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An English Course in Child Development I

PREPARED BY
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CAPPADOCIA UNIVERSITY PRESS

AN ENGLISH COURSE IN CHILD DEVELOPMENT I

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TOPIC VOCABULARY

Active participation, cognitive domain, emotional development, external factors, independence, internal factors, personality traits, physical growth, social-emotional development

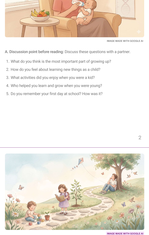


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A. Discussion point before reading: Discuss these questions with a partner.

1. What do you think is the most important part of growing up?
2. How do you feel about learning new things as a child?
3. What activities did you enjoy when you were a kid?
4. Who helped you learn and grow when you were young?
5. Do you remember your first day at school? How was it?

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Understanding Child Development

Child development is defined as the continuous and systematic sequence of **three aspects** of changes that a human being undergoes from the moment of conception through to the end of life. It is a process that **[1]** _____ from simple to complex and transitions from a state of total dependency on others to becoming a fully autonomous and self-reliant individual. The process is multi-faceted, involving integrated progress in several domains: physical growth, emotional experiences, language acquisition, emotional maturity, and social skills.

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Although **three** developmental areas are often categorized separately for study, they are fundamentally interlinked and influence each other deeply. For example, as the brain grows and matures physically, the child's intellectual abilities are **[2]** _____ to develop, allowing them to think in more abstract and logical ways and complete social interactions. Through these interactions, a child is exposed to their social world more fully. This entire progression is shaped by a wide range of factors, which can be broadly grouped into internal and external influences. These are external environmental forces such as family environment, socioeconomic status, and cultural background. Furthermore, a child's personality can be fully monitored through their **[3]** _____ characteristics. The quality of growth and development is directly related to a child's **nutrition**, the family's **affluence**, specific **learning styles**, the quality of **education**, and constant **interaction with peers**, a weakness not!

B. Read and answer the following questions:

1. What does child development cover?
2. How do physical growth and intellectual abilities relate to each other in child development?
3. What factors can affect the course of child development in an individual?
4. How are social development, emotional responses, and language skills interconnected in child development?
5. How does brain development impact a child's ability to explore their social world?
6. What external influences can affect child development?
7. How is growth and development related to a child's nutrition, affluence, parenting styles, education, and interaction with peers?

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Context Exercises

A. Choose the correct answer about the text.

1. What do children learn as they grow up?
   a. How to walk and talk
   b. How to read and write
   c. How to be independent
   d. All of the above
2. Which of these does **NOT** affect a child's development?
   a. Family
   b. Society
   c. Health
   d. Age
3. What happens as a child's brain develops?
   a. Their physical abilities increase
   b. Their emotions become stronger
   c. Their intellectual skills improve
   d. All of the above
4. How do children learn about their social world?
   a. By watching TV
   b. By going to school
   c. By interacting with others
   d. By reading books

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5. What is the main goal of child development?
   a. To make children taller
   b. To make children smarter
   c. To make children more independent
   d. To make children happier

B. Are the sentences TRUE (T) or FALSE (F). Correct the false sentences.

1. ( ) Child development only includes physical growth.
2. ( ) A child's brain development helps them understand their social world better.
3. ( ) Family and society do not affect a child's development.
4. ( ) Child development is a journey from dependence to independence.
5. ( ) Nutrition and education are important for a child's growth.

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C. Match the words and phrases with their definitions. Use a dictionary to help you.

1. Physical growth	a) Factors outside the individual, such as family, culture, and economic status, that impact development.
2. Intellectual development	b) The genetic and physiological characteristics inherited from parents that influence development.
3. Language development	c) The ability to communicate through spoken, written, or signed language, and understand others
4. Emotional development	d) The acquisition of skills needed to interact effectively with others and understand social norms.
5. Social development	e) The development of the ability to recognize, express, and manage one's emotions.
6. Biological makeup	f) The growth in mental capacities such as thinking, learning, and problem-solving.
7. External influences	g) The process by which the body changes in size, strength, and motor skills over time.

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D. What do these bold words mentioned in the text refer to?

1. The word "these" as in "these aspects" refers to: _____
2. The word "this" refers to: _____
3. The word "these" refers to: _____

Vocabulary Study

A. Choose the correct word written in bold and underline it to complete the sentences according to the text.

1. Physical growth is one aspect of child development, while **intellectual / physical** development is another.
2. External factors such as family and society influence child development, unlike **internal / external** factors which are inherent.
3. A child's progress can be **fully / partially** monitored through observations, though it might not be perfectly observed.
4. Child development is a process from total **dependence / independence** to full independence.
5. The effects of certain experiences on development are felt **directly / indirect**, rather than through indirect means.

