

FIRST & LAST NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

STUDENT ID NUMBER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CLASSROOM: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

READING - \_\_\_\_\_\_\_\_\_\_\_\_\_\_ / 35 Points

WHILE LISTENING - \_\_\_\_\_\_\_\_\_\_\_\_\_\_ / 10 Points

NOTE TAKING - \_\_\_\_\_\_\_\_\_\_\_\_\_\_ / 15 Points

WRITING - \_\_\_\_\_\_\_\_\_\_\_\_\_\_ / 30 Points

SPEAKING - \_\_\_\_\_\_\_\_\_\_\_\_\_\_ / 10 Points

**TOTAL - \_\_\_\_\_\_\_\_\_\_\_\_\_\_ / 100 Points**

**All mobile phones must be handed into the instructor.**

**Answers to the Reading and While Listening sections should be entered on to the OPTICAL SHEETS.**

**There will be a 10 minute break between Reading + While Listening and Note-taking + Writing.**

**READING 1**

**Name – Surname :**

**Student ID Number :**

**Classroom :**

**BUILDING A COMPETITIVE BRAND**

1. What’s your next purchase going to be? Think. Did you think of a product, such as a new teapot or a sweater? Or did you just think a company name? Maybe you are planning on getting the next Apple iPhone or taking a quick shopping trip to your favourite store. Perhaps you really like the company that makes the product. In fact, maybe you choose what you are going to buy based on the brand name. If your response was more in line with the latter, your answer ***confirm***s what businesses already know: they are selling brands, not products.
2. The history of business goes hand in hand with the history of marketing. If you have something to sell, you need to make people aware of **it**. As more businesses begin the sell the same product, competition for customers for that product increases. Whether it is another restaurant, type of shoe, or a lemonade stand, you need to market your product and position it so people know why they should buy it instead of another. Corporate logos can be traced back to the 1880s when businesses attached a personality to their product. However, many point to the introduction of television in the 1950s and 60s as the beginning of modern advertising. Suddenly, businesses had a captive audience to market to. With a small selection of TV channels available, businesses could reach large audience. For instance, in the United States, more than 50 per cent of the population might be watching The Ed Sullivan Show on a given night. Company logos reached iconic status during the 50s and 60s. Think of the red and white Coke label or the competing Pepsi symbol. Both soft drink companies have created images that have become so well known, they are part of our print literacy.
3. The 1980s and 90s brought another revolutionary change to product competition and marketing. Cable and satellite TV increased the number of channels and programs available to people. The large audiences became fragmented. Businesses could only count on events like the World Cup for a guaranteed mass viewing audience. Marketing became even more ***essential***. The over hundred-year rivalry between Coke and Pepsi heated up. Businesses competed for consumers by attaching more and more famous names to their product. TV ads became savvy, funny and interesting. Audiences began to look forward to commercial breaks during the huge events like the Super Bowl or World Cup as part of the entertainment.
4. However, businesses also begin to recognize something else: branding is more than licensing a logo, more than a good laugh in a thirty-second TV spot. It is about establishing a real relationship with the consumer and establishing a reputation. Why is it that the world consumes more than a billion Cokes each day? Coke has been able to enter foreign markets and compete with local products. Part of this is due to the company’s ability to advertise locally. In cities in South Africa, for example, a relatively new market for Coke, nearly every store has a Coke sign. The other part of this equation is not *how the company advertises*, but *what the company does*. Coke sponsors sport events, economic development, scholarship, and other education projects, **there**. It is establishing itself in South Africa as a business with a conscience and a company that lends a helping hand.
5. In the 1990s, Nike, a sporting goods and clothing company, learned the importance of competing with a conscience when people found out that **their** products were being manufactured in sweatshops. Consumers were angry. They didn’t want to buy from a company that supported child labour and unhealthy work conditions. Since then, Nike has had to invest a lot of money in rebuilding its reputation.
6. And rebranding a company takes a lot of money. Just ask Apple, a leader in computer, phone, and music technology. During the late 1980s and 1990s, Apple increased its advertising budget from 15 million to 100 million U.S. dollars. As a consequence, apple became the biggest computer company in the world. Apple changed its logo and message. It built an advertising campaign centred on people. Marc Gobe, author of *Emotional Branding,* described Apple this way to *Wired* magazine: *“It’s like having a good friend. That’s what’s interesting about this brand. Somewhere they have created this really humanistic, beyond-business relationship with users and created a cult-like relationship with their brand. It is a big tribe, everyone is one of them. You are part of the brand.”* Like Apple, other companies recognize the bond that people form with certain ***brand***s. For instance, the Swedish furniture company IKEA produces the most widely read catalogue in the world. This company has become a big hit in Europe and Africa, where the blue and yellow IKEA logo represents modern furniture design at an affordable cost. The Korean electronics company Samsung has also recognized the importance of establishing a quality brand. In the early 2000s, it invested money in its product design and saw results in consumer approval. In this case it is qualitative, not quantitative, analysis that helps the businesses determine the consumers’ regard for the brand. Essentially, it is how the consumer feels about the brand that sets the price a product will sell for. Naomi Klein, author of the book *No Logo*, best summarizes the phenomenon of branding: “Brands conjure a feeling.” They have an identity, and people define themselves through these brands.
7. As media and technology progress into the twenty-first century, with audiences now streaming movies and shows online, it’s not just flexibility that companies need to respond to via the changing media. To stay competitive, companies need to recognize the deep emotion that people have over brands, and they need the innovation to inspire it.

