

THE RESOURCEFUL TEACHER Series

Sample

**Herbert Puchta
Mario Rinvoluceri**

Multiple Intelligences in EFL

Exercises for secondary and adult students



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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.