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B. Fill in the table below:

Noun	Adjective	Adverb	Verb
growth			
influence			influence
independence			X
ability	able	X	X
physics	physical		X
development			

C. Fill in the blanks with the words from the above table.

1. The child is _____ rapidly as they approach their teenage years.
2. The teacher's positive _____ on her students is evident in their improved performance.
3. Early childhood _____ plays a crucial role in a child's future success.
4. With practice, her _____ to solve complex problems has greatly improved.
5. Regular exercise is essential for maintaining a healthy _____ state.

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Language Study: Present Simple & Present Continuous

We use **Present Simple** to state:

- **Habitual Actions**: To describe routines or repeated actions.
  Example: **She goes** to the gym every day.
- **General Truths**: To state facts or truths that are always true.
  Example: Water **boils** at 100°C.
- **Permanent States**: To describe situations or conditions that are generally constant.
  Example: He **lives** in New York.
- **Scheduled Events**: For fixed events or timetables, especially with transportation or schedules.
  Example: The train **leaves** at 5 PM.
- **Feelings and Preferences**: To express likes, dislikes, and opinions.
  Example: I **love** chocolate.

Form: **Subject + base verb** (add "s" for third person singular).

Here are some of the examples of Present Simple from the text.

- "Child development **incorporates** physical growth…"
- "These **include** the innate or the biological makeup…"

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We use **Present Continuous** to state:

- **Ongoing processes**: We use Present Continuous to describe ongoing processes.

Here is an example of Present Continuous from the text.

- "…a child **is exploring** their social world more fully…"

Use of Language: Present Simple vs. Present Continuous

A. Fill in the blanks with the correct form of the verb in parentheses.

1. I _____ (read) a book right now, but I usually _____ (read) magazines.
2. She _____ (go) to the gym every morning, but today she _____ (take) a break.
3. They _____ (not watch) TV at the moment. They usually _____ (play) board games instead.
4. We _____ (have) dinner together every night, but tonight we _____ (eat) at a restaurant.
5. He _____ (drive) to work every day, but this week he _____ (take) the train.

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B. Choose the correct option to complete the sentence.

1. Look! It (rains / is raining) outside.
2. My brother (plays / is playing) basketball on Saturdays.
3. Right now, they (cook / are cooking) dinner.
4. The train (leaves / is leaving) at 6 PM every night.
5. She (does / is doing) her homework now.

C. Match the sentences with their correct descriptions.

Sentence	Description
1. She is walking to school.	a) Temporary situation
2. We visit our friends every weekend.	b) Routine or habit
3. They are watching a movie right now.	c) Action happening at the moment
4. He plays the piano beautifully.	d) Skill or ability
5. The Earth revolves around the Sun.	e) General truth

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D. Correct the mistakes in the following sentences.

1. She are going to the store every day.
2. They is playing soccer right now.
3. I eat breakfast at 7 AM but today I am eating earlier.
4. He not likes to watch TV in the evening.
5. We go to the beach next week.
6. The kids is reading books in the library right now.
7. She work at a hospital and she is taking a course this semester.
8. The train leave at 9 AM every day.
9. I am usually read before bed.
10. They are not liking the new movie.

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Communication At Home: The Key to Healthy Development

Effective communication between parents and children is fundamentally essential for the child's emotional well-being and development. **Active listening** (1) **family bonds**. It (2) plays a crucial role as a cornerstone for building mutual trust, deep understanding, and overall emotional well-being. When parents prioritize open and honest dialogue, they create a supportive and safe environment. As a result, **they** (3) are more likely to share their innermost thoughts, feelings, and concerns without fear of judgment.

The benefits of this communicative approach are diverse and long-lasting:

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- **Emotional Intelligence:** By practicing active listening and choosing to validate their children's feelings, parents help them recognize and manage **their** (4) emotions.
- **Stronger Family Bonds:** Clear communication regarding rules and expectations, combined with positive reinforcement, encourages cooperation.
- **Self-Esteem & Confidence:** Children who feel valued develop a stronger self-image.
- **Problem-Solving & Resilience:** Collaborative discussions teach children how to approach difficulties logically, fostering independence.
- **Academic Success:** Active parental involvement in school life leads to better performance and a positive attitude toward learning.

Tips for Effective Communication:

- **Active Listening:** Showing genuine interest and listening attentively through eye contact.
- **Open-ended Questions:** Asking questions that require more than a "yes" or "no" to encourage deeper conversation.
- **Empathy and Validation:** Acknowledging the child's emotions to show they are supported.
- **Consistent and Clear Messages:** Explaining rules and expectations very openly to secure a predictable environment. Parents should encourage children to follow these steady messages to foster better habits.

