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FACULTAD DE LENGUAS

PROPOSAL OF ACTIVITIES FOR TEACHING VOCABULARY
CONSIDERING THE MULTIPLE INTELLIGENCES THEORY

TESINA

QUE PARA OBTENER EL TÍTULO DE:
LICENCIADA EN LENGUAS

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RESUMEN

El presente trabajo es una propuesta de materiales para enseñar inglés a través de la teoría de las inteligencias múltiples. Desde mi punto de vista los alumnos necesitan diferentes tipos de materiales para aprender inglés de una manera más exitosa. Además es importante mencionar que generalmente todas las personas aprenden de diferentes maneras, por estas circunstancias los profesores deben identificar las necesidades de los alumnos así como su inteligencia más desarrollada para poder enseñarles de una manera más efectiva.

Hoy en día, el inglés es una lengua franca reconocida mundialmente; por consecuencia, tanto el aprendizaje como la enseñanza del inglés se han convertido en actividades importantes; como ejemplo tenemos los recursos culturales de la literatura, programas de televisión, películas, y/o la ciencia y este idioma está incluso por encima del japonés y del chino; sin dejar a un lado, el conocer personas de diferentes países, entre otros.

El aprendizaje, la enseñanza y el uso del inglés internacionalmente serán afectados por la tecnología, economía y la cultura. Éste es uno de los objetivos principales de este proyecto de investigación, el mostrar una compilación de diferentes materiales basados en la teoría de las inteligencias múltiples con el propósito de incrementar en los estudiantes sus conocimiento del vocabulario en inglés y cómo usarlo adecuadamente.

Por otro lado, muchos profesores enseñan el vocabulario basado en listas de palabras o la mayoría de los libros promueven únicamente la inteligencia verbal. Sin embargo, hay muchas otras maneras de enseñarlo. Además de que los estudiantes necesitan más que solo una lista de palabras, ellos pueden usar otro tipo de materiales para complementar su aprendizaje tales como

elementos visuales, música, movimientos corporales, poesía, arte y muchos más; esto es con el objetivo de hacer su aprendizaje más fácil, rápido, divertido y sobre todo efectivo.

Por último considero que es significativo para un profesor el incluir una variedad de actividades de acuerdo a las inteligencias de sus alumnos en las planeaciones de clase, debemos incluir una variedad de actividades de esta forma se dejara a un lado lo monótono para asimismo promover el entusiasmo de aprender una segunda lengua.

Es importante mencionar que el presente trabajo tiene una variedad de actividades a realizar para enseñar el vocabulario usando las diferentes inteligencias múltiples, por lo tanto está dividido en tres capítulos:

Capítulo uno: Importancia del aprendizaje del inglés, en el cual se explica el proceso de éste.

Capítulo dos: Inteligencias múltiples, el cual describe las nueve inteligencias y las maneras de identificarlas.

Capítulo tres: propuesta de materiales, la cual desarrollará procedimientos y materiales a usar en clase de acuerdo a la teoría de Gardner, empleando las primeras siete inteligencias propuestas por él. Además de que estas actividades serán diseñadas para los niveles A1 y B1 de acuerdo al marco común de referencia europea.

IMPORTANCIA DE LA TEMÁTICA

El presente trabajo contiene información que relaciona la teoría de las inteligencias múltiples con el aprendizaje de vocabulario, debido a que éste es indispensable y necesario para que los alumnos puedan comunicar y producir más en una segunda lengua, en este caso, el inglés.

El vocabulario que el alumno utiliza a un nivel intermedio es elemental y útil, al igual que en el nivel básico o avanzado, los alumnos de este nivel esperan conocer más vocablos para optimizar su comunicación y para que puedan expresarse en un futuro cercano. Además, con la ayuda del material elaborado en este documento, se puede evitar el uso de la traducción y, de esta forma, el alumno adquirirá de manera más eficaz el vocabulario del inglés.

El objetivo principal de este trabajo es mostrar una serie de materiales usando las inteligencias múltiples que podrán ser complementarias en el aula de lengua inglesa para el aprendizaje de vocabulario. Sin embargo, estos materiales están sólo enfocados para estudiantes adolescentes de nivel básico (A1) y pre- intermedio (B1), aunque algunos de estos materiales se pueden modificar para usarse con niños o adultos.

PLANTEAMIENTO DEL PROBLEMA

El presente trabajo de investigación surgió al darme cuenta que en la Facultad de Lenguas de la Universidad Autónoma del Estado de México no se encontraban propuestas de materiales para el aprendizaje de vocabulario del inglés usando las Inteligencias Múltiples (IM), la mayoría de éstas solo se enfocan a las estrategias de aprendizaje; no obstante, no podemos dejar a un lado la teoría de Howard Gardner ya que con ella se puede perfeccionar el aprendizaje de una segunda lengua.

¿Cómo optimizar el aprendizaje de vocabulario en inglés en los alumnos de nivel básico y pre-intermedio tomando en cuenta la teoría de las inteligencias múltiples propuesta por Gardner?

Mediante el uso de materiales específicos de cada una de las inteligencias para perfeccionar el aprendizaje de la lengua inglesa y de esta forma evitar el uso de traducciones de vocabulario desconocido.

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THEMATIC DEVELOPMENT

The position of English as a world language is due to the fact that it is the main language of books, newspapers, international business, technology, science, sports and mainly because of its historical importance as a *lingua franca* so on. The technological developments, such as the internet browsers and social networks are changing the way everybody communicates. Consequently English is used for more purposes than even before and we as foreign speakers are developing new vocabularies, and ways of speaking that is reflected in communication on internet.

As Mexico decides to introduce English teaching in public elementary schools or kinder gardens, it will need a massive teacher- training program because there are few teachers who are prepared and available with the necessary language skills and pedagogic methods without mentioning that most of them are concentrated in urban areas in Mexico and they will not be available to travel to rural areas. But even when education is effective, the schools and the government will have economic difficulties in maintaining teaching staffs.

However, that is a difficult goal to reach an action to do, since English teaching is only available from public junior high schools to universities as a compulsory subject, and despite this, as it was mentioned before, we need a massive teacher- training program. Although the SEP secondary program fosters a communicative classroom, many students do not actually develop this competence, perhaps due to large class sizes or many other factors.

The purpose of studying English in the junior high schools in Mexico is for students to participate both orally and in written form in their own and in a foreign country with native or non- native speakers. For that reason the

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Secretary of Public Education proposed that by the end of the junior high school students should reach a level A2 according to the Common European Framework of Reference for Languages. Nevertheless this objective is still far from the teaching way without mentioning that the SEP is still looking for the most appropriate methodology to use in the teaching- learning process.

At the moment, the number of people who are learning English is increasing because the education is a significant fact in the professional, academic and personal development of everybody. Currently, the number of people who speak this foreign language exceeds the number of native speakers and that is why we have to present new forms and innovate the way we teach it.

The learning, teaching and use of English internationally will be affected by the technology, economics, and culture. That is why the objective of this research project is to show a compilation of different material based on multiple intelligences with the purpose of increasing students' English vocabulary knowledge and how to use it.

CHAPTER 1

THE IMPORTANCE OF VOCABULARY LEARNING AND TEACHING

The vocabulary in the learning of a second language is an important aspect because this supports the basis for how well learners speak, listen, read and write in addition to an extensive vocabulary and the correct strategies for acquiring it, learners may be unsuccessful and their potential could be discouraged from making use of language learning opportunities around them such as using the language in different contexts (reading a book, newspapers, magazines, stories, or watching television, listening to the radio or to native speakers and so forth).

Cameron (2001:81) says that “Vocabulary development is not just learning more words but is also importantly about expanding and deepening word knowledge”. Thornbury is another author who mentions that “you can say very little with grammar, but you can say almost nothing with words” (2002: 13)

Schmitt and McCarthy cite (1997: 140) different authors who emphasize the importance of learning vocabulary. Here are some of them:

No matter how well the student learns grammar, no matter how successfully the sounds of L₂ are mastered without words to express a wider range of meanings, communication in an L₂ just cannot happen in any meaningful way. (McCarthy, 1990: viii)

Knowing words is the key to understanding and being understood. The bulk of learning a new language consists of learning new words. Grammatical knowledge does not make for great proficiency in a language. (Vermeer, 1992:147)

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The lexicon may be the most important component for learners. (Gass and Selinker, 1994:270)

Therefore, the vocabulary learning in a second language is extremely meaningful and essential for students considering that students cannot communicate effectively or express their ideas in a successful way because they have insufficient vocabulary. Then, it is vital for learners to have an extensive lexis in order to reach during their performance successfully. Furthermore, the receptive skills (reading and listening) need a large amount of vocabulary. To sum up, it is crucial to expand students' vocabulary for a better understanding of the unknown words.

Nowadays, literal translation is one of the main problems that vocabulary learning is facing because most of the learners try to retain the new information with the exact meaning as their mother tongue. However, in some cases, the use of translation is difficult or impossible, considering that there is no relationship between the L1, L2 and the culture; For instance, if someone who lives in England says: 'I'll go and fetch the milk', is understood in that country as going only to the door of the house and picking up the cans of milk, but it is not the same for someone who lives outside England, because he may understand as going to the grocery store for milk.

An important factor in the success of second language learning is that students should improve their knowledge of vocabulary, some authors consider this too. In other add Thornbury (2002: 23) comments that students need to integrate new words in long-term memory and do not do it in an isolated form, students need to associate them in a context, a topic, a semantic field or use them in their everyday speech to remember their morphological and phonological form. Also, the use of the relation of words to the "background" of students is a great help, because they associate their mental lexicon with the learning of the new vocabulary.

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1.1 The importance of vocabulary learning

It would be impossible for a teacher to include in class sessions all the words that students need to increase their vocabulary. Therefore, students may need to have a number of vocabulary learning strategies, in order to deal with these new words (words found in reading: texts, articles, magazines, newspapers, and so on) on their own and as a result have a large amount of vocabulary.

Moreover, there is another reason that helps the vocabulary knowledge to the grammar acquisition according to Ellis (1997 cited in Schmitt, 2000:143) “knowing the words in a text or conversation permits learners to understand the meaning of the discourse, which in turns allows the grammatical patterning to become more transparent”

1.2 Incidental vocabulary learning

Schmitt (2000) is an author who suggests that there are two approaches to vocabulary acquisition: incidental and explicit learning; the first one takes place without any intent to learn.

Ellis (1997 cited in Schmitt, 2000:123) suggests that the incidental acquisition of a word form is one lexical aspect amenable to conscious learning, particularly by means of guessing a new word’s meaning from context, using imagery, and utilizing appropriate strategies for connecting meanings to word forms.

Moreover, incidental learning is defined as the one which “occurs when the mind is focused elsewhere, such as on understanding a text or using language for communicative purposes”. Celce – Murcia (2001: 289). This kind of learning, then, gives a double benefit for time expended since the acquisition of knowledge takes places naturally, simply and without conscious operations.

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Nevertheless, this learning faces the problem of lack of exposure, as well as being slower; this kind of incidental learning requires that teachers provide as many opportunities as they can to increase the amount of add, in other words they can use extensive reading and listening. Celce – Murcia says that the incidental vocabulary learning through extensive reading can benefit language curricula and learners at all levels (2001:289). However, we face the problem that many learners may never have done reading for pleasure, so it may be initially useful to assign some class time to silent reading in order to build up the extensive reading.

Other authors who support the theory on incidental and explicit learning are Wesche and Paribakht (1997 cited in Gass & Larry, 2001) Incidental learning is most likely to occur when the words in the two languages are cognates, when there is significant exposure, and when related L2 words are known.

1.3 Explicit vocabulary learning

In explicit vocabulary learning students engage in activities that focus attention on vocabulary. Sökmen (1997 cited in Schmitt, 2000) point out several key principles of explicit learning that can help guide teachers in deciding basic questions of what and how to teach. These principles include the goal of building a large recognition of vocabulary, integrating new words with old, providing a number of encounters with a word, promoting a deep level of processing, facilitating imaging, using a variety of techniques, encouraging independent learning strategies and making new words “real” by connecting them to the student’s world in some way. Many researchers now advocate that learners should initially be taught a large productive vocabulary of at least two thousand high frequency words. However we have to take into account that learners have different objectives. Some students need academic lexis and others need business lexis, so we have to consider our students needs.

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The reason that explicit learning is thought to be necessary in the initial stage is that unless a high percentage of words on a page are known, it is very difficult to guess the meaning of new words from context.

Teachers encouraged students to recognize clues to word meanings in context and to use monolingual dictionaries rather than bilingual dictionaries, and textbooks that emphasize inferring word meaning from context. Explicit learning focuses attention directly on the information to be learned, which gives the greatest chance for its acquisition.

1.4 What is involved in knowing a word?

Learning a word involves an extended process, which is not only memorizing a list of words; but we also have to know their use, meaning and form; all of these aspects have specific areas to analyze.

Richards (1985: 183) identifies seven main aspects of word knowledge. For him, knowing a word means:

- a) Knowing the degree of probability of encountering the word in speech or print.
- b) Knowing the limitations imposed on the use of the word according to function and situations.
- c) Knowing the syntactic behavior associated with the word.
- d) Knowing the underlying form of a word and the derivations that can be made of it.
- e) Knowing the associations between the word and other words in language
- f) Knowing the semantic value of the word.
- g) Knowing many of the different meanings associated with the word.

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As we can see, this list is a good specification of what it means to know a word. Nevertheless, the problem with Richards' specification is one of practicality, because in practice it would be very difficult to do this.

After this specification, Nation (1990) modifies Richard's work by creating a more concrete list and by incorporating two elements in it. According to Nation (1990) and Thornbury (2002), knowledge of a word is divided into two main parts: one is the receptive knowledge (when we receive input from reading and listening) and another one is the productive knowledge (we produce the language forms by speaking or writing). Nation (1990) proposes the following list:

Form	Spoken	R. What does the word sound like? P. How is the word pronounced?
	Written	R. What does the word look like? P. How is the word written and spelled?
	Word parts	R. What parts are recognizable in this word? P. What word parts are needed to express meaning?
Meaning	Form and meaning	R. What meaning does this word form signal? P. What word form can be used to express this meaning?
	Concept and referents	R. What is included in the concept? P. What items can the concept refer to?
	Associations	R. What other word does this make us think of? P. What other word could we use this word?
Use	Grammatical functions	R. In what patterns does the word occurs? P. In what patterns must we use this word?
	Collocations	R. What words or types of words occurs with this one? P. What words or types of words must we use with this one?
	Constraints on use (registers, frequency...)	R. Where, when, and how often would we expect to meet this word P. Where, when, and how often can we use this word?

Chart 1.1 What is involved in knowing a word. (Nation, 2001: 27)

On the other hand, Schmitt and McCarthy (1997: 141) summarize what Nation mentions before, in six steps.

- a. Form
- b. Word structure
- c. Syntactic pattern

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d. Meaning: referential, affective and pragmatic

e. Lexical relations

f. Common collocations

As we can see, a vocabulary item includes more than form, it also has grammar (plural nouns, irregular verbs in past), word formation (suffixes and prefixes), denotation (literal meaning of a word), connotation, synonyms, antonyms, hyponyms, to make it even worse, learners need to know how and which words can be used in connection with others (collocations); for instance, the word *mistake* is used with the verb *make*: *make a mistake* and it is incorrect to say ~~*do a mistake*~~ (Thornbury, 2002).

Another aspect to consider is the fact that learners need to have the ability to recognize the appropriate use of a word – speaking or writing, informal conversation or formal polite conversation. By knowing many words students will increase their reading and listening comprehension, without mentioning that they will communicate in a better way, because they will understand more of the language they are exposed to.

Meara (1996 cited in Brown and Williams, 1996: 49) suggests two dimensions of vocabulary knowledge (size and organization) for a more practical goal. He argues that “people whose vocabularies are highly structured would be better performers on most real language tasks than people with less structured vocabularies of an equivalent size”.

To summarize this, it is not enough to learn just the form of a new vocabulary item. In order to be able to understand properly and to use the word in a given language correctly, the learner must know the right way and appropriateness of use.

1.5 Vocabulary size

According to Nation (1990) words can be counted in four different forms: tokens, types, lemmas and word families.

