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COURSEBOOKS AND MULTIPLE INTELLIGENCES THEORY:
AN ANALYSIS

Porto Alegre

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Trabalho de conclusão de curso, apresentado
como requisito parcial para a obtenção do título
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Orientador: Me. Daniel Christian de Oliveira Rosa

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Resumo

Este trabalho tem como objetivo analisar dois livros-texto atualmente usados em cursos de inglês e cursos universitários de Letras na cidade de Porto Alegre no Brasil, assim como oferecer algumas sugestões para que os professores possam adaptar as atividades desses livros.

Os livros-texto têm sido uma ferramenta importante no ensino de língua inglesa e têm passado por muitas mudanças nos últimos anos. Essas mudanças têm ocorrido porque muita pesquisa tem sido feita na área de lingüística aplicada. Muitas teorias diferentes em ensino de línguas têm sido testadas e todas têm influenciado as mudanças ocorridas no mercado de publicações, especialmente a teoria comunicativa. Contudo, ainda há muitas questões a serem observadas quando se escolhe e se adota um livro-texto. Os professores devem levar em consideração as diferentes necessidades e personalidades que poderão encontrar em uma sala de aula. Portanto, as diferenças individuais em ensino/aprendizado de línguas têm sido uma questão importante no campo da lingüística aplicada e esta intimamente ligada à psicologia. Nos anos 80, o psicólogo americano Howard Gardner criou a teoria das inteligências múltiplas, segundo a qual as pessoas aprendem em ritmos e maneiras diferentes. No seu livro “Estruturas da Mente” (1983), Gardner descreve as sete inteligências. São elas: lingüística, lógico/matemática, espacial, corporal/sinestésica, musical, interpessoal e intrapessoal e naturalista. A análise dos livros didáticos que é feita no presente trabalho tem como base a teoria das múltiplas inteligências de Gardner, dado que as perspectivas dessa teoria sobre os diferentes estilos de aprendizado podem ser úteis para que os professores saibam lidar com tais diferenças e estruturar o ensino de segunda língua. Apesar de nenhum livro-texto que eu conheço ter sido feito com o objetivo de usar a teoria das inteligências múltiplas, minha análise tem como objetivo descobrir a proporção em que as diferentes inteligências que fazem parte da teoria de Gardner são incluídas nas atividades de livros-texto assim como oferecer sugestões de modo a atingir mais inteligências. Os resultados mostram que as inteligências que mais aparecem nos livros analisados são a lingüística, a interpessoal, a intrapessoal e a visual.

PALAVRAS-CHAVE: Livros-texto de língua inglesa, inteligências múltiplas, diferenças individuais.

Abstract

This paper aims to analyze two coursebooks which are being currently used in language courses and language university courses in the city of Porto Alegre in Brazil as well as giving some suggestions for the teachers to adapt activities in these books. EFL/ESL coursebooks have been an important tool in language teaching and have gone through many changes in the past years. These changes are due to the fact that much research has been made in the area of applied linguistics. Many different theoretical approaches to language teaching have been tested and they all have influenced the changes in the publishing market. However, there is still a great deal of other issues teachers have to observe when choosing and using a coursebook. Teachers must take into consideration the different needs and personalities that they might find in the same classroom. Individual differences in language learning/teaching, thus, has been an important issue in the field of applied linguistics and is also closely linked to psychology. In the 1980's, the American psychologist Howard Gardner conceived the theory of Multiple Intelligences which states that people learn in different ways and paces. In his book "Frames of Mind" (1983), Gardner describes in details the seven different intelligences, which are: Verbal/Linguistic, Logical/Mathematical, Spatial/Visual, Bodily/Kinaesthetic, Musical, Intrapersonal and Interpersonal intelligences and the Naturalistic. The analysis of coursebooks done here is drawn upon Gardner's theory on Multiple Intelligences, since its perspectives on different kinds of learning styles may be useful to the teacher in order to deal with such differences and to scaffold their students' L2 acquisition. Although no coursebook has been created with the purpose of using the theory of multiple intelligences in the classroom, my analysis aims to discover to what extent the different intelligences which are part of Gardner's theory are included in coursebook activities and to give teachers suggestions to adapt the activities in order to account for more intelligences. The results show that the intelligences which most appear in the coursebooks analyzed are the verbal/linguistic, the intrapersonal, the interpersonal and the spatial/visual ones.

KEYWORDS: EFL/ESL coursebooks, Multiple Intelligences, individual differences.

1 Introduction

Second Language Coursebooks

The reason why I have decided to analyse coursebooks in this essay is that they play a major role in EFL/ESL classrooms. Coursebooks are usually a link between teachers and students in classroom, specially in EFL/ESL classrooms.

There are many reasons why coursebooks have always been the main tool in language teaching. According to Viali (2008), “teachers turn to coursebooks for choice of content, for sequencing of activities as well as guidance for the assessment process.” (p.16) Moreover, it is difficult for teachers to develop their own materials, either because they have little time and/or money or because they lack creativity and ability. Coursebooks are also helpful because they reduce the time for class preparation and offer some organization in class. Students also benefit from the use of coursebooks because they provide “effective language models and input” (RICHARDS, 2001, apud BOTELHO, 2003, p.48)

On the other hand, the use of coursebooks is not always totally beneficial, since some teachers tend to use them as the only resource for their lessons. Palmberg (2002) argues that “many teachers prefer to select one coursebook as the basis for a language course and systematically take their students through the book from beginning to end”. They tend to use it heavily, without questioning neither the book reliance nor the necessities the students might have, which usually surpass reading or writing activities.

Consequently, it is the teachers’ responsibility to analyze and select the materials they are going to present to their learners. Botelho (2003) states that the “teacher must be prepared to choose texts carefully and more efficiently in order to consider learners’ differences, styles and needs.” Thus, teachers must not only choose their materials carefully but also make some adaptations in their use whenever they consider it necessary.

The present study is interested in analysing EFL coursebooks in the light of the Theory of Multiple Intelligences (1983) which was proposed by the American psychologist Howard Gardner in his book “Frames of Mind”. Although the theory was not designed to focus neither on education nor on language learning at first, it started to have an increasing importance in the field of applied linguistics since teachers and

researchers started to observe the different ways students learn. Thus, chapter 2 presents the features involved in the individual differences in language learning. It also presents a discussion on the ways teachers can best deal with that and highlights the importance of theoretical approaches to this practice. Chapter 3 is dedicated to presenting the theory of Multiple Intelligences and discussing its importance to teaching and learning English as a second language. Chapter 4 focuses on the analysis of two EFL coursebooks: American English File 1 (OXEDEN; LATHAN – KOENIG, 2008) and New Headway Intermediate (SOARS; SOARS, 2003). The analysis is based on the theory of multiple intelligences and it aims to find out the number of intelligences which the activities in both books can cater for.

2 Theoretical Background

Individual Differences in Second Language Learning

Teaching a new language is a rewarding but also very difficult job. It is much more than just “conveying” knowledge of it. It is necessary to understand the process of first and second language acquisition.

We need also to know the learner's needs and try to identify what kind of strategies they use, so that we can adopt a more suitable and effective methodology. Yet, our teaching will never be a hundred per cent efficient, since students learn in different paces and ways. Understanding these differences, however, is a fundamental concern to people involved in second language learning/acquisition.

The field of individual differences in second language learning was an area of neglect for some time (SKEHAN, 1989). Nowadays, it seems to be understood as crucial knowledge in language teaching and it has integrated mainstream SLA studies

In this chapter, I will present the features involved in individual differences. I am also going to discuss the ways teachers can deal with these differences and the role of theoretical approaches to this practice.

2.1 Individual differences

Have you ever wondered why some of your students seem to learn English so easily and fast while others take much longer and have a harder time? According to Lightbown and Spada:

“In second language learning, it has been observed countless times that, in the same classroom setting, some students progress rapidly through the initial stages of learning a new language while others struggle along making very slow progress. Some learners never achieve a native-like command of a second language. Are there personal characteristics that make one learner more successful than another, and if so, what are they?” (p. 50)

There may be many factors influencing that. These factors are what we call individual differences. Theoretical researchers usually point out some features which are considered to influence second language learning; some of which are being discussed in this chapter. They are:

- Language aptitude.
- Intelligence
- Personality (extroversion X introversion)
- Motivation
- Learners preferences and beliefs
- Age of acquisition/learning

- Risk taking
- Anxiety

Language Aptitude

Language researchers have stated that the aptitude to learn a language may be an important factor influencing learners. According to Lightbown and Spada, “learning quickly is the distinguishing feature of aptitude” (p. 53). There are some tests which can be applied in order to identify it. Two of them are most commonly used; the Modern Language Aptitude (MLAT) and the Pimsleur Aptitude Battery (PLAB). Both tests are based on the view that aptitude is composed of 4 different types of abilities: the ability to identify and memorize new sounds, the ability to understand the function of particular words in sentences, the ability to discover grammatical rules, and memory for new words.

According to Lightbown and Spada (1999), “successful learners may not be strong in all the components of aptitude. Some individuals may have strong memories but only average abilities in the other components”. (p. 54). According to the authors, in an ideal situation, one could determine learners' profiles of strengths and weaknesses and use this information to place students in appropriate teaching programs. However, aptitude is not the only feature to be considered.