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Context Exercises

A. Answer the following questions according to the text.

1. How does good communication between parents and children help build trust?
2. Is a discussion about problems help children develop problem-solving skills?
3. Why is it important for parents to be involved in their child's school activities?
4. What role does effective communication play in a child's emotional development?
5. How can parents encourage positive behavior in their children through communication?
6. Why is active listening important in parent-child communication?

B. Read the statements and underline True (T) or False (F) according to the text.

1. ( ) Effective communication helps build a foundation of trust and security between parents and children.
2. ( ) Open discussions about rules allow children to express their emotions but does not help them manage these emotions.
3. ( ) Clear information about rules and expectations can guide children's behavior and encourage cooperation.
4. ( ) Discussing problems with children does not affect their problem-solving skills.
5. ( ) Parental involvement in academic activities has no impact on a child's academic success.

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C. Read the tips again and match the categories with the sentences. An example is made for you.

1. Open-Ended Questions
2. Empathy and Validation
3. Consistent and Clear Messages
4. Positive Reinforcement
5. Active Listening

a) explain your rules and expectations very openly clearly

b) listen carefully and making eye contact

c) encourage them for good behaviors by giving praises

d) ask more questions for detailed answers

e) show understanding and support for their emotions

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D. Choose the words with what they refer to in the text.

1. "It" (1) as in "It plays a crucial role." refers to_____.
   a. effective communication
   b. healthy development
   c. strong family bonds
2. "They" (2) as in "they are more likely to share." refers to _____.
   a. trust and security
   b. communication
   c. children
3. "Their" (3) as in "validate their children's feelings." refers to_____.
   a. Parents'
   b. Children's
   c. Parent

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Vocabulary Study

A. Fill the blanks with these words below to match the synonyms. An example is made.

communication | bond | security | validation | foster | self-esteem | foster | attentively | encourage | consistent

1. self-esteem
   - confidence
   - self-worth
2. _____
   - carefully
   - mindfully
3. _____
   - approval
   - confirmation
4. _____
   - talking
   - chat
   - conversation
5. _____
   - safety
   - protection
6. _____
   - help
   - support
7. _____
   - support
   - motivate
8. _____
   - steady
   - unchanging
9. _____
   - connection
   - link
   - relationship

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B. Circle the correct word to complete the sentence in a meaningful way.

1. Good **communication / communicate** helps people understand each other better.
2. Spending time with family can help **bond / foster** people together.
3. Getting **validation / security** from a friend can make you feel good about yourself.
4. Compliments from friends can help increase your **self-esteem / validation.**
5. It is important to listen **attentively / attentive** when someone is speaking.
6. Parents should **encourage / bond** their children to try new activities.

C. Fill in the chart with the verb of the words on the right column. An example is made for you.

Word	Verb
attentively (adverb)	attend
communication (noun)	
validation (noun)	
encouragement (noun)	
security (noun)	

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D. Fill in the blanks with the correct verb form from the table above to complete the sentences below. An example is made for you.

1. We have to **attend** the meeting at 3 PM today.
2. Playing games together helps children _____ and make friends.
3. Reading books can _____ a love for learning in young children.
4. The bike lock will help _____ your bike so it doesn't get stolen.
5. The teacher _____ Anna's feelings by saying it was okay to feel sad after losing the game yesterday.
6. Parents should _____ their kids to try new sports and activities.

Language Study: Relative Clauses (Who, That, Which)

Relative clauses often used to describe or identify the noun more clearly. These clauses can start with relative pronouns: "who," "that," and "which."

Who

- **Use:** Refers to people.
- "Children **who** communicate well with their parents often perform better."

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That

- **Use:** Refers to people, animals, or things. It can be used for both essential (restrictive) and non-essential (non-restrictive) clauses.
- "This trust forms the basis for a strong, supportive relationship **that** can withstand challenges."

Which

- **Use:** Refers to animals or things.
- "The cat **which** is playful outside is mine."

Use of Language

A. Read each sentence and underline the relative clause. Circle the relative pronoun (who, which, that, where, when, whose).

1. The book **that** I borrowed from the library is very interesting.
2. She is the teacher who helps students with their homework.
3. We made a cake which everyone loved at the party.
4. The dog that barks loudly every morning is my neighbor's pet.
5. The doctor who helped me is very kind.
6. He found the keys that he lost last week.

