24,04

I shall want to point out that, according to Table 10, the Task-Based Learning worksheets did increase the students' language performance in an acceptable way. At this point, the environmental, educational, and social students' conditions play an important role. To be specific, the tasks designed as supplementary material would increase my students' scores more if they had have functional families, appropriate classrooms, and possibilities to buy a folder and their own pencil or pen to work in class.

Comparing the students' scores on their pre-tests (Figure 2) and post-tests (Figure 11), there is an improvement in all six areas of the tests, especially in the writing skills section. At the beginning of this study, the students scored a mere 8,42% on their writing pretest, but after using the Task-Based Learning worksheets, their overall scores improved by 37,89% reaching 46,32%. Furthermore, 80% of the nineteen students could write complete sentences (subject + verb + complement) at the end of the study.



As mentioned in the Introduction, this study addresses two hypotheses, both of which are confirmed by the results of the study. Not only did students' language performance skills increase by 24,04% with the use of Task-Based Learning worksheets designed to be used as supplementary material, but the use of these worksheets demonstrates that it is feasible to integrate activities into the language classroom that are aimed at the seven intelligences.

3.2 STUDENTS' POINTS OF VIEW ABOUT THE WORKSHEETS

In addition to the pre-test and post-test as data resources, students were given a questionnaire in order to know their point of view related to the worksheets (See Appendix K). Most of the students were satisfied with the improvement they could reach. They mentioned some reasons for their confidence. Their main reason was that they felt very motivated because they had a basic understanding of what to do. So they tried practicing all they could. Also, they mentioned that they could practice vocabulary more constantly with the Task-Based Learning worksheets. In other words, the repetition of specific words helped them with the internalization of the new words and later, they could use them in sentences. Another opinion was that the pictures used helped them to remember the focused vocabulary easily. Moreover, they expressed that the tasks were dynamic and motivating to do. They are conscious that learning English is a process and they are being very patient with themselves and practice, practice, and practice the language any time they have the opportunity.



CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Writing this thesis has been a rewarding and enriching experience for me. It has forced me to reflect on many different aspects of teaching and learning. First of all, I have come to realize the importance of staying “up to date” as new practices, theories, approaches, and methodologies developed that continually change the teaching/learning process. If I want to be the best teacher that I can be, I need to be involved and immersed in this process in order to select and use the best teaching methods for my students.

A second important lesson I learned while working on this thesis is the need to be totally clear about what a task is. Using tasks in class means to give our students the opportunity to use the language in a communicative way. Unfortunately, we tend to name any “activity” as a task when in practice; this “activity” does not help our students to communicate.

Moreover, this thesis focuses on how my students learn best and the importance of applying appropriate materials to improve their learning skills based on their dominant intelligences. However, the task of designing suitable teaching material is not always easy. It demands a vast knowledge of how the teaching material (textbook) promotes students’ differences and motivation. A common situation often occurs when teachers are required to use a given textbook. The use of a textbook can be seen in two different ways: as a guidance that offers a sense of confidence but also as the elimination of teacher’s creativity and imagination.



RECOMMENDATIONS

After analyzing and interpreting the results of this study, various recommendations for educators and policy makers can be made. These recommendations include the following:

- It is important that educators and policy makers facilitate staff development in schools to ensure that teachers realize the effectiveness of new strategies and techniques and learn how they can be implemented in their classrooms.
- It is necessary that this researcher provide mentorship to fellow Ecuadorian educators who wish to implement the Multiple Intelligences Theory in their English classes.
- Educators and policy makers should be committed to create an internet blog where teachers from Ecuador and all around the world can reflect on and share their experiences using various teaching techniques in the classroom.
- Students from the Cornelio Crespo Toral School achieved a total increase in their language performance skills of 24, 04%. This average is relatively low comparing with their personal appreciations of the Task-Based Learning worksheets. This is why further research should be carried out in order to analyze the possible causes for this low language performance.
- Researchers concerned about the education process should continue conducting further studies to prove the effectiveness of using Task-Based Learning worksheets based on students' predominant intelligences as a resource to improve students' language skills.

I personally believe that this final recommendation is extremely important because if similar studies are repeated in the future, long term data may increase the validity and reliability of the results of this study. As a final note, it is this researcher's desire that knowledge of the Multiple Intelligences Theory and its importance to Second Language acquisition becomes infectious and other



educators are motivated to seek new and improved teaching methods to ensure they are offering their students the best education possible.



APPENDICES



Appendix A: Parents' Consent Form

Cuenca, 6 de septiembre de 2010

**Señores Padres, Madres o Representantes de los estudiantes
de Octavo Año de Educación General Básica de la Escuela
Fiscal Cornelio Crespo Toral**

De mi consideración:

Mi nombre es Ximena Orellana, soy profesora de inglés de su representado (a) y también soy estudiante de la Maestría en Lengua y Literatura Inglesa de la Universidad de Cuenca.

El objetivo de esta carta es solicitar su autorización para que su representado (a) participe en mi proyecto de tesis "Task-Based Learning Worksheets that Promote the Development of Multiple Intelligences (Hojas de trabajo que promueven el desarrollo de las inteligencias múltiples)". Este proyecto enfoca principalmente al desarrollo de las inteligencias múltiples a través del diseño de material extra (hojas didácticas) como una ayuda a un mejor aprendizaje de la lengua extranjera.

Mi propósito de este estudio es documentar el trabajo de su hijo(a) durante este tiempo. Ningún estudiante será identificado por su nombre.

Este es un requerimiento ético que usted firmará (o no) para autorizar la participación de su hijo/a en este estudio. Si usted decide no dar su consentimiento a su representado/a, no se documentará ningún tipo de información sobre él/ella. Además, durante cualquier tiempo del estudio, usted tiene el derecho de rehusar la participación de su representado/a.

Si durante este tiempo usted tiene cualquier duda sobre los derechos o del trato de su representado/a durante este proyecto, usted puede contactarse con la Master Josefina Calle, Directora de la Maestría, al teléfono 4051000.

Usted recibirá una copia de este documento para sus archivos.

Por favor no dude en contactarse conmigo en cualquier momento desde ahora hasta el mes de junio.

Segura de contar con su atención, le anticipo mi agradecimiento.

Atentamente,

Ximena Orellana
Licenciada en Lengua y Literatura Inglesa
Teléfono: 2892-437



CONSENTIMIENTO

Yo, _____, padre, madre o representante de _____, doy mi consentimiento para que mi representado/a participe en el proyecto de tesis "Task-Based Learning Worksheets that Promote the Development of Multiple Intelligences".

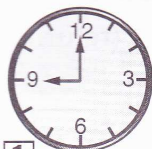
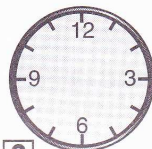
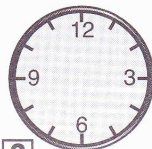
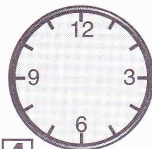
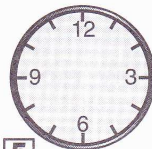
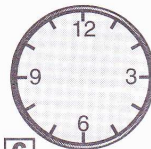
Firma del padre, madre o representante
No. De cédula: _____

Yo, _____, padre, madre o representante de _____, no doy mi consentimiento para que mi representado/a participe en el proyecto de tesis "Task-Based Learning Worksheets that Promote the Development of Multiple Intelligences".

Firma del padre, madre o representante
No. De cédula: _____

**Appendix B: Pre-test****Term one: test a**

Your name _____ Your Class _____

1 Listening*Listen and mark the times on the clocks. (5 marks).***1****2****3****4****5****6****2 Reading***Read these texts. Match them with the corresponding pictures. (5 marks)***6**

1 This is Hugo Calero.
He lives in Quito.
He is a newsreader.
He works in a TV station.



2 This is María Lara.
She lives in Tulcán.
She is a doctor.
She works in a hospital.



3 This is Jaime Ayala.
He lives in Cuenca.
He is an artist.
He works in an art studio.



4 This is Flavio Peña.
He lives in La Troncal.
He is a driver.
He works for a transport company.



5 This is Luis Mena.
He lives in Pacto.
He is a farmer.
He works on a farm.



6 This is Lina Páez.
She lives in Piñas.
She is an economist
She works in the City Council.

3 Speaking*Do the task(s) that your teacher gives you. (5 marks)*



Term one: test a

Writing

Look at Fernando's school timetable. Write about one day. Example: *Fernando ... classes at seven o'clock. He...seven lessons a day. On Wednesday...* (5 marks)

	Monday	Tuesday	Wednesday	Thursday	Friday
7.15	Mathematics	Mathematics	Mathematics	English	Mathematics
8.00	Spanish	Science	Science	Social Studies	English
8.45	English	Music	Science	Spanish	Science
9.30	Science	English	English	Science	Social Studies
10.15 10.45	Break	Break	Break	Break	Break
10.45	Physical Education	Social Studies	Music	Science	Science
11.30	Social Studies	Spanish	Practical Options	Spanish	Spanish
12.15	Practical Options	Practical Options	Social Studies	Physical Education	Physical Education

5 Grammar

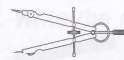
Match the answer to the sentence. (5 marks)

- 1 _____ your name? My name is Lola. e a It's
- 2 How old _____ you? I'm 13. _____ b Her
- 3 What time is it? _____ three o'clock. _____ c are
- 4 I live in Otavalo. Where _____ you live? _____ d am
- 5 I _____ a student. I am in class one. _____ e What's
- 6 What's her name? _____ name is Susana. _____ f do

6 Vocabulary

Look at these classroom objects. Write the names correctly. (5 marks)

ocmspases compasses 1



htlgi _____ 4



rbaod _____ 2



bokoonet _____ 5



rchia _____ 3



cirsssos _____ 6





Appendix C: Identification of the Seven Intelligences in Unit Six

Lesson 1 **CELEBRATIONS** **UNIT SIX**

TASK 1 (First task) Let's play with numbers. Match the cardinal numbers with the ordinal numbers. Work in groups of four. The first group to finish is the winner.

one
two
three
four
five
six
seven
eight
twenty
twenty-one
twenty-two
twenty-three
twenty-four
thirty
thirty-one

twenty-first
sixth
fifth
thirty-first
second
twenty-third
first
twenty-fourth
third
eighth
fourth
seventh
twenty-second
twentieth
thirtieth

TASK 2 (Second task) Look at the numbers. Listen. Say the ordinal numbers.

