

UNIT 1

PEDAGOGY, EDUCATION AND SCHOOL

In this Unit, pedagogy is explored through the thinking and practice of the educators accompanying learners and bringing learning into life. Teaching is only one aspect of the practice. We will see that playing, too, has an important role in the development of children, and we will also look at certain issues connected with learning.

A. PEDAGOGY AND EDUCATION

Pedagogy is the science and art of education. Its aims range from full development of the human being to skills acquisition. The word comes from the Greek *παιδαγωγέω* (*paidagogeō*) which literally means “to lead the child”.

Education in its general sense is a form of learning in which the knowledge, skills and habits of a group of people are transferred from one generation to the next through teaching, training, research, or

simply through autodidacticism. Generally, education occurs through any experience with a formative effect on the way a person thinks, feels or acts.

The word itself comes from the Latin *educatio* (breeding, bringing up) and *educo* (I educate, train).

During the very early years of its life, a child spends most of its time within the family and with its parents, who are the first *natural* pedagogues, and play will be



School in the 1960's

← "The task of the modern educator is not to cut down jungles, but to irrigate deserts." C.S. Lewis
"I am not a teacher, but an awakener." Robert Frost

What do the two quotes have in common?

- They both mean that being a teacher is hard work.
- They both refer to the fact that teaching is more about working on what already exists than on creating from nothing.
- They both see teaching as a kind of magic.

PET Describe the picture below.



one of the child's first learning experiences. The role of the adults will be essential for the child's development, and their duty will be to **provide** the child with the optimal environment for play and to **surround** it with as many stimuli and materials as possible.

Later on in the lives of children and adolescents, teachers will be their main educators, helping them to develop as human beings and trying to get the best out of each of them through the learning process.

GLOSSARY



aim: objective, purpose
occur: to happen
provide: to make available
range from: to include
surround: (here) to give, offer

1A

PET Are the following statements true (T) or false (F)?

- Pedagogy only means teaching skills.
- Education refers to the process of teaching/learning in its various forms.
- You cannot educate yourself.
- Education is something you learn at school and which has a formative effect on your life.
- Parents and family members are the first educators.
- Teachers only have a responsibility to teach their subject.

T	F
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1B

Now correct the false statements.

B. BABIES, CHILDREN, TEENAGERS



2

Listen and complete the blank spaces in the text.

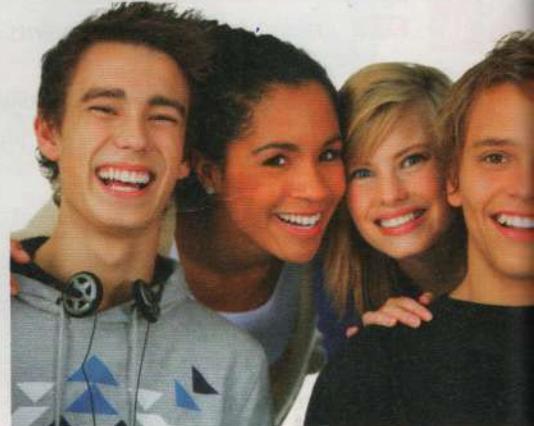
Infant or (1) is the term used to refer to the young children of humans. Babies are between the ages of (2) and (3) year old. A crying baby may be trying to express a variety of feelings including **hunger**, discomfort, overstimulation, **boredom** or need for something.

(4) is the term for a young child who is learning to (5) Toddling is the stage of development between infancy and childhood, and usually begins between the ages of (6) and (7) months. During this stage, the child learns a lot about social roles and develops (8) skills.

A (9) is a human being between the stages of birth and (10) Biologically, a child is anyone in the developmental stage of childhood, between infancy and adulthood, although the age range for a child is considered to be between (11) and (12) years old.

During this stage, children have learnt all they can on their own and begin attending school.

Teenagers are (13) Adolescence involves biological, (14) and psychological changes caused by puberty. This lasts several years, beginning with a sudden increase in hormone production which causes rapid physical growth and psychological changes, and results in (15) maturity. The average starting for puberty is (16) for girls and (17) for boys, although every individual's personal timetable for puberty is influenced primarily by heredity.



3 Complete each space with the most suitable word choosing from the ones below.

adolescence – baby – child – puberty – teenagers – toddler

- They have got two children: Rosie, a pretty ten-year-old girl, and Jason, a who's only 18 months old.
- She was holding the in her arms trying to make it sleep.
- After, her graceless body changed and she soon turned into the beautiful young woman she is today.
- The family is the's first learning environment.
- may be a very difficult time for parents, who have to struggle with their child's desire to be autonomous.
- sometimes worry about their body image, and think they are too tall, short, thin or fat.

MOVING
DEEPER

Terrible twos – why are 2-year-olds so difficult?