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B. Match the sentences in Column 1 with the correct endings in Column 2. Use "that," or "which" to complete the sentences, and write the correct letter next to each sentence in Column 1. An example is made for you.

Column A

1. The woman **who** (C)
2. His friend _____ ( )
3. The book _____ ( )
4. The teacher _____ ( )
5. The cookie _____ ( )

Column B

a. was on the table was delicious.
b. teaches math is very tall.
C. won the race is my neighbor.
D. I read last week was interesting.
E. is good at math can solve this problem.

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C. Combine the sentences using who, that, or which. An example is made for you.

0. That girl is wearing a red dress. She is my sister.
Combination: That girl **who** is my sister is wearing a red dress.

1. The pizza was very tasty. We ordered it.
Combination: _____

2. I have a bike. It is blue.
Combination: _____

3. My teacher is friendly. He teaches science.
Combination: _____

4. The movie was interesting. We watched it.
Combination: _____

5. The flowers are beautiful. They are in the garden.
Combination: _____

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MORE MUSIC WITH ROSSI A

The Role of Developmental Parenting in Child Growth

Developmental parenting is a specialized approach that centers on delivering the precise support a child needs at the right time. It emphasizes creating a nurturing home environment that fosters emotional, social, and intellectual growth. By focusing on these key areas, parents can help their children reach their full potential.

- **Responsive Caregiving:** Parents remain highly attentive to signals. It is vital to offer nurturing and emotional needs to build secure attachment and trust.
- **Supportive Environment:** Parents should set up a safe and stimulating space filled with books and toys. This encourages children to focus on active learning and exploration.
- **Encouraging Independence:** By allowing children to explore, parents foster autonomy, self-confidence, and critical problem-solving skills.
- **Consistent Boundaries:** Consistent rules help children feel secure and understand expectations, reducing anxiety.
- **Positive Reinforcement:** Utilizing praise motivates children to build up and maintain desirable behaviors over time.
- **Open Communication:** Engaging in active listening improves language skills and makes children feel understood.

Benefits of Developmental Parenting

Children who grow up with this style develop strong resilience, which is the ability to recover quickly from difficulties. They also show superior emotional regulation, helping them manage their own behaviors. To reach these goals, parents must work on their relationship with the child daily. Intellectual stimulation provides the mental challenges that encourage curiosity. children do not grow simply by being left alone, but through active engagement.

IN SOMMARIO NOTE

A. Answer the following questions according to the text.

1. What are some of the key principles of developmental parenting mentioned in the text?
2. Why is open communication important in developmental parenting, and what are its benefits?
3. Who can benefit from developmental parenting practices?
4. Can developmental parenting improve a child's cognitive development by leaving the child alone?
5. What does "responsive caregiving" mean in developmental parenting?
6. How does a supportive environment help children?

Context Exercises

A. Choose the correct option according to the text.

1. Which of the following is a key principle of developmental parenting?
   a. Ignoring children's emotions
   b. Encouraging independence
   c. Setting no boundaries
   d. Criticizing mistakes
2. What is the benefit of engaging in open communication with children?
   a. It helps them become more secretive
   b. It builds trust and strong relationships
   c. It makes them dependent on parents
   d. It reduces their confidence
3. How does positive reinforcement help children according to the text?
   a. It discourages good behavior
   b. It makes children feel bad about themselves
   c. It encourages children to continue good behavior
   d. It forces them to stop exploring
4. What does a supportive environment provide for children?
   a. A place to stay quiet
   b. A setting for strict discipline
   c. Opportunities to explore and learn
   d. A place to avoid interaction

5. Why is it important to have consistent routines for children?
   a. To confuse them with different rules
   b. To help them feel secure and understand expectations
   c. To encourage them to break rules
   d. To make them feel anxious

B. Look at the answers below. Write the correct question that matches each answer. An example is made for you.

1. **Question:** **Why is responsive caregiving is important?**
   Answer: Because it helps children feel safe and loved, building secure attachment.
2. **Question:** _____ ?
   Answer: Because it helps children learn and grow in a safe place.
3. **Question:** _____ ?
   Answer: Because it helps children become more confident and learn how to solve problems on their own.
4. **Question:** _____ ?
   Answer: Because it helps children feel understood and improves their language skills.

C. Read each sentence. Identify the reference word and underline it. Then find the sentence in the text and write what these words refer to according to the context in the text. An example is made for you.