1-2-3-4-5-6-7-8-9 13-14-15 20-21-22-23-24-25 30-31

Example: 1 first 2 second 3 third 4 fourth, etc.

TASK 3 (Third task) In pairs, say the cardinal and ordinal numbers.

Student A: one Student B: first
Student B: two Student A: second

TASK 4 (Fourth task) Let's do a quiz. Work in groups of three. The first group to finish is the winner.

1 The first president of Ecuador.

2 The second planet from the sun.

3 The third colour in the Ecuadorian flag.

4 The fourth day of the school week.

5 The fifth letter of the alphabet.

36 thirty-six

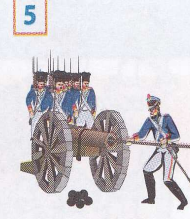
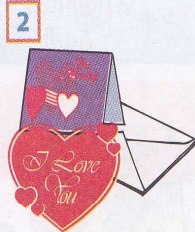
EDIMPRES - OWTE 1



Special Occasions

Lesson 2

TASK 1 Match the words with the pictures.



October 31

February 14

December 25

May 24

- Birthday
- Christmas Day
- Halloween
- Valentine's Day
- Battle of Pichincha

TASK 2 Read **Pablo's Birthday Party** and complete the tables below.



PABLO'S BIRTHDAY PARTY

Every year Pablo has a birthday party. His birthday is on March 4th. First, he writes invitations to his friends: "Please come to my birthday party on Saturday 7th at 3 p.m." Then Pablo and his father decorate the house with balloons. Pablo's mother makes a birthday cake. She also buys some ice cream, some sweets and some cookies. Pablo's sister, Margarita, makes some birthday hats of different colours: blue, yellow, and a green and red hat for Pablo. Pablo's friends bring presents. They all play games and eat a lot. Everybody has a good time. Then Pablo's mother brings the birthday cake. Everybody sings "Happy birthday to you."



people	activities
	decorate the house

people	activities
Margarita	

TASK 3 Work in pairs. Talk about the party.



Example: Pablo's mother makes a birthday cake.



Lesson 3

Birthdays

UNIT SIX

TASK 1 Read the months and put them in the correct order.



October	March	December	November	September	January
June	February	August	May	April	July

January					
	August				

TASK 2 Talk to four classmates. Find out their ages and birthdays.



Example:



names	birthday	age

TASK 3 Work in pairs. Write the name of a family member on a piece of paper. Tell your partner the name. Write his/her birthday. Don't show your partner. Guess the birthday.

Example: Student A: Is it in April?
 Student A: Is it on the fifteenth?

Student B: Yes, it is./No, it isn't.
 Student B: Yes, it is./No, it isn't.

TASK 4 Let's sing **Happy Birthday to You**.



Happy Birthday to You

Happy birthday to you,
 Happy birthday to you,
 Happy birthday, dear
 Happy birthday to you.



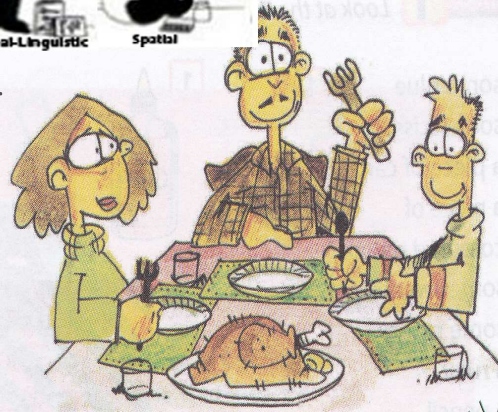
Christmas Time

Lesson 4

TASK 1 Look at the pictures. What can you see?

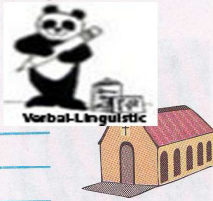


Example: There's a boy. There are some presents.



TASK 2 Read *Celebrating Christmas*. Make notes.

In Ecuador, people:
go to church



In Britain, people:



In the USA, people:

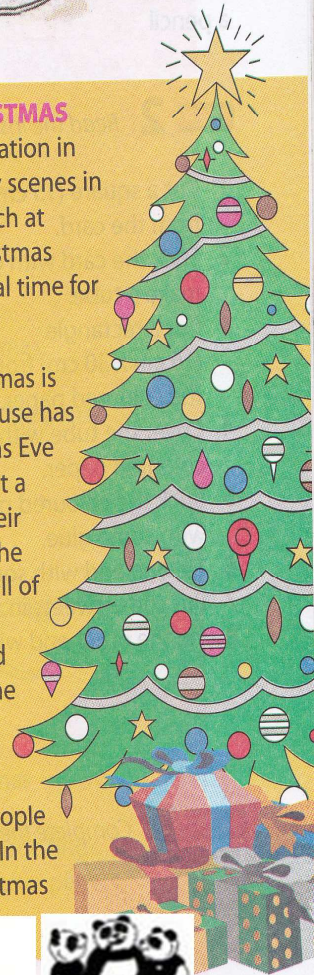


CELEBRATING CHRISTMAS

Christmas is a religious celebration in Ecuador. People make nativity scenes in their homes. They go to church at midnight (12 a.m.) or on Christmas morning. Christmas is a special time for Ecuadorian families.

In Britain and the USA, Christmas is also very important. Every house has a Christmas tree. On Christmas Eve (December 24th), children put a big stocking at the foot of their bed or near the fireplace. In the morning, the stockings are full of small presents from Father Christmas. Later, children and parents give presents near the Christmas tree.

Christmas dinner is a very important meal. In Britain people eat turkey and pull crackers. In the USA they make special Christmas cookies.



TASK 3 In pairs, talk about Christmas celebrations in your family.



Example: We go to church in the morning. We make a nativity scene. We also have a Christmas tree. Then we give presents.



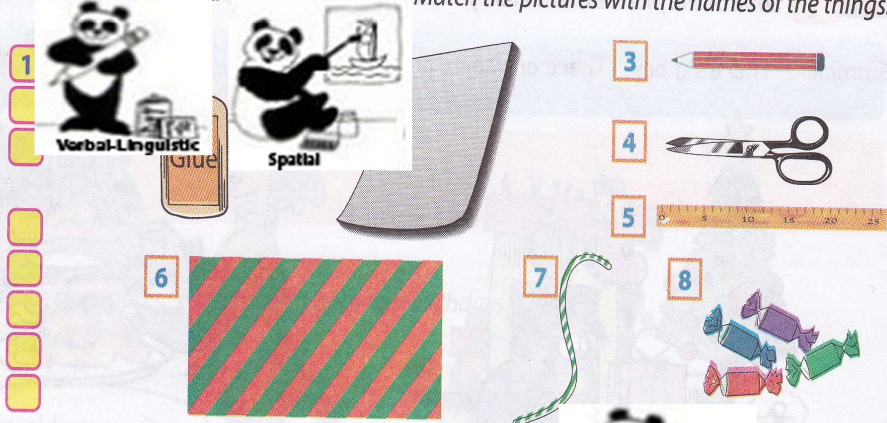
Lesson 5

How to Make a Christmas Cracker

UNIT SIX

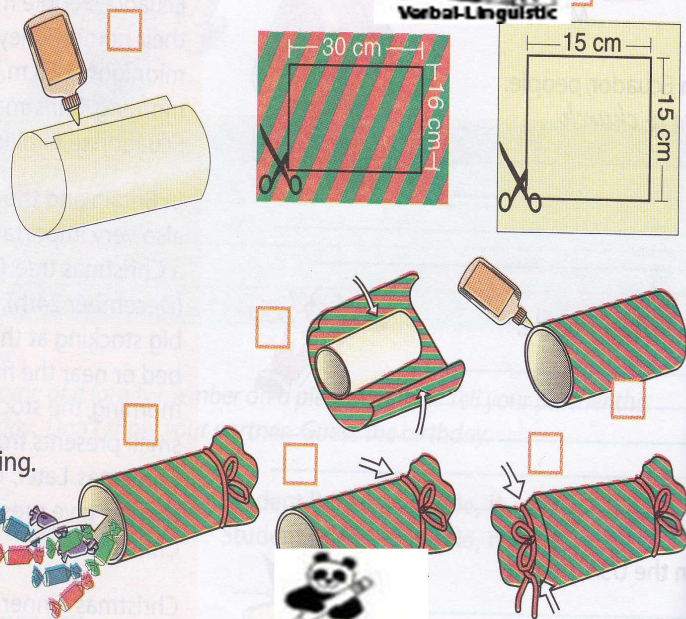
TASK 1 Look at the things you need to make a cracker. Match the pictures with the names of the things.

- some glue
- some scissors
- a piece of card
- a piece of coloured paper
- some sweets
- some string
- a ruler
- a pencil



TASK 2 Read the instructions. Match the pictures with the instructions.