According to Nation, Goulden and Read (cited in Schmitt and McCarthy, 1990:7) a good “Vocabulary size of around 20,000 word families, we should expect that native speakers will add roughly 1,000 word families a year to their vocabulary size. That means that a five year old beginning school will have a vocabulary of around 4,000 to 5,000 word families. A university graduate will have a vocabulary of around 20,000 word families”

Nation quotes “Clearly the learner needs to know the 3,000 or so high frequency words of the language” (1991, cited in Schmitt and McCarthy, 1997:11) this is due to the fact that learners with a large vocabulary are more efficient in a wide range of language skills than learners with smaller vocabulary; as a learner is more proficient and has no problems to communicate on easy topics, the next step is to help them to acquire vocabulary from authentic material as magazines, newspapers, books, films or even songs.

“There is no magic vocabulary size threshold that allows this, but the consensus seems to be that 3,000 -5,000 word families is enough to provide initial access to this kind of material. If the material is challenging, as in university textbooks, the figure may be closer to 10,000 word families. If a learner wishes to communicate in a particular subject area, then a foundation of higher- frequency vocabulary plus the specialized vocabulary similar in size to that of a native speaker, then a vocabulary size of 15,000-20,000 word families is necessary” (Nation and Waring, 1997 cited in Schmitt, 2000:143)

1.6 Short-term, long-term and working memory

Another consideration in teaching vocabulary is promoting a deep level of processing, and then we find that some researchers distinguish between the three following systems: the short-term, working memory and the long-term memory. According to Thornbury (2002: 23) “The short-term store (STS) is the brain’s capacity to hold a limited number of items of information for periods of time up to a few seconds”, this means that this type of memory remembers something for a few seconds; i.e. remember a word for a few moment which has been heard but not for a learning purpose.

Thornbury (2002: 23) points out that the working memory is focused “on words long enough to perform operations on them”. This memory holds the received information longer than the STS and for a shorter period of time than the long-term memory. Finally we have the long-term memory which “has an enormous capacity, and its contents are durable over time” (Thornbury, 2002: 24). The main information typically goes into this type of memory though repetition.

The more students manipulate and think about a word, the more likely is that the word will be transferred into long term memory. Therefore, learning vocabulary is an incremental process, in which one a word has more meaning for the excess of use.

1.7 What helps to remember words?

An important part of a student’s vocabulary development depends on the ability to use his/her own vocabulary learning strategies. Two ways in which a word is remembered are mentioned below:

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The first one was proposed by Brown and Payne (1994, cited in Hatch and Brown, 1995: 373) who describe five essential steps of vocabulary learning.

These are:

- Having sources for encountering new words
- Getting a clear image, whether visual or auditory or both, for the forms of the new word
- Learning the meaning of words
- Making a strong memory connection between the forms and meanings of the words
- Using the words.

The second one is mentioned by Richards (2005) who quotes Nation. He mentions that there are three steps to a word being remembered: noticing, retrieving and generating. To Nation (2001: 63), *noticing* is seeing the word to be learned and “be aware of it as a useful language item”. Some strategies used in this step are guessing from context; looking for a word in the dictionary; putting the word onto a word card and orally and visually repeating the word. *Retrieval* involves recalling the item met before. “Retrieval may be receptive or productive” (Nation, 2001: 67). *Creative* or *generative* process includes relating the new words to what is known through new definitions of the same item.

We also have Stahl (1985 cited in Nation, 2001:70) who suggests a three point scale similar to Nation’s steps.

- Association is learning a form meaning connection.
- Comprehension is to recall the meaning of the previous met item.
- Generation where students can use the word in a new sentence context.

These three levels correspond to noticing, retrieving, and generating.

Vocabulary knowledge is an important component of language skills; it is too indispensable for the learners of a second language.

CHAPTER 2

MULTIPLE INTELLIGENCES THEORY

2.1 Gardner's multiple intelligence theory

Howard Gardner changed the view of intelligence with his book '*Frames of Mind: The Theory of Multiple Intelligences*' which was published in 1983; in it he proposed a new theory called multiple intelligences.

Gardner (2010:52) defined an intelligence as "a bio psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are value in a culture". Then "intelligences" are potentials which are valued in different cultural contexts and take in advanced the available opportunities of the situations.

His theory suggested that each person is born with different intelligences, these "intelligences" are: logical-mathematical, musical, linguistic, bodily kinesthetic, spatial, interpersonal and intrapersonal, which are used to carry out specific tasks. In 1999, Gardner added an eighth intelligence type to the list; that is: natural intelligence. Moreover, two years later a ninth type, called existential intelligence, was added to the list.

As it was mentioned before, Gardner provided in his Multiple Intelligences (MI) theory nine categories which divided the human abilities based on the fact that each person has developed them in different ways; in other words, every person has his own intellectual strengths and weakness. These sets determine how easy or difficult it is for a person to learn something when it is presented in a particular form.

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This theory is important to education because teachers see more frequently that students learn in different ways. Gardner used different criteria to understand if capacity could be thought of as intelligence. Gardner (1999) grouped them in terms of their disciplinary roots.

From the biological sciences came two criteria:

1. Potential isolation by brain damage:

In the book *Multiple Intelligences in the Classroom*, Thomas Armstrong (2009:8) mentions the following “At the Boston Veterans Administration, Gardner worked with individuals who had suffered accidents or illnesses that affected specific areas of the brain. In several cases, brain lesions seemed to have selectively impaired one intelligence while leaving all the other intelligences intact”. This means that an area could be dissociated from other intelligences.

2. An evolutionary history and an evolutionary plausibility:

“Gardner concludes that each of the eight intelligences meets the test of having its roots deeply embedded in the evolution of human beings and, even earlier, in the evolution of other species.” (Armstrong, 2009:12).

Certain intelligences seem to have been of more importance and relevance in earlier times than they are today, for example nowadays it is valued to study the logical- mathematical area, and in the past focus on the rural setting was valued.

Two other criteria came from the logical analysis:

3. An identifiable core operation or set of operations:

“Gardner says that much as a computer program requires a set of operations (e.g., DOS) in order for it to function, each intelligence has a set of core operations that serve to drive the various activities indigenous to that intelligence” (Armstrong, 2009:14); For instance, musical intelligence includes core operation of tone, rhythm, timbre and harmony.

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4. Susceptibility to encoding from a symbol system:

Humans have developed many kinds of symbol systems over time for varied disciplines such as spoken and written language, mathematical systems, charts, drawing logical equations and so on.

“Actually, in human intelligence there are social and personal symbols systems that allow people to interchanging certain types of meanings”. (Gardner, 2010:57)

From the development psychology came two criteria:

5. A distinctive developmental history with a definite set of “end state” performances:

Gardner (2010) suggests that intelligences are galvanized by participations in some kind of culturally valued activity and that the individual’s growth in such an activity follows a developmental pattern.

In other words, intelligences have their own developmental histories. As a consequence, people who want to be musicians must develop their musical abilities.

6. The existence of idiot savants, prodigies and other exceptional people:

“Gardner suggests that in some people we can see single intelligences operating at high levels, much like huge mountains rising up against the backdrop of a flat horizon” (Armstrong, 2009:9).

Savants are people who have superior abilities in intelligence while one or more of their other intelligences have a low level of abilities. “One example is the savant, who exhibits an area of stunning strength along with other ordinary abilities or even marked deficits” (Gardner, 2010:59).

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The final two criteria are from traditional psychological research:

7. Support of experimental and psychological tasks:

“Gardner suggests that by looking at specific psychological studies, we can witness intelligences working in isolation from one another” (Armstrong, 2009: 14).

For example, in studies where subjects master a specific skill, such as talking and answering a crossword- it is really difficult to do this tasks at the same time, as both correspond to the linguistic area. Nonetheless, we do not have problems if we talk and walk at the same time because they do not correspond to the same intelligence.

8. Support from psychometric findings:

“Gardner suggests that we can look at many existing standardized tests for support of the theory of multiple intelligences” (Armstrong, 2009:13).

Nevertheless, the use of psychometric instruments to measure intelligence can be designed to quantify true unique intelligences (linguistic and logical-mathematical intelligence) that is why the multiple intelligences theory does not approve of all these tests.

2.2 Multiple Intelligence Domains: Interactive

In 2002, McKenzie proposed the wheel of multiple intelligences domains where he classified the intelligences into three groups: the interactive, analytic and introspective.

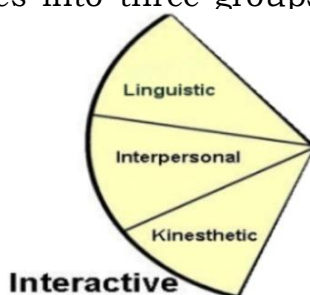


Figure 2.1 the Interactive domain (google.com)

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McKenzie mentions that the interactive domain consists of the linguistic, interpersonal and kinesthetic intelligences. These intelligences are used by learners to express their oral and corporal language. These three intelligences are called interactive because “they typically invite and encourage interaction to achieve understanding. Even if students complete a task individually, they must consider others through the way they write, create, construct and arrive at conclusions. The interactive intelligences are by their nature social processes” (2002: 26).

2.2.1 Verbal/Linguistic Intelligence:

Gardner (1999: 61) defined this intelligence as a “special sensibility through oral and written language, the ability to learn languages and use the language to achieve determine goals.”

We can say that this intelligence is universal because everybody has the ability to communicate, even a person who is unable to speak; uses mime in order to communicate with other people; this intelligence allows people to express themselves and make sense of the world thought language. It represents as well the capacity to use language in an effective, correct and appropriate way; it includes the ability to express orally (e.g. as a Politician, story teller, public speakers and so on) and writing (e.g. poets, writer, journalist, etc.) in a complex manner.

This intelligence can be divided into five categories which are focused on investigating certain function of the language.

- Phonology: “is the study of the distribution of sounds in a language and the interaction between those different sounds” (Bergman et al. 2007:100)

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- Semantics: study of meaning (ideas or concepts)
- Morphology: “is the study word making; how grammatical relationships between words are indicated” (Bergman et al. 2007:148)
- Syntax: the study of the rules for the formation of grammatical sentences.
- Pragmatics: “is the study of ways people use language in actual conversation... study both how context helps to determine whether a particular utterance is appropriate or inappropriate as well as how changes to context alter sentences’ meanings” (Bergman et al. 2007:268)

According to Gardner (1983) the pragmatic can be divided into four groups: rhetoric (using language to convince others to take a specific course of action, for example, a politician has developed this ability), mnemonics (using language to remember information, e.g., how to prepare a recipe, or to remember a direction of a place), explanation (using language to inform, e.g., it could be oral when a teacher explains something to the learners, but also though written as any book) and meta-language (using language to talk about itself).

2.2.2 Interpersonal Intelligence

Armstrong (2009: 7) defined it as “The ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people”.

This intelligence refers to the ability to interact with other people effectively, as well as the ability to understand others, for instance, be sensitive to other people’s feelings, moods, motivations, and behavior; in other words, to have empathy with others and care for other people. People such as religious leaders, salespeople, politicians, and all kind of team leaders possess high levels of this intelligence.

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People who are strong in this intelligence often are labeled as “friendly” and “too talkative” because they like to take part in social activities, they learn best through collaborative and cooperative activities because they feel free to participate, ask, and discuss more. They like to study in groups and exchanging information with others.

2.2.3 Bodily- Kinesthetic Intelligence:

Armstrong (2009:7) says that “This intelligence includes specific physical skills such as coordination, balance, dexterity, strength, flexibility, and speed, as well as proprioceptive, tactile, and haptic capacities”.

This intelligence is characterized by a strong potential for using the whole body or parts of it to solve problems; it is the ability to coordinate the mental abilities with bodily movements. People like actors, mimes, athletes or dancers use their body to express their feelings; and mechanics, sculptors, technicians or craftspeople use their hands to transform or create new things.

People with a strong kinesthetic intelligence may be labeled as “overactive”, due to the fact they like to do things by their instincts. They have a lot of physical energy and love moving (they are very active). These kinds of people are good at creating new things (e.g., sculptors). Furthermore, they learn better by doing and touching things.

2.3 The Analytic Domain

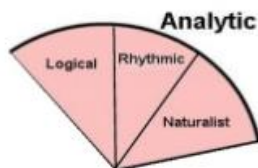


Figure 2.2 The Analytic domain (google.com).

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McKenzie (2005:26-27) mentions that the Analytic domain is classified by the logical, musical and naturalist intelligences. This field promotes analysis of knowledge and incorporation of new data into memory. Even though these intelligences present introspective and interactive domains too, these last two are not considered as important because learners are focused on the analysis of something. “The analytical intelligences are by their nature heuristic processes”.

2.3.1 Logical- Mathematical Intelligence:

This intelligence includes the capacity to use numbers effectively (e.g., as a mathematician, tax accountant, or statistician) and to reason well (e.g., as a scientist, computer programmer, or logician) “The kinds of processes used in the service of logical- mathematical intelligence include categorization, inference, generalization, calculation and hypothesis testing” (Armstrong, 2009:6).

Gardner described this intelligence as the ability to solve problems, to study mathematical operations logically and analytically, and to plan scientific investigations.

This intelligence is emphasized in schools and is valued in higher in that context than the other intelligences. People with strengths in this intelligence have a numerical facility; they also perform simple arithmetic computations, such as addition, subtraction and multiplication quickly.

2.3.2 Musical Intelligence:

According to Gardner (1983: 124) “music can serve as a way of capturing feelings, knowledge about feelings, or knowledge about the forms of feeling, communicating them from the performer or the creator to the attentive

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listener”. Then we can say that through music we can perceive (for example a musician fan), discriminate (e.g., as a music director), transform (e.g., as a songwriter), and express (e.g., as a singer) musical forms. In addition, Armstrong (2009: 7) defines this intelligence as “the capacity to perceive, discriminate, transform, and express musical forms”.

Gardner (1983) has mentioned that the two most central or relevant elements of music are rhythm and pitch (also known as melody), followed by timbre (or tone color of a musical piece; furthermore, he suggested that musical intelligence runs in an almost structural parallel to linguistic intelligence.

People who are strong in this intelligence love music and are labeled as having a “good ear” for music; we can categorize them into musicians, composers, singers and so on. Nevertheless, this intelligence is also universal because many people like to listen to music, sing in the shower, sing along with a song; they learn best by memorizing with the help of music and rhythm.

2.3.3 Naturalist Intelligence:

Gardner (1996, cited in Teele, 2000: 44) introduced an eighth intelligence called the naturalist; he defines the naturalist as one who is able to recognize, categorize, and classify flora and fauna, who listens to and hears the sounds of the environment, who enjoys being outdoors, who notices relationships in nature, who sees connections and patterns with the plant and animal species.

This type of person lives in harmony with nature; we can find that farmers, landscape architects, hunters, gardeners, environmental scientists, archeologists, and also biologists have high levels of naturalist intelligence.

2.4 The Introspective Domain

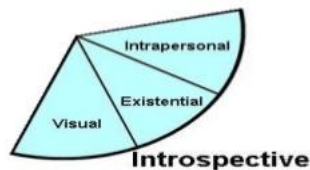


Figure 2.3 The Introspective domain (google.com).

The introspective domain can be divided into three main intelligences: visual (spatial), intrapersonal, and existential. According to McKenzie (2002: 27) these intelligences are classified into this domain because “they require a looking inward by the learner, an emotive connection to their own experiences and beliefs in order to make sense of new learning”. These intelligences have a strong affective component for the learners.

2.4.1 Intrapersonal Intelligence:

According to Gardner (1999: 63) this intelligence “Involves the capacity to understand oneself, to have an effective working model of oneself- including one’s own desires, fears, and capacities and to use such information effectively in regulating one’s own life”.

People with high intrapersonal ability should be aware of what they know (their strengths) as well as what they do not know (their limitations); additionally, they should be aware of inner moods, intentions, temperaments, and motivations. This intelligence involves self- discipline, self-understanding, and self- esteem.

These people like being alone; they appreciate their own strengths, weaknesses and inner feelings. They like keeping a journal they prefer to be in quiet places and are usually self-reflective (Teele, 2000). Their best way to learn is independently since they are introverted.

2.4.2 Visual/Spatial Intelligence

Armstrong (2009: 7) says that “this intelligence involves sensitivity to color, line, shape, form, space, and the relationships that exist between these elements. It includes the capacity to visualize, to graphically represent visual or spatial ideas, and to orient oneself appropriately in a spatial matrix”.