The terrible twos are a normal stage in a **toddler's** development characterized by mood changes, temper **tantrums** and use of the word "no." The terrible twos typically occur when toddlers begin to struggle between their need of adult care and their desire for independence.

Though the terrible twos can be difficult for parents to deal with, it is necessary to keep in mind that 2-year-olds are **undergoing** major motor, intellectual, social and emotional changes. Their vocabularies are growing, they want to do things on their own and they are beginning to discover that they are expected to follow certain rules. However, most 2-year-olds still are not able to move as quickly as they would like, clearly communicate their needs or control their feelings. This can lead to frustration and misbehaviour – in other words, the terrible twos.

If a child is going through this phase, parents should try to stay calm and offer comfort or ignore the behaviour. They should try to limit the use of the word "no" and use other forms of discipline, such as redirection or humour. They should also consider avoiding **challenging** situations – such as going shopping when a child needs sleeping and should not forget to **praise** their child for appropriate behaviour.

By accepting the changes the child is going through and showing him/her love and respect, parents will help their child to overcome this difficult stage with confidence.



GLOSSARY



boredom: the state of being bored

challenging: difficult, in a way that tests your ability or determination

hunger: strong desire or need for food

praise: to express approval about the achievements or characteristics of a person

tantrum: a sudden period of uncontrolled childish anger

toddler: a young child, especially one who is learning or has recently learned to walk

undergo: to experience something which is unpleasant or which involves a change

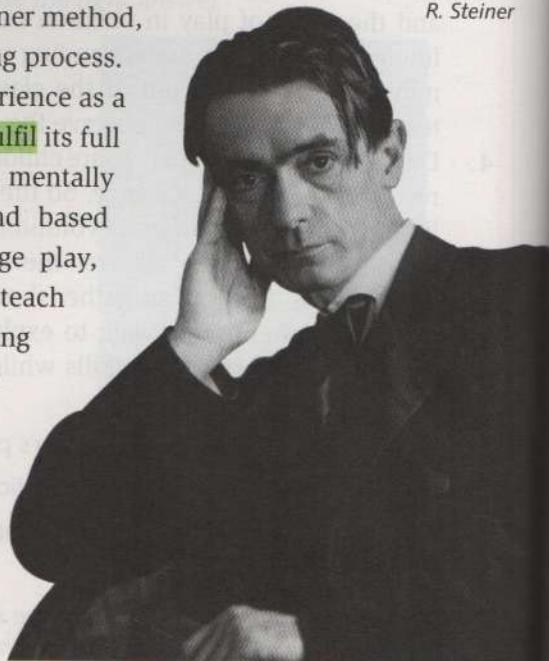
C. MODERN APPROACHES TO LEARNING

At the beginning of the 20th century, new methodologies **came into being**: the Montessori method and the Steiner method, which both put the child at the centre of the learning process. **Rudolf Steiner** (1861-1925), who had extensive experience as a **tutor**, believed that education should help the child **fulfil** its full potential by meeting its changing needs, physically, mentally and emotionally. His teaching was systematic and based on certain principles: the teacher should encourage play, drawing, storytelling and natural study, and not teach to read until the age of seven; the teaching of writing should follow the teaching of reading and the teacher should be the same for seven years. In addition, children should concentrate on one subject at a time, for example, History for two hours a day for several weeks and only then change subject; and teachers should make children enthusiastic about learning without thinking about exams.

Although he was an idealist and his pupils did not follow the State curriculum, he made an agreement with the authorities in Stuttgart that his pupils at the Waldorf School would be able to transfer to a State school at certain key ages.

There are still a few Steiner Schools today, but in different parts of the world they have different traditions. In Switzerland they have existed since the 1920s, while in Germany they re-opened after the Second World War, are now part of the German education system and receive State financing. In the UK, they were created in the 1970s and 1980s, are community-based, and inspired more by "New Age" thinking than by Steiner's philosophy.

R. Steiner



GLOSSARY



come into being: to start to exist
fit in: to adapt to
fulfil: achieve
outcome: result
previous: preceding
schemata: plural of schema, conceptual frameworks
tutor: instructor for an individual

11

PET Decide whether the statements below are true (T) or false (F).

- For both Montessori and Steiner, education should centre on the child.
- Children's needs are constant in time.
- At the age of seven, children are taught reading and writing.
- Children should be taught one subject at a time.
- Steiner schools have the same curriculum all over the world.

T	F
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Behaviourism was a dominant theory of learning until the first half of the 20th century. According to this theory, learning is a permanent change in behaviour that is only measurable through a series of tests. In other words, learning is habit formation and habits are formed by repetition. The basic idea is that the teacher gives a stimulus and waits for a response from the students. What follows is positive or negative feedback and then another stimulus. The problem with this method is that the students only repeat or copy what the teacher says or writes, they do not acquire or understand, but are only imitating the teacher. Errors are seen negatively because they impede habit formation and so are rewarded with a bad mark.