Personality

Many language teachers, when stepping into the classroom, already have in mind the concept of what they consider a good language learner. This concept is often related to how much a student takes opportunities to practice the new language in class and to how much risk this student usually takes in participating. Thus, success in language learning is often related to some personality traits like extroversion. On the other hand, inhibition has been related to failure in language learning since it can discourage risk-taking.

Learner's preferences and beliefs

The term 'learning style' has been used to “describe an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills”. (REID 1995, apud LIGHTBOWN and SPADA, 1999 p. 58) In order to have a more effective learning, some people have the necessity of turning to visual aids – they are the “visual learners”. Others are more likely to need to hear something in order to learn better – these are the “aural learners”. There are also those who are known as “kinesthetic learners” and need to have some kind of physical activity during the learning process.

However, students are not always conscious of their own learning styles. They usually, however, have some beliefs on how they should be taught. These opinions are frequently based on previous learning experiences and the assumption (right or wrong) that a particular type of instruction is the best way for them to learn. (LIGHTBOWN and SPADA, p.59) There is still little research on this area but some researchers already point out that learning might be influenced by students' beliefs.

Age of acquisition

This topic is one of much controversy and it has also been widely researched. When it comes to first language acquisition, there is the Critical Period Hypothesis, which indicates that there is a time in human development (usually early childhood) when the brain is predisposed for success in language learning (LIGHTBOWN and SPADA, p.60). After that, some changes in the brain affect the nature of language acquisition. In second language, many researchers have already stated that when someone learns a second language in childhood or early adolescence, chances are that these learners will acquire the target language much easier and with more native-like fluency than those who acquire it after the end of adolescence.

Intelligence

Intelligence, when mentioned in second language acquisition studies, is normally linked to performance in school and, specially, IQ tests. But these tests do not measure abilities in any area, let alone when it comes to language. Later, we will discuss the theory of multiple intelligences, which can be applied to language teaching situations.

Motivation

Motivation is considered one of the most important concepts to the field of individual differences. It may have several sources. According to Skehan (1989):

“...stimulus for motivation would be the inherent interest of learning, because classrooms or learning situations might be attractive for themselves. Alternatively, motivation might be influenced by the success experienced by learners (the Resultative hypothesis). Those students who do well experience reward and are encouraged to try harder; learners who do not do so well are discouraged by their lack of success, and, as a result, lack persistence. Motivation would be a consequence rather than a cause.”(p. 49)

On the other hand, Skehan also points out that there is Robert Gardner's theory (1985), which proposes that the following equation can be used to represent the components of motivation:

$$\text{Motivation} = \text{Effort} + \text{Desire to achieve a goal} + \text{Attitudes}$$

Gardner points out that there are many possible components for effort to appear, like the desire to please a teacher or a parent, a high need to achieve good study habits, and social pressures like exams or rewards, which do not include learning a language by itself.

Ligthbown and Spada also state that motivation is linked with two factors: learner's communicative needs and their attitudes towards the second language community. Robert Gardner and Wallace Lambert (1972) suggested the term Integrative Orientation to label motivation based on language learning in order to get in touch with the target language culture and also for personal growth, and the term Instrumental Orientation to label motivation based on language learning in order to achieve professional or other practical goals. Ligthbown and Spada mention that research has shown that these two factors are related to success in second language learning.

The authors also state that “if the learner's only motivation is based on external pressure, student's motivation will probably be minimal and the general attitudes towards learning may be negative”. (p 56)

Thus, motivation can also be related to how relaxed and willing to learn the student is. **The Affective Filter Hypothesis** states that motivation, self confidence, anxiety, etc., affect second language learning. When the affective filter is lowered, learning becomes easier. On the other hand, a learner who is tense, angry, anxious or bored may “filter out” input, making it unavailable for acquisition.

2.2 How can teachers deal with individual differences?

The role of theoretical approaches

To answer this question, it is necessary to review some of the most recent approaches to language teaching, a field which mostly relies on linguistics. Structures of language have been the central concern of linguistics for the past 50 years. According to Spada (2005), the emphasis in L2 teaching has also been on the mastery of the structures of language. The author states that:

“The audio-lingual method, influenced by structural linguistics and behavioral psychology, focused on the inductive learning of grammar via repetition, practice and memorization. Later, the cognitive code method, influenced by cognitive psychology and transformational

grammar, was based on deductive learning principles associated with rule learning and hypothesis testing.” (p.2)

During the 1970's, Hymes' theory of communicative competence raised important questions about teaching how to use L2 forms appropriately rather than teaching only grammar forms. His theory involved the notion that knowing a language includes more than knowing the rules of grammar. It also includes knowing the rules of language.

Spada also mentions that many other researchers followed Hymes' theory with the idea that language proficiency consisted of several components including linguistic competence (grammar, phonology and lexis), pragmatic competence (cohesion and coherence), sociolinguistic (formal/informal registers) and strategic competence (compensatory strategies).

In the 1980's, two North American researchers came up with new theories in SLA: the Comprehensible Input Hypothesis (Krashen, 1983) and the Interactionist Hypothesis (Long, 1983).

Krashen observed that, due to the learning conditions, virtually all L1 learners master the language while most L2 learners (especially classroom learners) do not succeed. He explained that L1 learners receive neither grammar instructions nor explicit correction when making mistakes, and that L2 learners face the opposite situation; they usually receive correction and they are taught grammar rules. He proposed, then, that the way to accomplish more successful development would be to expose learners to meaningful and motivating input that is just slightly beyond their current level of linguistic competence, but comprehensible enough for the learner to understand. (KRASHEN, 1984, apud SPADA, 2005 p.3) The Comprehensible Input Hypothesis also became known as Input + 1.

Long's research was based on negotiation of meaning, that is, the clarification, requests, confirmation and checks one makes in order to make input comprehensible. According to Long, this promotes acquisition.

Spada states that both the Comprehensible Input Hypothesis and The Interaction Hypothesis, as well as all the previous research, played significant role on the evolution

of the Communicative Language Teaching (CLT), a L2 instruction approach which is primarily meaning-based and includes attention to both fluency and accuracy.

Many English schools nowadays claim to have adopted the Communicative approach as their central method, but the way it is applied varies from one school to another – which is not surprising, since there are many different interpretations of CLT. The main difference is whether one's conceptualizations of CLT include attention to language form, either through direct instruction and/or feedback (SPADA, 2005 p 2).

2.3 The teacher's role

As I mentioned before, to the best of my knowledge all teachers (not only language ones) already have in mind the frames of a “good student”, which are usually related to those who take full participation in class and, thus, are extrovert and motivated. However, there are some other factors which teachers and researchers have been mentioning as important to focus on in classroom, such as how to motivate students and what to observe during their learning process – for instance, what kind of activities motivates them the most. These factors can be intrinsically linked to the student's learning styles.

I have also mentioned before that the term 'learning style' has been used to describe an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills (REID 1995, apud LIGHTBOWN and SPADA, 1999, p. 58)

According to Lightbown and Spada (1999):

“When learners express a preference for seeing something written or for memorizing material which we feel should be learned in a less formal way, we should not assume that their ways of working are wrong. Instead, we should encourage them to use all means available to them as they work to learn another language.” (p. 58)

Another factor which should be observed is, as mentioned before, the affective filter hypothesis. It is possible to argue that one of the teacher's functions is to minimize the effects of this filter in language learning. So we can assert that it is part of a teacher's job to identify whether a student is willing to learn the language or if he/she is in classroom simply for other reasons than personal motivation. This way it may be possible to work on those factors negatively influencing the learning process and increase motivation in classroom.

Besides observing all these factors mentioned before, in order to increase motivation in classroom, Lightbown and Spada state that it is necessary to convert it into an environment where the students want to be and, for that reason, "the content must be interesting and relevant to students' level, the learning goals should be clear, challenging and, yet, manageable, and the atmosphere has to be supportive and not threatening." (p.57) The authors also present some suggestions on how to do that:

Motivating students into the lesson – At the opening stages of lessons (and within transitions), it has been observed that remarks teachers make about forthcoming activities can lead to higher levels of interest on the part of the students.

Using co-operative rather than competitive goals – Co-operative learning activities are those in which students must work together in order to complete a task or solve a problem. These techniques have been found to increase the self confidence of students, including weaker ones, because every participant in a co-operative task has an important role to play. Knowing that their teammates are counting on them can increase students' motivation.

Varying the activities, tasks, and materials – Students are reassured by the existence of classroom routines which they can depend on. However, lessons which always consist of the same routines, patterns, and formats have been shown to lead to a decrease in attention and an increase in boredom. Varying the

activities, tasks and materials can help to avoid this and increase students' interest levels.

To sum up, it is possible to argue that teachers play a major role in minimizing individual differences features. So far, we presented factors and suggestions researchers have made on how it is possible to deal with that. Theoretical approaches were also analyzed so that we can have an idea of what frames a L2 class might have.