People who have spatial intelligence enjoy art activities, reading maps, charts and diagrams, thinking in images and pictures. These learners often see pictures before they can comprehend the meaning of words. Pictures give clues to them and help learners to read and spell, on the other words they are able to write and spell a word with or without seeing a picture of the word (Teele, 2000). They also have the ability to visualize ideas or images about things mentally or graphically and are able to complete jigsaw puzzles in a very easy way.

2.4.3 Existential Intelligence

Gardner (1999) considered existential intelligence as the intelligence of understanding a large context or the big picture. It is the capacity to tackle deep questions about human existence, such as the meaning of life, why we die, what role we play in the world. This intelligence seeks connections to real world and allows learners to see their place in the big picture and to observe their roles in the classroom, society and the world or the universe.

Existential intelligence includes aesthetic, philosophy, and religion and emphasizes the classical values of beauty, truth and goodness. Those with a strong existential intelligence have the ability to summarize and synthesize ideas from across a broad unit of study.

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Students with a strong existential intelligence have the ability to summary and synthesize ideas from many disciplines and sources.

The Theory of Multiple Intelligences says that everybody is born possessing the nine categories. Nevertheless we should think of all intelligences as equally important.

Using the theory of the MI in the classroom has different aspects to take into account as a teacher. First, educators should they should help their students to develop all of them, but also help them to use their strong intelligences in subjects which need their weaker intelligences. Create different kind of material that involves from one to all of the intelligences.

CHAPTER 3

SAMPLE ACTIVITIES

In this section I would like to present some suggestions and possible ways of how to teach English vocabulary effectively through the multiple intelligences theory. They are based on the fact that students tend to group words and make associations and connections for better remembering. It is useful to find out the ways students learn new words, if they use particular techniques or systems and adjust them to be used in their lessons. The following techniques can be of good support to that. Some of them have already been mentioned in previous sections; however, they are included into the annex B.

The topics to be used in the activities are the following:

- My daily routine.
- Countries and nationalities.
- Physical description.
- Jobs.
- Opposites.
- My family.
- My house.
- Personality description.
- Sports.
- Food.
- Means of transportation.
- Collocations.
- Collocations with have, do, take and make.

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Most of the activities take place in the classroom; however, the post activity of 'Live to eat or eat to live?' takes place on the playground due to it is a game. Furthermore, the activities are for beginner (A1) and pre-intermediate (B1) levels and they are divided for a specific intelligence taking into account only the first seven intelligences proposed by Howard Gardner and they are classified by:

- Verbal/ Linguistic Intelligence.
- Interpersonal Intelligence.
- Bodily Kinesthetic Intelligence.
- Logical- Mathematical Intelligence.
- Musical Intelligence.
- Intrapersonal Intelligence.
- Visual/Spatial Intelligence.

Each activity specifies the name of the activity, aim, level, time, and age. The lesson plan is divided into stages (pre, while and post activity) and with some comments which suggest some extra ideas to use during the activity and finally the material with their own answer key that the teacher can use is proposed; all of them are photocopiable.

The following chart presents the fourteen different activities used in this proposal. This chart is divided into seven sections: the number of the activity, name of the activity, aim, level, relation between the intelligence and the strategy used in the classroom and the time of each lesson plan. All these activities can be used to reinforce the vocabulary teaching and they are a pedagogic resource which can complement the second language learning.

No. ACT.	NAME OF THE ACTIVITY	AIM	LEVEL	INTELLIGENCE	STRATEGIES IN THE CLASSROOM	TIME
1	A typical Day.	To focus on the use of the words (grammar) by putting words in the correct place to make the text understandable; listening the words correctly by reading aloud.	Beginner (A1)	Linguistic Intelligence.	Word game, taking notes and reading to class.	50 minutes.
2	Where do you live?	To focus on the spoken form of the words through the pronunciation of these.	Beginner (A1)	Interpersonal Intelligence	Interview.	35 minutes.
3	Who is it?	To focus on the spoken form of the words through the pronunciation of these; and to review the vocabulary to describe someone.	Beginner (A1)	Bodily kinesthetic Intelligence	Mime.	35 minutes.
4	What do you want to be?	To review the jobs and occupations vocabulary; and make a form-meaning connection.	Beginner (A1)	Logical Mathematical Intelligence	Word unscramble, decoding, and riddles.	35 minutes
5	Hot and cold.	To pronounce the words correctly; match phrasal verbs and some collocations.	Beginner (A1)	Musical Intelligence	Playing recorded music, and group singing.	30 minutes.
6	My lovely family.	To review the family members' vocabulary.	Beginner (A1)	Intrapersonal Intelligence	Family album, interpersonal interaction and crossword puzzle.	50 minutes.
7	I love my house.	To review the names of rooms in the house, to learn the names of furniture or things which might be found in particular rooms; the teacher asks for photos of their house and photos of material used to build a house before the lesson.	Beginner (A1)	Visual/Spatial Intelligence	Mind map, collage, scaled model.	1 hour 20 minutes.
8	What kind of	To be able to remember, identify, and match	Pre-	Verbal-	Publishing: creating	1 hour.

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	person are you?	words with its corresponding meaning in the least time.	Intermediate (B1)	Linguistic Intelligence	class horoscope article.	
9	Olympic Games.	To review the vocabulary of sports.	Pre-Intermediate (B1)	Interpersonal Intelligence.	Board game, interpersonal interaction.	35 minutes
10	Live to eat or eat to live?	To review the vocabulary of food.	Pre-Intermediate (B1)	Bodily Kinesthetic	Creating; hands - on activities of all kinds, jumping.	1 hour
11	Means of transportation.	To review the means of transportation vocabulary; and make a form-meaning connection.	Pre-Intermediate (B1)	Logical mathematical	Word unscramble, decoding and logic puzzles.	1 hour
12	Mr. Brightside.	To pronounce the words correctly; match phrasal verbs and some collocations.	Pre-Intermediate (B1)	Musical Intelligence	Creating new melodies, group singing.	30 minutes.
13	My education.	To Create a recipe for a perfect education	Pre-Intermediate (B1)	Intrapersonal Intelligence	Heard a story, interpersonal interaction, Individualized activity.	30 minutes
14	Common collocations.	To review the collocations with have, get, do and take.	Pre-Intermediate (B1)	Visual- Spatial Intelligence	Mind map with pictures and rebus.	35 minutes

3.1 A typical Day

Activity: Listen to a story.

Aim: To focus on the use of the words (grammar) by putting words in the correct place to make the text understandable; listening the words correctly by reading aloud.

Level: Beginner (A1).

Age: Teenagers.

Aids: Story about Nancy, three sheets of paper, worksheets (reading and word search).

Intelligence used: Verbal/ Linguistic Intelligence (word game, taking notes and reading to class).

Time: Pre- activity (about 10 minutes), while- activity (30 minutes) and a post-activity (about 10 minutes).

Pre- activity:

Say that they are going to receive one copy of a word search puzzle about the verbs used in a daily routine.

Students solve it individually in 7 minutes; at the end the whole class checks the puzzles.

While- activity:

Read slowly a story about Nancy; you can pause occasionally to think aloud about a story, for example, you can say: "I wonder what's going to happen next!"

Students take notes in their notebooks of the activities that Nancy does.

Now, give one copy of the text to each student, and they complete it with their notes; teacher reads the story aloud again in order to check the answers.

Students answer a series of questions about the text. The whole class checks the answers.

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Post- activity:

Students are divided into three different teams (each team should have at least five students).

Give a sheet of paper with a title to each team; students create a story according to the title.

Give students a minute to write something individually. Then, using each student's ideas, each team will create a funny story.

Comments:

This activity is optimal for a large group due to the fact they are going to work in teams, however if the group has few students it is recommendable to work in two teams.

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A typical day: Activity sheet 1.

INSTRUCTIONS: Find 17 actions (verbs) used in a daily routine

1. _____ 2. _____ 3. _____ 4. _____
 5. _____ 6. _____ 7. _____ 8. _____
 9. _____ 10. _____ 11. _____ 12. _____
 13. _____ 14. _____ 15. _____ 16. _____
 17. _____

K T R E D S A V E Y T I L K G P R W E E
 R Y R T Y O U Y E S P L E A S W E E T G
 O H O D O E S R E N N I D E V A H I I F
 W A K E U P J I I J U L I O O T H J O R
 O V E S W R H A V E L U N C H C U T L S
 T E R S U R E H Y G W R I T E H E Y Y T
 O B U E N O L Y E S E N E I K T M G U Y
 G R B R U S H M Y T E E T H T V O M O O
 D E O D R E S B E U W A S H E S H P U U
 R A Y T Q F R M A P U T O N M A K E U P
 U K P E E L S O H B E D S E E W C B W P
 T F L G K O O C H L O L O V E S A N R L
 O A E S R T H R E E P U T G O J B T E E
 L S A G O T O B E D F T O L U K O G S O
 S T R E W O H S A E K A T Y K O G W U S
 C P E O O H H T S G Y O L J I B N M H E
 W O G E T U N D R E S S E D T R E R I E
 X U F G O B A C K H O M E W T R F S L F
 A R T U G F R I E D S H I P G K Y O P R
 W Q R T U O F T H D T Y O U G O B J L I

ANSWER KEY**A typical day:** Activity sheet 1.

K	T	R	E	D	S	A	V	E	Y	T	I	L	K	G	P	R	W	E	E
R	Y	R	T	Y	O	U	Y	E	S	P	L	E	A	S	W	E	E	T	G
O	H	O	D	O	E	S	R	E	N	N	I	D	E	V	A	H	I	I	F
W	A	K	E	U	P	J	I	I	J	U	L	I	O	O	T	H	J	O	R
O	V	E	S	W	R	H	A	V	E	L	U	N	C	H	C	U	T	L	S
T	E	R	S	U	R	E	H	Y	G	W	R	I	T	E	H	E	Y	Y	T
O	B	U	E	N	O	L	Y	E	E	R	N	E	I	K	T	M	G	U	Y
G	R	B	R	U	S	H	M	Y	T	E	E	T	H	T	V	O	M	O	O
D	E	O	D	R	E	S	B	E	U	W	A	S	H	E	S	H	P	U	U
R	A	Y	T	Q	F	R	M	A	P	U	T	O	N	M	A	K	E	U	P
U	K	P	E	E	L	S	O	H	B	E	D	S	E	E	W	C	B	W	P
T	F	L	G	K	O	O	C	H	L	O	L	O	V	E	S	A	N	R	L
O	A	E	S	R	T	H	R	E	E	P	U	T	G	O	J	B	T	E	E
L	S	A	G	O	T	O	B	E	D	F	T	O	L	U	K	O	G	S	O
S	T	R	E	W	O	H	S	A	E	K	A	T	Y	K	O	G	W	U	S
C	P	E	O	O	H	H	T	S	G	Y	O	L	J	I	B	N	M	H	E
W	O	G	E	T	U	N	D	R	E	S	S	E	D	T	R	E	R	I	E
X	U	F	G	O	B	A	C	K	H	O	M	E	W	T	R	F	S	L	F
A	R	T	U	G	F	R	I	E	D	S	H	I	P	G	K	Y	O	P	R
W	Q	R	T	U	O	F	T	H	D	T	Y	O	U	G	O	B	J	L	I

- | | | | |
|-----------------|-----------------|-------------------|-------------------|
| 1. wake up | 2. get up | 3. take a shower | 4. brush my teeth |
| 5. comb my hair | 6. get dressed | 7. put on make up | 8. have breakfast |
| 9. go to work | 10. have lunch | 11. go back home | 12. get undressed |
| 13. cook | 14. have dinner | 15. watch TV | 16. go to bed |
| 17. sleep | | | |

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A typical day: Activity sheet 2.

INSTRUCTIONS: Read the story to the students.

NANCY'S DAILY ROUTINE

Nancy is fifteen years old. She is English and she lives in Birmingham, England with her parents and her brother.

She usually starts her day about half past seven, but she gets up at a quarter to eight, she has a shower, gets dressed and then she brushes her teeth. After that, she has breakfast. For breakfast she usually has cereal with milk and a toast. Then she brushes her teeth again because she likes them white and healthy!

Then all leave the house by quarter to eight. Her dad goes to work. He is an engineer. Her mum, her sister and Nancy walk to school then her mother catches the bus to her work. She is a nurse. Her classes start at eight and finish at ten past one. She always has lunch at the school with her friends at about 11 o'clock. Her best friend is Susan and Nancy always sits next to her at lunch.

After school she comes back home and does her homework. After homework, she usually listens to music and watches television a bit.

At half past seven it is time for dinner. Then she usually reads a book or chat with her friends on her facebook for a while. She goes to the ballet on Wednesday and her brother plays soccer on Tuesdays.

Finally, she goes to bed at about ten o'clock, but before that she brushes her teeth. At weekends She goes out with her friends and goes to the mall and play with them in the park.

Nancy is a happy little girl!

Answer the questions about the text.

1. What time does Nancy get up? *She usually gets up at a quarter to eight.*
2. What does she eat for breakfast? *She usually has cereal and a toast*
3. What does she drink for breakfast? *She drinks milk*
4. What does she do after breakfast? *She brushes her teeth again*
5. What time does school start? *It starts at eight*
6. What time does it finish? *It finishes at ten past one*
7. Where does Nancy usually have lunch? *In her school*
8. Who is Nancy's best friend? *Susan is her best friend*
9. What does Nancy do when she returns home? *Does her homework, listens to music and watches television.*
10. How many times a day does she brush her teeth? *Three times*
11. What does she do on Wednesdays? *She goes to the ballet*
12. Is she a happy girl? *Yes, She is.*

Order Nancy's daily routine.

She goes to bed at about ten o'clock.	9
She gets dressed.	3
She catches the bus to school.	4
She has lunch at the school	5
She listens to music.	7
She gets up.	1
She does her homework.	6
She has a shower.	2
She has dinner.	8

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3.2 Where do you live?

Activity: Creating a small poster of a country, with information about that place.

Aim: To focus on the spoken form of the words through the pronunciation of these.

Level: Beginner (A1).

Age: Teenagers.

Aids: Box with flashcards, example of short presentation.

Intelligence used: Interpersonal Intelligence (interview).

Time: Pre- activity (10 minutes), while- activity (15 minutes) and a post-activity (10 minutes).

Preparation: In the previous class, students are divided into pairs, one of them chooses a card from a box with the name of a country; they have to research information about flag, important cities, etc. to bring to the following class.

Pre- activity:

Give a format to fill in, where they can draw the flag, but also they write the language, nationality and the most important city of that place (activity sheet 1).

After this, they read a short presentation of a girl talking about her country and factors about it (activity sheet 2); with this explanation students have an example of how to present their information to the class.

While- activity:

Divided students in pairs, they receive one copy of a role play (activity sheet 3), it has a dialogue with two boys from different countries, and students read and rewrite this dialogue with their own information (the countries and information from the previous activity).

Learners present their new dialogue to the class in pairs.

Post- activity:

Scramble the cards with the names of different countries from the box of the previous class and pastes a different one on each learner's back; they stand up

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and ask closed questions to find out what nationality they are. For instance: Am I English? Does my country have the biggest river in the world? And so on.

Comments:

If students do not bring the information of their country have them to work with a person who has. Students can also work with a new team.

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Where do you live?: Activity sheet 2.

INSTRUCTIONS: Read what Anika says about her country, then rewrite it to present your country to the class.

Hello! I'm Anika, but everybody calls me Anne and I'm 16 years old. I was born in the capital city, Berlin, which is also the largest city in the country. My mother was born in Australia and she speaks English and my father is German, he was born in Germany too. So I can speak English and German. Do you know that the Gummy bears were invented by a German? Well, that's why I love my country.

Where do you live?: Activity sheet 3.

INSTRUCTIONS: Read the dialogue between Amy and Sam, then rewrite it and present your own dialogue with your partner to the class.

AMY: Hello! My name is Amy Stevens

SAM: Well, hi Amy. Are you English?

AMY: Yes, I am. I'm from England. Are you English Sam?

SAM: No, I'm not. I'm not English

AMY: Where are you from?

SAM: I'm from Edinburgh, in Scotland, I'm Scottish.

AMY: Do you like your country?

SAM: Sure, because Scotland is the second biggest country in Great Britain. What can you tell me about yours?

AMY: Well, the Olympics took place in London last year.

SAM: Wow, and how old are you?

AMY: I'm eleven years old and you?

SAM: I'm eleven too.

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3.3 Who is it?

Activity: Organizing a vocabulary set into a semantic map.