- 1 Cut a square (15 cm x 15 cm) from the card.
- 2 Stick the card with glue to make a tube.
- 3 Cut a rectangle (16 cm x 30 cm) from the coloured paper.
- 4 Cover the tube with the coloured paper.
- 5 Stick the coloured paper with some glue.
- 6 Tie one end with some string.
- 7 Put some sweets in.
- 8 Tie the other end with some string.



TASK 3 Complete the instructions. Use the verbs in the box.

Cut Cover Tie Stick Put

- 1 Cut a square from the card.
- 2 _____ the tube with coloured paper.
- 3 _____ the coloured paper with some glue.
- 4 _____ one end.
- 5 _____ some sweets in.

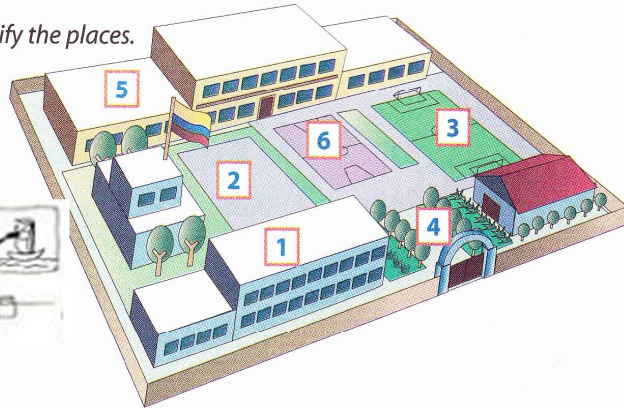


Appendix D: Identification of the Seven Intelligences in Unit Seven

Lesson 1 MY SCHOOL UNIT Seven

TASK 1 Look at this school. Listen. Identify the places.

- the football pitch
- the garden
- the playground
- the classrooms
- the basketball court
- the offices



TASK 2 Listen again. Tick (✓) the correct information.

- 1 Abdón Calderón School is in Paccha (...) in Calderón (✓) in Tumbaco (...).
- 2 There are twelve (...) thirteen (...) twenty (...) classrooms.
- 3 There are four (...) two (...) three (...) offices.
- 4 There is a playground (...) a stadium (...) a volleyball court (...).
- 5 There is also a football pitch (...) a gym (...) a patio (...).



TASK 3 Read *Our School*. Complete the information.

- 1 Name _____
- 2 Town/city _____
- 3 Number of classrooms _____
- 4 Number of offices _____
- 5 Other information _____

OUR SCHOOL

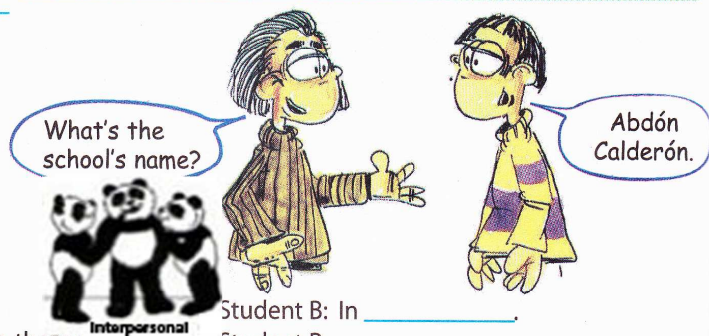
We go to Camilo Ponce School.
It is in Quevedo.
The school is near the market.
There are twelve classrooms and two offices.
We have a big playground and a garden with tropical flowers.
We like our school.

Do you like your school?

TASK 4 In pairs, ask and answer questions about Abdón Calderón School or Camilo Ponce School.



- Student A: Where is it?
Student A: How many classrooms are there?
Student A: How many offices _____?
Student A: How many _____?



Interpersonal

- Student B: In _____.
Student B: _____.
Student B: _____.
Student B: _____.



School Subjects

Lesson 2

TASK 1 Listen to Teresa and Renata talking about their school subjects. Complete the table



name	subject	Monday	Tuesday	Wednesday	Thursday
Teresa					
Renata	Maths	✓			

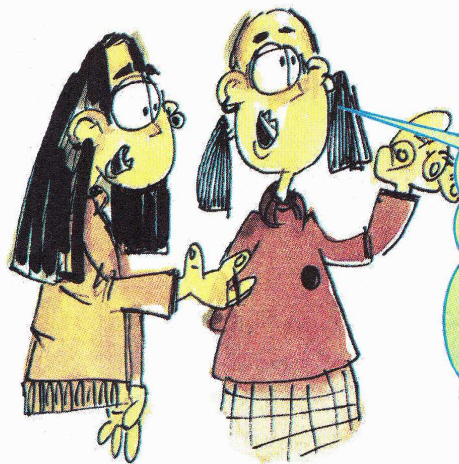
TASK 2 In pairs, talk about Teresa and Renata's subjects. Take turns.



Example: Renata likes Maths. She has Maths on Monday, Wednesday and Friday.

TASK 3 Read about Teresa and Renata's timetable for Monday. Complete the timetable.

times	1.15 - 2.00	2.00 - 2.45	2.45 - 3.30	3.30 - 4.15	4.15 - 5.00	5.00 - 5.45
subject			English			



We have six classes a day. On Monday we have Music, English, Mathematics, Social Studies, Science and Physical Education. Social Studies is at one fifteen. Mathematics is at two o'clock. English is at two forty-five. Science is at three thirty. Music is at four fifteen. Finally, Physical Education is at five o'clock.



TASK 4 Choose one school day. Choose a different day from your partner. Write your timetable for that day in the table below.

Timetable for _____

times					
subject					



TASK 5 Work in pairs. Talk about your timetable in Task 4.

Example: We have ... classes a day. On ..., we have ... , It is at





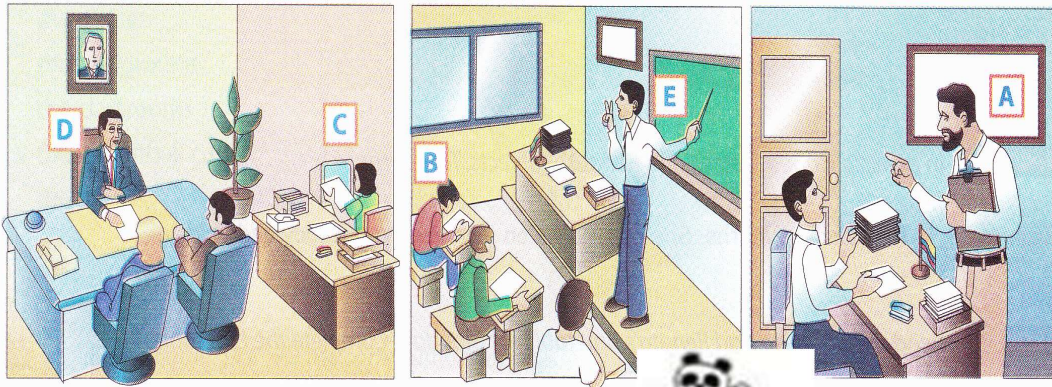
Lesson 3

School Staff

UNIT seven

TASK 1 Look at the picture. Listen and identify the people.

- secretary
- inspectors
- students
- teacher
- headteacher



TASK 2 Listen again and complete the information.

people	secretary	headteacher	teacher	inspectors	students
number					100



TASK 3 Read *An Ecuadorian School*. Match the people with their activities:

- | | | |
|-----------------|---|---------------------------------|
| The headteacher | | study with their teachers. |
| The secretary | | teach in the classrooms. |
| The inspectors | → | are responsible for discipline. |
| The teachers | | administers the school. |
| The students | | helps everybody. |



AN ECUADORIAN SCHOOL

I am the headteacher of Manuel Ortega School. It is a small school in a small town. We have only 100 students and twelve teachers.

I work in my office. Every day I talk with the teachers and with the parents. My secretary helps me. Her office is next to my office. She also helps the teachers. In fact, she helps everybody!

There are two inspectors in our school. They are responsible for discipline. I don't think there are inspectors in Britain or the USA. The headteacher administers the school.

The students stay in their classrooms for all their lessons. In Britain and the USA, students go to different classrooms for different lessons.

Some things are the same in Ecuador but some things are different. I think that is interesting.





Our School Day

Lesson 4

TASK 1 Look at the picture. Tell your teacher about it.

Example:

I can see some students.

There is... There are...



TASK 2 Read *Our School Day*. Tick (✓) the correct information.

- May 24th is the date of the School Day.
- The students elect a king.
- The students take part in sports competitions.
- Everybody takes part in the celebrations - the students, the teachers and the parents.
- There are a few prizes.
- There is a party at the end of the celebrations.

OUR SCHOOL DAY

Our School Day is on May 24th. There are sports competitions: basketball, volleyball and football. We have contests in Maths and Science and we have an English contest, too. There are a lot of prizes for the winners.

The parents, teachers and students all take part in the celebrations.

We decorate the school with balloons of different colours: red, yellow, green, blue, orange and pink.

We also elect a queen. There is a big party at the end of the celebrations. We all dance and sing during the party. Everybody has a good time!



A Letter

Lesson 5

TASK 1 Look at this letter.
Discuss it in groups.

Example:

It is a letter from Ecuadorian students to Sophie, a schoolgirl in Britain.



Juan Montalvo School
Quito, Ecuador
September 24th

Dear Sophie,

We are the students of class one of Juan Montalvo School in Quito. We want to tell you about our school.

Our school is very big. There are eleven hundred students. Our classes are big, too. We have fifty students in our class. Thirty-five are boys and only fifteen are girls! How many girls and boys are there in your class?

Our favourite subjects are Geography and History. The geography of Ecuador is very interesting. Our history is very interesting, too.

Some students like to read a lot but some prefer to play volleyball. What do you like?

We have our School Day on April 13th. Do you have a School Day?

Please write to us soon and tell us about your school.