Cognitivism came out as a criticism to Behaviourism in the 1950s and insisted on the active role of the mind in the learning process. With this approach, learners are expected to make sense of the information received by themselves with the guidance of a teacher. The idea is that learning is not a habit, but requires cognitive processing and

mental effort. Errors are a positive indication that learning is taking place.

In the next decade, **Constructivism** described learning as the building or constructing of new knowledge, the combination of **previous** knowledge with new information. Learners can make choices about what ideas to accept and how these **fit in** their existing **schemata**, and what to reject. The emphasis is on encouraging learners' autonomy and getting them involved in the learning process. Context is important in making situations and events meaningful and relevant and in giving the opportunity to build new knowledge from authentic experience. If students are encouraged to think independently, they will take responsibility for their own learning and will learn to establish connections between ideas, to predict **outcomes**, and to justify and defend their ideas. According to Constructivism, knowledge has personal meaning and learners construct their understanding of the world through generating rules based on experience and trial and error.

12 Complete the table on different approaches to teaching.

	BEHAVIOURISM	COGNITIVISM	CONSTRUCTIVISM
Time period			
Definition of learning			
Learners' role			
Teacher's role			
Errors			

13 Read the text again and answer the following questions.

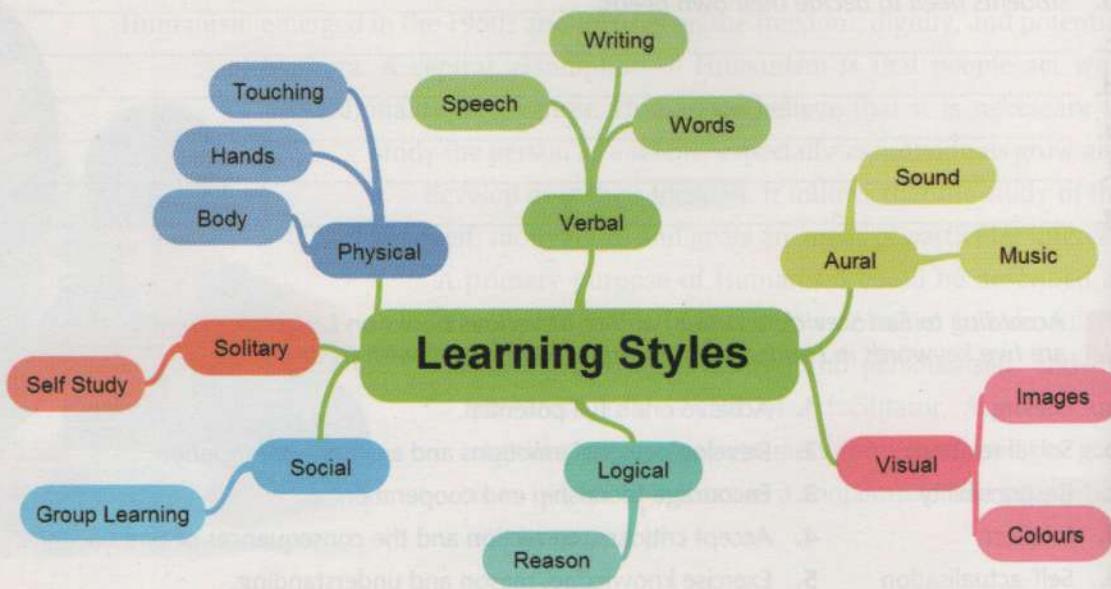
- What is the main problem with Behaviourism?
- According to Cognitivism, what is the role of the mind in the learning process?
- According to Constructivism, why is context important?
- How is meaning created in a constructivist approach?

ONLINE RESOURCES

- The Montessori method



E. LEARNING STYLES



A **learning style** is the way a person **perceives**, **conceptualises**, **organizes** and **recalls** information. It can be influenced by genetics, previous learning experiences, culture and society.

Students learn better and more quickly if the teaching methods used by the teacher match their favourite learning style. If this is done students' self-esteem will increase and even those who were once bored may become interested again. Also the relationship between teacher and students will almost certainly benefit.

There are different ways of looking at learning styles. Bandler and Grinder, who worked in the field of **Neuro-Linguistic Programming**, developed a classification based on the **Four Modalities**.

According to this, students may prefer a **visual** (seeing), **auditory** (hearing), **kinesthetic** (moving) or **tactile** (touching) way of learning.



17 Read the above introduction to Learning Styles and answer the questions.



- What is a learning style?
- What are the advantages of addressing the students in their favourite learning style?
- What four learning modalities did Bandler and Grinder identify?

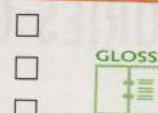


18 Do the examples below suggest visual, auditory, kinesthetic or tactile learning preferences? Write V, A, K or T in the boxes.