Aim: To focus on the spoken form of the words through the pronunciation of these; and to review the vocabulary used to describe someone.

Level: Beginner (A1).

Age: Teenagers.

Aids: Flashcards of famous people the students are familiar with and a box.

Intelligence used: Bodily kinesthetic Intelligence (mime).

Time: Pre- activity (10 minutes), while- activity (15 minutes) and a post-activity (10 minutes).

Pre- activity:

Write the following headings and words on the board. Ask students to add other words they know to each category.

HAIR DESCRIPTION	SIZE	PERSONALITY	JOBS
Curly	tall	friendly	singer

While- activity:

Show to the students the twelve cards one at a time, asking them who it is. Place the flashcards face down on the desk. Students come to the front one at a time, take one flashcard. Without showing it to the rest of the class, they give a description of the person they have picked, then the rest of the class has to guess who it is; students should use expressions such as: He is tall, He has big blue eyes, He is an important actor.

Post- activity:

Place the flashcards in a box again, in random order, to give students a different famous person. This time, students describe their character using only mime. Again, the rest of the class tries to guess who it is.

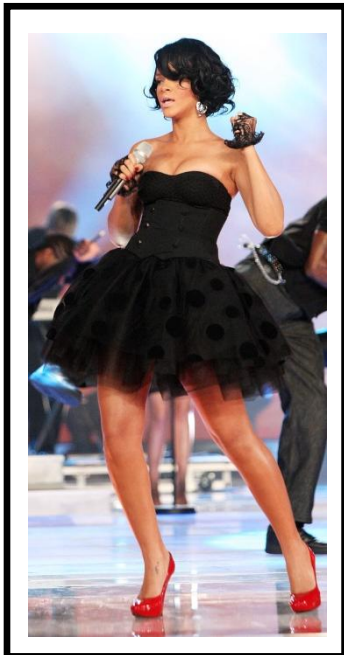
Comments:

If students do not know the person they picked from the box, they can change their card for a different one.

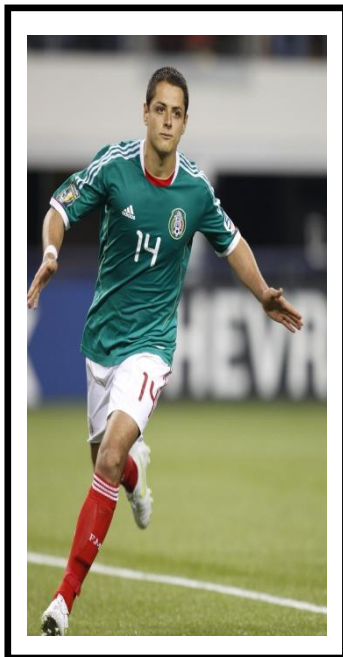
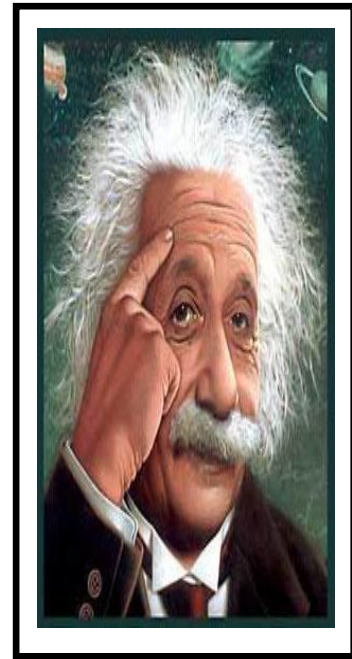
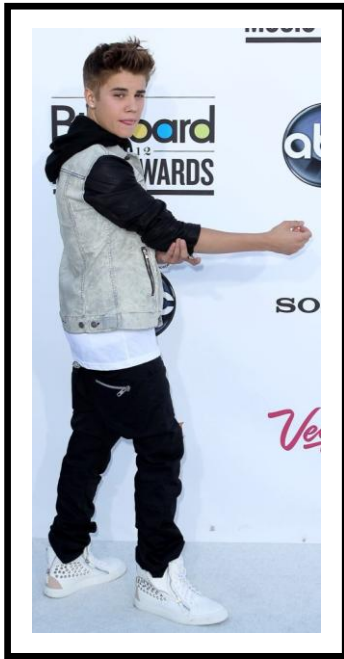
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Who is it?: Flashcards.

INSTRUCTIONS: Cut the cards and put them in box.



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Pictures taken from: www.google.com

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3.4 What do you want to be?

Activity: Unscrambling and decoding words.

Aim: To review the vocabulary for jobs and occupations; and make a form-meaning connection.

Level: Beginner (A1).

Age: Teenagers.

Aids: Board, markers, box containing riddles, and decoding sheet.

Time: Pre- activity (10 minutes), while- activity (15 minutes) and a post-activity (10 minutes).

Intelligence used: Logical Mathematical Intelligence (word unscramble, decoding, and riddles).

Pre- activity:

Write on the board the following scrambled words eatchre (teacher), srnue (nurse), nsdneti (dentist), stdneut (student), aemrfr (farmer), ersiradehrs (hairdresser), ojualtirns (journalist), optsmna (postman).

Each student tries to solve them individually. Give them about 5-7 minutes, and ask to a student to come to the board and write the correct answer.

While- activity:

Give one copy of activity sheet 1 to each student.

It contains words which have been written in code. Students use a hint in the code at the top of the page to help them break the code.

Students write the correct words on the lines provided.

When most of the class has finished, give out the activity sheet 2 with different pictures and asks students to match the decoded jobs with the pictures.

Post- activity:

Students are divided into two teams.

A member of each team takes a riddle from the box and reads out the clues slowly and clearly; each student has ten seconds to say the profession; only one guess is allowed, so teams have to work together and not guess too

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quickly. If they do not guess, the other team can say the correct answer. Teams score one point per correct answer.

Comments:

You might do a brainstorming activity at the beginning of the class to see which professions students remember, and help them with some of the vocabulary.

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What do you want to be?: Activity sheet 1.

INSTRUCTIONS: Decode the following words and match them with the pictures of the next page.

1	2	3	4	5	6	7	8	9	10	11	12	13
A	B	C	D	E	F	G	H	I	J	K	L	M
14	15	16	17	18	19	20	21	22	23	24	25	26
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

1. -1- 18- 3- 8- 9- 20- 5- 3- 20: _____

2. - 16- 15- 19- 20- 13- 1- 14: _____

3. - 3-15-13-16-21-20-5-18 16-18-15-7-18-1-13-5-18: _____

4. -10- 15- 21- 18- 14- 1- 12- 9- 19- 20: _____

5. -12- 1- 23- 25- 5- 18: _____

6. - 6- 9- 19- 8- 5- 18- 13- 1- 14: _____

7. -19- 1- 12- 5- 19- 16- 5- 18- 19- 15- 14: _____

8. -19-20-21-4-5-14-20: _____

9. -16-8-15-20-15-7-18-1-16-8-5-18: _____

10. -16-9-12-15-20: _____

11. - 4-5-14-20-9-19-20: _____

12. - 2-21-19-9-14-5-19-19-13-1-14: _____

13. -19-9-14-7-5-18: _____

14. - 8-1-9-18-4-18-5-19-19-5-18: _____

15. -16-15-12-9-3-5 15-6-6-9-3-5-18: _____

16. - 2-1-14-11-5-18: _____

17. - 6- 1- 18- 13- 5- 18: _____

18. -14-21-18-19-5: _____

19. -16-8-25-3-15-12-15-7-9-19-20: _____

20. - 3-15-14-19-20-18-21-3-20-9-15-14 23-15-18-11-5-18: _____

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What do you want to be?: Activity sheet 2.

INSTRUCTIONS: Look at the pictures and write their correct number according to the previous decoding exercise.



Pictures taken from: <http://es.islcollective.com/>

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What do you want to be?: Material for the teacher.

INSTRUCTIONS: Cut out the riddles and put them in a box.

I wear a uniform. I am often a woman. I work in a hospital. I help a doctor.	I wear a uniform. I often have a gun. I direct traffic. I catch thieves.
I wear a uniform. I travel a lot. People call me captain. I fly planes.	I like the ocean. I have nets. I work on a boat. I catch fish.
I work outdoors. I work with cement. I wear a hard hat. I build houses.	I work at or near home. I drive a tractor. I grow vegetables. I have animals in the field.
I work with scissors. I work in a salon. I wash, dry and brush. I cut people's hair.	I work in a post office. I wear a uniform. I carry letters to people.
I work in a dental clinic. I wear a mask. I take care of people's teeth.	I'm good at maths. I work in a bank. I help people with businesses.
I work with a camera. I take pictures of people and landscapes. I love taking photos.	I work on legal aspects. I represent clients in a court of law. I know the law.
I use markers or chalk. I work in a school. I have students. I give homework.	I don't have a job. I go to school from Mondays to Fridays. I answer my homework after school.
I write for newspapers or magazines. I prepare news to be broadcast on radio or television. I keep a journal, diary, or other record of daily event.	I design buildings. I sometimes supervise constructions. I am responsible for inventing a particular idea or project.
I work on weekdays. I often work weekends. I help people. I work in a shop or mall.	I work in an office. I make phone calls. I send emails. I make appointments.
I wear a uniform. I work in a surgery. I work in a hospital. I make sick people get better.	I work with computers. I design, write and test computer programs.

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What do you want to be?: Activity sheet 1.

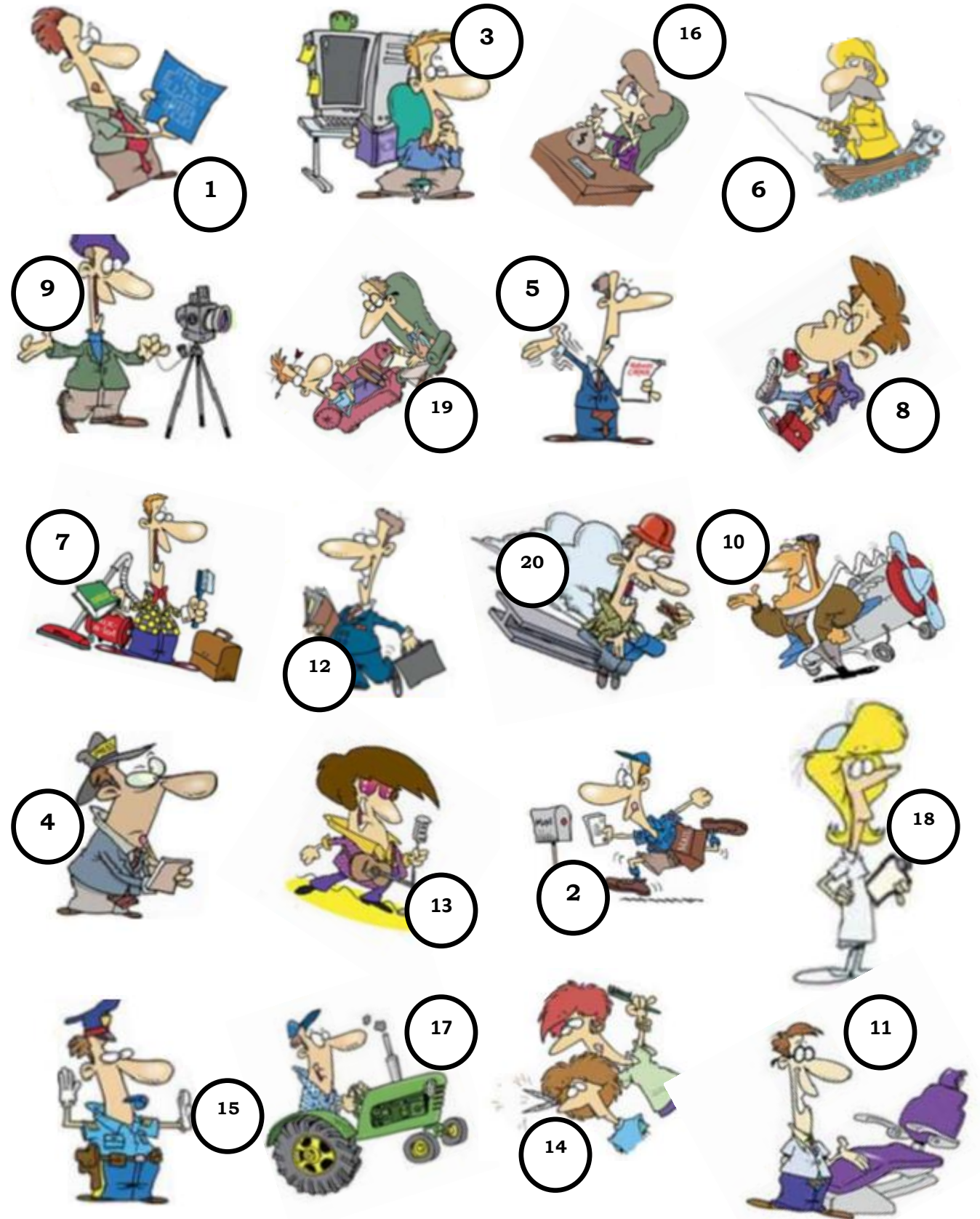
ANSWER KEY

1	2	3	4	5	6	7	8	9	10	11	12	13
A	B	C	D	E	F	G	H	I	J	K	L	M
14	15	16	17	18	19	20	21	22	23	24	25	26
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

1. -1- 18- 3- 8- 9- 20- 5- 3- 20: ARCHITECT
2. -16- 15- 19- 20- 13- 1- 14: POSTMAN
3. -3-15-13-16-21-20-5-18 16-18-15-7-18-1-13-5-18: COMPUTER PROGRAMMER
4. -10- 15- 21- 18- 14- 1- 12- 9- 19- 20: JOURNALIST
5. -12- 1- 23- 25- 5- 18: LAWYER
6. -6- 9- 19- 8- 5- 18- 13- 1- 14: FISHERMAN
7. -19- 1- 12- 5- 19- 16- 5- 18- 19- 15- 14: SALESPERSON
8. -19-20-21-4-5-14-20: STUDENT
9. -16-8-15-20-15-7-18-1-16-8-5-18: PHOTOGRAPHER
10. -16-9-12-15-20: PILOT
11. -4-5-14-20-9-19-20: DENTIST
- 12.-2-21-19-9-14-5-19-19-13-1-14: BUSINESSMAN
- 13.-19-9-14-7-5-18: SINGER
- 14.-8-1-9-18-4-18-5-19-19-5-18: HAIRDRESSER
- 15.-16-15-12-9-3-5 15-6-6-9-3-5-18: POLICE OFFICER
- 16.-2-1-14-11-5-18: BANKER
17. -6- 1- 18- 13- 5- 18: FARMER
- 18.-14-21-18-19-5: NURSE
- 19.-16-8-25-3-15-12-15-7-9-19-20: PHYCOLOGIST
- 20.-3-15-14-19-20-18-21-3-20-9-15-14 23-15-18-11-5-18: CONSTRUCTION WORKER

What do you want to be?: Activity sheet 2.

Answer key



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What do you want to be?: Material for the teacher.

Answer key

<p>I wear a uniform. I am often a woman. I work in a hospital. I help a doctor. NURSE</p>	<p>I wear a uniform. I often have a gun. I conduct traffic. I catch thieves. POLICE OFFICER</p>
<p>I wear a uniform. I travel a lot. People call me captain. I fly planes. PILOT</p>	<p>I like the ocean. I have nets. I work on a boat. I catch fish. FISHERMAN</p>
<p>I work outdoors. I work with cement. I wear a hard hat. I build houses. CONSTRUCTION WORKER</p>	<p>I work at or near home. I drive a tractor. I grow vegetables. I have animals in the field. FARMER</p>
<p>I work with scissors. I work in a salon. I wash, dry and brush. I cut hair. HAIRDRESSER</p>	<p>I work in a post office. I wear a uniform. I carry letters to people. POSTMAN</p>
<p>I work in a dental clinic. I wear a mask. I take care of people's teeth. DENTIST</p>	<p>I'm good at maths. I work in a bank. I help people with businesses. BANKER</p>
<p>I work with a camera. I take pictures of people and landscapes. I love taking photos PHOTOGRAPHER</p>	<p>I work on legal aspects. I represent clients in a court of law. I know the law. LAWYER</p>
<p>I use markers or chalk. I work in a school. I have students. I give homework. TEACHER</p>	<p>I don't have a job. I go to school from Mondays to Fridays. I answer my homework after school. STUDENT</p>
<p>I write for newspapers or magazines. I prepare news to be broadcast on radio or television. I keep a journal, diary, or other record of daily event. JOURNALIST</p>	<p>I design buildings. I sometimes supervise constructions. I am responsible for inventing a particular idea or project. ARCHITECT</p>
<p>I work on weekdays. I often work weekends. I help people. I work in a shop or mall. SALESPERSON</p>	<p>I work in an office. I make phone calls. I send emails. I make appointments. SECRETARY</p>
<p>I wear a uniform. I work in a surgery. I work in a hospital. I make sick people better. DOCTOR</p>	<p>I work with computers. I design, write and test computer programs. COMPUTER PROGRAMMER</p>

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3.5 Hot and cold

Activity: Listen to a song and complete a worksheet.