In order to have all of these suggestions working well, it is also necessary to pay attention to students. Thus, it is essential to get to know them well. Knowing our students preferences, the reasons why they study a new language and understanding what they like or not seems to be the correct way to build a frame which can meet students' needs. However, in a classroom, we usually have different needs and, in such a heterogeneous environment, it seems to be even more important to take into consideration suggestions like the ones above when building a course syllabus.

Zoltan Dörnyei (2001, apud WAGNER, 2007) states that, from a theoretical and research perspective, these issues seem very important. He further states that knowing the learners' cognitive and learning styles can be beneficial for learners and teachers because:

“Teachers can modify learning tasks to match the preferred cognitive and learning styles of the students.

Students can identify and understand their own learning styles.

Unless teachers are aware of their own preferred learning styles, they might over-rely on teaching methods that reflect their own preferred way of learning.

Students can learn to go beyond their preferred learning styles through ‘style stretching’; there is the assumption that students who can utilize a range of different styles might be more effective learners.

Students can be taught learning strategies that suit their learning styles.

Classes can be created to include learners with particular learning styles, and special syllabi can then be developed for these classes”.
(p.4)

However, we can also argue that these benefits are not totally available and practical for teachers and learners. For example, it is usually not possible for teachers to modify teaching tasks to match the cognitive style of the students. Many language classes are made up of quite heterogeneous learners and have a fixed model which must not be changed by the teachers. Moreover, teachers are usually supposed to use one chosen course book as the course frame. Later, I am going to discuss the possible ways of using the textbooks from a different perspective.

To add up, there is the Theory of Multiple Intelligences (GARDNER 1983), which may help us understand and meet learners' needs a little better. This theory became famous in the 1980's, when the American psychologist Howard Gardner stated that each individual has many aptitudes and abilities which can be combined in different ways. According to this theory, people not only learn in different paces and ways, but they may also learn better in one specific situation. According to Gardner, “in its strong form, multiple intelligence theory posits a small set of human intellectual potentials, perhaps as few as seven in number, of which all individuals are capable by virtue of their membership in the human species” (GARDNER, apud BOTELHO, 2003, p. 11)

In the next chapter, we are going to analyze the Theory of Multiple Intelligences (MI) which has been widely used and discussed in language teaching, as well as the matter of coursebooks, which I am going analyze in the light of MI theory.

3 The Multiple Intelligences Theory

The concepts of intelligence

As I have mentioned before, intelligence is one of the features considered by some researchers to influence the learning process of a second language. Nevertheless, the term “intelligence” has many different interpretations which may vary from one context to another, but in general its concepts are usually linked to psychology.

Psychology started to have the status of science around the end of the nineteenth century, when the British psychologist, Sir Francis Galton began his research on the area of individual differences in human processing information. Galton was interested in classifying human beings concerning their physical and intellectual abilities. He believed that intelligence could be inherited and that more polite and educated people could have their sensorial capacities more sharpened. (GARDNER, 1994)

However, science started to believe that it would be necessary to observe more complex abilities such as language and abstraction. In the beginning of the twentieth century, the French psychologist Albert Binet started developing the first intelligence tests in order to measure children's capacities in a way which could predict whether these children would succeed or fail in school. This intelligence test was called Intelligence Quotient or “IQ”

IQ tests made intelligence quantifiable and that seemed to make a lot of sense. When IQ tests started being used in The United States during World War I, they became a scientific success. Other similar tests came up later, such as the Scholastic Aptitude Test (SAT) which also adds up linguistic and mathematical scores in order to rate an individual's intelligence and to predict someone's academic success.

Besides predicting success or failure in school, IQ tests are also used for other purposes, such as making decisions about jobs and educational opportunities. They also influence teaching and assessment in traditional schools (BOTELHO, 2003). Although they had great success, IQ tests raised much controversy.

In the introduction of his book “Frames of Mind”, Howard Gardner (1994) mentions the “traditional” concept of intelligence, stating that every society has its own values concerning their citizens but that most Western societies value intelligence (p. 3).

In this introduction, he also gives some examples of children and other people who have an exceptional performance in some tasks such as navigation, music composition and language learning, and, after presenting them, he says:

“One moment of reflection reveals that each of these individuals is achieving a high level of competence in a challenging field and we should consider that, whatever the term applied is, they present an intelligent behavior. Still, it is equally clear that the current methods to evaluate intellectual skills are not sufficiently sharpened so that they are allowed to evaluate someone's potential in stars navigation, foreign language mastering or composition through the computer.” (p.4 – my translation)

The “current methods” Gardner refers to are the IQ tests which are normally applied when we want to evaluate somebody's aptitudes. However, the aptitudes the IQ tests evaluate are normally linked to academic skills. In his book “Multiple Intelligences – The Theory in Practice” (1993), Gardner also says that: “Intelligence is a general ability that is found in varying degrees in all individuals... it can be measured reliably with standardized pencil-and-paper tests that, in turn, predict future success in school” (p.14). The author clearly criticizes the way IQ tests measure one's abilities, arguing that our society is “brainwashed” to restrict the notion of intelligence to the capacity used in solving logical and linguistic problems.” (p.14)

Thus, it is possible to state that what Gardner means is that intelligence is a wide concept which embodies much more than performance in school and the numerical results we usually get when an IQ test is applied.

Still concerning IQ tests, for Gardner “there are many limitations on the tools (of IQ tests) and on the use which is made of them” (p. 14 my translation). The author also says that IQ tests can usually foresee success in academic life but that they are usually weak when it comes to other contexts out of this environment. To illustrate that, in “Multiple Intelligences – the theory in practice” (1993), Gardner tells the story of two eleven-year-old children who take an intelligence test. One does brilliantly well and gets very high scores, the other gets only average. Concerning academic predictions, the tests were correct. The first child is really successful in school life while the other does

only well. Later, in their professional life, the first child gets an average position in a bank after many attempts to succeed in her writing career. The second child became a highly successful engineer who is considered to be a talent in his community. What can explain that?

According to Botelho (2003), the adjective 'intelligent' has a strong impact on people, so those who are labeled this way are expected to be able to succeed not only in academic life but also in tasks or situations those people face in life (p. 24). However, most concepts of intelligence are still linked to performance in school and, specially, IQ tests.

On the other hand, Gardner's theory of Multiple Intelligences diverges from this traditional view, since it suggests that the concept of intelligence must be able to identify people who are successful in areas other than only logical-mathematical and linguistic ones. In "Multiple Intelligences – The Theory in Practice" (1993), the author says:

“We believe that human cognitive competence is better described in terms of a set of abilities, talents, or mental skills, which we call 'intelligences'. All normal individuals possess each of these skills to some extent; individuals differ in the degree of skill and in the nature of their combination. We believe this theory of intelligence may be more humane and more veridical than alternative views of intelligence and that it more adequately reflects the data of human 'intelligent' behavior. Such a theory has important educational implications, including ones for curriculum development.” (p.15)

Due to having such importance in education as a whole is that Gardner's theory has also achieved importance in language teaching. This is the reason why it is being studied in this essay.

3.1 The eight Intelligences

When Howard Gardner first published his book “Frames of Mind”, in 1983, his theory, called Multiple Intelligences, revolutionized the concepts of intelligences. As I mentioned above, the author suggested that someone's capacities cannot be measured by traditional intelligence tests like the IQ ones. Gardner says that “Multiple Intelligences theory pluralizes the traditional concept.”(1993, p.15)

Gardner defines intelligence as “a biopsychological potential of intellectual faculties... that is, the ability to solve problems, or to fashion products, that are valued in one or more cultural or community settings.” (1993 p.7 and p. 37) The theory is made up of eight intelligences: Spatial-visual, logical-mathematical, linguistic, musical, bodily-kinesthetic, interpersonal, intrapersonal, and, in 1995, after finding new data about the criteria he used to define the intelligences, Gardner added up the naturalistic one.

According to Gardner each person has all of the eight intelligences combined in different ways forming what he calls the “intelligence profile” (GARDNER, 1994, p.7). In his paper called “A Multiplicity of Intelligences”, Gardner asserts that:

“Just as we all look different and have different personalities and temperaments, we also exhibit different profiles of intelligences. No two individuals, not even twins or clones, have exactly the same amalgam of intelligences, foregrounding the same strengths or weaknesses. This is because, even in the case of identical genetic heritage, individuals undergo different experiences and also seek to distinguish their profiles from one another.” (GARDNER, 2004)

Given the educational importance of the theory, Gardner also proposes that there is a large need for educators to assess accurately the intelligence profile of the individual learner. (GARDNER, 1993) He asserts that it is very important to recognize one's strengths and weaknesses, and that it is even more important to know the student's

deficiencies. This could predict difficulties and thus give the teacher and even the learner him/herself tools to cope with that. Gardner believes that the intelligence profiles are mutable along one's life and that through education and instruction it is possible to enhance an individual's weakness. (GARDNER, 1994)

The criteria Gardner used to define what an intelligence could be are combed into eight: 1. “the potential of isolation by brain damage”, 2. “evolutionary history and evolutionary plausibility”, 3. “identifiable core operation or set of operations”, 4. “susceptibility to encoding in a symbol system”, 5. “a distinct developmental history, along with a definable set of expert 'end-state' performances”, 6. “the existence of idiot savants, prodigies, and other exceptional people”, 7. “support from experimental psychological tasks”, and 8. “support from the psychometric findings”. (GARDNER, 1999, pp 35-41 apud BOTELHO, 2003) If a candidate's ability met all or most of these criteria, then it was considered an intelligence. (GARDNER, 2004)

In his book “Frames of Mind” (1994), Howard Gardner described all his theory in details, defining what each intelligence is. He gave examples of professionals who are strong in each intelligence. For example, he mentions the writer T. S. Eliot, strong in linguistic intelligence, and the musician Mozart, strong in musical intelligence. Below I present a short description of each intelligence.