**Part 1. Choose the correct answer. (1pt. each)**

1. Which of the following statement is***true***?
2. Companies are marketing products but not brands.
3. Companies are marketing brands but not products.
4. Companies prefer to market expensive products.
5. Companies prefer to market expensive brands.
6. Which of the following statement is ***true***?
7. History of business and history of marketing have contradictions.
8. Advertisement wasn’t necessary in 1950s and 60s, because Coke was already a well-known product.
9. When the number of TV channels was low, advertising was great.
10. Branding logos can be traced back Ed Sullivan Show in 1880.
11. Which of the following statement ***is not mentioned***?
12. In order to sell its products, Coke sponsors public services projects.
13. Coke and Pepsi are in competition for a long time.
14. As well as Coke, Pepsi has some projects in South Africa.
15. Commercial breaks attract people.
16. Which of the following statement is ***false***?
17. Nike and Apple have both invested a lot of money in remaking their brands.
18. Nike has invested a lot of money to change consumers’ ideas about Nike’s bad reputation.
19. Apple has invested a lot of money in rebranding its company.
20. Nike used cheap labour to produce their products.
21. Rivalry for the same product rises ***because*** …..
22. companies are selling different products in the same market.
23. production cost is decreasing.
24. restaurants started to sell lemonade as well as some lemonade stands.
25. the number of companies that are selling the same products increased.
26. In the 1980s and 90s, it became more difficult for businesses to reach large audiences ***because*** …..
27. TV channels increased and people started to watch different channels and programs.
28. to air an advertisement on a TV commercial became very expensive for companies.
29. people started to dislike and bored of TV commercials.
30. hundred-year rivalry between Coke and Pepsi heated up and that caused danger for TVs and audiences.
31. According to ***paragraph 6***, what is important for consumers while they are choosing a brand?
32. Product.
33. Quality.
34. Quantity.
35. None of the above.
36. According to Marc Gobe, author of *Emotional Branding*, what is the most important thing between a company and its consumers?
37. Price of a product.
38. The bond.
39. Samsung, IKEA, and Apple.
40. Cost of a product.
41. You can ***infer*** that after changing its logo and message …..
42. Apple lost some money and its loyal customers.
43. Apple’s sales decreased.
44. Apple’s sales grew.
45. Apple dismissed some of its employees to decrease the rising cost of expenditures.
46. In paragraph 1, ***“confirm”*** is similar to …..
47. contact
48. disobey
49. affirm
50. accumulate
51. In paragraph 3, ***“essential”*** is similar to …..
52. necessary
53. existential
54. exceptional
55. unnecessary
56. In paragraph 6, ***“brand”*** is similar to …..
57. label
58. advertisement
59. consumer
60. band
61. In paragraph 2, **“it”** refers to …..
62. consuming
63. history of business
64. history of marketing
65. something
66. In paragraph 4, **“there”** refers to …..
67. Coke
68. in cities
69. at a company
70. in South Africa
71. In paragraph 5, **“their”** refers to …..
72. people
73. people’s
74. peoples’s
75. people fund’s