Love from class one.

TASK 2 Read the letter to Sophie. Tick (✓) the correct information.

- Juan Montalvo School has twelve hundred students.
- There are fifty students in class one.
- There are thirty-five girls and fifteen boys.
- Geography and History are the class's favourite subjects.
- They have their School Day on May 1st.
- They want to learn about Sophie's school.



TASK 3 Write notes about your school.



School's name: _____
Number of students: _____
Your favourite subjects: _____

Town or city: _____
Your class: _____
Your School Day: _____

Grammar practice: go to page 108.



Appendix E: Identification of the Seven Intelligences in Unit Eight

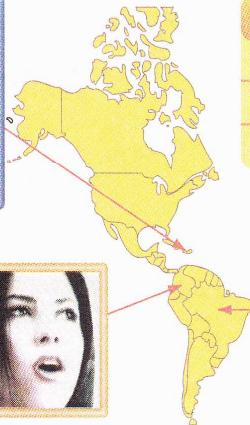
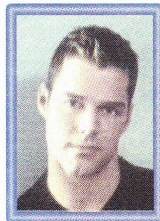
Lesson 1 PEOPLE UNIT eight

TASK 1 Look at these famous people. Do you know their names? Match the people with their names.



- Charles Darwin
- Che Guevara
- Whimper
- Sucre
- Bolívar

TASK 2 Listen and match the names of the famous people with their countries and occupations.



name	country	occupation
Ricky Martin		



TASK 3 Show a picture from a newspaper or magazine of a famous person to your group/class. Ask the group/class: Who is this? Where is he/she from? What does he/she do? Here are some occupations to help you.

- movie star
- athlete
- politician
- pop star
- teacher
- footballer



TASK 4 In groups, point at the photos. Talk about the people.

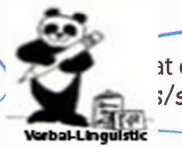
Example: This is Ricky Martin. He's from Puerto Rico. He's a pop star.



TASK 5 Put some pictures face down. In groups, one student picks up a picture. Guess the person!



Where's he/she from?



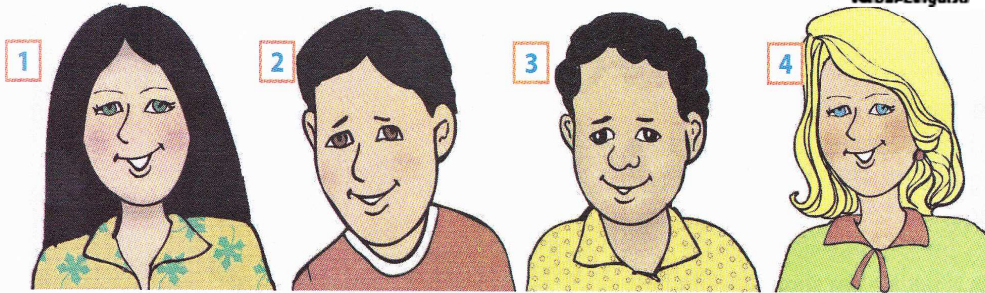
What does he/she do? s/he's a(n) _____



Physical Description

Lesson 2

TASK 1 Look at the pictures. Read the descriptions. Match them with the pictures.



- Edison is 11. He has dark hair. His eyes are brown.
- Betty is 14. She has light hair. Her eyes are blue.
- Juan is 13. He has dark hair. His eyes are black.
- Doris is 12. She has dark hair. Her eyes are green.

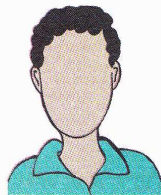


TASK 2 Look at the pictures again. Write the students' names.

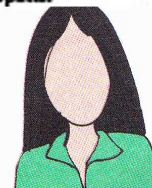


1 He has short, curly hair.

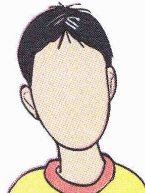
Juan



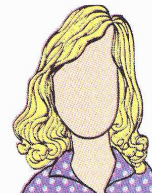
2 She has long, straight hair.



3 He has short, straight hair.



4 She has long, wavy hair.



TASK 3 Write notes about the students' hair.



Example: Doris: long, dark, straight

Edison: _____

Betty: _____

Juan: _____

TASK 4 Work in groups. Describe a person in the group. The others guess who the person is.

Example: Student A: She has short hair and blue eyes.
 Student B (or C or D): Is it María?
 Student C: Yes, it is. or No, it's not.





Lesson 3

Some Famous People

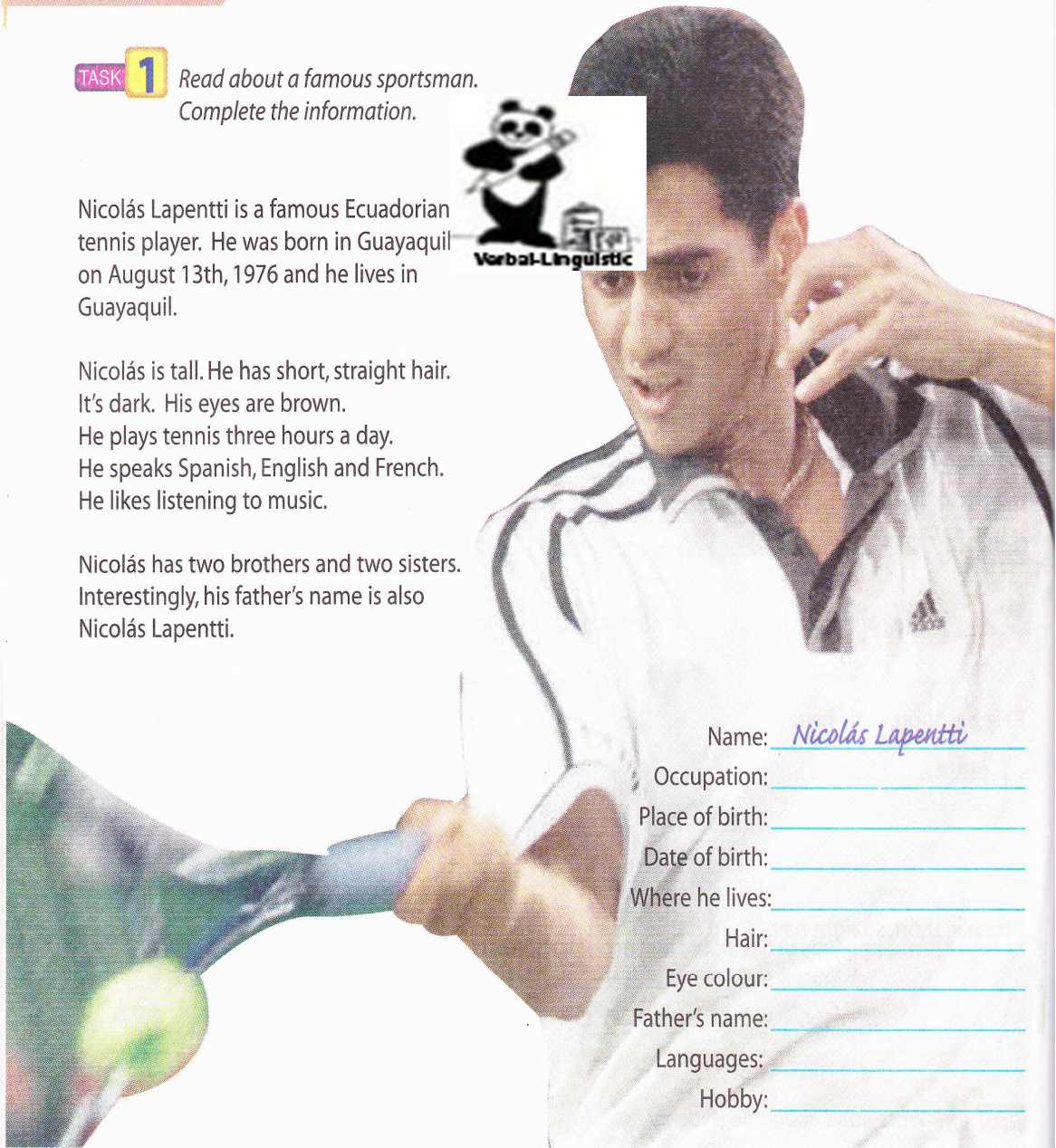
UNIT eight

TASK 1 Read about a famous sportsman. Complete the information.

Nicolás Lapentti is a famous Ecuadorian tennis player. He was born in Guayaquil on August 13th, 1976 and he lives in Guayaquil.

Nicolás is tall. He has short, straight hair. It's dark. His eyes are brown. He plays tennis three hours a day. He speaks Spanish, English and French. He likes listening to music.

Nicolás has two brothers and two sisters. Interestingly, his father's name is also Nicolás Lapentti.



Name: Nicolás Lapentti

Occupation: _____

Place of birth: _____

Date of birth: _____

Where he lives: _____

Hair: _____

Eye colour: _____

Father's name: _____

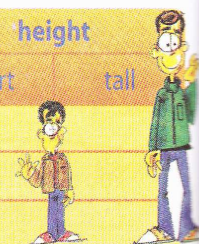
Languages: _____

Hobby: _____

TASK 2 Listen to this information about some famous people. Tick (✓) the correct information.



Name	eye colour				height	
	brown	black	blue	green	short	tall
Salero				✓		
Eduardo Flores						
Eulalia Ponce						





Lesson 3

TASK 3 Fill in the names from the table in Task 2. Tick (✓) the information you hear.



name	hair type					hair colour	
	long	short	straight	wavy	curly	light	dark
	✓						

TASK 4 Fill in the names from the table in Task 3. Listen again and complete the table below.