Spatial-Visual Intelligence: It is related to “the sensitivity to form, space, color, line and shape” (CHRISTISON, 1996 in BOTELHO, 2003, p.29). The spatial-visual intelligence entails the ability to form something mentally and to be able to work with that. That is the ability to “think in pictures” (ANNE GUIGNON, 1998) and to work with objects in an effective way. It can involve activities such as driving a car, fixing objects in a specific place, building, fixing, using a map or creating art objects such as drawing and paintings. Sailors, engineers, architects, surgeons, sculptors, painters, and graphic artists are some examples of professionals who are highly developed in spatial intelligence.

Logical-Mathematical Intelligence: as the name implies, it represents the logical and mathematical ability, which is the ability to work with numbers and other logical systems in an effective way. In the words of Gardner, it involves “the process of problem solving remarkably rapid in the gifted individuals” (1993, p.20). It also involves inductive and deductive reasoning skills, activities such as recognizing abstract patterns, making predictions, sequencing, and scientific investigations. Students who do

well in math at school as well as mathematicians, engineers, accountants, logicians, computer programmers and scientists are some people who are strong in this intelligence.

Logical-mathematical intelligence and linguistic intelligence have been the most researched intelligences by traditional psychologists and they both form the basis for standardized tests like IQ tests. (GRADNER, 1993, p.20) Gardner says that;

“Having a blend of linguistic and logical-mathematical intelligence is no doubt a blessing for students and for anyone else who must take tests regularly. Indeed, the fact that most psychologists and most other academics exhibit a reasonable amalgam of linguistic and logical intelligence made it almost inevitable that these faculties would dominate tests of intelligence.” (GARDNER, 1999, p.42 apud BOTELHO, 2003, p.29)

Linguistic Intelligence: This intelligence is related to the skill of using language in an effective way, either in speaking or writing. It also involves sensitivity to meaning of words and thus using words in a meaningful order, being able to use language in an effectively and persuasive way (negotiation) and being able to distinguish whether to use formal or informal language. Activities involving the linguistic intelligence are: telling jokes and stories, writing letters, stories, and poetry, reading, writing, using language for specific purposes, recalling information and learning new languages. It also includes the use of sign languages in populations of deaf people.

Musical Intelligence: Gardner says that out of all talents human beings may have, the musical talent is the one which usually starts the earliest. (GARDNER, 1994, p.78) It is very common to see very young children who are very talented in playing some instrument or singing, sometimes even before any formal instruction. Thus, musical intelligence fits into the criteria also because of so many prodigies it presents.

Musical intelligence involves the skill of expressing emotions and feelings through music as well as being sensitive to rhythm, pitch, timbre and tone. Activities such as singing in a good voice with tune and harmony, as well as humming or whistling a tune are related to musical intelligence. Also, writing lyrics and music in a

song and playing musical instruments with ability are skills which musically intelligent individuals may have. Professionals such as musicians, singers and composers are some who are highly developed in musical intelligence. But not only professionals are strong in this intelligence. Since “listening is a crucial sense for every musical participation” (GARDNER, 1994, p.82), common people may also be strong in musical intelligence. “For instance, those who enjoy singing in the shower, singing along with a song, listening to music or creating new songs based on a familiar tune.” (BOTELHO, 2003, p.30)

Bodily-kinesthetic: According to Gardner, “bodily-kinesthetic intelligence is the ability to solve problems or to fashion products using one's whole body or parts of the body.” (1993, p.9) Sense of timing, coordination, flexibility, balance and dexterity (the ability to use the hands for detailed activities) are skills related to bodily-kinesthetic intelligence. “Using the body to express an emotion (as in dance), to play a game (as in sport), or to create a new product (as in devising an invention) are evidence of the cognitive features of body usage.” (GARDNER, 1993, p.19) Other activities such as cooking, miming, acting or driving a car are also examples of using this intelligence. (BOTELHO, 2003, p.29) Professionals like actors, athletes, dancers, acrobats and surgeons are examples of people whose bodily-kinesthetic intelligence is strong.

Interpersonal intelligence: It is the “capacity to notice distinctions among others; in particular, contrasts in their moods, temperaments, motivations, and intentions.” (GARDNER, 1993, p.23) This intelligence involves interacting with others effectively in many different situations such as in family or any other community, working on a team or playing sports in a team. (BOTELHO, 2003, p.30) It is also linked to the linguistic intelligence, since it involves the ability of using words to communicate ideas effectively to influence or understand other people. But it does not always depend on language. Religious leaders, politicians, salespeople, teachers, managers, coaches and other leaders are some examples of people who possess this intelligence.

Intrapersonal intelligence: It is the “knowledge of the internal aspects of a person: access to one's own feeling life, one's range of emotions, the capacity to make discriminations among these emotions and eventually to label them and to draw upon them as a means of understanding and guiding one's own behavior.” (GARDNER, 1993, p.24-25) The intrapersonal intelligence is related, thus, to the capacity of understanding one's desires, fears and other emotions. This intelligence involves self-reflection, self-

awareness, self-consciousness, and introspection. (BOTELHO, 2003, p.31) Gardner (1993) considers both interpersonal and intrapersonal intelligences as the personal intelligences, which are very important, since both feature problem-solving with oneself or with others.

Naturalistic Intelligence: A person who is strong in this intelligence is usually able to deal with the environment, having the ability of recognizing and classifying species of animals, plants, or minerals in nature, including minerals and grass and all variety of flora and fauna. (GUIGNON, 1998) The naturalistic person can interact effectively with nature and animals understanding their needs and behavior. According to Gardner, these people have skills which are valued both in cultures with “scientific orientation” or without it. (GARDNER, 1999 apud BOTELHO, 2003, p.31) It also includes the ability of recognizing species which may be harmful or not to human beings. Activities such as gardening, farming and any kind of animal care are examples of using this intelligence. Biologists, geologists and environmentalists are some professionals whose naturalist intelligence is strong. Botelho (2003) adds that the French scientist Jacques Cousteau, who traveled the world in expeditions to explore the oceans, is one example of a naturalistic person.

As Howard Gardner himself has pointed out, the theory of multiple intelligences generated much controversy (1993). Many psychologists and researchers tend not to believe and/or support the theory, since most of them believe in the psychometric view of intelligence.

On the other hand, many educators not only believe in Gardner's theory but also use it in their teaching routines. Although Gardner did not address his theory of multiple intelligences directly to education, when he first described it in 1983 in his book “Frames of Mind”. However, 10 years later, in 1993, in “Multiple Intelligences – The theory in Practice”, Gardner said: “...not all people have the same interests and abilities; not all of us learn in the same way. And we now have the tools to begin to address these individual differences in school.” (1993, p.10)

Respecting the learner's differences as much as possible is a goal which should be pursued in all educational environments and that includes language courses, schools and any other place where languages can be possibly taught. Many educators are already aware of that and they have applied the theory of multiple intelligences in their

teaching. Botelho (2003) states that many schools in the US have changed their curriculum in order to apply the theory.

I have also observed this situation in Brazil. Although I have little experience regarding regular schools, it is easy to see that schools in general (specially private ones) have been trying to adapt their curriculum so that it is possible to respect students' differences. Interdisciplinary projects and extra curricular activities such as field trips are an example of that.

Language courses are also included in this change. I have already worked in courses where the methodology is based on the theory of multiple intelligences. The benefits of applying the theory range from addressing diversity in the classroom to motivating students (BOTELHO, 2003). Botelho also affirms that:

“teachers who have applied MI in their teaching point out the benefits that the theory brings to their learners such as having several ways to learn and to demonstrate their learning, through using their strong intelligences and/or by developing their weak ones”(p.34 and 35).

As I mentioned, I myself have already been in touch with the theory of MI being applied in language classrooms and I have seen the difference it makes, especially concerning the respect to individual differences.

Therefore, there is no doubt that using the theory of Multiple Intelligences in an L2 classroom can be beneficial for both students and teachers. The importance of “personalizing” lessons is reinforced by Botelho (2003). She mentions that there are some other studies which are similar to MI in the field of individual differences including brain-based research. These investigations analyze the ways the brain best learns and according to that “the brain needs to be challenged in order for learning to take place. The instruction needs to be meaningful, relevant and connected to mental, affective and physical experiences; otherwise, learners may not remember what was taught.” (p. 38) In other words, it is possible to argue that the lessons need to be connected to the students' lives.