**READING 2**

**ECOLOGY, OVERPOPULATION, AND ECONOMIC DEVELOPMENT**

1. Approximately ten thousand years ago, when the first permanent human settlements emerged after about 2 million years of hunter-gatherer society, the total population of the earth was only about 5 million people. Not until the beginning of the nineteenth century did the population ***exceed***ed 1 billion. During that time, the human species had a negligible influence on the ecology of the planet as a whole.
2. By the beginning of the twentieth century, however, the population stood at 2 billion. By 1950, it was 2.5 billion. Then, in the next fifty years, it was more than double, to 6.1 billion. According to United Nations’ projections, although the rate of population growth will stabilize and may fall in the future, the total population will continue to increase significantly and will reach 9.3 billion by 2052. All of this growth will be in less-developed countries, which will be home to more than 85 per cent of the world’s people in 2050. Today, as a direct result of population growth, the impact of human activities on the world ecology is already substantial. In the future, **it** may be catastrophic.
3. Studies have shown that runaway population growth represents a massive threat to the environment on the local, national, and global levels. In areas of Nepal, for example, the pressure of overpopulation and poverty forces farmers into the hills, where they cut down the vegetation to provide wood for heating and construction, food for their animals, and land to raise crops. In a short time, the fertile topsoil is eroded by rain because it is now without the protection offered by the natural vegetation. The hillside fields then become unproductive, incapable of supporting the people who have settled there.
4. Elsewhere, in the world’s tropical zones, to provide employment and earn money from exports, nations like Indonesia, Malaysia, and Thailand have been cutting down their hardwood forests faster than they can replace these valuable resources. Brazil, in a desperate attempt to relieve poverty and create economic growth, has permitted the destruction of vast areas of its Amazon rain forest for agricultural use. The sad irony is that much of the cleared land proves unsuitable for traditional farming after a few years because the destruction of the forest has interrupted the recycling of natural nutrients to the soil.
5. By 2000, at least half of the world’s tropical forests had disappeared. Their destruction has consequences that cross national borders and are felt globally. First, the burning of the forests releases large amounts of carbon dioxide into the atmosphere – emissions that are contributing to potentially disastrous changes in global climate patterns. Second, as the forest vanishes, so too does its diverse plant and animal life. Thus, the human race maybe losing, along with the tropical forests, a **vast** potential source of scientific knowledge.
6. Clearly, if action is not taken soon, the ecological damaged caused by overpopulation and unwise development threatens to run out of control. A partial solution to the crisis may lie in the family-planning programs that have been operating in a number of developing countries for some time. In Indonesia, for example, the family-planning program established a large number of village centres that distribute free contraceptives and information about birth control. The program has had considerable success. Between 1972 and 1988, fertility rate fell almost 40 per cent, and the number of couples practicing birth control increased fifty-fold. A reduction in the birth-rate has also been experienced by other countries with family-planning programs, including South Korea, Thailand, Mexico, and Tunisia. And there is clear evidence, too, that lower birth-rates can bring economic benefits to developing nations. According to a 2002 U.N. report, decline in the birth-rate accounted for 33 per cent of the economic growth in East Asia between 1960 and 1995.
7. As a response to the problem, birth-control programs are necessary but, for at least one good reason, not sufficient. Since a large proportion of the population of developing countries consist of children below reproductive age, the world’s population is certain to grow when these children reach adulthood and begin to have children. Even if birth control becomes widely accessible and acceptable, therefore, a fifty per cent increase in the world’s population is inevitable by 2050.
8. According to most experts, the second essential component of a solution to the overpopulation and environment problems is social and economic development. The history of the industrial world clearly shows that birth-rates fall and stabilize at a significantly lower level when a society offers the majority of **its** people an acceptably high standard of living. Prosperity, better educational and career opportunities, especially for women, adequate health care, and relative financial security for people in their old age are probably all factors that have contributed to the low, stable birth-rates of the affluent (developed) nations. For this reason, most experts believe that the birth-rates of the less-developed nations will decline as their populations experience the benefits of economic development.
9. The situation today, however, is more complex than this apparently simple solution would suggest. A first major complication is that one essential **component** of the solution – namely, economic development – is also one cause of the problem. Birth-rates will not fall without economic development. However, most of the danger to the world’s ecological systems comes directly from the attempts of nations to pursue economic development. A second complication is that the industrial world must now ask poorer nations to give up the same strategy for economic development that brought it prosperity – the misuse of natural resources with little thought for the future. Let us remind ourselves of one of historical cost of this strategy. In the course of their history, Europeans have destroyed almost 80 per cent of the forests that originally covered their continent; and North Americans have destroyed 75 per cent of the forests covering North America. Today, Europeans and North Americans are asking the people of developing nations to stop doing what they themselves have been doing for centuries.
10. Because all countries have the right to pursue the goal of economic development for their people, two conclusions are unavoidable. First, the traditional development policies pursued by the poorer countries must be revised. The policies now in operation will both exhaust those nations’ ecological resources and cause serious, damage to the world’s ecology. They are, in a word, *unsustainable*. Second, because unsustainable economic development is a clear characteristic of the industrial world, it is the obligation of the richest nations to lead the way. **They** can do so by modifying many of their unsustainable policies and practises and by offering economic and technical assistance to the poorer countries that are willing to do the same. In this way, they will be supporting, and not undermining, global efforts to encourage sustainable development.