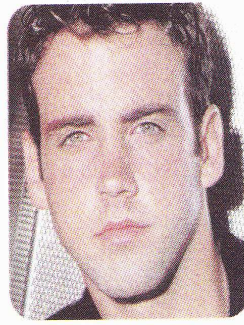


name	place of residence	occupation	hobby
		politician	

TASK 5 Look at the four photos of famous people below. Do you agree with the descriptions? In pairs, talk about them.



Example: Antonio Banderas is handsome. Do you agree? Yes. I agree.



_____ has blue eyes.

or

_____ 's eyes are blue.

He has short, curly hair.
He has dark hair.

or

His hair is short and curly.
His hair is dark.

or



Classroom language:

Let me see now. I'm not sure.
Do you agree? Yes./No.
What about his hair/eyes?



Lesson 4

My Favourite Person

UNIT eight

TASK 1 Choose a favourite person. In pairs, talk about him/her. Take

Who's your favourite person?

Where's he/she from?

What does he/she do?

Where does he/she live?

What else do you know about him/her?

He/She's from _____

He/She's a (an) _____

He/She lives in _____

Well, ...



Classroom language: What else?
How do you say "Los Estados Unidos" in English?

My partner's favourite person:

Name: _____ Occupation: _____

Place of birth: _____ Hobby: _____

Place of residence: _____

Other information: _____

TASK 2 Write about your partner's favourite person.

Example: Ronaldinho is from Brazil. He is a _____

His hair is _____. He lives in _____.

He likes _____. He has _____ eyes.



Where's he **from**?

What does he **do**?

Where does he **live**?



Appendix F: Identification of the Seven Intelligences in Unit Nine

Lesson 1 MY DAY UNIT nine

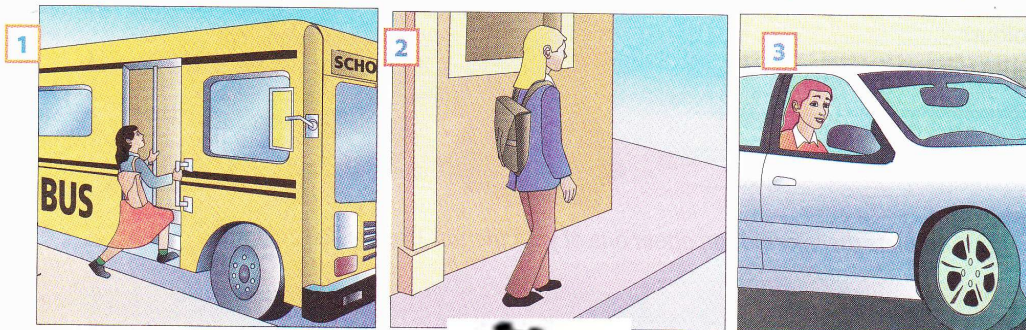
TASK 1 Listen to Margarita, Nancy and Gladys. Write the times.

Margarita gets up at 6.45.
Nancy gets up _____.
Gladys gets up _____.



TASK 2 Listen again. Write the students' names under the pictures.

She goes to school by bus. She walks to school. She goes to school by car.



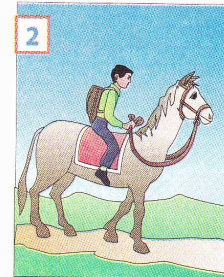
TASK 3 Talk about the three students.

Example: Margarita gets up at 6.45.
She goes to school by bus.

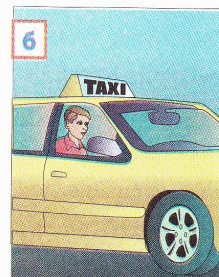
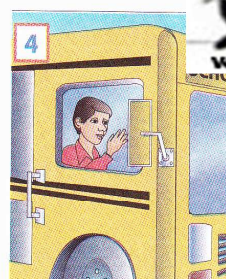


TASK 4 Label the pictures with the phrase in the box.

by bike by car by bus
by canoe by taxi on a horse



on a horse



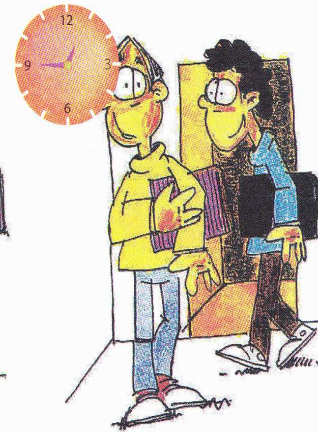
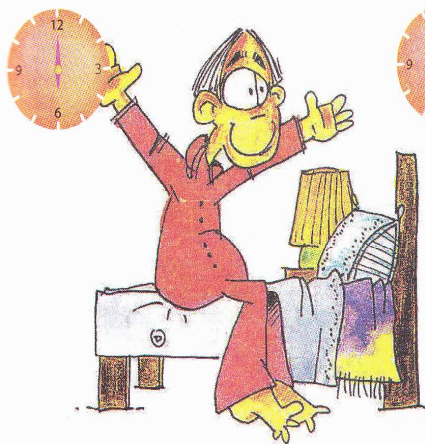


A School Day

Lesson 2



TASK 1 Read **Raúl's School Day** and complete the information under each picture. Use **gets up, finishes, starts**.



RAÚL'S SCHOOL DAY

Raúl goes to the Gran Bretaña School. He gets up at six o'clock. He leaves home at six thirty. He goes to school by bus. He starts school at seven fifteen and finishes at twelve forty-five.

He gets home at one thirty. Raúl likes English. It is his favourite subject. He does his English homework in the afternoon.

TASK 2 In pairs, talk about your day. Complete your partner's answers.

What time do you get up? At _____.

What time do you leave home? At _____.

How do you go to school? By _____./I walk.

What time do you start school? At _____.

What time do you get home? At _____.

Interspersed with panda logos and the text 'Verbal-Linguistic' and 'Interspersonal'.

TASK 3 Turn round. Tell another student about your partner's school day.

Example: Manuel gets up at seven o'clock. He leaves home at seven thirty.



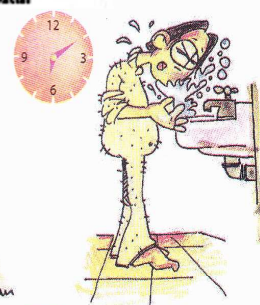
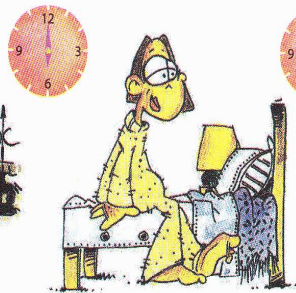
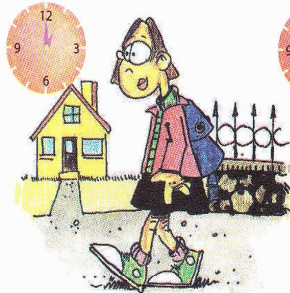


Lesson 3

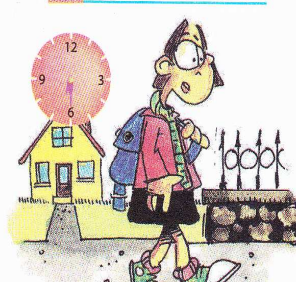
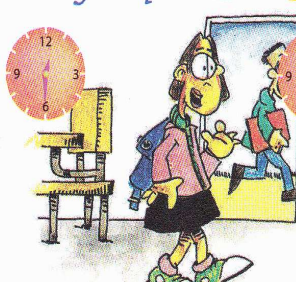
A Daily Routine

UNIT nine

TASK 1 Look at the pictures. Listen and put them in the correct order.



1 gets up



TASK 2 Listen again and write the verbs under the pictures. Use the verbs in the box.



washes finishes gets dressed has leaves gets up starts gets back

TASK 3 Match the phrases.



- Luisa gets up
- She washes her face and her hands
- She gets dressed
- She has breakfast
- She leaves home
- She starts school
- She finishes school
- She gets back home

- at twelve thirty.
- at seven o'clock.
- at six fifteen.
- at one o'clock.
- at six ten.
- at six thirty.
- at six o'clock.
- at six twenty.

TASK 4 Look at your notes in Lesson 2, Task 2. Then write about your partner's day.



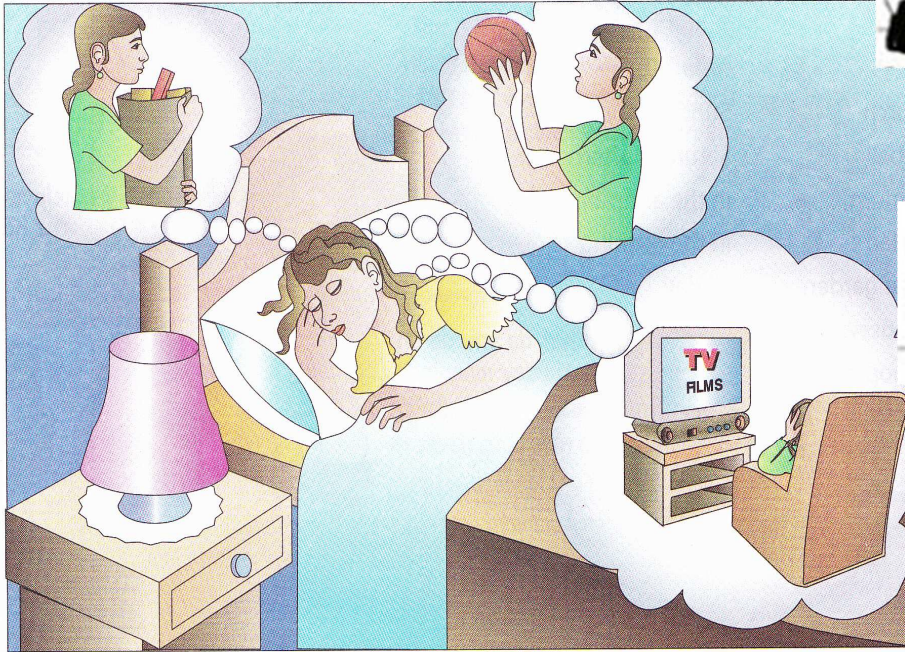
Example: Ruth gets up at six o'clock. She ...