However, it is worth saying that it is also not easy for teachers to apply the theory in classroom since it demands various extra activities besides all the others teachers

already have. Teachers who intend to apply MI have to pay attention to their students' profiles as well as preparing different and more individualized tasks to meet those students' needs. Gardner recognizes the difficulties teachers might face but he argues that it is necessary to work on the students' individual differences emphasizing the importance of it:

“At first consideration, it may seem that the fact of multiple intelligences renders the already formidable task of education even more difficult... And indeed, for a teacher faced with perhaps thirty students a class, and four or five classes a day, the prospect of individualizing education may appear daunting indeed. Since such individual differences do exist, however, and since a person's own particular intellectual configuration will necessarily color her trajectory and accomplishments throughout her life, it is a disservice to ignore these conditions.” (1993, p.202)

However, in spite of the existence of such differences in any given L2 environment, it does not mean that the teacher is supposed to create a different lesson for each student. Palmberg (2002) argues that “in fact, many language exercises can cater for several intelligence types at the same time”.

As I have previously mentioned, one of the hardships teachers may face in trying to individualize their lessons is that many EFL/ESL courses have a fixed model which must not be changed by the teachers. Moreover, teachers are usually supposed to use one chosen coursebook as the course frame. Yet, using a course book does not mean always teaching in the same way. During the past years, many coursebooks have adapted their methodologies in order to also cater for individual differences in learning. And teachers play an important role while using these books in their lessons.

In the next chapter, I am analyzing some coursebooks which are currently being used in language courses and universities in order to try to identify activities which can cater for multiple intelligences. I am also providing some suggestions which can be made in some activities the coursebooks present, so that they can cater for more intelligences.

3.2 Coursebooks in the light of MI

Coursebooks have considerably changed lately, due to the increase in the publishing market as well as the arising of methodologies. Communicative approach has greatly influenced this change and “authors have brought more authenticity and consistency to language”. (VIALI, 2008, p.17) Moreover, coursebooks nowadays present more attractive layouts and dynamic chapters which supposedly engage students in the activities.

In spite of the positive aspects mentioned above, coursebooks are still the target of some criticism made by some teachers and researchers who are worried about aspects concerning the variety of intelligence types they present.

In recent years, researchers have analyzed coursebooks with the purpose of identifying the percentage of activities which cater for a broader variety of intelligence types. Palmberg (2002) presented a study conducted in the fall of 2000, when a group of student teachers who participated in an EFL methodology course at the Department of Teacher Education at Abo Akademi University, in Finland, carried out an analysis of a coursebook in order to identify its intelligence profile. In 2003, Botelho presented a study at the College of Arts and Sciences of Ohio University, USA, which aimed to verify if the coursebooks analyzed responded to MI theory, how they responded to it and to what extent they engaged MI in learning. The researcher selected six coursebooks which were being used by that time in language institutes in Brazil and in the language program at Ohio University. The results both studies presented were quite similar since the profile of the books analyzed was predominantly Verbal Linguistic.

Based on these studies I am going to analyze two coursebooks currently being used in both language courses and universities in the city of Porto Alegre, Brazil.

4 Coursebooks Analysis

Method and data collection

As I mentioned in the previous chapter, this paper aims to analyze two coursebooks being currently used in Porto Alegre with the goal of identifying the different types of intelligence which the activities of each book address. In order to accomplish this goal, I have selected two coursebooks in use in EFL courses and universities language courses. Then, I analyze the activities in the books to verify the percentage of activities which engage each of the eight intelligence types proposed by Howard Gardner (1983). After that, I analyze which of the intelligences the book make use of and, which ones the books does not. I added up the percentage of each activity and then established the intelligence profile of each book; that is, which intelligences are predominant in each of the following books: New Headway Intermediate and American English File 1A. The first one was published in 2003 and the second one was published in 2008. Both books were released by Oxford University Press which is a major ESL/EFL publisher, but they were written by different authors, all of them well known in the EFL/ESL field.

The analysis of both coursebooks was made by identifying the intelligences that each activity caters for. Following the procedure adopted by Botelho (2003), grammar references and reviews were not included in my analysis. Both books are divided into units and the units contain different sections. Some sections are related to writing, others to reading, listening, or speaking. In both books, however, each unit focuses on developing all four skills. In each section, there are activities which are usually split in 3 to 7 shorter activities. I considered all these as parts of the same activity.

The analysis was based on my studies of the Multiple Intelligences theory, as well as my personal experience in using the MI theory in teaching. I also used some of the criteria mentioned by Botelho (2003) as a guide. For instance, I considered the type and description of each activity (if the authors suggest pair work, reading, discussing, etc), the elements that are part of each activity (pictures, graphs), the materials and techniques necessary to do each activity and the skills which are practiced. The analysis always considered what the authors suggest for a give activity since teachers can always

use them in a different way. For example, an activity which does is suggested to be done alone can always be done in pairs or groups.

A list also used by Botelho helped me to identify the intelligences in each activity and this list can be seen in appendix 1.

Although most of the activities are split in shorter ones, the intelligences which appear in each were counted as one. For example, if activity A is split in 5 shorter activities and the spatial/visual intelligence appears in two or more of these 5 parts, it was counted that spatial/visual intelligence appears once, given that these are smaller parts of the same activity. That is, it was considered that this activity caters for spatial/visual intelligence, no matter how many times it is being used in the same activity.

Just like Botelho, I used labels to identify the intelligences which appeared in each activity and they were used as it follows: L for linguistic intelligence, L/M for logical/mathematical intelligence, S/V for spatial/visual intelligence, B/K for bodily/kinesthetic intelligence, M for musical intelligence, INTRA for intrapersonal intelligence, INTER for interpersonal intelligence and N for naturalistic intelligence. After all the intelligences were identified I added them up and made a chart comparing both books.

4.1 Coursebooks analyzed and results

As I previously stated, two books were selected for my analysis: American English file 1A (OXEDEN; LATHAM-KOENIG, 2008) and New Headway Intermediate (SOARS; SOARS, 2003). Both books were published by Oxford University Press and they are both used in language institutes and language university courses in Porto Alegre. The fact that the first book is a very basic one (it corresponds to level 1) and the second is more advanced did not interfere in the analysis since the objective is to find out how the activities presented in the books can cater for MI; on the contrary, this can even be beneficial, since it was also possible to discover the intelligences which may seem more important according to the proficiency level the student is. Below, I am going to briefly describe both books and then present the

analysis I made of each of them. I am also going to present some suggestions for the teacher who wants to increase the number of intelligences the books can cater for.

New Headway Intermediate

The book analyzed is in its new edition, published in 2003. It presents a table of contents in the beginning which shows that every chapter is divided in the same different sections: grammar, vocabulary, everyday English, reading, speaking, listening and writing. The book also includes review chapters called “Stop and check” after each three units. In the end, the book includes a grammar reference section in which more detailed grammar explanations are made (whenever there is a new grammar topic the student is guided to the corresponding page of grammar reference). The tapescripts of all listening activities are also presented in the end of the book as well as the material for pairwork activities and lists with irregular verbs, verb patterns and phonetic symbols.

The book usually presents grammar in an inductive way, since it makes the student realize the rules by using the structures and, after that, the rules are quickly explained in a section called grammar spot (which is the one that guides students to the grammar reference for further explanation). Vocabulary is worked in context when it comes to social expressions (the book generally presents listening activities and examples of situations in which the expressions can be used) see appendix 6. However, this is not always true when it comes to verb phrases (appendix 7). Some exercises only present matching activities for the student to link words that go together. This kind of exercise is not very profitable from the MI point of view, since only linguistic intelligent learners can actually learn in an activity like this. The same happens in activities which involve pronunciation; the phonetic symbol is presented and words are used to compare the sound. There are many reading activities since it is an intermediate book. All of them present a pre-reading activity and suggest a follow-up. They usually do not cater for many intelligences, but I am going to present some suggestions as to

how the teachers can modify this kind of exercise so that a wider range of intelligences can be achieved.

According to my analysis, the book profile is Verbal/Linguistic and Intrapersonal since a hundred per cent of the activities cater for these two intelligences. As a whole, thirty-three activities were analyzed. The chart below shows the results.

| Intelligence | Quantity of activities | Percentage |
|----------------------|-------------------------------|-------------------|
| Verbal/Linguistic | 33 | 100,00% |
| Logical/Mathematical | 6 | 18,18% |
| Spatial/visual | 7 | 21,21% |
| Bodily/Kinesthetic | 1 | 3,03% |
| Musical | 3 | 9,09% |
| Intrapersonal | 33 | 100,00% |
| Interpersonal | 27 | 81,81% |
| Naturalistic | 2 | 6,06% |

As we can observe in the chart above, besides the intelligences I mentioned before as being part of the book intelligence profile, little of the other intelligences is included in the activities analyzed. Only interpersonal intelligence has a high percentage, appearing in 81.81% of the exercises. This is due to the fact that the book suggests group and/or pairwork many times. In some listening or reading activities, which are split in smaller parts, the book normally suggests that the students do them interchangeably; one alone, the other in pairs or groups, the following alone and so on. This kind of suggestion seems very good to be used in classroom, since it addresses some interaction in the activity as a whole. But it still does not demand more than the students' linguistic, interpersonal and intrapersonal intelligences.