**Part 2. Choose the correct answer. (1pt. each)**

1. The main idea of ***paragraph 2*** is …..
2. positive effects of the increasing population on less-developed countries around the globe.
3. problems and solutions for a massive population growth.
4. solutions for less-developed countries to reduce the effects of overpopulation on their ecological systems.
5. massive increase in population in the last two centuries, damaged the ecosystems significantly and may become much worse in the future.
6. According to ***paragraph 7***, the number of children in the world means that birth control cannot be the sole solution to the …..
7. problem of environmental pollution.
8. problem of overpopulation.
9. problem of educational matters.
10. problem of financial development.
11. According to ***paragraph 9*** …..
12. economic development, which is the answer to the problem of overpopulation, is also the cause of massive damage to the environment.
13. economic development has only positive effects for nations.
14. economic development has only negative effects for nations.
15. developed countries should encourage developing countries to follow the strategies of the developed countries to reach prosperity.
16. Which of the following statement is ***true***?
17. High population 2 million years ago is the main reason why the world is having ecological problems in the 21st century.
18. Up until the 19th century, humans did not have a significant effect on the ecology of planet Earth.
19. Up until the 19th century, humans had negative effect on the ecology of planet Earth.
20. First permanent human settlers neglected the ecology of planet Earth.
21. Which of the following statement is ***true***?
22. The disappearance of tropical forests – as a result of countries’ attempts at economic development – is causing great damage to the natural resources and the ecology of the nations.
23. According to UN report, increasing birth-rate in developed countries is a major problem.
24. In a long term, Nepalese people benefited greatly from their environmental policies.
25. The destruction of the world’s tropical forests will have negative consequences only for the country they are in.
26. Which of the following statement is ***false***?
27. Family-planning programs have proved successful in some developing countries.
28. Family-planning programs could contribute to the solution of the overpopulation program and help economic development.
29. Family-planning programs give damage to the world ecological system.
30. Locally, people respond to the pressures of overpopulation in ways that destroy the ecology of the areas they live in.
31. Which of the following statement ***is not mentioned***?
32. UN is preparing some new policies and projects to prevent negative effects of overpopulation on ecological system in some poor countries.
33. There is a close relationship between birth control and economic development.
34. Human spices gave great damage on environment, especially last 200 years.
35. Precautions should be taken to prevent further environmental problems.
36. In both developing and developed countries, traditional economic development must be replaced by policies and practises that are suitable; ***otherwise***, …..
37. poor countries may catch up with the developed countries.
38. health and education systems may affect ecological resources.
39. nations’ and world’s ecology will be damaged seriously.
40. industrial world may occupy poorer countries to give technical assistance for sustainable resources.
41. In paragraph 1, ***“exceed”*** is similar to …..
42. to stop
43. to decrease
44. to stabilize
45. to go beyond
46. In paragraph 5, ***“vast”*** is similar to …..
47. controlled
48. wastage
49. small
50. huge
51. In paragraph 9, ***“component”*** is similar to …..
52. part
53. whole
54. Compact
55. diversity
56. In paragraph 2, **“it”** refers to …..
57. pollution
58. population growth
59. impact of human
60. world ecology
61. In paragraph 8, **“its”** refers to …..
62. societys’s
63. society
64. lower level’s
65. society’s
66. In paragraph 10, **“They”** refers to …..
67. Indonesia
68. Nations
69. Richest nations
70. Poorer countries.

**Part 3. Read the summary and choose the correct word to complete. (1pt each)**

Although until the beginning of the 20th century the world population was only 2 billion, it increased more than triple last one hundred years. This increase has brought some problems on the planet Earth’s ……**30**…… system. Despite taking some precautions like birth-control, still the environmental problems continues especially in some ……**31**….. countries. The main reason for that is underdeveloped countries have to use resources such as their tropical forests – by cutting them down – to create land for farming and economic growth. But the ……**32**..…. of forests has brought some global problems like global warming and affected animal life in forests.

To stabilize the world population and the destruction of the environment, it is necessary that family-planning programs should be introduced. It is clear that lower birth-rates can bring economic ……**33**.….. To do this, especially ……**34**…… should have better education and job. The other important factor to prevent ecological damage is nations should give up unsustainable policies and rich countries must support poorer countries to encourage to produce ……**35**….. policies for their development.