Aim: To pronounce words correctly; match opposites.

Level: Beginner (A1).

Age: Teenagers.

Aids: Tape recorder, song, and worksheet.

Time: Pre- activity (5 minutes), while- activity (15 minutes) and a post- activity (10 minutes).

Intelligence used: Musical Intelligence (playing recorded music, and group singing).

Pre activity:

Ask for information about 'Katy Perry' such as: Who is she? What does she do? What kind of music does she play? Where is she from? / Tell students you are going to be talking about Katy Perry. Ask students to pose some questions to find out information about her. (Give students the first question or two to get them started – Where is she from? What does she do?).

While activity:

Students receive the activity sheet with different exercises related to one of her songs.

Students listen to the song 'Hot and cold' by Katy Perry twice. The first time they have to answer different exercises on their worksheets as complete the lyrics, match the verses, reorder the words and put the lines in the correct order; the second time, they have to check their answers.

Post activity:

They listen again and sing it boys against girls the best singer wins a prize.

Comments:

Students do not like to sing in front of the class so have the whole class sing together to avoid embarrassment.

Katy Perry was born in California. She recorded her album, "One of the Boys" and in the Spring of 2008 released the lead single, the controversial "I Kissed a

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Girl". Perry was now established as a pop superstar and cemented her position with the release of her next album "Teenage Dreams", which spawned more huge hits including "California Girls" and "Firework". Many awards and music industry records followed. In 2012 Perry made the move into movies, releasing the documentary feature film Katy Perry: Part of Me (2012).

Taken from: <http://www.imdb.com/name/nm2953537/bio>

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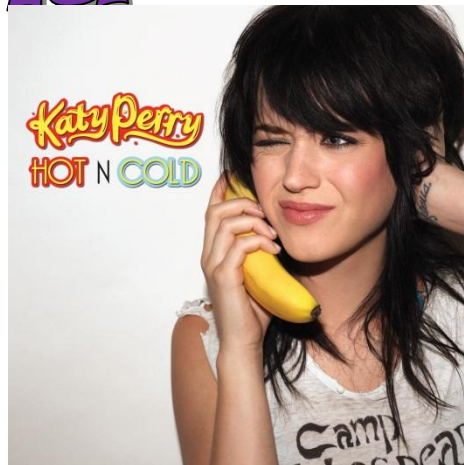
Hot and Cold: Activity sheet.

Katy Perry

Hot and cold

Instructions: Complete the song

You change your (1.) _____
 Like a (2.) _____ changes (3.) _____
 Yeah you, PMS
 Like a bitch
 I would (4.) _____
 And (5.) _____ overthink
 Always (6.) _____
 Cryptically
 I should know
 That you're no (7.) _____ for me



Instructions: Match the verses of the chorus.

1. Cause you're hot
2. You're yes
3. You're in
4. You're up
5. You're wrong
6. It's black
7. We fight,
8. We kiss,

You, You don't really want to stay, no
 You, but you don't really want to go-o

9. You're hot
10. You're yes
11. You're in
12. You're up

Instructions: reorder the words

We used to be
 Just like 1. _____ (wsnti)
 So 2. _____ (ni)sync
 The same 3. _____ (neyreg)
 Now's a dead battery
 Used to 4. _____ (ulhag) bout nothing
 Now your plain 5. _____ (gonrbi)

we break up
 and you're out
 we make up
 when it's right
 then you're no
 then you're cold
 and you're down
 and it's white

and you're out
 then you're cold
 and you're down
 then you're no

Instructions: Listen to the song and reorder the lyrics.

_____ you're not gonna change
 _____ Stuck on a roller coaster
 _____ I should know that
 _____ Got a case of a love bi-polar
 _____ Can't get off this ride
 _____ Someone call the doctor

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Hot and Cold: Answer key.

Katy Perry

Hot and cold

Instructions: Complete the song

You change your (1.) MIND

Like a (2.) GIRL changes (3.) CLOTHES

Yeah you, PMS

Like a bitch

I would (4.) KNOW

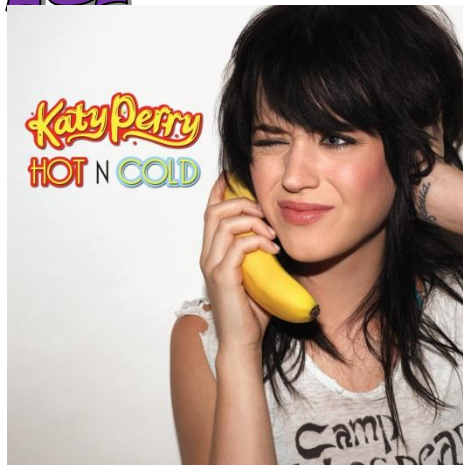
And (5.) YOU overthink

Always (6.) SPEAK

Cryptically

I should know

That you're no (7.) GOOD for me



Instructions: Match the verses of the chorus.

- | | | |
|---------------------|---|------------------|
| 1. Cause you're hot | → | we break up |
| 2. You're yes | → | and you're out |
| 3. You're in | → | we make up |
| 4. You're up | → | when it's right |
| 5. You're wrong | → | then you're no |
| 6. It's black | → | then you're cold |
| 7. We fight, | → | and you're down |
| 8. We kiss, | → | and it's white |

You, You don't really want to stay, no

You, but you don't really want to go-o

- | | | |
|----------------|---|------------------|
| 9. You're hot | → | and you're out |
| 10. You're yes | → | then you're cold |
| 11. You're in | → | and you're down |
| 12. You're up | → | then you're no |

Instructions: reorder the words

We used to be

Just like 1.TWINS (wsnti)

So 2. IN (ni) sync

The same 3.ENERGY (neyreg)

Now's a dead battery

Used to 4. LAUGH (ulhag) bout nothing

Now your plain 5. BORING (gonrbi)

Instructions: Listen to the song and reorder the lyrics.

- | | |
|---|-------------------------------|
| 2 | you're not gonna change |
| 5 | Stuck on a roller coaster |
| 1 | I should know that |
| 4 | Got a case of a love bi-polar |
| 6 | Can't get off this ride |
| 3 | Someone call the doctor |

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3.6 My lovely family

Activity: Create a family album.

Aim: To review vocabulary for family members.

Level: Beginner (A1).

Age: Teenagers.

Aids: family photos, worksheet,

Intelligence used: Intrapersonal Intelligence (family album, interpersonal interaction and crossword puzzle).

Time: Pre- activity (10 minutes), while- activity (25 minutes) and a post-activity (15 minutes).

Pre activity:

Show to the students a family tree (place a poster on the board to have something to refer to). Talk to the students about your own family; tell them something you like about each member. While talking, use pictures of your family and point to the right person and repeats who he/she is. For example, "This is my brother Daniel". Repeat the word "brother". And so on.)

While activity:

Have students make a list of all the people in their immediate family (or perhaps everyone who lives in their house). Ask students to close their eyes for a few minutes and think of something positive they can say about each member of their family. They could mention why they are important to them.

Students write down three words that describe each member of their family under that person's name. Show students how to make a small 'album' from a sheet of legal-size paper (see comment section below). Students now stick the photographs they brought in this 'album'. Say that it is their time to show their family album to the class or to their partners. Students should explain how they feel about their family members, using expressions like, "She is important to me." "I feel happy/safe/etc. when I am with XX."

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Post activity:

Give one copy of the Activity sheet 1 to each student; it contains Caroline's family tree. Students first complete the statements using the picture of the family tree, after that they can complete the crossword puzzle (activity sheet 2). Students solve it individually at the end the whole class check the puzzles together.

Comments: Students who do not have photos can draw a picture of their family members.

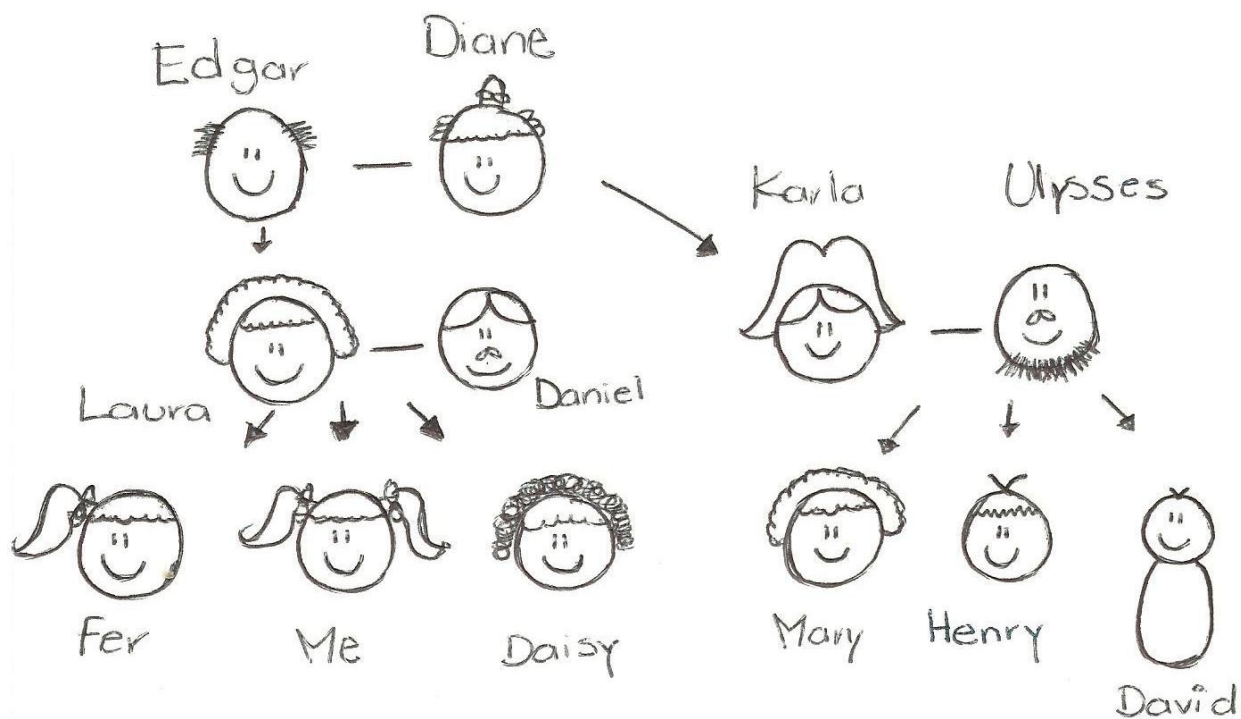


Picture taken from: www.google.com

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My lovely family: Activity sheet 1.

INSTRUCTIONS: Look at Caroline's family tree and read the clues to complete the puzzle.



ACROSS

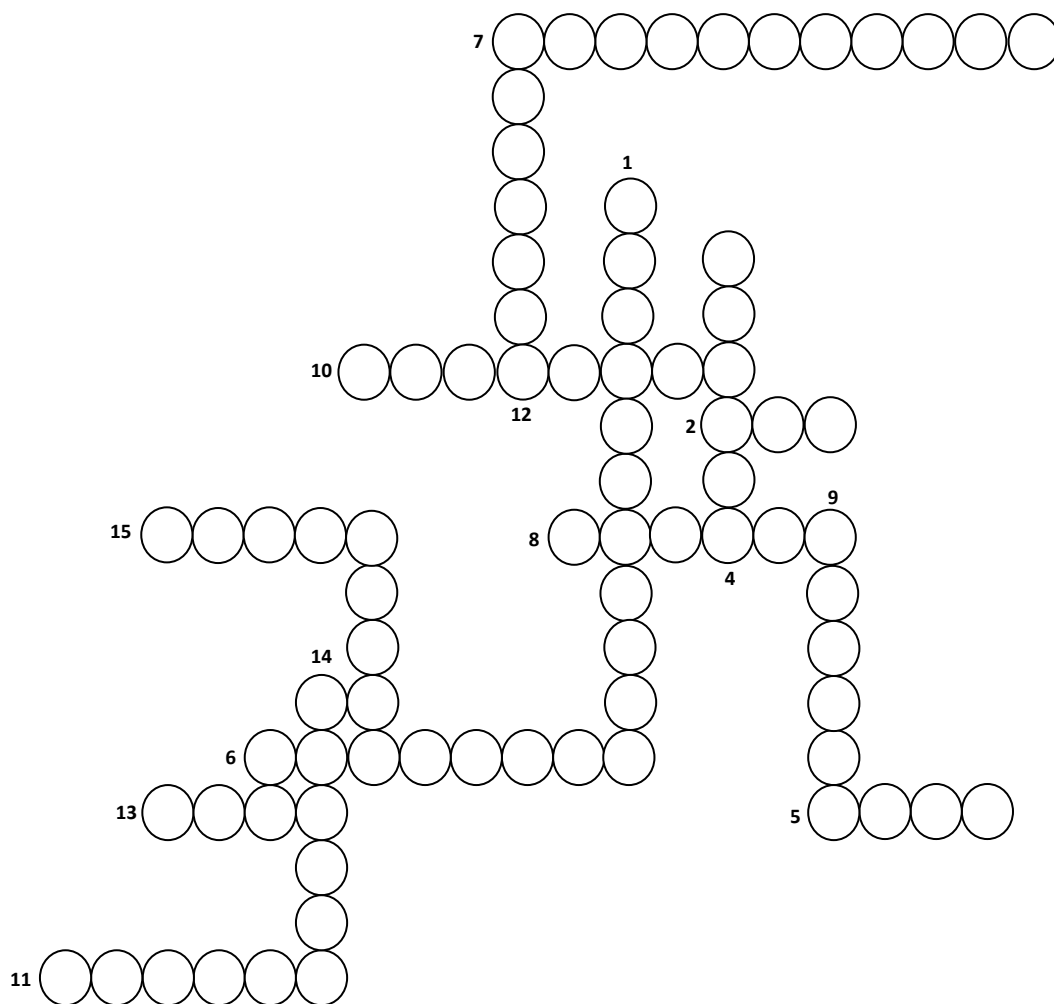
DOWN

- | | |
|------------------------------|--------------------------------|
| 1. - Diane is my _____ | 2. - David is Karla's _____ |
| 3. - Ulysses' my _____ | 4. - Fer is my _____ |
| 5. - Diane is Edgar _____ | 6. - Mary is Ulysses' _____ |
| 7. - Edgar is Daisy's _____ | 8. - I am David's _____ |
| 9. - Henry is Daniel's _____ | 10. - Ulysses is Karla's _____ |
| 11. - Karla is Daisy's _____ | 12. - Henry is David's _____ |
| 13. - I am Daisy's _____ | 14. - Ulysses is David's _____ |
| 15. - Mary is Daniel's _____ | |

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My lovely family: Activity sheet 2.

INSTRUCTIONS: Complete the puzzle with previous answers.