Since this kind of activity appears many times in the book, my suggestion is that the teacher uses it in alternative ways. There are very simple changes which can be

made. For example, as the students usually choose their closer classmates to do pair and group works, the teachers can make a quick warm up activity before they start working together. The teacher may ask students to change seats if they are wearing yellow, for example. Then the teacher can ask the students who like Madonna to change seats. Next, students who like comedies are supposed to change seats and so on. In this way, bodily/kinesthetic students get in the mood for the class since the activity addresses some movement to class. The teacher can even introduce some vocabulary in this “changing seats” warm up, by using words the students are going to see in the following activity. Subjects which are about to be discussed in class can also be used in this warm up. For example, if the following activity is a reading about vacations, the teacher can ask students who prefer going to the beach to change seats, then only the ones who prefer traveling to the mountains, then the students who are afraid of traveling by plane should change seats. It can vary according to the activity and the students’ proficiency level.

Another way of increasing the number of bodily/kinesthetic intelligence, as well as musical, is to use a “chair dance” game in the introduction of grammar lessons. For example, in chapter 5, there is a matching exercise about future tenses (appendix 2). The teacher can type and cut the sentences which are in the section “test your grammar” and glue them under the students' chairs. And he/she plays some music, the students walk around the chairs. When the music stops, students have to sit and the first student in the chair circle has to get the sentence and try to match it with somebody else's sentence. The game goes clockwise until there is no sentence to be completed any more. The students who cannot sit are supposed to help the rest of the group by writing the correct sentences their classmates are saying on the board.

There are many pictures all through the book, especially when there is a listening or reading activity. Yet, spatial/visual intelligence is used very little. One simple thing teachers can do to activate their students’ spatial/visual intelligence is to explore the pictures before they start any reading or listening activity. Another simple activity is to ask students to make a chart about the subject which was discussed previously. For instance, still in chapter 5, there is an activity in which students have to choose two countries in Europe and talk about their climate, the capital city and the geographical features. Alternatively, the teacher can ask students to make a research on the internet and instead of just talking about it, they can present a chart, a power point presentation

or even a poster using pictures. This can cater for several intelligences. Besides linguistic, interpersonal and intrapersonal, students will have to activate their spatial/visual intelligence by using pictures, their naturalistic intelligence by researching about weather and geographical features and even the bodily/kinesthetic intelligence by requesting them to make a poster.

But the book also has some very good activities, like the one in chapter 11 which caters for all intelligences. It is a reading activity about curiosities named “How well do you know your world?” (appendix 3). The follow-up activity suggests that students research about two other subjects they would like to know about. In an activity like this, the student will probably study something which he/she likes and that is related to his/her strong intelligences. The book gives some suggestions like places, people (or famous people), things (machines, gadgets, transportation, etc), plants or animals. The students are requested to make a poster about it and present it to the class. Sources like the internet and encyclopedias are suggested by the book.

American English File 1A

This book is a brand new one in the publishing market. It was published in 2008 and it is in its first edition. One of the new features the book presents is the fact that is split into two shorter editions: A and B, each one contains four units. Since each of the editions (A and B) can be used in one semester, I decided to analyze only one of them (part A). In my opinion, the fact that the book is split in two parts (which are actually different books) and that it can be finished in a semester’s time, makes a big difference concerning students’ motivation. When a student finishes a book it is normally rewarding and motivating. Considering the fact that it is a beginners’ book, which has adults as the target public, it is even more important since beginner adults might need double motivation due to their lack of self-confidence.

Moreover, the students' book brings a self study CD, which contains grammar, pronunciation and listening exercises and also has a minivideo with everyday situations. Besides, the book also has a table of contents which shows that each unit has a grammar, a vocabulary and a pronunciation section. All the units also contain a speaking section which is not specified in the table of contents. Students’ and workbook

are together in the same book. The workbook is in the back. Before the workbook, there are specific sections like vocabulary bank, grammar bank, the audioscripts of the listening activities and the material needed for speaking activities in pair or groups.

The book layout is also innovative; new grammar topics are quickly presented in an inductive way and the student is guided to the grammar bank where further explanation is offered, as well as exercises for practice. Each unit is also split into 4 shorter sections (for instance 1A, 1B, 1C and 1D). In my opinion, this is also profitable for the student concerning motivation since finishing smaller sections can give them a sensation of going onwards. In the end of each unit, there is a section named “Practical English” in which everyday situations are presented such as restaurant, airport, hotel and coffee shop. There are vocabulary, listening, writing and speaking activities for each section. There are also reading and writing activities such as email, letters and short texts, and a section called ‘review and check’ in which grammar, vocabulary, pronunciation and reading exercises are presented in the form of a review.

According to my analysis the book profile is interpersonal and verbal/linguistic. Out of 36 activities which were analyzed a hundred per cent were verbal/linguistic and 27 activities cater for interpersonal intelligence since the book suggests most of the activities to be done in pairs or groups. Intrapersonal intelligence follows with 26 activities. However, what draws the attention is the number of activities that involve spatial/visual intelligence. Most listening and speaking activities involve some analysis of pictures (see appendix 8) which are used to illustrate the dialogues or to set the topic (a kind of warm up). This seems to be an essential issue for beginner learners. Since they do not have many ways to communicate in the target language, pictures are a source which has been long used by teachers in this level. However, the book goes beyond because it uses visual aids for practically everything. The pronunciation section includes a chart with pictures which are used as an example for each specific sound and have the phonetic symbol “inside” it (appendix 4). Moreover, the way the book works with vocabulary also includes many visual aids. It usually has a matching exercise with pictures to illustrate the words or verb phrases which are being taught (appendix 9). Nevertheless, verb phrases are more commonly used. This is also a good feature the book presents, since it teaches language in chunks instead of loose words out of context.

Below I present the complete chart with all the results.

| Intelligence | Quantity of activities | Percentage |
|----------------------|-------------------------------|-------------------|
| Verbal/Linguistic | 36 | 100,00% |
| Logical/Mathematical | 5 | 13,88% |
| Spatial/Visual | 21 | 58,33% |
| Bodily/Kinesthetic | 1 | 2,70% |
| Musical | 6 | 16,66% |
| Intrapersonal | 26 | 72,22% |
| Interpersonal | 27 | 75,00% |
| Naturalist | 0 | 0,00% |

As we can observe by looking at the chart above, in comparison to New Headway, the book also presents a bigger balance among the intelligences presented. There are more activities which involve Musical intelligence. There are 5 songs suggested by the book with “ready to use” activities. However, there are very few exercises which cater for the other intelligences. For instance, there is no exercise which caters for naturalistic intelligence. This can be easily changed by the teacher. In unit 2, the book introduces the indefinite articles ‘a’/‘an’ and the vocabulary topic is jobs. In order to improve that, the teacher can bring some flashcards with pictures of animals for the students to match the article, the picture and the name of the animal.

Bodily/kinesthetic intelligence can also be developed with simple adaptations in some activities. The activities I suggested previously for the activities in New Headway such as “chair dance” or “changing seats” are simple and can be adapted to any activity. Other activities can be used as an adaptation or simply a complement. In unit 1D, there is an exercise in which students are supposed to match pictures with expressions related to classroom language (appendix 5). As a review, the teacher can copy and cut the pictures for the following class and play a miming game in which students are divided into two groups and have them mime the picture they have gotten so that their peers can guess what the expression is. This can be done with several other matching exercises which involve vocabulary related to actions.

The song activities can also include some bodily/kinesthetic activities. For example, the teacher can type and cut some words which are in the lyrics and glue them on the board. The students have to be divided into two groups and are supposed to stand in line in front of the board. While the teacher plays the songs, students are supposed to listen to it carefully and the first student in line has to grab a word which is sang as soon as he/she hears it and go to the end of the line. The next one in line does the same until the song is finished. The group which grabs more words is the winner. Afterwards, students receive the lyrics and have to fill in the blanks with the words from the game while they listen to the song again.

Also in unit 1D there is a vocabulary activity in which students have to match pictures and then the student is guided to the vocabulary bank where pictures of several other common objects are presented in order for the student to match them with their names in English. As an alternative way, the teacher can get at least some of these objects and put them in a box. The teacher blindfolds the students, who have to grab one object in the box and say what it is by analyzing its shape and form. This activity can be done instead of the one in the book or as a complement in the following class (depending on the students' level) and it caters for spatial/visual intelligence in a different way other than just by using visual aids.

Hence, it is possible to conclude that the books have had some change concerning the intelligences which appear in them. Although the books' profiles have changed little, since the results are quite the same found in the research made by Botelho and Palmberg. The chart below shows a comparison with the final results.

| Intelligence | New Headway | American English File |
|----------------------|--------------------|------------------------------|
| Verbal/Linguistic | 100,00% | 100,00% |
| Logical/Mathematical | 18,18% | 13,88% |
| Spatial/Visual | 21,21% | 58,33% |
| Bodily/Kinesthetic | 3,03% | 2,70% |
| Musical | 9,09% | 16,66% |
| Intrapersonal | 100,00% | 72,22% |

| Intelligence | New Headway | American English File |
|---------------------|------------------------|----------------------------------|
| Interpersonal | 81,81% | 75,00% |
| Naturalist | 6,06% | 0,00% |

5 Conclusion

Individual differences in language acquisition are an area of great importance which must be taken into consideration in any syllabus construction. Teachers have a difficult task to accomplish in teaching groups with different needs, so studies in this field are always necessary.