1. **A.** birth **32. A.** growth **34. A.** people

**B.** human spices **B.** destruction **B.** children

**C.** ecological **C.** planting **C.** countries

**D.** UN projects **D.** trees **D.** women

1. **A.** developed **33. A.** benefits **35. A.** unsustainable

**B.** North American **B.** downturns **B.** sustainable

**C.** Nepal **C.** inflation **C.** money

**D.** underdeveloped **D.** relations **D.** non-economical

**WHILE LISTENING**

**Name – Surname :**

**Student ID Number :**

**Classroom :**

**TOTAL: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ / 10 pts**

**You are going to listen to a short lecture about “*Marie Curie*” ONCE. Choose the correct answer while listening to the lecture. (1 pt each)**

1. **What is a gymnasium?**
2. a selective school for children who were academically intelligent.
3. a selective school for children who were socially intelligent.
4. a selective school for children who were athletic.
5. a selective school for children who were in good physical condition.

 **2. Why did Marie go to a “Floating University”?**

a. She had financial problems. c. Marie was too young to go to a regular school.

b. Marie was not intelligent like her sister. d.Women were not allowed to attend universities.

 **3. What was the deal that Marie made with her sister, Bronya?**

a. Bronya would work to pay for Marie’s education and then get married.

b. Marie would work to pay for Bronya’s education and Bronya would work to pay for Marie’s education.

 c. Marie and Bronya would quit school.

 d. Marie would work to pay for Bronya’s education and then get married.

 **4. Why did Marie’s health suffer?**

a. because she had a terminal illness.

 b. because she had no money to buy food and did not eat healthy food.

 c. because the weather was cold in Paris.

 d. because she did not have money for medication.

 **5. How did Marie meet her husband, Pierre?**

 a. while Pierre was researching instruments for measuring magnetic fields and electricity.

 b. while she was having coffee in a café with her professor.

 c. while she was invigilating an exam, which Pierre was taking.

 d. while she was searching for a space to do her research.

  **6. What did Marie and Pierre discover in July 1898?**

a. discovered gravity c. discovered polonium

 b. discovered a cure for cancer d. discovered uranium

 **7. What were Marie, Pierre and Becquerel granted in 1903?**

 a. Nobel Prize for Physical Education c. Nobel Prize for Physiology

 b. Nobel Prize for Physics d. Nobel Peace Price

 **8. What was Marie the first woman to do?**

a. to vote

 b. to be the first woman to study at Sorbonne University

 c. to teach at Sorbonne University

d. to teach English at Sorbonne University

 **9. What did Marie do in World War I?**

a. she supplied ambulances with x-ray equipment

 b. she supplied ambulances with medical supplies

 c. she operated on soldiers

 d. she supplied the soldiers with food and clothing

 **10. How did Marie get leukemia?**

a. she was exposed to sunlight

 b. she did not have enough money to buy food and did not eat healthy food

 c. she was exposed to high-energy radiation from her research

 d. her mother also had leukemia

**NOTE TAKING - OUTLINE SHEET**

**Name – Surname :**

**Student ID Number :**

**Classroom :**

**LISTEN TO THE LECTURE ON “*MULTIPLE INTELLIGENCES*” ONCE AND TAKE NOTES WHILE LISTENING**

**Intelligence Quotient:**

 **Definition:**

**Multiple Intelligences:**

**Definition:**

**Types of Intelligences:**

1. **Naturalist Intelligence:**
2. **Musical Intelligence:**
3. **Logical-Mathematical Intelligence:**
4. **Existential Intelligence:**
5. **Interpersonal Intelligence:**
6. **Bodily Kinesthetic Intelligence:**
7. **Linguistic Intelligence:**
8. **Spatial Intelligence:**

**MULTIPLE INTELLIGENCES ON TEACHING:**

 **Reason why we need to use all the intelligences:**

**NOTE TAKING**

**Name – Surname :**

**Student ID Number :**

**Classroom :**

**USE YOUR NOTES FROM THE OUTLINE SHEET TO ANSWER THE QUESTIONS ABOUT ‘*THEORY OF MULTIPLE INTELLIGENCES’* (1,5 pts each)**

**TOTAL: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ / 15 pts**

1. **What does Intelligence Quotient (IQ) assess?**
2. **Define multiple intelligences.**
3. **What do people with naturalist intelligence enjoy doing? WRITE TWO.**

**a.**

**b.**

1. **What can a person with musical intelligence determine? WRITE ONE.**
2. **In which occupations are logical intelligence well developed? WRITE TWO.**