The Weekend

Lesson 4

TASK 1 Read *It's the Weekend! No School!* Then, in pairs, make a list of Gloria's activities.



IT'S THE WEEKEND! NO SCHOOL!

It's the weekend! Gloria likes Saturdays and Sundays. There's no school!

On Saturdays she gets up at 9.30! Then she has breakfast. After that she goes shopping with her mother. She has lunch with her family at one thirty.

In the afternoon she plays with her friends. In the evening she watches her favourite TV programmes.

On Sundays Gloria gets up at 10! She has lunch with her family at one o'clock. In the afternoon she goes to the movies or visits her friends.

Saturdays	Sundays
<i>gets up at 9.30</i>	



Lesson 4

UNIT nine

TASK 2 Make notes about your weekends and your partner's weekends in the tables below. Here are some ideas to help you:



- activity**
- go to church
 - play football
 - help my mum
 - help my dad
 - help in the garden
 - do the housework
 - listen to pop music

- time**
- Sunday morning
 - Saturday afternoon
 - in the afternoon
 - in the evening
 - all day



My weekends

Saturdays		Sundays	
activity	time	activity	time

My partner's weekends

Saturdays		Sundays	
activity	time	activity	time

TASK 3 Write five sentences about your partner's weekends.



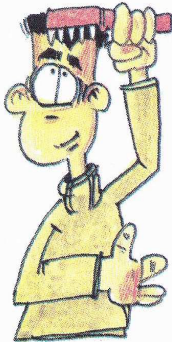
Example: On Saturdays he/she gets up at... . He/she has ...



Let's Sing a Song

Lesson 5

TASK 1 Let's sing *This Is the Way ...*



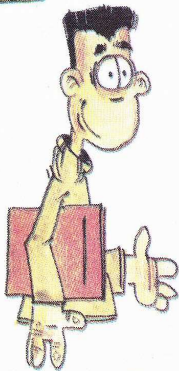
*This is the way I brush my hair
At six o'clock in the morning.*

*This is the way I wash my hands,
Wash my hands, wash my hands.
This is the way I wash my hands
At six o'clock in the morning.*



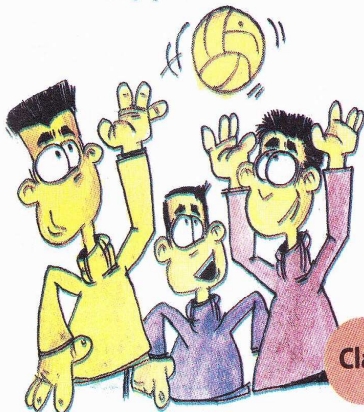
*This is the way I eat my bread
At seven o'clock in the morning.*

*This is the way I drink my milk
At seven o'clock in the morning.*



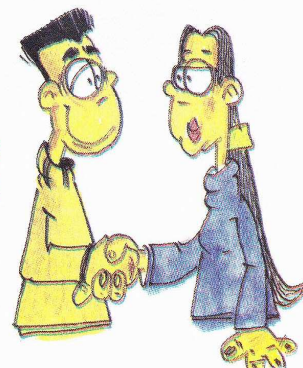
*This is the way I go to school
At seven o'clock in the morning.*

*This is the way I brush my teeth
At seven o'clock in the morning.*



*This is the way I play with my friends
At eleven o'clock in the morning.*

*This is the way I greet my friends
At eight o'clock in the morning.*




Classroom language: Let's try again. Once more. That's enough.

Grammar practice: go to page 112.





Appendix G: Identification of the Seven Intelligences in Unit Ten

Lesson 1 **MY TOWN** **UNIT ten**

TASK 1 *Underline the cities and circle (○) the towns:* 

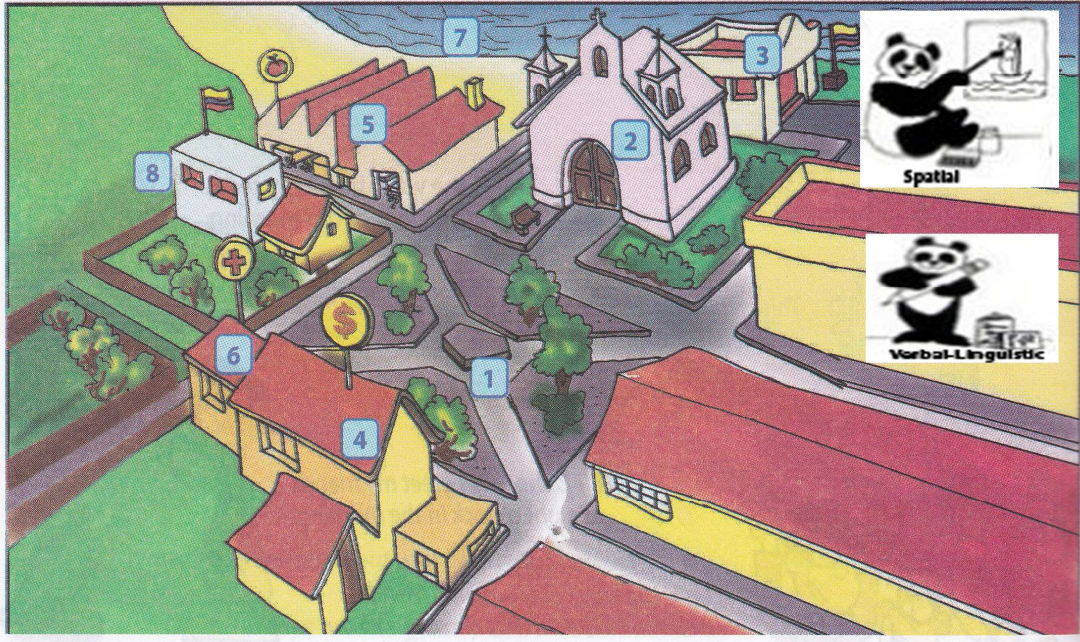
Quito and Cuenca are cities in the Highland Region. Guayaquil is a city in the Coastal Region. They have big populations.

Patuca and Archidona are towns in the Amazon Region. They have small populations.

TASK 2 *Make a list of towns and cities in Ecuador. In groups, compare your list. The group with the most towns and cities is the winner. You have three minutes.*  

TASK 3 *Look at this town. Listen and identify the places. Use the words in the box.*

school square church bank health centre market police station river



Example:

1 a square _____ _____ _____

_____ _____ _____ _____

60 sixty EDIMPRES - OWTE 1 TWO - SERVICES



Lesson 1

TASK 4 Listen again and match the places with their location.

the places

- the square
- the school
- the church
- the police station
- the bank
- the market
- the health centre
- the river

their

- next to
- opposite
- in the centre of the town
- near the square
- in the square
- behind the church
- near the school
- opposite the church



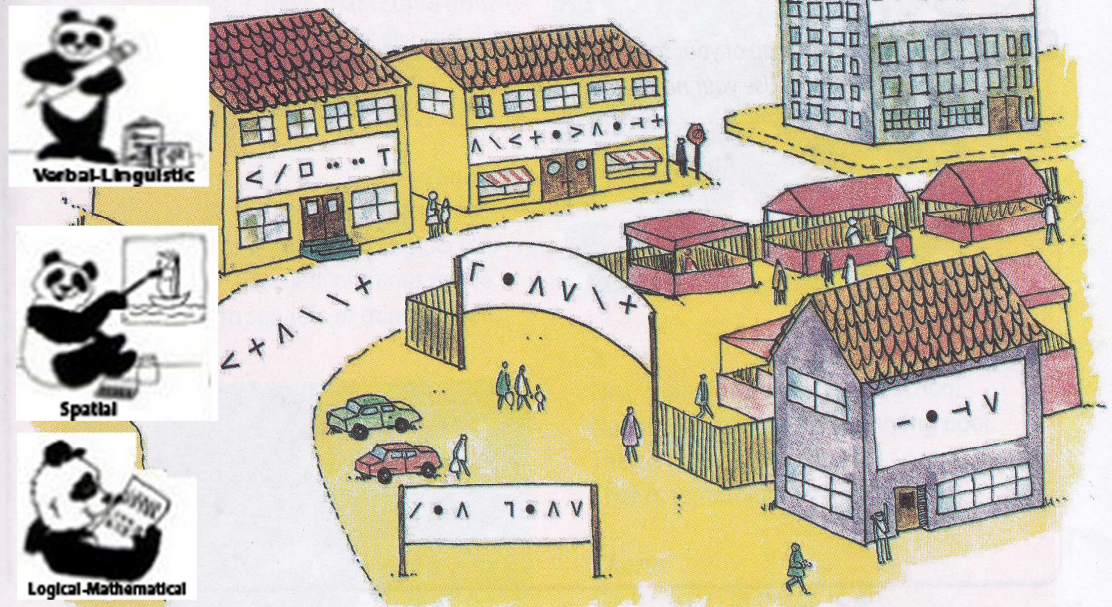
TASK 5 In pairs, talk about the locations in Tasks 3 and 4.