1. **"This approach** (1) promotes optimal physical, cognitive, social, and emotional development."
   - It refers to **developmental parenting.**
2. The **"**(2) emphasizes responsive and nurturing care, tailored to the child's age, abilities, and individual needs."
   - It refers to "_____"
3. "Parents can effectively support their child's growth and help them reach **their** (3) full potential."
   - It refers to "_____"

4. The process of managing or controlling something, like your emotions or behaviors.
   a. Look after
   b. Regulation
   c. Focus on
   d. Set up
5. To take care of and provide support for someone or something.
   a. Build up
   b. Focus on
   c. Look after
   d. Work on

Vocabulary Study

A. Read each definition carefully and choose the word that best matches its meaning. Select the correct option.

1. The ability to recover quickly from difficulties and stay strong in tough situations.
   a. Autonomy
   b. Resilience
   c. Stimulating
   d. Regulation
2. To prepare or arrange something so that it is ready to use or function.
   a. Set up
   b. Look after
   c. Focus on
   d. Build up
3. To make someone interested and excited about something, especially in learning.
   a. Resilience
   b. Stimulating
   c. Autonomy
   d. Work on

4. The ability to make your own decisions and act independently.
   a. Resilience
   b. Look after
   c. Autonomy
   d. Work on
5. To create or increase something gradually over time.
   a. Stimulating
   b. Build up
   c. Regulation
   d. Set up
6. To improve or develop something through consistent effort.
   a. Build up
   b. Set up
   c. Stimulating
   d. Regulation

B. Match each word or phrase2 verb with its closest opposite from the list provided.

1. autonomy
2. stimulating
3. regulation
4. look after
5. focus on
6. set up
7. build up

a) dependence
b) boring
c) chaos
d) neglect
e) ignore
f) break down
g) neglect

C. Complete the sentences with the correct vocabulary word or phrase2 verb from the words below. There is an extra word that you do not need.

autonomy | stimulating | look after | work on | set up | build up | focus on | regulation

1. The colorful toys are _____ for the baby.
2. Can you _____ my dog while I'm on vacation?
3. You need to _____ your homework to get good grades.
4. She needs _____ her plans skills to get better.
5. We need to _____ the tables for the party.
6. He is trying to _____ his confidence by speaking in front of people.

Language Study: Relative Clauses (When, Where, Whose)

with "Where"

- **Function:** Provides information about a place or location.
- "Creating a safe, stimulating, and nurturing environment where children can explore and learn."

with "When"

- **Function:** Provides information about a time or moment.
- "I remember the day when we first met."

with "Whose"

- **Function:** Refers to a person and provides additional information about them.
- "This is the girl whose lost her wallet."

Use of Language

A. Identify the relative clause and then underline it. An example is made for you.

1. We went to **the hotel where we stayed 3 years ago.**
2. The house where my friend lives is very big.
3. I remember the day when we went to the beach together.
4. The little boy whose bike was stolen is very sad.
5. This is the park where we have our picnic every Sunday.
6. Sunday is the day when I am least busy.

B. Fill in the blanks with where, when or whose to complete the sentences. An example is made for you.

1. This is the restaurant **where** we had our first date.
2. The teacher _____ husband is French is yesterday is on vacation.
3. I remember the day _____ we moved to this city.
4. She showed me the place _____ she grew up.
5. He is the person _____ opinions matter the most to me.
6. 1923 is the year _____ the Republic of Turkey was founded.
7. I met a man _____ cat was very friendly.

C. Combine the two sentences into one sentence using a connecting word as "when, where or whose". An example is made for you.

Information: A popular café. We had dinner there last night.
Combination: The restaurant where we had dinner last night is popular.

1. The day was rainy. We stayed indoors on that day.
   Combined Sentence: The day _____
2. The girl is wearing a red dress. Her mother is a famous artist.
   Combined Sentence: The girl _____
3. The town is small. I grew up in that town.
   Combined Sentence: The town _____
4. The year was memorable. I graduated from university that year.
   Combined Sentence: The year _____
5. The hotel was fantastic. We stayed at the hotel during our vacation.
   Combined Sentence: The hotel _____

TARGET VOCABULARY
abstract thinking, adolescence, adulthood, boundary, developmental phase, hormonal shift, identity, mood swing, peer pressure, pivotal, puberty, reasoning, self-consciousness, sexual maturation, transformation

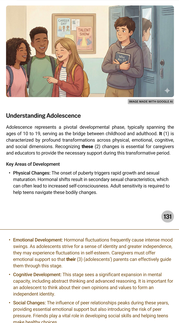


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Understanding Adolescence

Adolescence represents a pivotal developmental phase, typically spanning the ages of 10 to 19, serving as the bridge between childhood and adulthood. It is characterized by profound transformations across physical, emotional, cognitive, and social dimensions. Understanding these (1) changes is essential for caregivers and educators to provide the necessary support during this transformative period.