**a.**

 **b.**

1. **Who in history was in the existential intelligence category? WRITE ONE.**
2. **What does it mean if a person has interpersonal intelligence?**
3. **Who can we find bodily kinesthetic intelligence in? WRITE ONE.**
4. **How does a person think if he or she has spacial intelligence?**
5. **Why do we need all intelligences?**

**WRITING**

**Name – Surname :**

**Student ID Number :**

**Classroom :**

**TOTAL: \_\_\_\_\_\_\_\_\_/ 30 PTS**

**Choose one of the topics below and circle the letter of your choice. Fill in brainstorming and outlining parts. Then write an essay of about 300 - 350 words.**

**a. The effects of studying in a foreign country**

**b. The causes of illiteracy in Turkey**

**c. Compare and contrast a developed country and an underdeveloped country**

**d. Classify ways to reduce stress level**

**e. Should people start driving electric cars? Discuss.**

**Brainstorming**

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**Outlining**

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**WHILE LISTENING - FOR TEACHER’S USE ONLY**

**Procedure:**

* Give out the question sheets.
* Allow the students about 3 minutes to look at the questions.
* Tell the students they will answer the questions while listening to the lecture **ONCE**.
* Play the CD (track1) once.
* Allow them about 3 minutes to complete their answers.
* After about 3 minutes tell all the students to turn their papers over.

**TRANSCRIPT**

**Marie Curie**

### Hello everybody. Today my lecture is going to be about a famous [physicist](https://en.wikipedia.org/wiki/Physicist) and [chemist](https://en.wikipedia.org/wiki/Chemist) who conducted pioneering research on [radioactivity](https://en.wikipedia.org/wiki/Radioactivity). Her name is Marie Curie. First, I will talk about her early life followed by the problems she faced while obtaining her education. Then, I will continue with how she met her husband and their accomplishments together. I will end my lecture with Marie Curie’s work in World War One and her final years before she died.

###

Marie was born in Warsaw, Poland in1867. Marie Curie’s mother and father were both teachers and encouraged her interest in science. When Marie was 10 years old, her mother died and she started attending a boarding school. After the boarding school, she started attending a gymnasium. What is a gymnasium? Well, a gymnasium is a selective school for children who are strong academically. **Yes, a gymnasium is a school for children who are academically intelligent.** At age 15, Marie graduated from her high school with high honors as a top student.

Now, I will discuss the difficulties she faced while obtaining an education. As a top student in her secondary school, Marie could not attend the men-only University of Warsaw. Instead, she continued her education in Warsaw's "Floating University." A Floating University was not an official university. She took informal classes held in secret because women could not study at a university in the past. University education was forbidden for women. Did you hear that? **Because women were not allowed to attend a university back then, Marie had to go to a Floating University.** Both Marie and her sister Bronya dreamed of going abroad to earn an official degree, but they had financial problems and could not pay for schooling. So, Marie made a big decision. She made a deal with her sister. The deal was that Marie would work to support Bronya while she was in school and Bronya would return the favor after she completed her studies. Let me repeat that. **Because the girls did not have money, Marie said she would work to support Bronya while she was in school and Bronya, in return, would work to support Marie while she was studying.** For about five years, Marie worked as a tutor and a governess. She used her spare time to study, reading about physics, chemistry and math. In 1891, she finally went to Paris, where she enrolled at Sorbonne University in Paris. She threw herself into her studies, but with little money, it was difficult to buy books and pay for living expenses. So, with little money, Marie survived on buttered bread and tea, and her health sometimes suffered because of her poor diet. **Yes, she had no money to buy food so she could not eat healthy.**

OK. It is time to discuss how Marie met her husband and their accomplishments together. One of Marie’s professors arranged a research grant for her to study the magnetic properties and chemical composition of steel. In arranging for lab space, she was introduced to a young man named Pierre Curie. Yes, **Marie met her husband, Pierre while she was searching for a space to do her research.** Pierre was a brilliant researcher himself and had invented several instruments for measuring magnetic fields and electricity. He arranged a small space for her at the Municipal School of Industrial Physics and Chemistry where he worked. The two were married in the summer of 1895.

The Curies worked together investigating radioactivity, building on the work of the German physicist Roentgen and the French physicist Becquerel. In July 1898, the Curies announced the discovery of a new chemical element, polonium. **Yes, in 1898 Marie and Pierre Curie discovered polonium.** At the end of the year, they announced the discovery of another which was radium. The Curies, along with Becquerel, were awarded the Nobel Prize for Physics in 1903. Let me repeat that. **Marie Currie, Pierre Curie and Becquerel were granted the Nobel Prize for Physics in 1903.**

Pierre's life was cut short in 1906 when he was knocked down and killed by a carriage. Marie took over his teaching post, becoming the first woman to teach at Sorbonne University, and devoted herself to continuing the work that they had begun together. Let me repeat that. **Marie took over her husband’s teaching position and became the first woman to teach at Sorbonne University**. She received a second Nobel Prize, for Chemistry, in 1911.