TASK 6 Identify the places. Use the key.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
•	-	/	\	∧	∨	∩	∪	∩	∪	∩	∪	∩	∪	∩	∪	∩	∪	∩	∪	∩	∪	∩	∪	∩	∪

Example: $\langle + \wedge \setminus \setminus +$ STREET



□ □ □ □ □ □ □ □	$\langle / \square \bullet \bullet T$	□ □ □ □ □ □ □ □	$\Gamma \bullet \wedge \vee \setminus +$
□ □ □ □ □ □ □ □	$\wedge \setminus \langle + \bullet \rangle \wedge \bullet - +$	□ □ □ □ □ □ □ □	$/ \bullet \wedge \Gamma \bullet \wedge \vee$
□ □ □ □ □ □ □ □	$- \bullet - \vee$	□ □ □ □ □ □ □ □	$\square \bullet \bullet \langle \Gamma \perp + \bullet T$



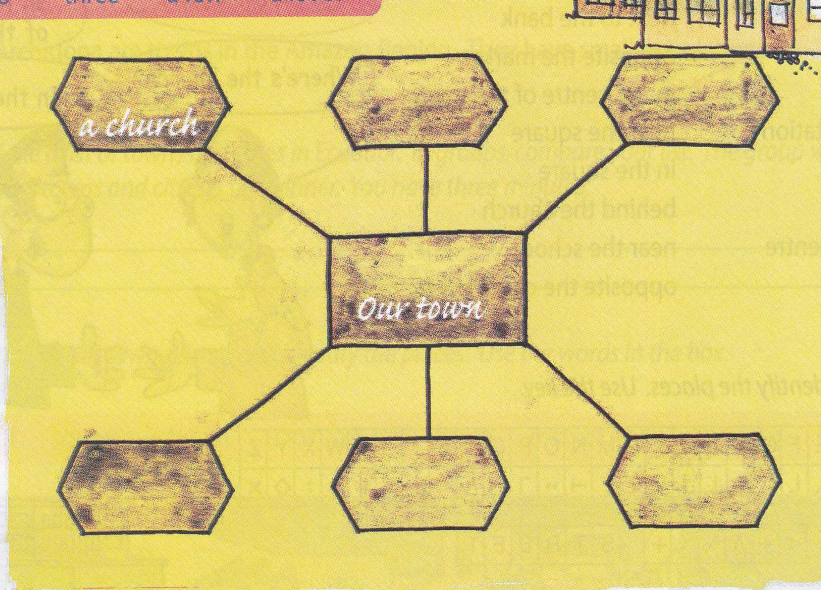
Lesson 2

A Neighbourhood Map

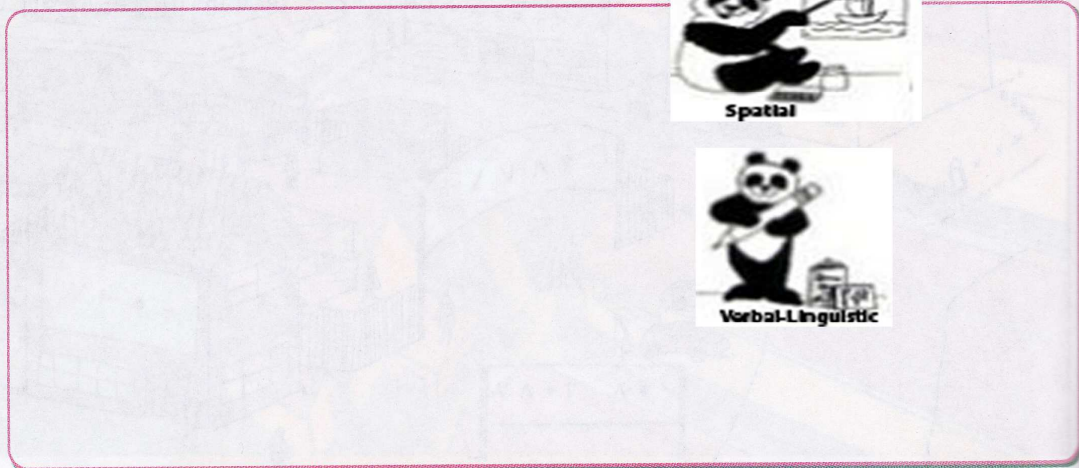
UNIT ten

TASK 1 Think about your town or neighbourhood (in a city). Write some places in your town or neighbourhood in the chart.

a two three a few a lot of



TASK 2 Draw a simple map of your town or neighbourhood. In groups, talk about your town or neighbourhood. Use your notes from Task 1.



Examples: We live in Limoncocha. It's a small town in the Amazon Region. There are a few schools. There's a market and there's also a church.

We live in Esmeraldas. It's a city in the Coastal Region. In our neighbourhood, there are three schools. There are also two churches. There's a river near my school.



My Home Town

Lesson 3

TASK 1 Write about your town or neighbourhood.



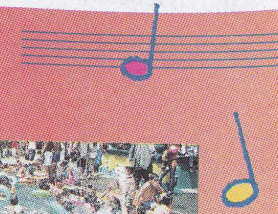
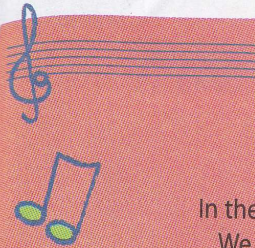
Example: We live in Otavalo. Otavalo is a small town in the Highland Region. It has a big market on Saturdays.

Handwriting practice lines for writing about your town or neighbourhood.

TASK 2 Let's sing *In the Town That I Come From*.



In the Town That I Come From



1
In the town that I come from
We have lots to see and do
Let's see now, just for a start
We have a zoo - that's really smart.

Chorus

We have lots of things to see,
Lots of things to see, lots of things to see.
We have lots of things to see,
Lots of things to see, lots of things to see.

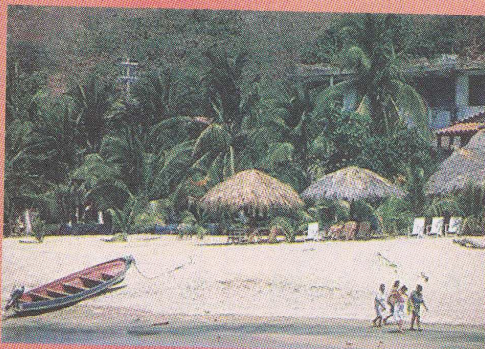


2

Near the square we have our school,
Near the river there's a swimming pool.
There's a place for volleyball.
There's something here for us all.

Chorus

We have lots of things to do,
Lots of things to see, lots of things to do.
We have lots of things to do,
Lots of things to see, lots of things to do.





Lesson 4

A Postcard

UNIT ten

TASK 1 Look at the photo. Complete the text.



MY TOWN

This is my town, Baños. It is a *small*¹ town in the Highland Region. Baños has a ² in the centre of the town. There is a very big ³ in the square. There is a ⁴ near the square. Next to the sports centre there is a ⁵. Baños has some markets. One of them is near the square. It is a covered ⁶. There are a lot of hotels and restaurants for tourists. Baños is on a river. Can you see the ⁷ in the picture?

Baños is a beautiful place. Come and visit it!

square river market church football pitch sports hall

TASK 2 Think of your city or town. Make notes of the places and their location.



place	location
<i>the market</i>	

TASK 3 Write to a friend about your city or town.