Some learners

- find it difficult to sit **still** for long periods.
- learn best when they are involved or active.
- learn well in **hands-on** activities like projects and demonstrations.
- like dialogues, discussions and plays.
- like looking at wall displays, books, etc.

- f. like the teacher to provide verbal instructions.
- g. look at the teacher's face intently.
- h. often recognize words by sight.
- i. recall information by remembering how it was set out on a page.
- j. solve problems by talking about them.
- k. use lists to organize their thoughts.
- l. use movements as memory aids.
- m. use rhythm and sound as memory aids.
- n. use writing and drawing as memory aids.



conceptualise: to form a mental idea of
hands-on: first-hand or applied, not theoretical
perceive: to notice or become aware of
recall: to remember
still: (here) without moving

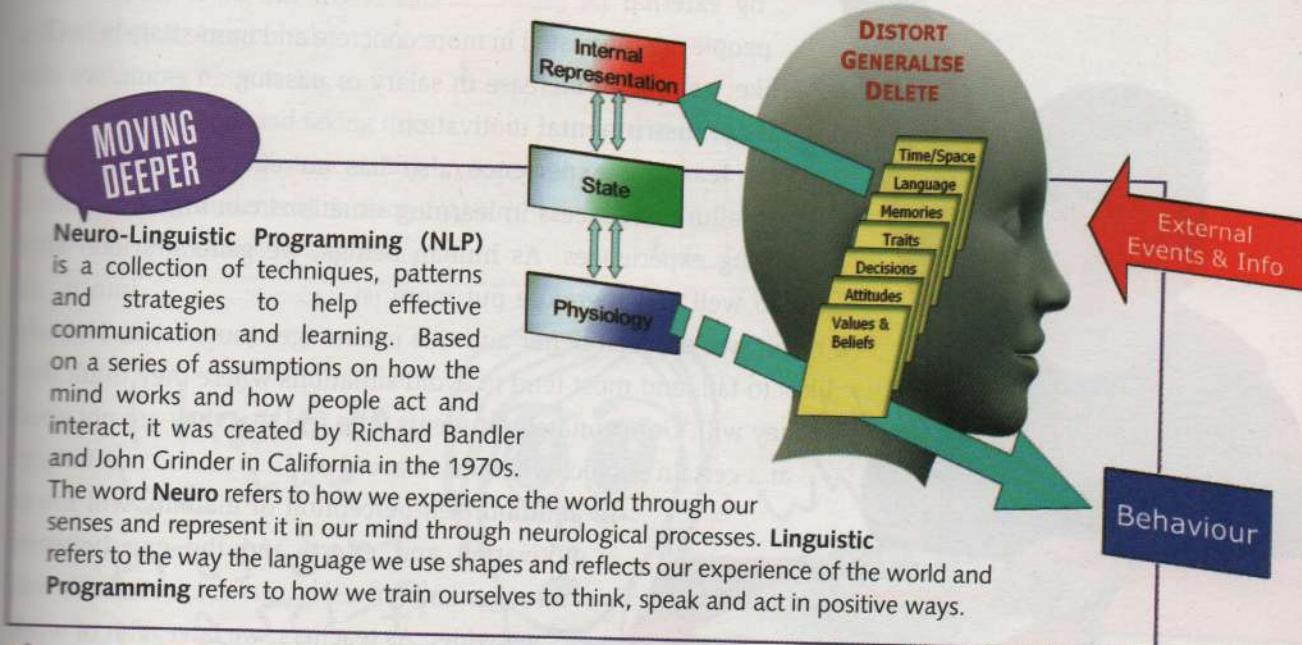
19

Read the above list again and tick (✓) your own learning preferences. Then summarise your results using the table below. Which is your dominant learning style?

MODALITY	YOUR PREFERENCES (✓)
Visual	
Auditory	
Kinesthetic	
Tactile	

20

Compare your results with the class. Is there a dominant learning style in your class?



- Multiple intelligences

F. THEORIES ON MOTIVATION



21

Listen to the text on motivation and fill in the blanks with the following words.

factors – games – instrumental – interaction – interest – learning – possible – resulting – weaker

Basically there are three different types of **motivation**: intrinsic and integrative motivation, extrinsic and (1) motivation, and the effect of past learning experience on motivation.

Intrinsic and integrative motivation depends on the learner. **Intrinsic** motivation refers to the (2) students take in learning and the pleasure they experience when doing class activities, but unfortunately it concerns only a small number of students per class. Unfortunately, for the majority of students, (3) is not very interesting, but they like getting involved in doing activities with other people, they like social (4)

and are interested in being part of a community. This is called **integrative** motivation. Using songs and (5) has a positive impact on motivation.