Key Areas of Development

- **Physical Changes:** The onset of puberty triggers rapid growth and sexual maturation. Hormonal shifts result in secondary sexual characteristics, which can often lead to increased self-consciousness. Adult sensitivity is required to help teens navigate these bodily changes.

- **Emotional Development:** Hormonal fluctuations frequently cause intense mood swings. As adolescents strive for a sense of identity and greater independence, they may experience fluctuations in self-esteem. Caregivers must offer emotional support so that **their** (2) (adolescents) parents can effectively guide them through this stage.
- **Cognitive Development:** This stage sees a significant expansion in mental capacity, including abstract thinking and advanced reasoning. It is important for an adolescent to think about their own opinions and values to form an independent identity.
- **Social Changes:** The influence of peer relationships peaks during these years, providing essential emotional support but also introducing the risk of peer pressure. Friends play a vital role in developing social skills and helping teens make healthy choices.

Strategies for Supporting Adolescents

- **Active Listening:** Demonstrating empathy by hearing their concerns without immediate judgment or providing an instant solution.
- **Encouragement:** Valuing their interests and efforts to strengthen their self-image and confidence.
- **Boundaries and Rules:** Implementing consistent limits that still allow room for growing independence and provide trust and security.
- **Positive Reinforcement:** Using praise and rewards to encourage desirable behaviors and motivate learners.

A WARNING TIP!

A. Answer the following questions according to the text:

1. What are some of the physical changes that happen during adolescence?
2. Why is it important for teenagers to think about their own opinions and values?
3. What can help teenagers manage their intense emotions and mood swings?
4. How can parents help teenagers make good choices?
5. What role do friends play during adolescence according to the text?
6. Does the text suggest that friendships are important for teenagers' social skills?

Context Exercises

A. Circle the right word to complete the sentences according to the text.

1. Active listening means showing empathy and understanding by listening to their concerns without immediate **judgment / solution.**
2. Encouragement involves supporting their **interests / worries** and praising their efforts and achievements to build self-esteem.
3. Boundaries and rules should be **flexible / consistent**, meaning they are clear and constant while allowing for increased independence.
4. Active listening helps build trust and **security / confusion**, which are essential for healthy relationships.
5. Positive reinforcement uses praise and rewards to **ignore / encourage** desirable behaviors and motivate adolescents.

B. What do these words mentioned in the text refer to? Select the correct option.

1. The word "it" (1) as in "it is characterized by" refer to_____
   a. adolescence
   b. developmental stage
   c. transition
2. The word "those" (2) as in "these changes" refer to_____
   a. childhood
   b. physical, emotional, cognitive, and social
   c. critical
3. The word "their" (3) as in "their parents" refer to _____
   a. parents
   b. adolescents
   c. adults

Vocabulary Study

A. Match each word with the correct definition.

1. adolescence	a) The period of life between puberty and adulthood, usually from ages 10 to 19.
2. peer	b) A person who is the same age or has the same status as someone else.
3. self-consciousness	c) Feeling overly worried about how others see you or thinking a lot about yourself.
4. adolescent	d) A person who is in the teenage years, typically between 13 and 19 years old.
5. puberty	e) The process of growing and developing to become more mature.
6. maturation	f) Quick and sudden changes in your emotions and how you feel.
7. mood swings	g) Very fast, quick.
8. rapid	h) The phase where a child's physical and sexual characteristics start to develop and change.

B. Read the statements and underline True (T) or False (F) according to the text.

1. T | **Adolescence** is the period of life when a child becomes an adult.
2. T | An **adolescent** is a fully grown adult.
3. T | **Puberty** is the process of physical changes that occur during adolescence.
4. T | **I** is **peer** is someone who is older or younger than you.
5. T | **Mood swings** involve unstable and changing feelings.
6. T | **Self-consciousness** is when you feel relaxed about how others see you.

C. Complete the sentences with the right word from the list below. There is an extra word that you do not need.

adolescence | adolescent | puberty | maturation | peer | mood swings | rapid | self-conscious

1. Playing sports with a _____ can be a fun way to make friends.
2. _____ usually starts around age 11 for girls and 12 for boys.
3. My friend is very _____ about her weight. She doesn't even want to take pictures of herself.
4. During _____, teenagers often experience many changes in their bodies and emotions.
5. An _____ is someone who is in their teenage years.
6. _____ helps people grow into adults with more experience and understanding.

Language Study: Comparatives

We use comparative adjectives to show change or make comparisons. Here's an example:

- "They seek **greater** independence from their parents."