Dear

Best wishes,

EDIMPRES - OWTE 1

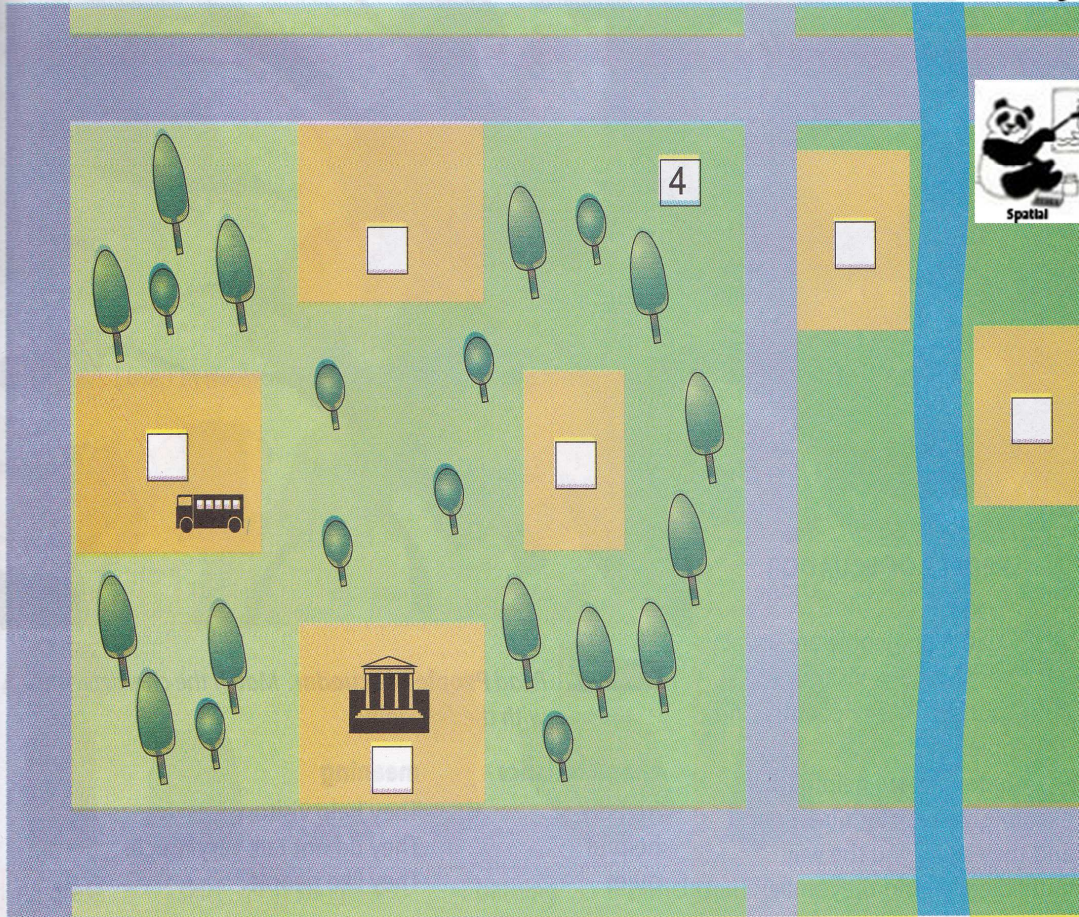


Finding Places

Lesson 5

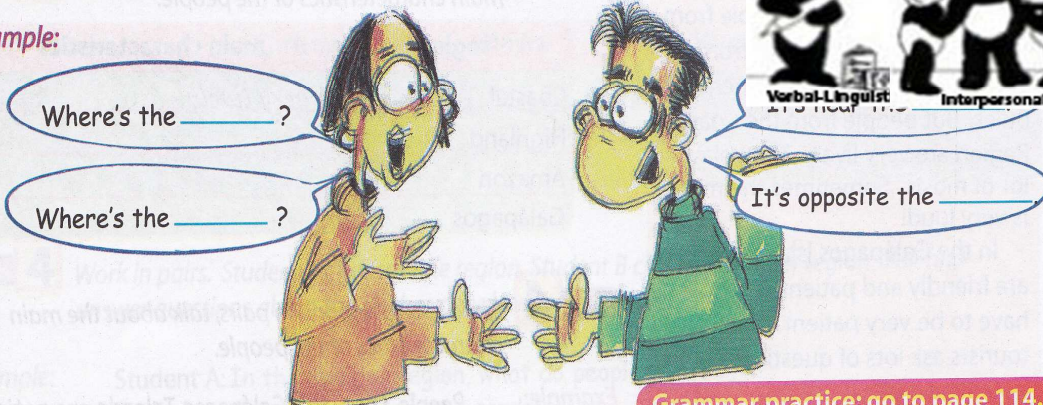
TASK 1 Listen and locate the places on the plan below. Write the numbers on the places.

- 1 school
- 2 health centre
- 3 bus station
- 4 square
- 5 church
- 6 market
- 7 police



TASK 2 In pairs, ask and answer about the location of the different places.

Example:



Grammar practice: go to page 114.



Appendix H: Students' Pictures during the Application of the Task-Based Learning Worksheets.



**Appendix I: Post-test****Term two: test a**

Your name _____ Your Class _____

1 Listening

Listen to the information about some people. Complete the table. Use the words in the box. (5 marks)

light short blue brown green

name	eye colour	hair	height
Manuel Valarezo	<i>black</i>	<i>dark, curly</i>	⁵
Linda Onofre	¹	<i>brown</i>	<i>tall</i>
Mauricio Ayala	²	<i>dark, straight</i>	<i>tall</i>
Piedad Díaz	<i>brown</i>	³	<i>short</i>
Carla Robles	<i>black</i>	⁴	<i>short</i>

2 ReadingRead **Our School Day**. Tick the correct information. (5 marks)

November 17th is the date of the School Day. ()

The parents bring sandwiches. (✓)

The headteacher donates the prizes. ()

There is a basketball competition. ()

There is a Social Studies contest. ()

There is a volleyball competition. ()

There is a football competition. ()

The inspectors help to organize our School Day. ()

The students elect a queen. ()

Our School Day

Our school day is on November 3rd. There are contests in Science and Social Studies. There is a football competition, too. The headteacher of the school donates

prizes for the winners. The teachers and the inspectors help to organize the celebration. The parents always bring some sandwiches and fruit salad. The students elect a queen.

3 Speaking

Do the task(s) that your teacher gives you. (5 marks)



4 Writing

Think of a town. Complete the table. Use the words in the box. Write a description of the town. (5 marks)

in next to opposite near behind

place	location
church	next to the park

5 Grammar

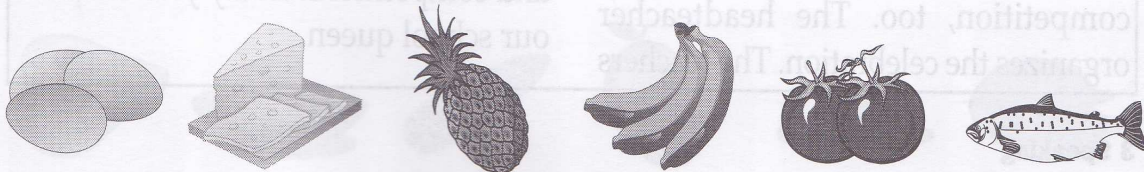
Write the questions. (5 marks)

- Where is it sunny? It is sunny in Guayaquil.
- There are storms in Macas.
- It's to the north of Pichincha.
- Its population is two million.
- It's to the north of Ecuador.
- It's cloudy in Cuenca.

6 Vocabulary

Look at the illustrations. Label them. Use the words in the box. (5 marks)

plantains fish tomatoes cheese eggs pineapple



- eggs
-
-
-
-
-



Appendix J: Questions Used in the Pre-test and Post-test to Evaluate Speaking Skill

1. How are you?
2. How old are you?
3. Where do you like?
4. What's your mother's name?
5. What's your father's name?
6. How many siblings do you have?
7. Where do you live?
8. What does your mother do?
9. What does your father do?
10. What's your school's name?



Appendix K: Questionnaire that Was Given to Students In Order to Obtain their Opinions about the Task-Based Learning Worksheets.

QUESTIONNAIRE

Name: _____

Answer the following questions:

1 .- Did the worksheets help you to develop your interest to learn vocabulary and grammar? How?

2 .- Did the worksheets help you to develop your interest to learn the listening and reading skills? How?

3 .- Did the worksheets help you to develop your interest to learn the speaking and writing skill? How?

4 .- How did the worksheets motivate you to increase your interest in learning English?

**WORKS CITED**

- Ander-Egg Ezequiel. *Claves para introducirse en el estudio de las inteligencias múltiples*. Santa Fe: Homo Sapiens, 2006. Print.
- Ausubel, David Paul, Novak Joseph D., and Hanesian Helen. *Educational psychology: a cognitive view*. Edition: 2d ed. New York: Holt, Rinehart and Winston, 1978. Books.google.com. Web. 30 Apr. 2010.
- Blythe, Tina and Gardner, Howard. *A school for all intelligences*. Educational Leadership, 1990. Books.google.com. Web. 26 Apr. 2010.
- Brown, Douglas. *Principles of Language Learning and Teaching*. New York: Longman, 2000. Print.
- Campbell, Linda and Campell, Bruce. *Multiple Intelligences and Student Achivement: Success Stories from Six Schools*. Boston: Association for Supervision and Curriculum Development, 1999. Ebrary.com. Web. 15 Apr. 2010.
- Celce-Murcia, Marianne. *Teaching English as a Second or Foreign Language*. Boston: Heinle & Heinle, 2001. Print.
- Flowerdew John and Miller, Lindsay. *Second language listening: theory and practice*. New York: Cambridge University Press, 2005. Books.google.com. Web. 10 Apr. 2010.
- Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books, 2001. Ebrary.com. Web. 2 May. 2010.
- Gardner, Howard. *Inteligencias Múltiples: La teoría en la práctica*. Barcelona: Ediciones Paidós, 1995. Print
- Gardner, Howard. *Mentes Creativas: Una anatomía de la creatividad*. Barcelona: Ediciones Paidós, 1993. Print.
- Gardner, Howard. *Multiple Intelligences: New Horizons in Theory and Practice*. New York: Basic Books, 2006. Ebrary.com. Web. 24 Jun. 2011.
- Gardner, Howard, Chen Jie-Qui, and Mora Seana. *Multiple Intelligences Around the World*. San Francisco: Jossey-Bass, 2009. Books.google.com. Web. 10 May. 2010.



- Hammond, Neil. *Multiple intelligences in ELT: a new model*. Modern English Teacher: The Journal for English Language Teaching 17.4 (2008). Gale.cengage.com. Web. 15 Jul. 2009.
- Hoerr R. Thomas. *Becoming a multiple intelligences school*. Alexandria, Va.: Association for Supervision and Curriculum Development, 2000. Ebrary.com. Web. 29 May. 2010.
- Novak, Joseph Donald. *Learning, creating, and using knowledge: concept maps as facilitative tools in schools and corporations*. 2nd ed. New York: Routledge, 2010. Ebrary.com. Web. 22 Apr. 2011.
- Ponce, Rita, Rivera Marlene, Rosero Irene, and Miller Kari. *Our World Through English Student's Book 1: The functional English language course for the Republic of Ecuador*. Quito: Proyecto CRADLE, 2005. Print.
- Ponce, Rita, Rivera Marlene, Rosero Irene, and Miller Kari. *Our World Through English Teacher's Book 1: The functional English language course for the Republic of Ecuador*. Quito: Proyecto CRADLE, 2005. Print.
- República del Ecuador, Ministerio de Educación, Dirección Nacional de Currículo & División de Idiomas Extranjeros. *Programa Nacional de Inglés-Diseño Curricular por Competencias*. Quito: Edimpress, 2007. Print.
- Teele, Sue. *Overcoming barricades to reading: a multiple intelligences approach*. California: Corwin Press, 2004. Books.google.com. Web. 5 Apr. 2010.
- Willis, Jane. *A Framework for Task-Based Learning*. Oxford: Longman, 1996. Print.
- Willis Jane. *Conference Presentation: Great results with Task-based Language Teaching*. 2009. Willis-elt. Web. 12 May. 2010.