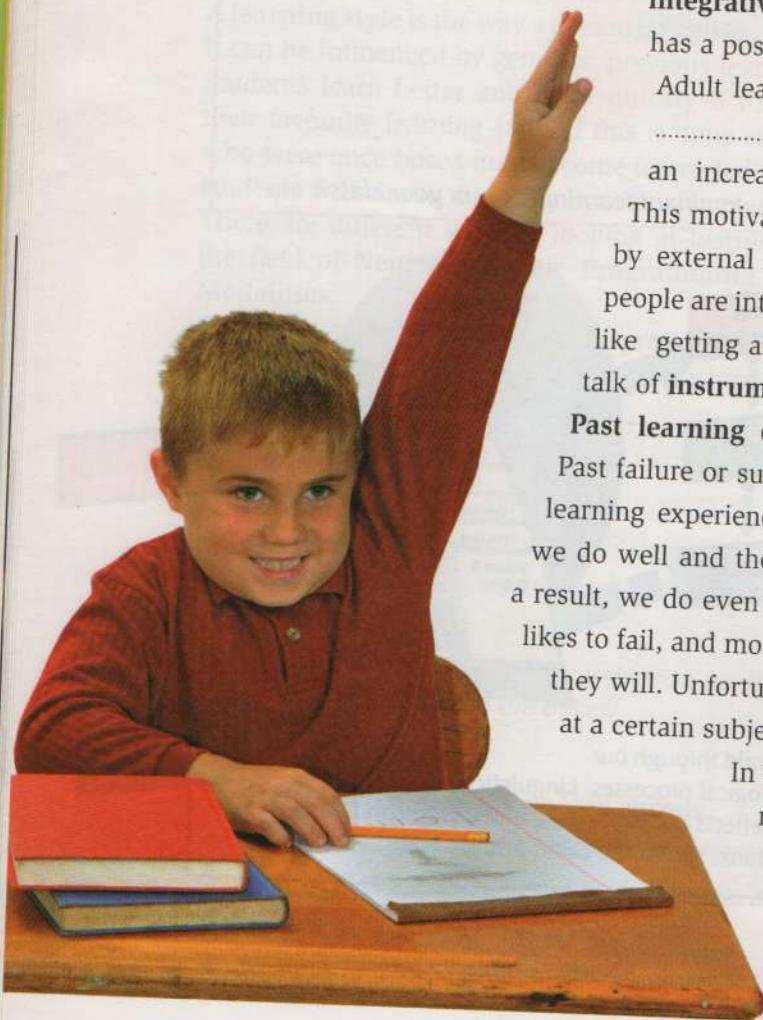
Adult learners are especially interested in the benefits (6) from learning, like getting a diploma, an increase in personal status or finding a good job.

This motivation is called **extrinsic** because it is determined by external (7) On the other hand, when people are interested in more concrete and immediate benefits, like getting an increase in salary or passing an exam, we can talk of **instrumental** motivation.

Past learning experience also has an effect on motivation.

Past failure or success in learning situations can influence future learning experiences. As human beings, we generally like what we do well and therefore put more (8) into it. As a result, we do even better and this encourages motivation. Nobody likes to fail, and most tend to avoid situations where they think that they will. Unfortunately, students who feel that they are not good at a certain subject will tend to avoid (9) failure.

In addition, self-perception of inability will lower motivation and effort, and the gap between stronger and (10) students will get wider. As teachers, we have a lot of work to do in encouraging students and trying to increase their self-esteem.



22 Read the text again and answer the following questions.

- How many types of motivation are there?
- Which are internal?
- Which are external?
- In which way is past experience important for motivation?

23 Write a definition for the different types of motivation.

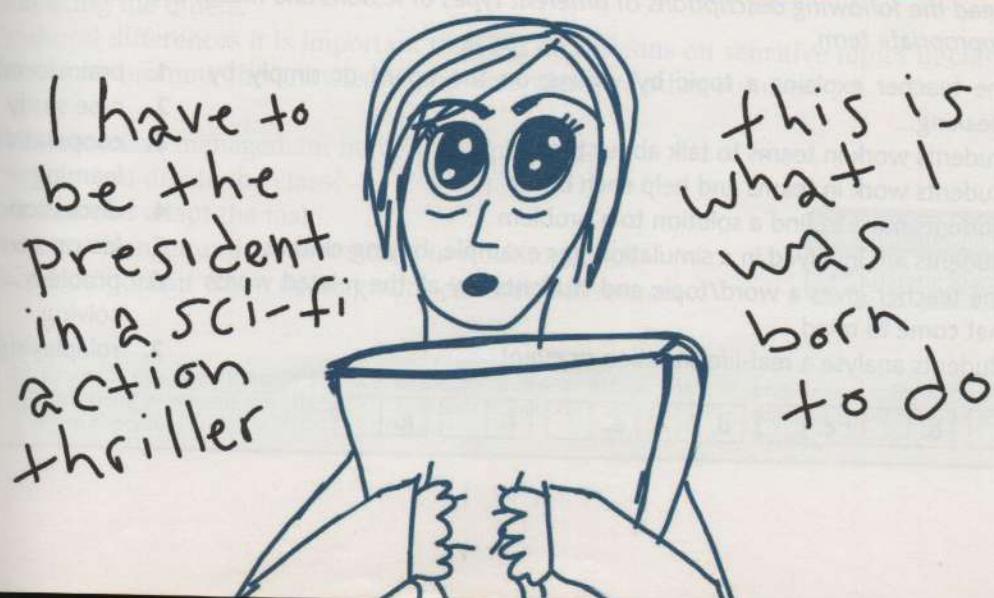
- Intrinsic motivation:
- Integrative motivation:
- Extrinsic motivation:
- Instrumental motivation:

24 Here is a list of suggestions (1-6) for teachers who want to increase motivation in the class. Match the suggestions with the general ideas (a-f).

- Vary the type of activities. Do what the students like best. Try new activities.
- Give students more time to do their tasks and take their decisions. Let them work on longer projects.
- Give students activities with open answers.
- Give options. Let students decide which activity they want to do.
- Share some decisions with students about homework or the time given for the activities.
- Ask students if they need more practice or what they think of the class activities.

- Choosing longer tasks
- Choosing open tasks
- Experimenting and taking risks
- Finding out what students think
- Involving students in decision-making
- Providing choice

a.	
b.	
c.	
d.	
e.	
f.	



6 The following text uses analogy to explain some important aspects of dyslexia. While listening, complete each blank space with the following words..

brain – colour – computer – different – driver – dyslexic – games – head – ideas
input – match – memory – output – processor – software – subjects – work

DYSLEXIA AND COMPUTERS

Imagine you get a beautiful new (1) for Christmas. It has a huge hard disc, lots of (2) included in the box, speakers and a (3) printer. When you have set it up, it does not work as you had hoped. The (4) is for an Apple Mac but you have a PC, and the printer cannot print your (5) from the computer because the correct printer (6) is missing. There is nothing wrong with the computer – it has a good (7) , an excellent (8) and all the internal workings it needs. But there is a problem with the (9) because of the Apple Mac discs, and the (10) because of the printer driver. This is a bit like what being (11) is. It may be that the input a child receives does not (12) its own way of working. Some (13) at school or home will be presented in a compatible language and therefore enter the child's 'computer' or (14) Other subjects do not even get inputted. It is like hearing somebody talking to you in a (15) language which you cannot understand. Similarly with output, a dyslexic child or student may have all the (16) and knowledge in their (17) but be unable, like the computer, to print it out, or even write it down on paper.



E. COPING WITH A LEARNING DISABILITY

Although a diagnosis of a learning disability can be upsetting, it is actually the first step in resolving the condition.

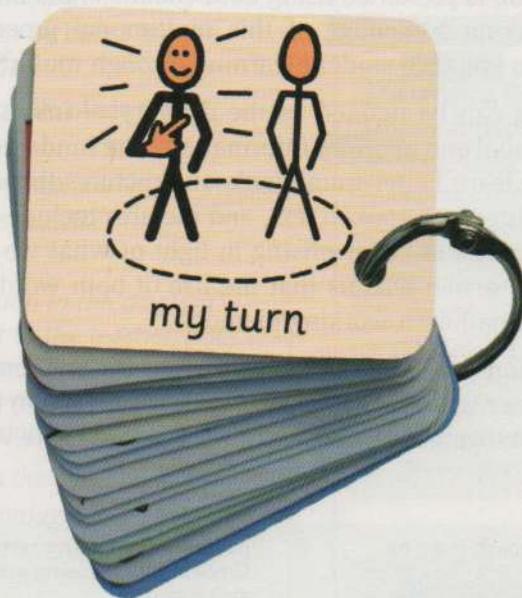
Once a person's particular problem has been pinpointed, they can then follow strategies or take medicines to help cope with the disability. And taking steps to manage the disability can often help restore a student's self-esteem and confidence. Some students who have been diagnosed with a learning disability work with a special teacher or tutor for a few hours a week to learn certain study skills, note-taking strategies or organizational techniques that can help them compensate for their learning disability.

Some schools develop what is called an

Individualized Education Program (or IEP), which helps define a person's learning strengths and weaknesses, and make a plan for the learning activities that will help the student do their best in school. A student's IEP might include sessions with a tutor, time in a specialized classroom for a certain subject, or the use of special equipment to help with learning, such as books on tape or laptop computers for students who have dyslexia. Medication is often prescribed to help students with ADHD. Although there is no "cure" for learning disorders, most people with these disabilities adapt to their learning differences and find strategies that help them accomplish their goals and dreams.