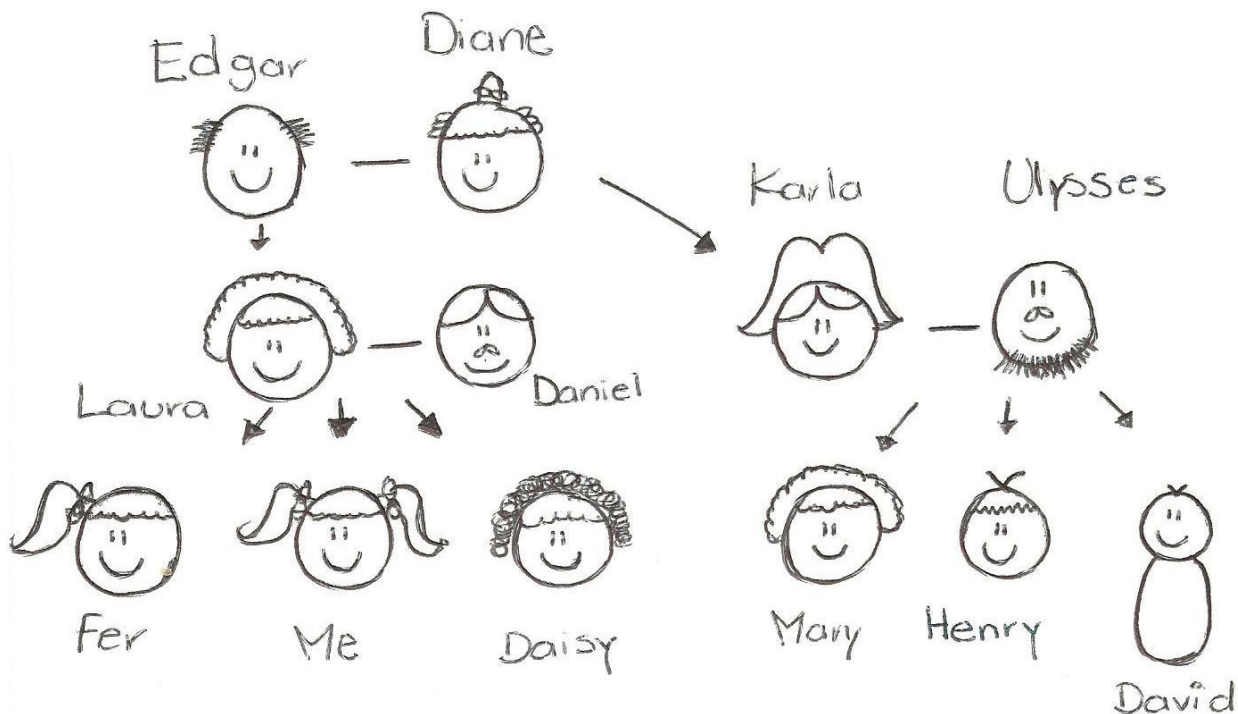


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My lovely family: Activity sheet 1.

ANSWER KEY.

INSTRUCTIONS: Look at Caroline's family tree and read the clues to complete the puzzle.



ACROSS

1. - Diane is my GRANDMOTHER
3. - Ulysses' my UNCLE
5. - Diane is Edgar WIFE
7. - Edgar is Daisy's GRANDFATHER
9. - Henry is Daniel's NEPHEW
11. - Karla is Daisy's MOTHER
13. - I am Daisy's AUNT
15. - Mary is Daniel's NIECE

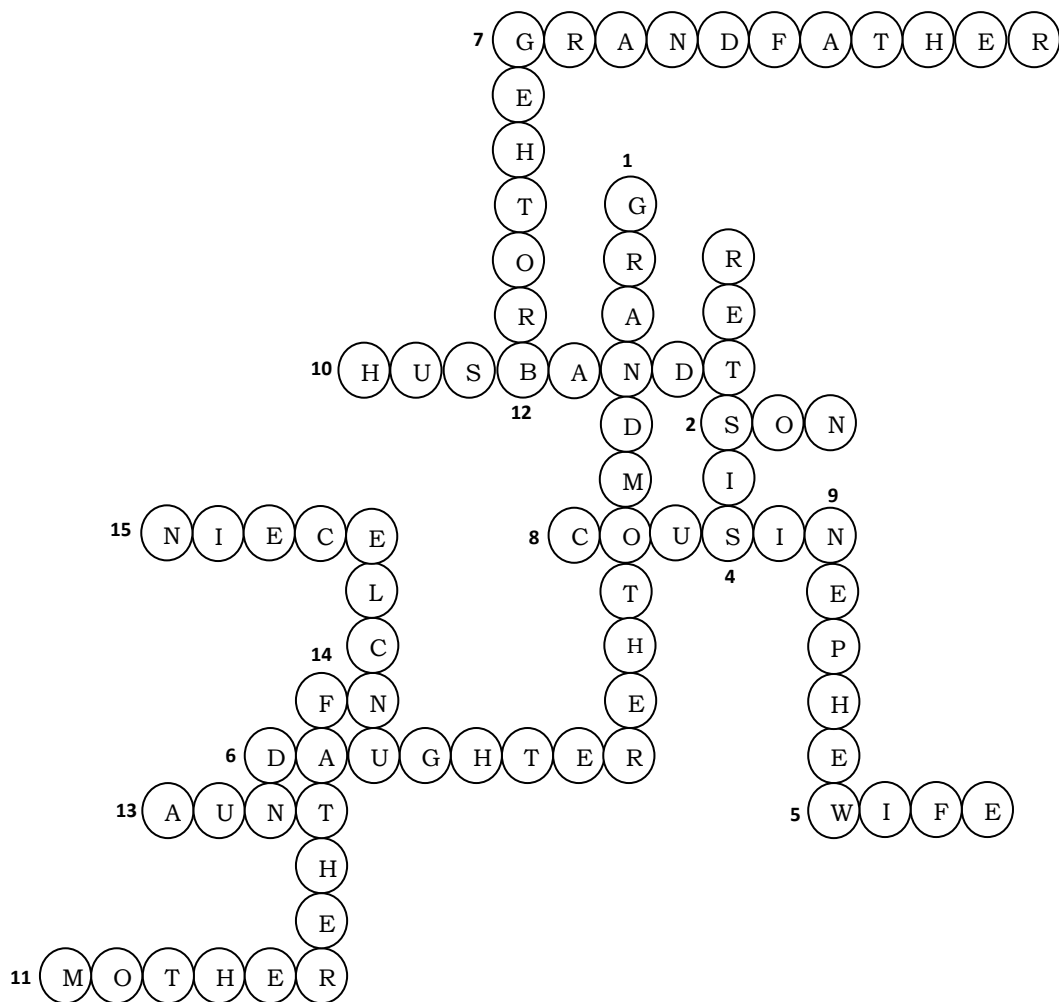
DOWN

2. - David is Karla's SON
4. - Fer is my SISTER
6. - Mary is Ulysses' DAUGHTER
8. - I am David's COUSIN
10. - Ulysses is Karla's HUSBAND
12. - Henry is David's BROTHER
14. - Ulysses is David's FATHER

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My lovely family: Activity sheet 2.

ANSWER KEY



3.7 I love my house

Activity: Organizing a vocabulary set into a mind map.

Aim: To review the names of rooms in the house, to learn the names of furniture or things which might be found in particular rooms; the teacher asks for photos of their house and photos of material used to build a house before the lesson.

Level: Beginner (A1).

Age: Teenagers.

Aids: Board, pictures of rooms in the house, photos, colors, wood/ cardboard, glue, scissors, etc. to build a house model, and worksheet.

Time: Pre- activity (15 minutes), while- activity (1 hour) and a post- activity (5 minutes).

Intelligence used: Visual/Spatial Intelligence (mind map, collage, scaled model).

Pre- activity:

Paste a picture of a 'house' in the middle of a wall (two walls will be necessary for the activity), after that draw several lines with different colors from the word out into all directions (one for every room in the house).

Divide students into two teams. Give each team the same set of names of rooms in the house, so that every student or pair of students has a different room. On a blank sheet of paper students illustrate the different rooms, either by drawing or pasting pictures of the furniture that goes in that room. The first team to complete the 'house' wins.

While- activity:

Students are asked to work in pairs or trios, students describe their own dream house, and built a model of it. They will have a time limit of an hour.

Some teams are asked to come to the board one after another and present their house. At the end of the activity teacher asks questions such as "Where do you usually have breakfast? Where do you usually sleep? Etc."

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Post- activity:

Give them one copy of the activity sheet; they have to complete the words and then draw a line to the correct picture.

Comments:

This activity is optimal for a large group due to the fact they are going to work in teams, however if the group has few students it is recommendable to work in pairs.

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I love my house: House used in the pre- activity.



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I love my house: Activity sheet.

INSTRUCTIONS: Complete the name of the furniture and match them with their correct picture by using the colors that are on the words.



1. - A ___ CHA ___ R

2. - ___ D

3. - ___ AB ___ E

4. - ___ AM ___

5. - T ___ I ___ T

6. - B ___ OK ___ ELF

7. - B ___ H T ___ B

8. - W ___ DR ___ B

9. - W ___ S ___ I ___ G

M ___ CH ___ E

10. - S ___ OV ___

11. - F ___ ID ___

12. - EL ___ CT ___ C

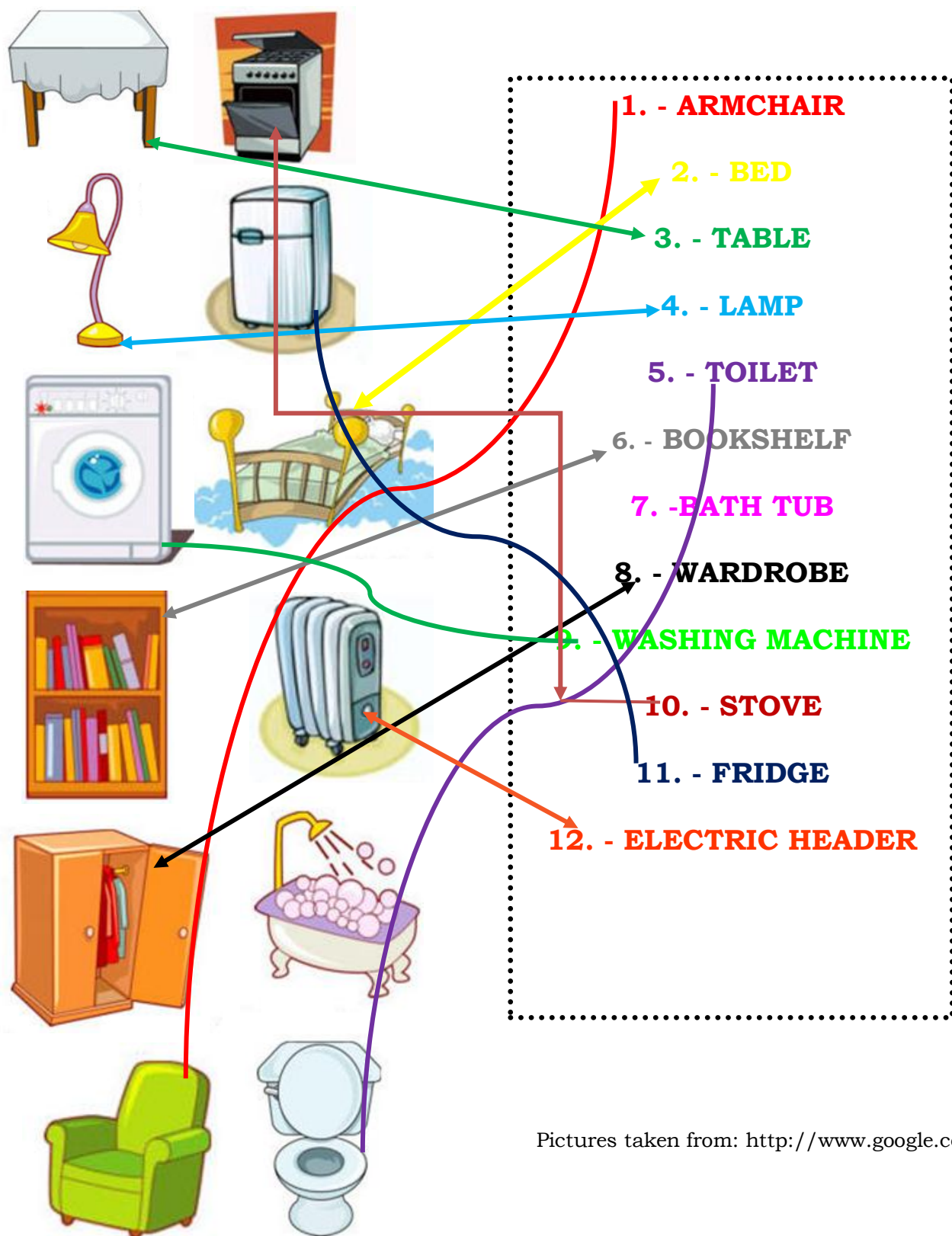
HE ___ D ___ R

Pictures taken from: <http://www.google.com>

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I love my house: Activity sheet.

ANSWER KEY



Pictures taken from: <http://www.google.com>

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3.8 What kind of person are you?

Activity: Making a form meaning connection by building complex words and matching them with their definitions; finding examples.

Aim: To be able to remember, identify, and match words with their corresponding meaning in the shortest amount of time.

Level: Pre- Intermediate (B1).

Age: Teenagers – Adults.

Aids: Flashcards, worksheet.

Time: Pre- activity (10 minutes), while- activity (35 minutes) and a post-activity (15 minutes).

Intelligence used: Verbal- Linguistic Intelligence (publishing: creating class horoscope article).

Pre- activity:

Students receive the activity sheet which contains two exercises; the first one, it is about words which are divided into two parts (divided by syllables), learners have to match them in order to have 15 new words, their second exercise is to match this new vocabulary with their correct definitions.

While activity:

Students are divided into two teams.

Teacher gives to each learner a flashcard with the name of a star sign from either Mayan or Chinese horoscopes; they have to look for the other people with cards from that astrology system (Mayan or Chinese). Each team will propose a new astrology system with the form of how to calculate their new sign, choosing 10 signs (using animals, colors, physical elements or other symbols for each group as titles) and describe the characteristics of a person under that sign. Each team writes the description of the astrological signs with the words from part 1.

Post activity:

Students present their bulletin board to the class and paste it on a wall.

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Comments: This activity is optimal for a large group due to the fact they are going to work in teams, however if the group has few students it is recommendable to give less flashcards. If students have trouble inventing the new star signs, tell them they can use any other word set as inspiration.

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What kind of person are you?: Activity sheet.

INSTRUCTIONS: Match the half parts of the words and write them on the box below, and then write the correct word to each meaning.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

1. A _____ is someone who is able to use words in a clever and funny way.
2. A _____ is someone who moves or does things in a very awkward way.
3. An _____ is someone who is relaxed and not easily upset or worried.
4. A _____ is someone who always wants more than they need.
5. A _____ is someone who shows off and thinks they are better than everyone else.
6. A _____ is someone who behaves in a happy friendly way.
7. A _____ is someone who is unwilling to talk about their own abilities or achievements.
8. An _____ is someone who is friendly and socially confided.
9. An _____ is someone who is out of keeping with modern style.
10. An _____ is someone who is determined to be successful, rich, famous, etc.
11. A _____ is someone who is willing to give money or help freely.
12. A _____ is someone who thinks that it is more superior to everybody else.
13. An _____ is someone who is physically present at one place but his mind is not there.
14. A _____ is someone who is not open to other's opinion.

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What kind of person are you?

INSTRUCTIONS: Cut out the flashcards and give one to each student; they find their own team (Chinese or Mayan) and create a bulletin board.

flower



grass



reed



jaguar



eagle



vulture



earth



knife

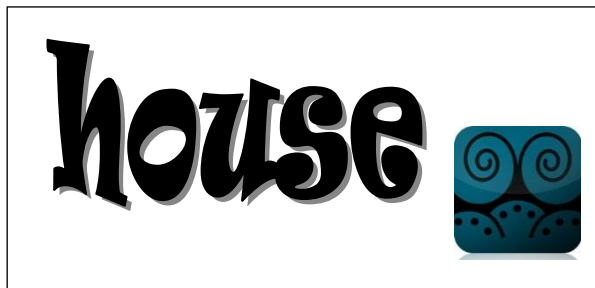
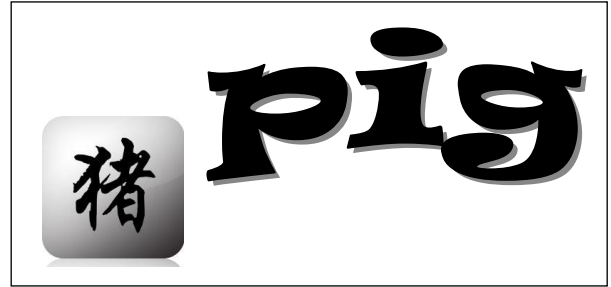


storm



rabbit







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3.9 Olympic Games.

Activity:

Aim: To review vocabulary related to sports.

Level: Pre Intermediate (B1).

Age: Teenagers.

