

# Multiple Intelligences

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Share your ideas, reasons, or a story. You can talk about your own abilities or people you know.

Use the level groups as a guide. Howard Gardner's theory proposes different kinds of intelligence. The questions invite you to discuss the idea, not label yourself or take a test.

Gardner's eight categories are linguistic (language), logical-mathematical (logic and numbers), spatial (thinking in pictures and space), bodily-kinesthetic (using the body skillfully), musical (music), interpersonal (understanding others), intrapersonal (understanding yourself), and naturalistic (recognizing patterns in nature).

## Beginner (A1)

01. What can you make with your hands?
02. Which is easier for you: words or numbers?
03. Who asks you for help with numbers?
04. Which is easier for you, singing or dancing?
05. What is easy for you but hard for other people?
06. What do people say you are good at?
07. Who is good with animals? What can they do?
08. Who can fix things in your family?
09. What can a young child teach you?
10. Which is easier for you: talking or writing?
11. How good are you at remembering names?

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## Elementary (A2)

12. When you hear a new song, what do you remember first: the words or the music?
13. What do people think you are good at, but you are not?
14. Who is good at explaining difficult things to you?
15. What are you better at doing alone than with other people?
16. Who would you ask to choose colors for a room?
17. Who in your family is good at choosing gifts?
18. Who do you know who can make something without instructions?
19. How well can you copy a dance after watching it?
20. What were you good at as a child that you cannot do now?
21. Which person on TV seems smart to you? What do they do?
22. What can you tell about a person from their voice?
23. What mistakes do you often notice in signs or messages?
24. Think of someone you grew up with. What are you each good at?
25. Which of your skills would surprise your classmates?
26. What is easier for you to describe with a picture than with words?

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## Intermediate (B1)

27. Tell me about someone who was quiet in class but talented outside it.
28. Which of Gardner's intelligence categories best describes your strengths?
29. What can you recognize from just a small part, like a few notes of a song?
30. When has someone noticed an ability you did not know you had?
31. If you could choose one kind of intelligence for your child, which would you choose?
32. How good are you at imagining whether furniture will fit in a room?
33. Tell me about a time you were impressed by how someone handled a difficult person.
34. What do you know a lot about that never comes up on a school test?
35. Which kind of intelligence gets the most respect?
36. Describe a time you noticed that someone was upset when nobody else did.
37. Which skill looks natural when someone else does it but takes you a lot of thought?
38. When someone speaks well, what other abilities do you expect them to have?
39. Which kind of intelligence do you consider least important?
40. Tell me about a skill you could show someone but found hard to explain.
41. Have you ever been surprised that a talented person could not do something simple?
42. Which takes more thinking, making people laugh or solving a math problem?
43. Describe a time you and another person used different skills to solve a problem together.
44. What do you think being good at chess tells you about a person?
45. What ability do people think you have because of your job or studies? Are they right?
46. Who has a talent that they never seem to take seriously?

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## Upper Intermediate (B2)

47. How can you tell whether someone understands your feelings or is just good at saying the right thing?
48. How much does answering quickly tell you about someone's ability?
49. Which jobs would suit each of Gardner's intelligence categories?
50. What makes someone good at finding the weak point in an argument?
51. What do people miss about a skilled person's work when they say, "I could do that"?
52. Tell me about a time you were impressed by someone's question rather than their answer.
53. Which kind of intelligence do you think could do the most to improve the world?
54. When has being good with words helped someone hide a lack of understanding?
55. How can being known as "the artistic one" or "the practical one" affect what someone tries?
56. Which abilities are easier to recognize in yourself than in other people?
57. Which kinds of intelligence are most likely to help someone earn a lot of money?
58. Which takes more skill: copying a piece of music accurately or playing it in your own way?
59. Does being exceptionally good in one of Gardner's intelligence categories make someone a genius?
60. What do people who are good with animals notice that other people miss?
61. Which abilities are easier to recognize in someone you live with than in someone you work with?
62. What can you learn about someone's thinking by watching them make something?
63. What abilities do you use together when you tell a story well?
64. When would you choose a person with broad abilities over someone brilliant at one thing?
65. What kind of intelligence do your favorite fictional characters have?

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## Advanced (C1)

66. Can someone understand other people exceptionally well while repeatedly misjudging themselves? Give some examples.
67. Which kind of intelligence would be hardest to measure fairly? Why?
68. When someone finds a pattern others have missed, how do you judge whether it is a discovery or a coincidence?
69. How much does recognizing an ability depend on having some of that ability yourself?
70. Should an intelligence test allow people to choose how they answer, or would that make the results less useful?
71. How convincing do you find Gardner's idea that there are several different kinds of intelligence?
72. How much credit should a musician get for technical skill when their performance leaves the audience cold?
73. Is describing an artist's or athlete's ability as "intelligence" a useful explanation, a mark of respect, or something else?
74. What makes reading an animal's behavior a different kind of knowledge from reading a person's behavior?
75. When does calling an ability "natural" stop us from seeing the work behind it?
76. How would you test someone's understanding of nature without mostly testing the names they know?
77. Can a group be intelligent in ways that none of its members are individually? What forms can that take?