8

Now underline the key ideas in the text (as in the first sentence) and join them up to make a summary.



ONLINE RESOURCES

- Dysgraphia
- ADHD
- Dyspraxia

GLOSSARY



accomplish: to reach, succeed in
goal: aim, target
pinpoint: to identify, detect
restore: to bring back

self-esteem: pride in oneself, self-respect
session: period of time devoted to a particular activity
upsetting: making unhappy or worried

COMPARATIVES AND SUPERLATIVES

Remember that comparative forms show the difference between two things and superlatives are used when comparing three or more things.

Most one-syllable and some two-syllable adjectives form comparatives and superlatives with *-er* (*than*) and (*the*) *-est* respectively. The final consonant doubles if preceded by a consonant. Two syllable adjectives ending in *y* remove the *y* and add *-ier* and *-iest*. Most two and all three or more syllable adjectives place *more* and *the most* before the adjective.

There are also some irregular adjectives: *good/well* (*better, the best*), *bad/badly* (*worse, the worst*), *far/farther* (*the farthest*), *little/less* (*the least*), *much/many* (*more, the most*).

► Complete the table with the comparative and superlative form of the following adjectives.

	COMPARATIVE	SUPERLATIVE
old		
new		
fine		
fit		
easy		
narrow		
difficult		

► Complete the text with the comparative or superlative form of the adjectives in brackets.

People with a dominant logical-mathematical intelligence are (1) (good) at solving problems than students with a musical intelligence who are at their (2) (good) when they have to memorise a song. However, it is (3) (difficult) for them to learn a poem because there is no soundtrack.

(4) (brilliant) speakers are people with a high verbal intelligence, in fact it is usually

(5) (easy) for them to communicate with other people, even though (6) (brilliant) communicators are people with an interpersonal intelligence.

(7) (introvert) are people with an intrapersonal intelligence, who are able to analyse things (8) (deep).

(9) (lovely) body movements belong to people with a body intelligence who can be more talented than the others in the arts. However, people with a visual intelligence can be

(10) (creative) when they draw.

D. THE ROLE OF THE MIND: THE LEARNING PROCESS

Biological Psychology, also called Physiological Psychology or Behavioural Neuroscience, is the study of the physiological bases of behaviour. It is mainly concerned with the relationship between psychological processes and the underlying physiological events, i.e. the relationship between mind and body. It focuses on the function of the brain and the rest of the nervous system in activities like thinking, learning, feeling, perceiving and memorising. Biological Psychology studies:

- the relationship between mind and body;
- the relationship between thinking and physical behaviour;
- how we perceive and memorise things;
- the learning process.

Learning is not a linear sequence, but more a reticular and chaotic process. The reason learning is not a linear **orderly** process is because the brain does not process inputs in a linear way; indeed, knowledge is stored in different parts of our brain. Furthermore, the brain does not have a command centre and is highly selective because it only learns what is natural for its survival.

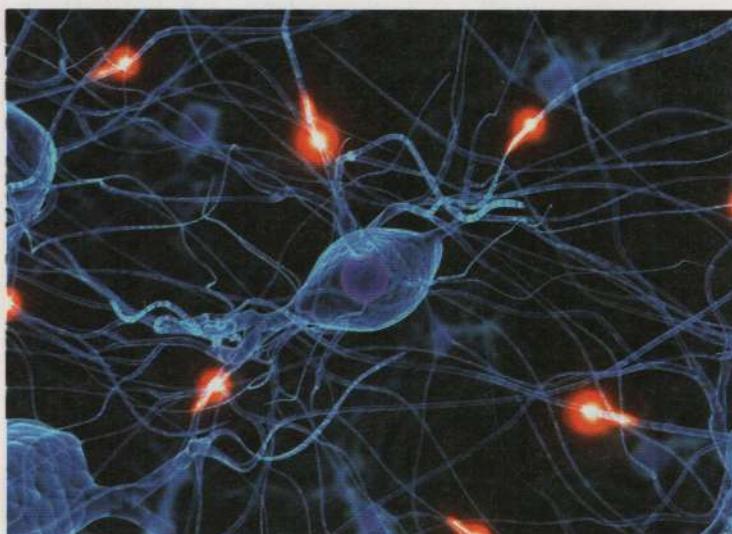
Learning takes place when **neurons** communicate with each other producing a long fibre, an **axon**, connecting them to one another. When the neurons receive sensorial

input, they form extensions called **dendrites** and all together they create networks. The points of conjunction between different neurons are called **synapses** and the liquids that enable communication between neurons are called **neurotransmitters**.

Starting gradually after birth and ending at puberty, the brain undergoes a process of **lateralisation** in which the two brain hemispheres specialise in different functions. The left hemisphere is responsible for analytical, sequential, verbal and rational/logical processing, while the right controls global, simultaneous, visual and emotional processing.