Aids: Worksheet, small pieces of paper with different sports on them, and board game, dice.

Time: Pre- activity (10 minutes), while- activity (15 minutes) and a post- activity (10 minutes).

Intelligence used: Interpersonal Intelligence. (Board game, interpersonal interaction).

Pre- activity:

Talk about the last Olympic Games (where they took place, some interesting facts about Mexico's participation, etc.) Give some interesting cultural and other important facts about the Games. Ask the students what their favorite sport is. Put in a box the names of the thirty- two most important sports in the Olympic Games (see cards below). Each student selects a paper from the box, and represents with mime their sport, the rest of the group guesses the sport or if not, students can say the name aloud at the end.

While- activity:

Paste on each student's back a card with the name of a sport and give them the activity sheet with 10 closed questions. Students use this worksheet in order to identify the sport on their back.

Post- activity:

Teacher pastes on a wall a board game of Chutes and Ladders. Teacher explains that they have to choose their playing piece and toss the dice to see who goes first. The player with the highest number on the dice plays first. They have to throw the dice and if they land on a square with a picture of the bottom of a ladder, move up the ladder to the square where the ladder ends. When they land on a square with a picture of a chute, they move down the chute to

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the square where the chute ends. Students will answer questions about the sports when they land on a square.

Comments:

Students might be unfamiliar with some of the sports, so having a picture of people participating in that sport might be helpful.

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Olympic Games: Cards for pre and while activities.

Instructions: Cut out the name of these sports, put them in a box and students choose one of them; they have to mime the sport for the rest of the class to identify.

Instructions: Use the cards again, pinning the name of one sport on each student's back; using the worksheet questions, students ask other classmates to identify their sport.

Archery	Athletics
Badminton	Basketball
Beach Volleyball	Boxing
Canoe Slalom	Canoe Sprint
Cycling - BMX	Cycling - Mountain Bike
Cycling - Road	Diving
Fencing	Football
Gymnastics - Artistic	Swimming
Gymnastics - Rhythmic	Synchronised Swimming

Handball	Table Tennis
Hockey	Taekwondo
Judo	Tennis
Modern Pentathlon	Trampoline
Rowing	Triathlon
Sailing	Volleyball
Weightlifting	Wrestling

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Olympic Games: Activity sheet.


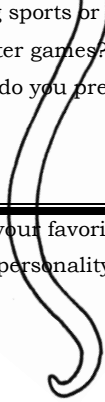
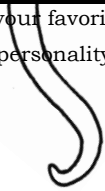
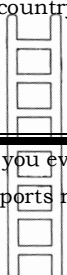

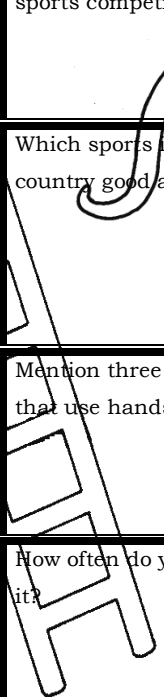
Instructions: Ask the ten questions below to a different partner to guess the sport that is on your back.

QUESTIONS	ANSWERS
1. Am I on a team?	
2. Do I use a raquet?	
3. Do I use the water?	
4. Do I use an instrument for my sport?	
5. Do I use make up?	
6. Do I jump from a high position?	
7. Is my sport played outdoors?	
8. Do I ride a horse?	
9. Do I use a leotard?	
10. (Add a question)	
MY SPORT IS: _____	

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Olympic Games: Ladders and chutters.

Instructions: Throw the dice and answer questions - but if you land on a square with a picture at the bottom of a ladder, move up the ladder to the square where the ladder ends. If you land on a square with a picture of a chute, you move to the square at the bottom of the chute.

Which sports are popular in your country?	Which sport would you like to try?	Name a sport that needs a net.	Which sports do you think are dangerous?	Finish
Which sports do you think are dangerous? 	Is there a sports center near your home?	Which sports have you played?	Do you prefer playing or watching sports?	How many hours of sports do (did) you have in school?
Playing sports or computer games? Which do you prefer? 	Name 3 individual sports.	Have you ever won an award or medal in a sports competition?	Mention 3 sports that begin with S .	Which sport would you like to try?
Who's your favorite sports personality? 	Do you think famous sports players are overpaid?	Which sports is your country good at?	Name the most famous players in your country. 	Name 3 team sports.
Do you prefer individual or team sports?	Name 3 sports played with a ball.	Mention three sports that use hands to play.	Have you ever been to a sports match? 	Mention 3 sports that begin with B .
Start	What's your favorite sport?	How often do you play it? 	Mention 3 of the most famous sportspeople in the world.	How many hours of sports do (did) you have in school?

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3.10 Live to eat or eat to live?

Activity: Making food objects from plasticine and labeling them.

Aim: To review the vocabulary of food with the correct pronunciation of those words.

Level: Pre- Intermediate (B1).

Age: Children – teenagers.

Aids: Plasticine, colorful letters on the playground, dice.

Time: Pre- activity (5 minutes), while- activity (40 minutes) and a post- activity (15 minutes).

Intelligence used: Bodily Kinesthetic (creating; hands - on activities of all kinds, jumping).

Pre activity:

Students are divided into four teams.

Have four categories of food (vegetables, fruit, meat and fish) in four different lists and give to each team a list of vocabulary.

VEGETABLES	FRUIT	MEAT	FISH
1. Garlic.	1. Almond.	1. Bacon.	1. Salmon.
2. Onion.	2. Blackberry.	2. Chicken.	2. Oyster.
3. Cucumber.	3. Cherry.	3. Ham.	3. Tuna.
4. Artichoke	4. Peach.	4. Sausages.	4. Sardine
5. Lettuce	5. Raspberry.	5. Steak.	5. Crab.
6. Aubergine.	6. Tangerine.	6. Turkey.	6. Lobster.
7. Pumpkin.	7. Plum.	7. Pork.	7. Cod.
8. Celery.	8. Fig.	8. Lamb.	8. Shellfish.
9. Cabbage.	9. Grapefruit.	9. Duck.	9. Trout.
10. Mushrooms.	10. Coconut.	10. Wings.	10. Shark.

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While activity:

Each team builds food figures of their list with the plasticine. When everybody finishes making the figures, these are placed on a table in the center of the classroom. With each team standing in a different corner of the classroom (with their own empty table) the teacher now describes one of the food items (it tastes sweet, it is green, it is a vegetable) and one member of each team has to run to the food table and take the correct figure; if they have the correct one, they come back to their team table and put it there. The team that has more food items on their table is the winner.

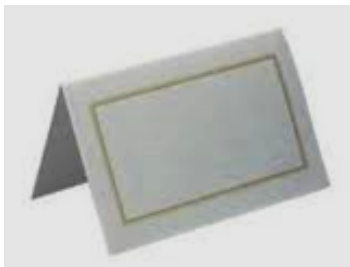
Post activity:

Teacher paints on the playground the letters of the alphabet in a chain position; then students reorganize again in groups of three.

Teacher explains the rules of the game. (See diagram below).

Comments:

Make sure you have enough different colors of plasticine for all the food. If you do not have plasticine, students can use colored pencils to draw the food on stiff paper that you can fold like a tent to set on the table.

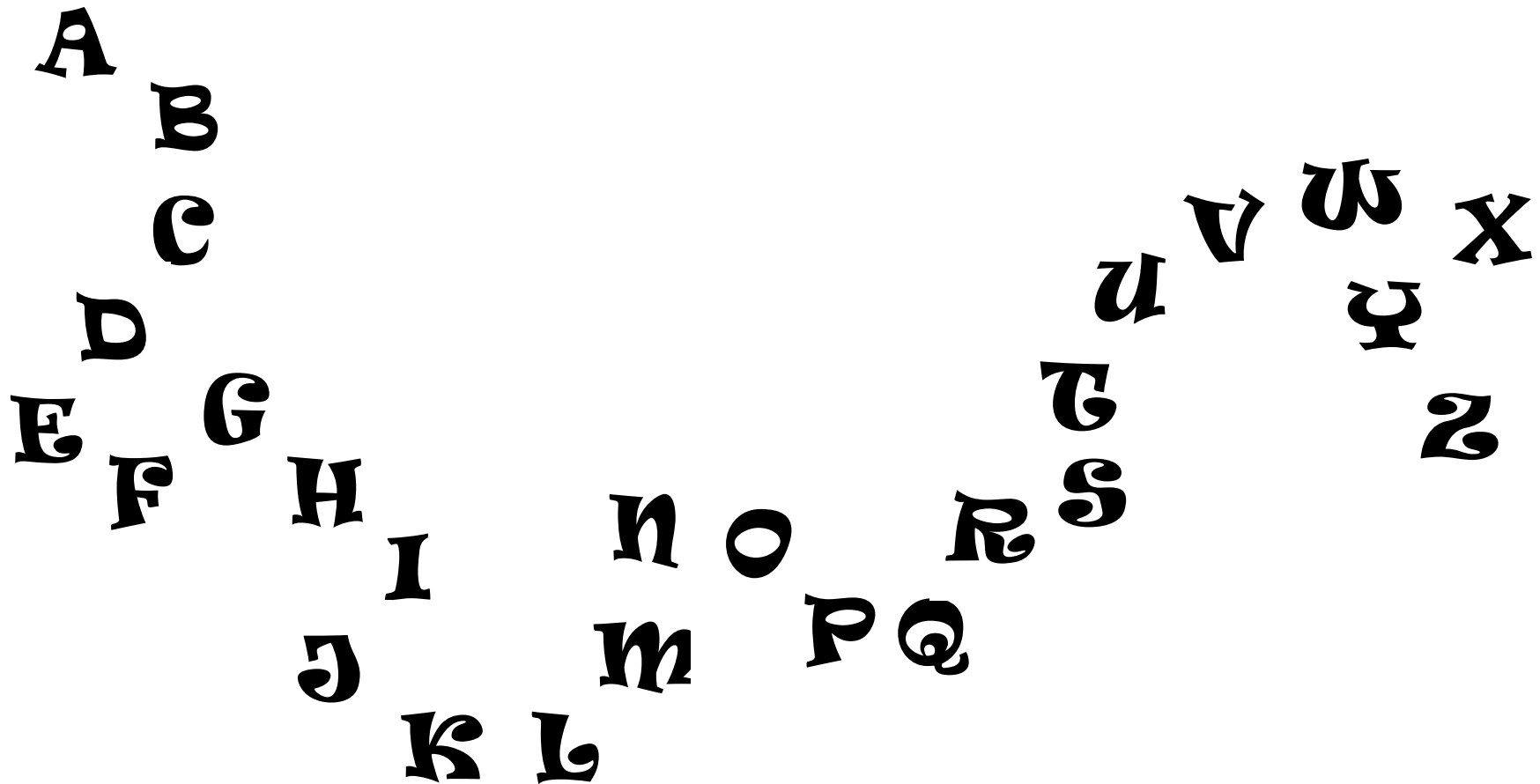


Picture taken from: www.google.com

EXAMPLE OF THE GAME

INSTRUCTIONS: Work in small groups of three students, a member of the group throws a die and the whole group jumps as many letters as the die says, when they are on the correct letter the whole group says a food item starting with that letter, if they can't mention one, they go back to their previous place.

START/ FINISH



3.11 Means of transportation

Activity: Unscrambling and decoding words.

Aim: To review the vocabulary for means of transportation; and make a form-meaning connection.

Level: Pre-Intermediate (B1).

Age: Teenagers.

Aids: Worksheet.

Time: Pre- activity (5 minutes), while- activity (40 minutes) and a post- activity (15 minutes).

Intelligence used: Logical mathematical (word unscramble, decoding and logic puzzles).

Pre activity:

Divide the board into two parts (A and B); on each side write nine 'crazy words' students have to unscramble them in their notebooks. (See activity sheet below).

While activity:

Students receive a worksheet with the letter A or B at the top of the page; the papers contain a squiggly Sudoku. If students have the letter A, they use the vocabulary located on side A, and if they have the letter B they have to use the vocabulary from side B.

Students solve the Sudoku by using the numbers of the previous activity and using pictures at the same time.

Post activity:

Students are divided into two teams; a member from each team comes to the front of the class and chooses a math operation from a box. He/she tries to solve it in less than ten seconds and say the answer aloud. (The number will correspond to one of the means of transportation from lists A and B. Example: $4-1=3=$ HOT AIR BALLON/ICE BREAKER) each operation has two possible answers.

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Comments:

Make sure the students know the vocabulary for math operations (five plus three is eight. Nine minus eight is one, etc).

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Means of transportation: Material for the teacher.

Instructions: Divide the board into two parts (A and B) write the words below and have students unscrambled them.

COLUMN A	COLUMN B
1. Oebuld ekecrd	1. tegsa hcaco
2. Eifr gneine	2. ilsgnai atob
3. Tho ira llabono	3. eic kbeakre
4. Mpib	4. eas elpna
5. Rifese ehwel	5. riusec hspi
6. Edtamm	6. abrgaga ctkru
7. Reiala wtanirya	7. meiusbarn
8. Aecps hpsi	8. trckeo
9. ntak	9. arvanac

Means of transportation: Operations to use on the board.

a) $3 \times 6 - 9 =$

b) $7 \times 3 / 7 =$

c) $4 \times 2 + 2 - 3 =$

d) $7 \times 5 - 9 / 6 =$

e) $6 + 2 / 1 =$

f) $9 - 7 =$

g) $7 \times 2 - 2 / 2 =$


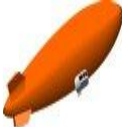




h) $6 \times 3 - 8 / 2 =$

i) $5 \times 6 / 5 - 5 =$

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Means of transportation: Activity sheet "A".









INSTRUCTIONS: Solve the squiggly Sudoku by using the vocabulary from the A part of the board. You can complete it with the name of the transport or drawing its picture.

	1		8		7	5		
9	6		5	4				1
								5
			4	3				9
		9				4		
8				2	1			
7								
				1	5		9	7
5			7		4		1	

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Means of transportation: Activity sheet “B”.

INSTRUCTIONS: Solve the squiggly Sudoku by using the vocabulary from the B part of the board. You can complete it with the name of the transport or drawing its picture.

4				3	5		9	
		7						8
2			4					
1	5		2					
					9			
			3		2	8	5	
8					1			4
3				2				
			5	1			2	7

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Means of transportation: Material for the teacher.

Instructions: Divide the board into two parts (A and B) write the words below and have students unscrambled them.







COLUMN A	COLUMN B
1. Double decker. 2. Fire engine. 3. Hot air balloon. 4. Bimp. 5. Ferries wheel. 6. Tandem. 7. Aerial trainway. 8. Space ship. 9. Tank.	1. Stage coach. 2. Sailing boat. 3. Ice breaker. 4. Sea plane. 5. Cruise ship. 6. Garbage truck. 7. Submarine. 8. Rocket. 9. Caravan.

Means of transportation: Operations to use on the board.

- a) $3 \times 6 - 9 = 9$ (Tanke or Caravan)
- b) $7 \times 3 / 7 = 3$ (Hot air ballon or Ice breaker)
- c) $4 \times 2 + 2 - 3 = 7$ (Aerial trainway or submarine)
- d) $7 \times 5 - 9 / 6 = 4$ (bimp or sea plane)
- e) $6 + 2 / 1 = 8$ (Space ship or rocket)
- f) $9 - 7 = 2$ (fire engine or sailing boat)
- g) $7 \times 2 - 2 / 2 = 6$ (tandem or garbage truck)
- h) $6 \times 3 - 8 / 2 = 5$ (ferries wheel or cruise ship)
- i) $5 \times 6 / 5 - 5 = 1$ (double decker or stage coach)









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Means of transportation: Activity sheet "A".**Answer key**

Hot air ballon	1		8	9	7	5	6	
9	6	3	5	4	2	Aerial trainway	8	1
4		6	1	8	Tank	2	3	5
2	8	5	4	3	6	1	7	9
1	Ferries wheel	9	3	7	8	4	Fire engine	6
8	4	7	9	2	1	6	5	3
7	2	Double decker	6	5	3	9	Bimp	8
	3	4	2	1	5	Space ship	9	7
5	9		7	Tandem	4		1	2

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Means of transportation: Activity sheet "B".**Answer key**

4		8	Garbage truck	3	5	7	9	2
5	9	7	1		6	Sailing boat	3	8
2	Ice breaker	5	4	6	8	1	7	9
1	5		2	8		3	4	6
6	7	2		Cruise ship	9	4	1	3
Submarine	4	6	3	9	2	8	5	
8	2	3	9	7	1	5	6	4
3	6	Stage coach	7	2	Sea plane		Rocket	5
Caravan		4	5	1	3	6	2	7

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3.12 Mr. Brightside.

