

THE RESOURCEFUL TEACHER Series

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Multiple Intelligences in EFL

Exercises for secondary and adult students

"Drawing on their own experiences and on tips from many educators, the authors have assembled a wide ranging set of exercises which should stimulate and help students who are learning English. Their collection represents one of the most original applications of Multiple Intelligence Theory that I've seen." **Howard Gardner** Author of **Frames of Mind** and **Intelligence Reframed**



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Introducing a person through Multiple Intelligences

Language focus	Description, evaluation, and the vocabulary associated with the MIs
Proposed MI focus	All
Level	Lower intermediate to advanced
Time	Lesson 1: 50 minutes Lesson 2: 50 minutes
Preparation	<p>Have a list of the intelligence domains, including “closeness to the elements and to nature”.</p> <p>Mentally prepare to show the class a person you know very well by “becoming” this person. You need to be able to sit like this person at a table, to sit like them in an easy chair, to stand and walk like them maybe to run/swim/bike/drive/dance etc.</p> <p>Prepare to describe this person’s style of dress. Prepare to use your voice in the sort of way this person does: do they speak slow or fast – do they speak high or low – do they speak continuously or do they pause a lot?</p> <p>Also prepare to speak about this person’s relationship to the world of music – be ready to speak as them, using the first person.</p>

in class

Lesson 1

- 1 Ask the students to get up and move around the room to find a partner, perhaps one they do not normally work with. Explain that this will be a pairing over two lessons.
- 2 Explain that you want the A’s in each pair to think of a person they know well, and to prepare to “become” them. Demonstrate what you mean, by “becoming” the person you have chosen.

List all the intelligence domains on the board. Explain that you want the A’s then to talk about their person’s skills and awareness in each of the intelligence domains.

Demonstrate by speaking in the first person, by sitting as “your” person would sit, and by using their sort of voice. Speak about “your” musical experiences, in role.
- 3 Ask the A’s to sit with their partners and go into their role, showing the B’s how their person sits, drives, walks etc. Ask the A’s, now *being* their person, to describe their musical awareness and skills, and their spatial abilities. And then to describe some experiences which explain how they relate to others, and how they feel inside themselves, when they’re on their own etc. Tell them they have half an hour for the role-play.
- 4 Have a brief feedback session about how the A’s felt in their role.

Lesson 2

The B’s get the chance to do what the A’s did in Lesson 1.
Allow time for a longer wind-up and feedback session at the end.

Intensive reading

Language focus The meaning of separate sentences, contrasted with the meaning of the passage from which they come. Assimilation of new grammar and vocabulary from the coursebook.

Proposed MI focus Logical–mathematical

Level Post-beginner to advanced

Time 20–30 minutes

Preparation Choose six to eight sentences from the next passage in the coursebook.

in class

- 1 Tell the students you will be dictating some sentences, and that they should leave gaps down the page between the sentences. Then dictate the six to eight sentences in random order, and not in the order they occur in the coursebook passage.

Allow the students time to ask vocabulary and comprehension questions.

- 2 Ask the students to fold and tear the page they have been writing on into slips, with a separate sentence on each slip.

Tell them to work individually or in pairs, and to arrange the sentences into categories. There must be more than one category, and there must be fewer categories than the total number of sentences. Their categories can be of any sort: semantic, emotional, grammatical, arithmetical (e.g. six-word sentences) or anything else that occurs to them. Try not to give them more than one example of what you mean by “category”, because examples hem them in. In a post-beginner class, your explanations will be in the mother tongue.

Tell them to give each category a written heading. In a low-level class you will need to give plenty of help with vocabulary.

- 3 Ask different people around the room to give you their headings, which you put on the board, and then ask them to read out the sentences under those headings. If the class is post-beginner, there will be natural recourse to mother tongue in explaining the categories.
- 4 Now ask the class to read the passage in the coursebook from which the sentences were taken. Allow time for students to comment on the whole exercise.

Acknowledgement

This way of thinking stems directly from Dr Caleb Gattegno’s mathematical approach to language teaching.

Talking as someone else

Language focus	Asking questions, talking about oneself, focused listening, presentation skills
Proposed MI focus	Interpersonal and intrapersonal
Level	Intermediate upwards
Time	30–40 minutes (depending on the size of the class)
Preparation	None.

in class

- 1 Ask the students to work in pairs, preferably choosing a partner they do not yet know very well.
- 2 Student A starts asking questions, trying to find out as much as possible about student B. Allow 5 minutes for this.
- 3 Ask them to swap roles. Give another 5 minutes for student B to interview student A.
- 4 Ask the students to take pen and paper, and individually create a mind map or write a list of what they remember about their partner.
- 5 Get the students to sit in a circle. Tell them that they are going to introduce their partner to the group in the following way:
One student begins. They stand behind the student they are introducing, have their hands on the other person's shoulders, culture permitting, and talk as if they were the other person (speaking in first person singular). The student who is being introduced listens without interrupting.
Ask them to notice their own and the others' reactions to the introduction. Each person has a maximum of 2 minutes to introduce their partner.
- 6 Ask students how they felt during the activity, and give them opportunity to "correct" anything that was said about them or add information if they would like to.

Note

This activity works best at the beginning of a course. If you have more than 16 or so students, do steps 5 and 6 in two separate groups. We have found that the feedback to the group phase works best in groups of 8 to 16.

Variation

Should you want to use this exercise later in a course, ask the students to interview each other about a person the interviewee knows well, like, say, a relative. In the feedback session the reporting student says *I am X; who is John's uncle*, John being her classmate.