Here's the structure for comparatives:

Syllables	Examples	Suffix
one syllable	slow fast	**+er** slower faster
one syllable ends in **e**	late wise	**+r** later wiser
one syllable consonant + short vowel + consonant	big hot	**Double the last consonant + er** bigger hotter
two syllables ending in **y**	lucky pretty	**Drop -y and +ier** luckier prettier
two or more syllables	expensive interesting	**more + adj. + than** more expensive than more interesting than

A. Fill in the blanks with the correct comparative form of the adjective in parentheses.

1. Cats are _____ (smart) than dogs.
2. Mike is _____ (tall) than John.
3. China is _____ (crowded) than Canada.
4. My history class is _____ (interesting) than my math class.
5. In Europe, the buildings are generally _____ (old) than the buildings in America.
6. Tokyo is _____ (crowded) than Kyoto.

B. Write sentences comparing different people or things using the words provided. Follow the example.

1. Adolescents / energetic / children
Adolescents are **more energetic than** children.

2. Teenage girls / communicative / teenage boys
_____

3. High school / challenging / middle school
_____

4. Adolescents / curious / their parents
_____

5. Extracurricular activities / important / classroom activities for adolescents
_____

C. Think about adolescents and children. Write 4 comparative sentences about them. An example is made for you.

1. Adolescents are **more interested** in social media than children.
2. _____
_____
3. _____
_____
4. _____
_____

TARGET VOCABULARY

concrete meaning, concentration, discovery, immerse, interference, lifelong passion, mentorship, method, mixed-age classroom, philosophy, responsibility, self-directed, sensory experience, uninterrupted



IMAGE MADE WITH GOOGLE AI

Developing Independence Through the Montessori Way

The Montessori method of education, established by Dr. Maria Montessori, is rooted in the fundamental belief that children possess an inherent natural **eagerness** to learn. **This approach (1)** asserts that children are fully capable of directing their own educational journeys. The philosophy places a high value on **independence** and maintains a deep respect for the unique developmental pace of every individual child.

Key Features of the Montessori Method

- **Mixed-Age Classrooms:** By grouping children of various ages together, this method fosters a unique environment for peer learning. It allows older students to **facilitate** the learning process for younger ones through natural mentorship.

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- **Self-Directed Learning:** Students are empowered to select their own activities. Working at their own speed promotes a sense of **autonomy** and personal responsibility for their progress.
- **Hands-On Learning Materials:** The curriculum utilizes specially designed, concrete materials that allow children to master complex concepts through physical exploration and sensory experiences.
- **Uninterrupted Work Periods:** Providing long blocks of time without interference allows children to achieve deep **concentration** and focus. During these periods, nothing disturbs **them (2)** the children while they are immersing themselves in their chosen tasks.

Ultimately, the Montessori method seeks to build self-confidence and a durable, lifelong passion for discovery, preparing children for academic success.

AI GENERATED TEXT

A. Answer the following questions according to the text:

1. How does the Montessori method support a child's natural desire to learn?
2. Why are uninterrupted work periods important in the Montessori method?
3. Does the Montessori method emphasize respect for each child's individual development pace?
4. What is the role of mixed-age classrooms in the Montessori method?
5. How do hands-on learning materials help children in the Montessori method?

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Context Exercises

A. Read each statement. Write "T" (True) if the statement is correct or "F" (False) if it is incorrect.

1. ( ) The Montessori method involves children working together in groups of the same age.
2. ( ) The Montessori method is based on the belief that children are naturally eager to learn.
3. ( ) In the Montessori method, children must follow a strict schedule without any choice in their activities.
4. ( ) Mixed-age classrooms in the Montessori method help children learn from each other.
5. ( ) Hands-on learning materials are not important in the Montessori approach.
6. ( ) Uninterrupted work periods help children develop concentration and focus.

B. What do these words mentioned in the text refer to?

1. "this approach" (1) refers to_____

2. "them (2)" as in 'these issues' refers to_____

C. Discuss: Read the following question and discuss your answer with a partner or in a small group.

1. Do you agree with the Montessori approach to education? Why or why not
2. What do you think is the most important idea in the Montessori method? Why?

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Vocabulary Exercises

A. Choose the correct definition for each word by writing the letter (a, b, or c) next to the word.

1. Eager
   a. Wanting something very much.
   b. The process of growing or improving.
   c. The ability to make decisions independently.
2. Independence
   a. Working together with others to achieve something.
   b. The ability to do things on one's own without help.
   c. A feeling of deep admiration for someone or something.
3. Autonomy
   a. Freedom from control or influence of others.
   b. Real and tangible, not abstract.
   c. The ability to make decisions independently.
4. Facilitate
   a. Helping something happen more easily.
   b. The state of being able to focus attention without interruption.
   c. The process of growing, progressing, or improving.