Activity: Listen to a song and complete a series of exercises.

Aim: To pronounce the words correctly; match phrasal verbs and some collocations.

Level: Pre Intermediate (B1).

Age: Teenagers.

Aids: Tape recorder, song, and worksheet.

Time: Pre- activity (5 minutes), while- activity (15 minutes) and a post- activity (10 minutes).

Intelligence used: Musical Intelligence (creating new melodies, group singing).

Pre activity:

Ask students for information about 'The killers' like: who are they? What kind of music do they play? Where are they from? Etc. and then students receive the activity sheet with different exercises related to one of their songs.

While activity:

Students match verbs with prepositions and phrases; then the whole class checks this exercise together. After this, students listen to the song 'Mr. Brightside' three times - the first time they complete three different exercises on their worksheet the second time they check their answers; and the last time students sing the song.

Post activity:

Divide the class into three teams and each one writes a new song using the phrasal verbs and collocations that they learned (they can use the tune from Mr. Brightside); each team sings their song in front of the class.

Comments:

The Killers is an American Rock band. This band has 4 members, Brandon Flowers (lead singer and keyboards), Dave Keuning (guitar and backing vocals), Mark Storemer (bass guitar and backing vocals), Ronnie Vannucci Jr (drums). The band is influenced from 80's music styles and bands such as Oasis,

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Smashing Pumpkins and The Beatles. The first debut album, Hot Fuss was released in 2004, after Mr Brightside was played on the radio in 2003 and gained a lot of attention.

(For more information go to: <http://chloe-a2mediacoursework.blogspot.mx/2010/09/killers-background-information.html>)

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Mr. Brightside: Activity sheet.

The killers

Mr. brightside

Instructions: Fill in the gaps with the words in the box.

Up

asleep

smoke

drag

started

cap

It _____ out with a kiss

How did it end _____ like this

It was only a kiss, it was only a kiss

Now I'm falling _____

And she's calling a _____

While he's having a _____

And she's taking a _____

Instructions: Put the lines in the correct order.

.....

And taking control

.....

Cause I'm Mr Brightside

.....

Open up my eager eyes

.....

But it's just the price I pay

.....

Swimming through sick lullabies

.....

Destiny is calling me

.....

I just can't look its killing me

.....

Choking on your alibis

.....

Jealousy, turning saints into the sea

Instructions: Match the verbs in column A with the prepositions and phrases in column. More than one combination may be possible for each.

A

End

Start

Fall

Turn

Open

Have

Take

Call

Let

Come

Take

B

Out

Up

Out

A cab

Into

Go

Asleep

Control

A drag

A smoke

Up

Instructions: Write your new song.

Instructions: Correct the mistakes.

_____ I'm coming out of my age

_____ And I've bean doing just fine

_____ Gotta gotta be grow

_____ Because I want it a lot

_____ It started out with a keys

_____ How did it end up fine this

The Killers. (2012) "Mr. Brightside". Lyrics written by Flowers, B & Keuning. Taken from:

<http://www.musica.com/letras.asp?letra=70952>

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Mr. Brightside: Answer key.

The killers

Mr. brightside

Instructions: Fill in the gaps with the words in the box.

Up	It STARTED out with a kiss
asleep	How did it end UP like this
smoke	It was only a kiss, it was only a kiss
drag	Now I'm falling ASLEEP
started	And she's calling a CAB
cap	While he's having a SMOKE
	And she's taking a DRAG

Instructions: Put the lines in the correct order.

...2...	And taking control
...9....	Cause I'm Mr Brightside
...8....	Open up my eager eyes
...6....	But it's just the price I pay
...4....	Swimming through sick lullabies
...7....	Destiny is calling me
...1....	I just can't look its killing me
...5....	Choking on your alibis
...3....	Jealousy, turning saints into the sea

Instructions: Match the verbs in column A with the prepositions and phrases in column. More than one combination may be possible for each.

A	B
End	Out
Start	Up
Fall	Out
Turn	A cab
Open	Into
Have	Go
Take	Asleep
Call	Control
Let	A drag
Come	A smoke
Take	Up

Write your new song.

Correct the mistakes.

CAGE I'm coming out of my age

BEEN And I've ~~bean~~ doing just fine

DOWN Gotta gotta be ~~grow~~

ALL Because I want it ~~a lot~~

KISS It started out with a ~~keys~~

LIKE How did it end up ~~fine~~ this

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3.13 My education

Activity: Create a recipe for a perfect education.

Aim: To review vocabulary for education idioms.

Level: Intermediate (B1).

Age: Teenagers.

Aids: Worksheet

Intelligence used: Intrapersonal Intelligence (heard a story, interpersonal interaction, Individualized activity).

Time: Pre- activity (10 minutes), while- activity (15 minutes) and a post-activity (5 minutes).

Pre activity:

Talk about your education and experience in school as a student and as a teacher; you should include education idioms such as: bookworm, copycat, learn something by heart, learn the hard way, learn the ropes, learn your lesson, live and learn, teacher's pet, teach someone a lesson, pass with flying colors, etc. Ask students to write down as many idioms as they can in their notebooks.

While activity:

Make a brainstorming with collocations students heard during your story. Now ask students to close their eyes for a few minutes and think about what it takes to make an education. They make up a recipe for a perfect education using the previous collocations. Ask at least three students to read aloud their recipe.

Post activity:

Give one copy of the Activity sheet 2 to each student; it contains education idioms with definitions. Students have to match them.

Comments: Students can work in pairs and share their recipe.

My education: Activity sheet 1.

A perfect education

Ingredients



Directions

Bake at _____ for _____.

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My education: Activity sheet 2.

Instructions: Match the words to each meaning.

BOOKWORM

Learn something by heart

Learn the hard way

Learn the ropes

Learn your lesson

Teacher's pet

Pass with flying colors

Live and learn

1. Said when you hear or discover something which is surprising.

2. To learn how to do a job.

3. Someone who copies the work of another.

4. To be the favorite pupil of the teacher.

5. To have a bad experience.

6. To pass something easily and with a high score.

7. To learn something in such a way that you can say it from memory.

8. Someone who reads a lot.

My education: Answer key.

8 **BOOKWORM**

1. Said when you hear or discover something which is surprising.

7 **Learn something by heart**

2. To learn how to do a job.

5 **Learn the hard way**

3. Someone who copies the work of another.

2 **Learn the ropes**

4. To be the favorite pupil of the teacher.

3 **Copycat**

5. To have a bad experience.

4 **Teacher's pet**

6. To pass something easily and with a high score.

6 **Pass with flying colors**

7. To learn something in such a way that you can say it from memory.

1 **Live and learn**

8. Someone who reads a lot.

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3.14 Common collocations

Activity: Organizing a vocabulary set into a picture map.

Aim: To review the collocations with have, get, do and take.

Level: Intermediate (B1).

Age: Teenagers.

Aids: Worksheet, piece of paper, scissors, glue stick, pictures and paper bond

Time: while- activity (20 minutes) and a post- activity (15 minutes).

Intelligence used: Visual- Spatial Intelligence (mind map with pictures and rebus).

Pre activity:

Students complete the collocations in the board with **make, do, have** or **take**. Sometimes more than one answer is possible, at the end the whole class checks the answers.

- | | |
|----------------------|-----------------------|
| 1. _____ advantage | 9. _____ exam |
| 2. _____ appointment | 10. _____ nap |
| 3. _____ attempt | 11. _____ notes |
| 4. _____ bath | 12. _____ opportunity |
| 5. _____ one's best | 13. _____ picture |
| 6. _____ care | 14. _____ sure |
| 7. _____ class | 15. _____ well |
| 8. _____ complaint | |

While activity:

Students receive a piece of paper which is divided into four parts (each part has a verb in the center: make, do, take, and have) and a worksheet full of pictures which are around the whole page.

Students cut out the pictures and paste them in the correct part of the previous piece of paper.

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Post activity:



Students will create a rebus exercise; they have to write on a sheet of bond paper 5 sentences substituting pictures for new vocabulary words (collocations).

Common collocations: Activity sheet 1.

Instructions: cut the pictures and put them in the correct box.



Common collocations: Activity sheet 2.

Common collocations: Answer key 2

<ul style="list-style-type: none"> * A mistake * Fortune/money * A decision * Friends * A journey * Plans * Justice <ul style="list-style-type: none"> * Noise * Lunch * An offer * An agreement * A speech * Bed * Promise <p style="text-align: center;">MAKE</p>	<ul style="list-style-type: none"> * Exercise * Crosswords * Accounts * Business * Sports * Business * sports * the ironing * the accounts <ul style="list-style-type: none"> * An exam * Housework * Shopping * Sums * Gymnastics * Service <p style="text-align: center;">DO</p>
<ul style="list-style-type: none"> * Lunch * Rest * Try * A conversation * A drink * Swim <ul style="list-style-type: none"> * A party * A shower * A haircut * A chance * An argument <p style="text-align: center;">HAVE</p>	<ul style="list-style-type: none"> * Taxi * Break * Holiday * Action * Walk <ul style="list-style-type: none"> * Seat * Rest * Chance * Photo * Risk <p style="text-align: center;">TAKE</p>

CONCLUSIONS AND SUGGESTIONS

First of all, the main goal of this proposal was to show how the Multiple Intelligences can be used in English classes to help the learners to remember in a more effective way new vocabulary, with these kinds of activities one hopes they will feel more confident, motivated and they will cooperative more in the classes and they will use their more developed intelligence to study by their own at home.

Another purpose of this proposal is to guide teachers through vocabulary teaching and provide particular aid in the form of the lesson plan and activities included in chapter three. These activities develop students' different ways to review previous words as well as to learn new ones.

To help answer the questions of how and why this works and in what way exactly they help the learner remember the words he or she studies. I divided this thesis into the theoretical and practical parts.

The activities proposed in this work have shown me that there may be more advantages than disadvantages to applying multiple intelligence theory to activities.

To start with, the more often students practice their new words according to their intelligence, the faster they will learn them; they will also become more independent, more confident, more motivated and they will find this kind of material attractive. Moreover, it is important to point out that these activities can be adapted to different ages (can be also used with adults or some of them with children), or the teacher can incorporate other intelligences to the activities.

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The disadvantage for this theory might be the design, elaboration or adaptation of the material; however we as teachers have to take into account our students' needs, in that way, we can succeed in teaching them in a more effective way through the multiple intelligences.

Writing this thesis was beneficial to me in several ways, because as a teacher myself, I learned new information with many interesting points of view and facts, I also learned how to optimize the process of teaching vocabulary using the Multiple Intelligences Theory and was forced to reconsider and improve my own teaching practices. I do hope the same will hold for the reader.

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ANNEXES

ANNEX A: COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES (LEXICAL COMPETENCE).

VOCABULARY RANGE	
C2	<i>Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.</i>
C1	<i>Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.</i>
B2	<i>Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.</i>
B1	<i>Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.</i>
A2	<i>Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.</i>
	<i>Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.</i>
A1	<i>Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.</i>

VOCABULARY CONTROL	
C2	<i>Consistently correct and appropriate use of vocabulary.</i>
C1	<i>Occasional minor slips, but no significant vocabulary errors.</i>
B2	<i>Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.</i>
B1	<i>Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.</i>
A2	<i>Can control a narrow repertoire dealing with concrete everyday needs.</i>
A1	<i>No descriptor available</i>

Users of the Framework may wish to consider and where appropriate state:

- which lexical elements (fixed expressions and single word forms) the learner will need/be equipped/be required to recognise and/or use;*
- how they are selected and ordered.*

**ANNEX B: MULTIPLE
INTELLIGENCES: STRATEGIES IN
THE CLASSROOM.**

The following list provides a survey of the techniques and materials that can be employed in teaching through the multiple intelligences.

Linguistic Intelligence

- Lectures, debates.
- Large- and small-group discussions.
- Books, worksheets, manuals.
- Brainstorming.
- Writing activities.
- Word games.
- Sharing time.
- Storytelling, speeches, reading to class.
- Talking books and cassettes.
- Extemporaneous speaking.
- Journal keeping.
- Choral reading.
- Individualized reading.
- Memorizing linguistic facts.
- Tape recording one's words.
- Using word processors.
- Publishing (e.g., creating class newspapers).

Logical-Mathematical Intelligence

- Mathematical problems on the board.
- Socratic questioning.
- Scientific demonstrations.
- Logical problem-solving exercises.
- Creating codes.
- Logic puzzles and games.
- Classifications and categorizations.
- Quantifications and calculations.
- Computer programming languages.
- Science thinking.
- Logical-sequential presentation of subject matter.
- Piagetian cognitive stretching exercises.
- Heuristic.

Spatial Intelligence

- Charts, graphs, diagrams, and maps.
- Visualization.
- Photography.
- Videos, slides, and movies.
- Visual puzzles and mazes.
- 3-D construction kits.
- Art appreciation.
- Imaginative storytelling.
- Picture metaphors.

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- creative daydreaming.
- painting, collage, visual arts.
- Idea sketching.
- Visual thinking exercises.
- Graphic symbols.
- Using mind-maps and other visual organizers.
- Computer graphics software.
- Visual awareness activities.
- Optical illusions.
- Color cues.
- Telescopes, microscopes, and binoculars.
- Visual awareness activities.
- Draw-and-paint/computer-assisted-design software.
- Picture literacy experiences.

Bodily-Kinesthetic Intelligence

- Creative movement, mime.
- Hands-on thinking.
- Field trips.
- The classroom teacher.
- Competitive and cooperative games.
- Physical awareness and relaxation exercises.
- All hands-on activities.
- Crafts.
- Body maps.
- Use of kinesthetic imagery.

- Cooking, gardening, and other "messy" activities.
- Manipulatives.
- Virtual reality software.
- Kinesthetic concepts.
- Physical education activities.
- Communicating with body language/ hand signals.
- Tactile materials and experiences.
- Body answers.

Musical Intelligence

- Musical concepts.
- Singing, humming, whistling.
- Playing recorded music.
- Playing live music on piano, guitar, or other instruments.
- Group singing.
- Mood music.
- Music appreciation.
- Playing percussion instruments.
- Rhythms, songs, raps, chant.
- Using background music.
- Linking old tunes with concepts.
- Discographies.
- Creating new melodies for concepts.
- Listening to inner musical imagery.
- Music software.
- Super memory music.

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Interpersonal Intelligence

- Cooperative groups.
- Interpersonal interaction.
- Conflict mediation.
- Peer teaching.
- Board games.
- Cross-age tutoring.
- Group brainstorming sessions.
- Peer sharing.
- Community involvement.
- Apprenticeships.
- Simulations.
- Academic clubs.
- Interactive software.
- Parties / social gatherings as context for learning.
- People sculpting.

- Exposure to inspirational/motivational curricula.
- Self-esteem activities.
- Journal keeping.
- Goal setting sessions.

Taken from: Excerpted from Armstrong, T. *Multiple Intelligences In The Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development (1994)

Intrapersonal Intelligence

- Independent study.
- Feeling-toned moments.
- Self-paced instruction.
- Individualized projects and games.
- Private spaces for study.
- One-minute reflection periods.
- Interest centers.
- Personal connections.
- Options for homework.
- Choice time.
- Self-teaching programmed instruction.



ACTA DE AUTORIZACIÓN PARA REALIZAR TRÁMITES DE CONSTANCIAS PARA TITULACIÓN POR MODALIDAD TESINA

En la Facultad de Lenguas de la Universidad Autónoma del Estado de México, siendo las 12:00 horas del día 03 de septiembre del año dos mil trece, se reunieron en esta Subdirección Académica los integrantes de la Comisión Responsable para aprobar la impresión de la **TESINA** titulada: **“Proposal of activities for teaching vocabulary considering the multiple intelligences theory”**, para obtener el título de Licenciada en Lenguas que presenta la **P.L.le. SANDRA ATENEA FRANCO GONZÁLEZ**, con número de cuenta **0211021**. Por lo que una vez revisada y analizada con todo cuidado se dio por aprobada y se autoriza la impresión de la misma y firman para dar fe.....

ATENTAMENTE

PATRIA, CIENCIA Y TRABAJO

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