In this paper, I reviewed some of the factors which are already considered important, because most of them are proved to influence language acquisition. Still, there may be many others which teachers and researchers cannot figure out by now. The field of individual differences is an area which can still be deeply developed.

At the moment, what teachers can actually do is to find a way to cater for so many different students in classroom. Gardner's theory of Multiple Intelligences can definitely help teachers out because it gives them tools to deal with heterogeneous environments such as a classroom, where we can face many different personalities and interests.

Coursebooks can also be a powerful tool in this difficult task. Nowadays, teachers have a huge variety of books available in the publishing market. Teachers have then the task to carefully analyze the books, their teaching purposes and their students' needs and intelligence profiles, so that they can choose a book which best fits all these needs.

Having students' intelligence profiles in mind is also a hard task to accomplish, since it takes time and attention. As it was mentioned before, though, it is an essential issue, not only to choose the books but to know the best way to adapt their activities.

It was found in this paper that the coursebooks are in a process of changing and it seems the tendency is to have more variety concerning intelligence profiles. However, none of the books analyzed in this paper was written to be used according to the theory of multiple intelligences and, to my knowledge, no coursebook is. So, there is still much to be researched about the relations between Multiple Intelligences theory and teaching foreign languages. Future studies can do experiments with students to discover more details about it.

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Appendix 1: List of Activities, Techniques, Materials and Descriptions of Each Intelligence

Verbal/Linguistic

1. Note taking
2. Riddles
3. Worksheets
4. Listening to lectures
5. Word play games
6. Listening to talking books
7. Reading books
8. Discussions
9. Story telling
10. Journal Keeping
11. Debates
12. Memorizing
13. Writing

The ability to use words effectively both orally and in writing. Remembering information, convincing others to help and talking about language itself

Logical/Mathematical

1. Science demonstrations and experiments
2. Logic puzzles and games
3. Story problems with numbers
4. Logical/sequential presentation of subject matter
5. Logical argumentation
6. Problem solving

The ability to use numbers effectively and reason well. Ability to predict, understand the basic properties of numbers, principles of cause and effect. Recognizing abstract patterns; creating codes.

Spatial/Visual

1. Illustrations
2. Graphs
3. Tables
4. Using charts and grids
5. Videos, slides and movies
6. Using art
7. Maps
8. Photos
9. Using graphic organizers
10. Imaginative story telling
11. Painting/ pictures/collage
12. Mind maps
13. Telescopes/microscopes
14. Visual awareness activities
15. Student drawings

Sensitivity to form, space, color, line, and shape. Ability to graphically represent visual or spatial ideas.

Bodily/Kinesthetic

16. Hands-on activities
17. Field trips
18. Role-plays

19. Creative movement
20. Mime
21. Body language
22. Classroom aerobics
23. Cooperative group rotation
24. Cooking and other “mess” activities

The ability to use the body to express ideas and feelings and to solve problems.

Skills: coordination, flexibility, speed, and balance.

Musical

25. Singing
26. Songs
27. Playing recorded music
28. Playing live music
29. Jazz chants
30. Music appreciation
31. Students made instruments
32. Background music

Sensitivity to rhythm, pitch, and melody. Recognizing simple songs and being able to vary speed and rhythm in simple melodies.

Interpersonal

33. Pair work
34. Peer teaching
35. Board games
36. Group brainstorming
37. Group problem solving

38. Project work

39. Work cooperatively

The ability to understand another person's moods, feeling, motivations, and intentions. Skills: responding effectively to other people, problem solving, and resolving conflict.

Intrapersonal

40. Activities with a self-evaluation component

41. Interest centers

42. Options for homework

43. Personal journal keeping

44. Checklist

45. Inventories

46. Individualized projects

47. Doing thing by yourself

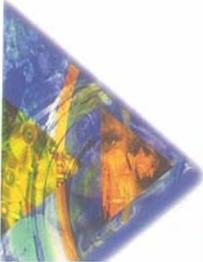
The ability to understand yourself, your strengths, weaknesses, moods, desires, and intentions. Skills: understanding how one is similar to r different from others, reminding oneself to do something, knowing how to handle one's fellings, knowing about oneself as a language learner.

Naturalist

The ability to recognize ad classify plants, mineral, and animals, including rocks, grass, and all variety of flora and fauna. Classifying and categorizing activities.

From Botelho, Maria do Rozario de Lima (2003) p. 146

Appendix 2 (New Headway Intermediate, unit 5, p. 38)



5

On the move

Future forms • The weather • Travelling around

TEST YOUR GRAMMAR

1 Match a sentence in A with a sentence in B. Underline the verb forms that refer to the future. What is the difference between them?

| A | B |
|--|--|
| 1 The phone's ringing. | I think it's going to rain. |
| 2 Look at those black clouds! | Don't worry! It'll be spring soon. |
| 3 What are you doing tonight? | We might go to Prague, or we might go to Budapest. |
| 4 I'm sick and tired of winter! | I'll get it! |
| 5 Where are you going on your holiday? | I'm staying at home. I'm going to watch a video. |



2 Answer the questions about you.

- What are you doing after class today?
- What's the weather forecast for tomorrow?
- Where are you going on your next holiday?

Appendix 3 (New Headway Intermediate, unit 11, p. 90 and 91)

3 Read the answers to the questions. How much did you already know?

4 Here are the last lines of the seven answers. Which answer do they go with?

- a The country with the highest life expectancy is Japan – 84 years for women and 77 for men.
- b Less than 24 hours after the meal, Christ was crucified.
- c It is very likely that this explosion wiped out all the dinosaurs.
- d Fear is instinctive and requires no conscious thought.
- e You can also see fires burning in the tropical rainforest.
- f It has also endured climatic catastrophes, and nuclear bomb testing – and still it lives on!
- g Over the years, various cartoonists gave him his characteristic appearance.

5 Here are seven questions, one for each text. What do the underlined words refer to?

- 1 Where is the oldest one in the world? *tree*
- 2 Why is this difficult to see from space? *Great Wall of China*
- 3 Do they have the full range of emotions? *animals*
- 4 How did they become extinct? *dinosaurs*
- 5 What did he say 'US' stood for? *company workers*
- 6 Do they have a thirteenth floor? *modern high-rise buildings*
- 7 Why are they more likely to have accidents?

Answer questions 1–7.

6 These numbers are from the texts. What do they refer to?

| | | | | |
|------------|----|-----|------|------|
| 4,600 | 15 | 200 | 1906 | 1815 |
| 65 million | 14 | six | 84 | 1766 |

Producing a class poster

7 What else would you like to know about the world? Work in groups and write some questions. Think of:

- places (countries, cities, buildings)
- people (customs, languages, superstitions, famous people)
- things (machines, gadgets, transportation, etc.)
- plants and animals

8 Choose two questions you wrote in exercise 7 and research the answers. You could use the Internet or an encyclopedia.

Make them into a poster for your classroom wall.

How well do

1 Q Do animals have feelings?

A All pet owners would say 'Yes'. Molly the dog and Whiskers the cat can feel angry, depressed, neglected, happy, even jealous and guilty.



Many scientists, however, are sceptical about giving animals the full range of emotions that humans can feel. Part of the problem is that it is impossible to prove that even a human being is feeling happy or sad. In fact, it is only because we can observe body language and facial expression that we can deduce it. And of course humans can express the emotion with language.

However, most researchers do agree that many creatures experience fear. Some scientists define this as a primary emotion. d

2 Q What are the Earth's oldest living things?

A The White Mountains of California are home to our oldest living things – trees! The oldest tree in the world, Methuselah, has roots that go back over 4,600 years. This makes it older even than the Great Pyramids. The 26-foot bristlecone pine tree is the oldest of many that have outlived civilization after civilization. f



3 Q What man-made things on Earth can be seen from space?

A 'When humans first flew in space, they were amazed to discover that the only man-made object visible from orbit was the Great Wall of China.' Although this is a nice idea, it's not true. The Great Wall is mostly grey stone in a grey landscape and, in fact, is very difficult to see even from a plane flying at a mere 15 kilometres above. What can be seen when orbiting the Earth (from about 200 kilometres up) are the lights of the world's large metropolitan areas. e



you know your world?

You ask ... we answer!

4ⓐ What is the most terrible natural disaster to have hit the Earth?

A Earthquakes, volcanic eruptions, and hurricanes are responsible for the deaths of thousands of people every year.

One of the most violent earthquakes ever recorded was in Ecuador in 1906. It was the equivalent of 100 H-bombs, but it was nothing compared to a volcanic eruption in Tambora, Indonesia in 1815. This was the equivalent of 10,000 H-bombs. But, even these are nothing compared to many tropical hurricanes: they regularly have the energy of an amazing 100,000 H-bombs.

However, there is one natural disaster that beats all of these by a very long way – a meteor that hit the Earth 65 million years ago and caused an explosion the equivalent of 10 million H-bombs.



6ⓐ Why do women live longer than men?