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5. Uninterrupted
   a. Helping something happen more easily.
   b. The process of growing, progressing, or improving.
   c. Without any break or pause.
6. Concentration
   a. The state of being able to focus attention without interruption.
   b. Having a strong desire or interest to do something.
   c. Guidance provided by a mentor.

B. Complete each sentence with the correct vocabulary word from the list below.

eager	independence	autonomy	facilitate
uninterrupted	concentration		

1. The teacher tries to _____ learning in the classroom.
2. Children show _____ when they want to learn new things by themselves.
3. The children worked with _____ on their project.
4. He is very _____ to start his new job.
5. We need _____ time to finish the exam without breaks.
6. Developing _____ helps kids make their own choices.

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C. Write down one word that comes to mind when you think of each vocabulary word. Then, pair up with a classmate and explain why you chose that word. An example is made for you.

- **Eager**: Excited, _____
- **Facilitate**: Help, _____
- **Independence**: _____
- **Uninterrupted**: _____
- **Concentration**: _____

Language Study: No Article

In English, when we talk about certain places like "school," "prison," "court," and "bed," we sometimes don't use an article ("the" or "a") before these words. This usually happens when we refer to the general purpose of these places rather than a specific location.

- **School:** No article is used when referring to the institution as a place for learning.
  - **Example:** "I prepares them for success in school and beyond." (General place for education)
  - **With article:** "I left my book at the school." (A specific school)

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- **Prison:** No article is used when referring to the concept of imprisonment.
  - **Example:** "He was sent to prison for five years." (General concept of imprisonment)
  - **With article:** "She visited the prison to see her friend." (A specific prison)
- **Court:** No article is used when referring to the legal process or the institution.
  - **Example:** "He was summoned to court." (Refers to the legal process)
  - **With article:** "We stood outside the court for hours." (A specific court)
- **Bed:** No article is used when referring to the activity of sleeping or resting.
  - **Example:** "She goes to bed early every night." (Refers to the activity of sleeping)
  - **With article:** "The book is on the bed." (A specific bed)
- **Hospital:** No article is used when referring to the activity of receiving medical care.
  - **Example:** "She was taken to hospital after the accident." (General place for medical care)
  - **With article:** "I visited her at the hospital." (A specific hospital)

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- **University:** No article is used when referring to the institution as a place of higher education.
  - **Example:** "He goes to university in London." (General place of higher education)
  - **With article:** "We walked around the university campus." (A specific university)

Use of Language

A. Underline the correct option (with or without an article) in each sentence. An example is made for you.

1. He was sent to **prison / the prison** for three years.
2. She goes to **the bed / bed** at 11 PM every night.
3. They go to **the school / school** by bus every morning.
4. I found my keys under **the bed / bed.**
5. My brother is studying at **the school / school** down the street.
6. She visited her friend in **prison / the prison** last weekend.
7. He was taken to **hospital / the hospital** with a broken leg.
8. My sister works at the **hospital / hospital** near our house.

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B. Read the paragraph below and underline the correct word in bold. An example is made for you.

Every morning, Sarah wakes up and washes her face. Then, she makes **the bed / bed.** She has breakfast and then goes to **the school / school** with her friends. Her brother, Mark, goes to **the university / university** in the city, while their cousin, Emily, is training to become a nurse and works at **the hospital / hospital** nearby. Sometimes, Mark has to go to **the court / court** to study cases for his law degree. After school, Sarah likes to visit her grandmother, who has been in **the hospital /hospital** for a week. At night, they all return home, and Sarah is usually in **the bed /bed** by 9 PM.

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The Content-Based Language Teaching Approach—one of the effective methods frequently used in English for Specific Purposes (ESP) courses—and, in particular, the Topic-Based Teaching Model, aim to develop students' language skills in professional and academic contexts by focusing on situations they will encounter in the real world. This approach assumes that language teaching must be tailored to the specific language and communication needs of individual students and that particular attention must be paid to the context in which they use English.

The series of subject-specific English textbooks produced by the School of Foreign Languages at Cappadocia University has been developed to support students' English reading skills—which they will need in their academic and professional lives—through reading passages adapted to their respective fields.

The reading texts, vocabulary exercises, practical activities and key language structures provided for revision in the book are designed to develop students' reading, comprehension, interpretation and communication skills in tandem. The numerous text analyses and vocabulary exercises enable students to understand the academic terminology and reading passages they encounter in their current academic lives.

These books aim to serve as a guide for students and can be used as a reliable reference both during their university studies and after graduation.

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