The Curie's research was crucial in the development of x-rays in surgery. During World War One, Marie Curie helped supply ambulances with x-ray equipment, which she herself drove to the front lines. **Did you hear that? During World War One, Marie Curie helped equip ambulances with x-ray equipment.** The International Red Cross made her head of the radiological service and she held training courses for medical staff and doctors in the new techniques.

Despite her success, Marie continued to face great opposition from male scientists in France, and she never received significant financial benefits from her work. By the late 1920s her health was beginning to fail. She died on 4th of July 1934 from leukemia, caused by exposure to high-energy radiation from her research. Did you hear that? **Marie Curie died in 1994 from leukemia, a kind of cancer which was caused by exposure to high-energy radiation from her research.** The Curies' eldest daughter Irene was herself a scientist and winner of the Nobel Prize for Chemistry.

OK, everybody. Thank you for listening and good luck.

###### **NOTE TAKING - FOR TEACHER’S USE ONLY**

**Procedure:**

* Give the outline to the students and tell the students that they will take notes on this paper while listening to the lecture **once**.
* Give them 3 minutes to read the outline.
* Play the CD **once**.
* After the CD finishes, give the students the question sheet.
* Inform the students that they will have 10 minutes to write their answers.
* Collect **both** outlines and question sheets from the students. Put the question sheets in order. Put the outline sheets into sleeves provided in the envelope.

***THEORY OF MULTIPLE INTELLIGENCES***

#### Good morning, everybody. In this short talk today, I will talk about the theory in education that has a big impact not only in the classroom but in our lifestyles. It is the theory of multiple intelligences. First, I am going to discuss what intelligence quotient, I mean, how IQ is determined, then I will define the multiple intelligences theory and tell you the types of intelligences and identify them. I will finish my lecture with the impact of the theory of multiple intelligences in the classroom.

Ok. I will now deal with what multiple intelligences are but before I begin, I will talk about IQ. **IQ or Intelligence quotient is a measure of the intelligence of an individual.** Did you hear that? Intelligence Quotient or IQ, is a total score determined from one of several [standardized tests](https://en.wikipedia.org/wiki/Standardized_test) designed to assess [human intelligence](https://en.wikipedia.org/wiki/Human_intelligence). In short, IQ measures a person’s intelligence level or assesses human intelligence. On the other hand, the multiple intelligences model is different. The multiple intelligences model can be defined as a set of abilities, talents or skills that an individual has to a greater or lesser extent. Let me repeat that**. The Multiple intelligences model is a set of abilities, talents or skills that an individual has to a greater or lesser extent**. So, as you see, the multiple intelligences model includes a set of abilities, talents and skills while, IQ measures intelligence. Multiple intelligences model measures multiple skills such as, naturalist intelligence, musical intelligence, logical-mathematical intelligence, existential intelligence, interpersonal intelligence, bodily kinesthetic intelligence, linguistic intelligence, and spatial intelligence.

Now, I will take a look at each intelligence. Let me begin with naturalist intelligence. If an individual has naturalist intelligence, this means he or she are nature smart. People who have naturalist intelligence feel alive when they are in contact with nature. They enjoy gardening, camping, climbing, and walking. Yes, **individuals with naturalistic intelligence like gardening, camping, climbing and walking.** This ability was of value in our evolutionary past as hunters, gatherers, and farmers. Today, many people with naturalist intelligence prefer working as gardeners, geologists, ecologists, and animal trainers.

The second intelligence I will focus on is musical intelligence. Musical intelligence can be defined as music smart. Musical intelligence is the capacity to determine rhythm and tone. **Yes, if a person has musical intelligence he or she can understand rhythm and tone.** This intelligence enables us to recognize, create, reproduce, and reflect on music, as demonstrated by composers, conductors, musicians, vocalists, and sensitive listeners. Interestingly, there is often an effective connection between music and the emotions; and mathematical and musical intelligences may share common thinking processes. Young adults with this kind of intelligence usually sing or drum to themselves.

Multiple intelligence number three is, logical-mathematical intelligence which is number and reasoning smart. Logical-mathematical intelligence is the ability to calculate, quantify, consider propositions and hypotheses, and carry out complete mathematical operations. **Logical intelligence is usually well developed in mathematicians, scientists, and detectives.** Did you hear that? Logical intelligence is usually well developed in mathematicians, scientists, and detectives. Young adults with lots of logical intelligence are interested in patterns, categories, and relationships.