A Women generally live about six years longer than men. Evidence suggests that boys are the weaker sex at birth, which means that more die in infancy. Men also have a greater risk of heart disease than women, and they have heart attacks earlier in life. Men smoke and drink more than women, and their behaviour is generally more aggressive, particularly when driving, so they are more likely to die in accidents.

Also, men are more often in dangerous occupations, such as construction work.

Historically, women died in childbirth and men in wars.

So nuns and philosophers often lived to great ages. Now childbearing is less risky and there are fewer wars.



5ⓐ Why isn't there a row 13 on aeroplanes?

A In many countries, the number 13 is considered to be very unlucky. In France, there is never a house with the number 13. In the United States, modern high-rise buildings label the floor that follows 12 as 14.

Where did this fear of a number come from? The idea goes back at least to Norse mythology in ancient times. There was a banquet with 12 gods. Loki, the spirit of evil, decided to join without being invited. In the fight that followed, Balder, the favourite of the gods, was killed.

In Christianity, this theme was repeated at the Last Supper. Jesus Christ and his apostles numbered 13 people at the table.



7ⓐ Was Uncle Sam a real person?

A Yes, he was! This symbol of the United States with a long white beard, wearing striped trousers and top hat, was a meat packer from New York state.

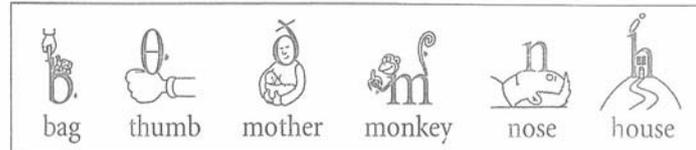


Uncle Sam was Samuel Wilson, born in Arlington, Massachusetts in 1766. At the age of eight, he was a drummer boy in the American Revolution. Later in life he moved to New York and opened a meat-packing company. He was a good and caring employer and became affectionately known as Uncle Sam. Sam Wilson sold meat to the army, and he wrote the letters US on the crates. This meant 'United States', but this abbreviation was not yet common. One day a company worker was asked what the letters US stood

for. He wasn't sure, and wrongly said that perhaps the letters stood for his employer, Uncle Sam. Nevertheless, the mistake continued. Soon soldiers started referring to all military goods as coming from Uncle Sam. They even saw themselves as Uncle Sam's men.

Appendix 4 (American English File 1A, unit 2D, p. 23)**3 PRONUNCIATION** consonant sounds

a 2.14 Listen and repeat the words and consonant sounds.



b Practice saying the sentences.

/b/ What's your brother's job?

/θ/ I think my cousin is thirty-three.

/ð/ They live with their father.

/m/ My mother's name is Mary.

/n/ Do you know my nephew Nick?

/h/ Her husband's a hairdresser.

Appendix 5 (American English File 1A, unit 1D, p. 11)

4 CLASSROOM LANGUAGE

a Match the phrases and the pictures.



Appendix 6 (New Headway Intermediate, unit)

- 1 When we're talking with friends we use a lot of idiomatic expressions.



Match a line in A with a line in B.

| A | B |
|---|--|
| 1 Sorry I'm late. I got stuck in traffic. | That sounds like a good idea. |
| 2 Bye, Mum! I'm off to school now. | The break will do you good. |
| 3 Have you heard that Jenny's going out with Pete? | So am I. I can't stand all this rain. |
| 4 How long did it take you to do the homework? | Never mind. You're here now. |
| 5 I don't know about you, but I'm sick and tired of this weather. | Come in and sit down. |
| 6 Who was that I saw you with last night? | Ages! How about you? |
| 7 I'm tired. I'm taking next week off. | Yes, it cost a fortune! |
| 8 Let's go for a run in the park! | Really? I don't know what she sees in him! |
| 9 Can we get together this afternoon at 3.00? | I'm sorry. I can't make it then. |
| 10 What a gorgeous coat! Was it expensive? | What about a bit later? |
| | Take care, my love. Have a nice day! |
| | Me? Run? You must be joking! |
| | Mind your own business! |

T 1.12 Listen and check. Practise the conversations with a partner.

Appendix 7 (New Headway Intermediate)

5 Match a word in A with a word in B.

A

strong
full-time
film
drive
fall
try on

B

carefully
coffee
in love
a jumper
star
job

Keeping vocabulary records

Appendix 8 (American English File 1A)

2 READING

- a Look at the photos. Which things are "typically American"?
- b Read the text. Check your answer to a.



Typically American?

Four foreigners in the US talk about the people and the country...

1 Jen from Korea works in a coffeehouse in Seattle

"People in America drink a lot of coffee – cappuccino and mocha coffees are really popular. Children sometimes go to coffeehouses and drink hot chocolate. In my coffeehouse, we have a rule: 'No smoking.' Men and women don't smoke inside. They smoke outside."

2 Alexandra from Russia is a student in New York

"People here read everywhere – on the train, on the bus, and on the subway. I live with three American students, and they buy books all the time. When I want a book, I go to the university library."

3 Carlos is a tourist from Spain

"People drive cars everywhere – to the store, to the movies, and to work. Americans like big cars. SUVs and minivans are popular. In the US, cars stop when you stand on the crosswalk – it's incredible! Cars don't stop for you in Madrid."

4 Marília from Brazil works as an "au pair" in Boston

"I think my American family is typical. The woman doesn't cook. She just puts pizza in the microwave, but she watches cooking shows on TV every day! The man cooks on weekends. He makes fantastic pasta dishes. Their child has a terrible diet. She eats hot dogs and French fries at home, and she goes to a fast-food restaurant every week."

1
D

G a / an, plurals, this / that / these / those
V the classroom, common objects, classroom language
P vowel sounds

What's this?
It's an ID card.

Turn off your cell phones!

1 VOCABULARY the classroom, common objects

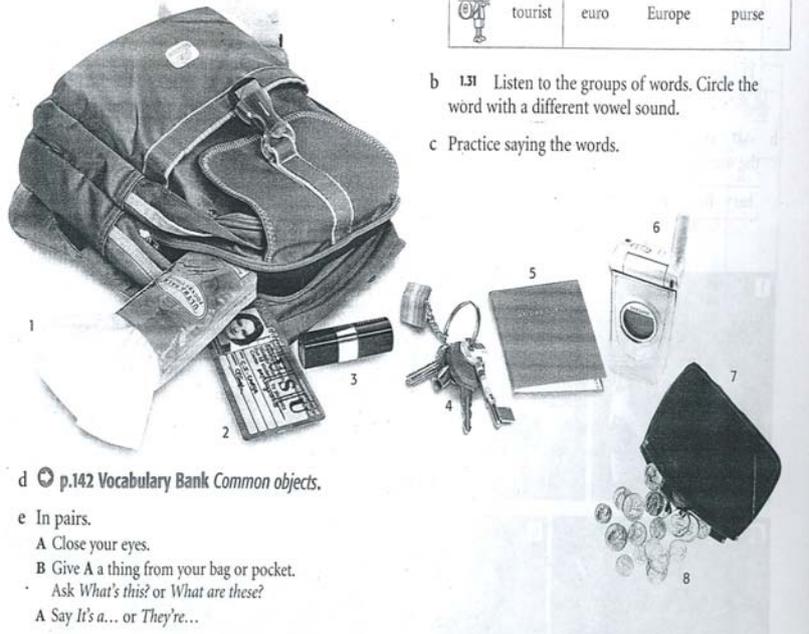
a Can you see these things in your classroom? Yes (✓) or No (x)?

- | | |
|--------------------------------------|---------------------------------------|
| a table <input type="checkbox"/> | a light <input type="checkbox"/> |
| a board <input type="checkbox"/> | a picture <input type="checkbox"/> |
| a TV <input type="checkbox"/> | a DVD player <input type="checkbox"/> |
| a CD player <input type="checkbox"/> | walls <input type="checkbox"/> |
| a window <input type="checkbox"/> | chairs <input type="checkbox"/> |
| a door <input type="checkbox"/> | |

b 1.28 Listen and repeat the words.

c 1.29 What's in the bag? Match the words and pictures. Listen and check.

- | | |
|--|---|
| <input type="checkbox"/> an address book | <input type="checkbox"/> keys |
| <input type="checkbox"/> tissues | <input type="checkbox"/> an ID card |
| <input type="checkbox"/> coins | <input type="checkbox"/> a lipstick |
| <input type="checkbox"/> a cell phone | <input type="checkbox"/> a change purse |



d p.142 Vocabulary Bank Common objects.

- e In pairs.
A Close your eyes.
B Give A a thing from your bag or pocket.
Ask *What's this?* or *What are these?*
A Say *It's a...* or *They're...*

2 PRONUNCIATION vowel sounds

a 1.30 Listen and repeat the six picture words and sounds.

| | | | | |
|--|---------|---------|------------|----------|
| | saw | wall | off | table |
| | bull | book | photo | look |
| | up | tissues | sunglasses | umbrella |
| | boy | coins | board | enjoy |
| | horse | your | door | picture |
| | ear | here | we're | there |
| | tourist | euro | Europe | purse |

b 1.31 Listen to the groups of words. Circle the word with a different vowel sound.

c Practice saying the words.