The fourth intelligence is very interesting. It is the existential intelligence. People with existential intelligence are sensitive to deep questions about human existence, such as the meaning of life, why do we die, and how did we get here. It involves an individual's ability to use collective values and intuition to understand others and the world around them. People with existential intelligence are spiritual people. **For example, the famous Greek philosopher Socrates spelled, S-O-C-R-A-T-E-S and the French heroine Joan of Arc were in this category.** Did you hear that? The famous philosopher Socrates and the French heroine Joan of Arc were in the existential intelligence theory.

Ok. Let’s look at the fifth intelligence which is the interpersonal intelligence and in short, it is defined as people smart. Interpersonal intelligence is the ability to understand and interact effectively with others. Let me repeat that. **If someone has interpersonal intelligence it means he or she is smart or he or she can understand and interact effectively with others**. What’s more, these people have good communication skills. It involves effective verbal and nonverbal communication, the ability to note distinctions among others, sensitivity to the moods and temperaments of others, and the ability to entertain multiple perspectives. Teachers, social workers, actors, and politicians all exhibit interpersonal intelligence.

The sixth intelligence is about sports. Bodily kinesthetic intelligence is the capacity to manipulate objects and use a variety of physical skills. This intelligence also involves a sense of timing and the perfection of skills through mind–body union. Athletes, dancers, and surgeons exhibit well-developed bodily kinesthetic intelligence. **Yes, bodily kinesthetic intelligence is found in athletes, dancers, and surgeons.**

The seventh intelligence is linguistic intelligence. It is the ability to think in words and to use language to express and appreciate complex meanings. Linguistic intelligence allows us to understand the order and meaning of words and to apply meta-linguistic skills to reflect on our use of language. Linguistic intelligence is the most widely shared human competence and is evident in poets, novelists, journalists, and effective public speakers.

Finally, we have the eighth intelligence, the spacial intelligence which is picture smart. Spatial intelligence is the ability to think in three dimensions. **Yes, spacial intelligence is the ability to think in three dimensions.** Core capacities include mental imagery, spatial reasoning, image manipulation, graphic and artistic skills, and an active imagination. Sailors, pilots, sculptors, painters, and architects all exhibit spatial intelligence. Young adults with this kind of intelligence may be fascinated with mazes or jigsaw puzzles, or spend free time drawing or daydreaming.

So, now I want to shift our discussion to the impact of the theory of multiple intelligences on teaching. Accepting Gardner's Theoryofmultipleintelligences has several implications for teachers in terms of classroom instruction. The theory states that all intelligences are needed in society. Because, according to Gardner, intelligence is the capacity to solve problems in order to function productively. Let me repeat that. **The theory states that all intelligences are necessary to function productively in society.** Teachers, therefore, should think of all intelligences as equally important. The theory of multiple intelligences implies that educators should recognize and teach to a broader range of talents and skills. Another implication is that teachers should structure the presentation of material in a style which engages most or all of the intelligences**.** By activating a wide assortment of intelligences, teaching in this manner can facilitate a deeper understanding of the subject material.

OK, everybody, thank you for listening and have a good day.

**ANSWER KEY –**

**READING**

1. B
2. C
3. C
4. A
5. D
6. A
7. C
8. B
9. C
10. C
11. A
12. A
13. D
14. D
15. B
16. D
17. B
18. A
19. B
20. A
21. C
22. A
23. C
24. D
25. D
26. A
27. B
28. D
29. C
30. C
31. D
32. B
33. A
34. D
35. B

**WHILE LISTENING**

1. A
2. D
3. B
4. B
5. D
6. C
7. B
8. C
9. A
10. C

**ANSWER KEY – NOTE TAKING**

1. Measure of the intelligence of an individual, score determined from one of several standardized tests designed to assess human intelligence.
2. The set of abilities, talents, and skills, defined as the multiple type of abilities and skills
3. Gardening, camping, walking, climbing, working with soil, land enjoys agriculture, geology, raising animals, how to train animals, hunting,
4. Rhythm and tone/sounds of music
5. Scientist, detectives, mathematicians
6. Socrotes (no error) Joan of Arc (ok if spelled wrong) (JAND’S ARC) is accepted
7. Ability to understand and interact with people, good communication skills, sensitive to others, people smart,
8. Dancers, surgeons, athletes
9. Think in 3 dimensions, picture smart, mental images and spatial reasoning, graphic and artistic skills, very good at jigsaw puzzles and mazes
10. Solve problems, in order to function properly in society