We tend to use one hemisphere more than the other. In our childhood, we develop **brain dominance**, the inclination to act and think in the mode of either the left or right hemisphere. The decision is **affected** by genetics, childhood experiences and the family environment. However, the dominance is not total: we occasionally permit the other hemisphere to **lead**.

The situation is a little different when learning a language. With his theory of bimodality, Danesi demonstrated that language learning engages both hemispheres: first the right, with a global perception and then the left, with analytical processing.



GLOSSARY

- affected**: influenced
- decipher**: to decode
- lead**: to guide
- orderly**: in good order

14 Answer the following questions.

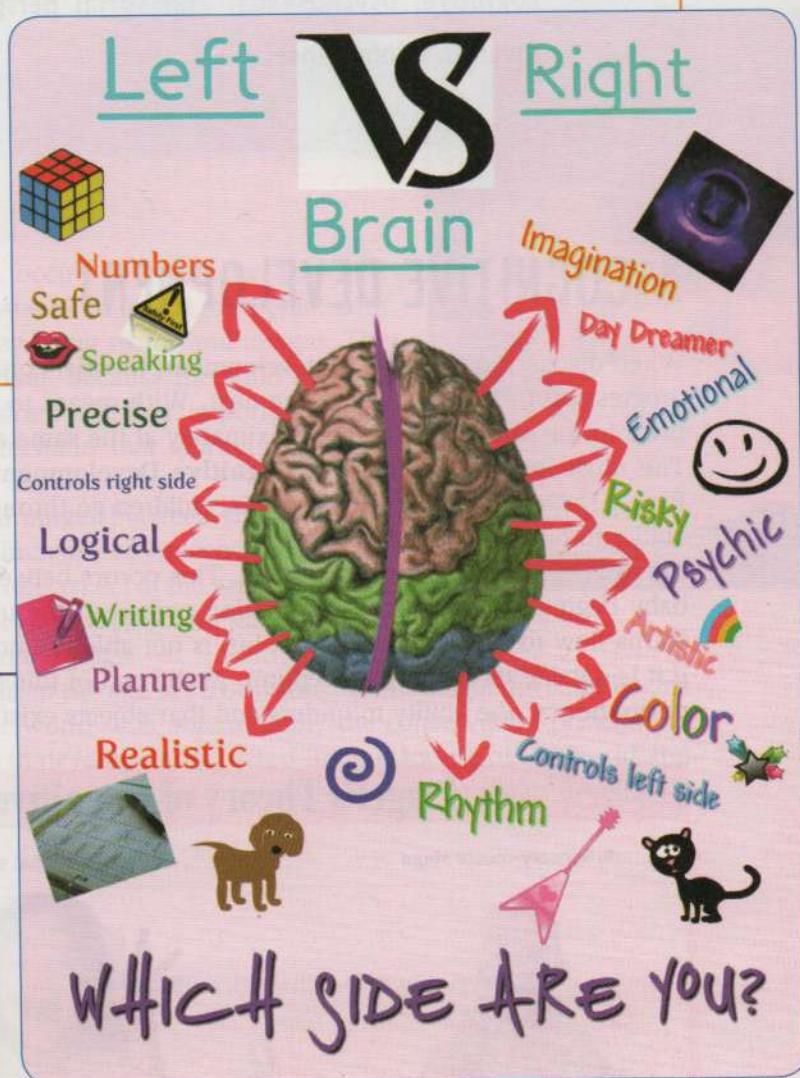
- What type of process is the learning process?
- What is an axon?
- What are dendrites?
- What are synapses?
- What are neurotransmitters?
- What is lateralisation?
- What are the functions of the left hemisphere?
- What are the functions of the right hemisphere?
- What does Danesi's theory of bimodality say?

MOVING DEEPER

Bimodality and neurological directionality

Marcel Danesi (born 1946) is a current Professor of Semiotics and Linguistic Anthropology at the University of Toronto.

He suggests that the only successful way of teaching a language is by activating both hemispheres because language learning is a **neurologically bilateral process**. This **bimodality** should proceed on the basis of what he defines as the **principle of neurological directionality**: learning should proceed from the right hemisphere to the left one, that is to say, from context to text. According to various studies, the right hemisphere plays a crucial role in the first phase of language learning due to its anatomical and neuro-functional structure. Its structure of interregional connections is more efficient than that of the left hemisphere and can **decipher** new stimuli better. The left hemisphere, with a sequential neuronal structure, has difficulty decoding new stimuli for which it does not already have codes or programs. It is only in a second moment that the left hemisphere dominates the linguistic material, when it forms a coherent system.



ONLINE RESOURCES

- Memory and forgetting: how we decode, store and retrieve information

UNIT 4

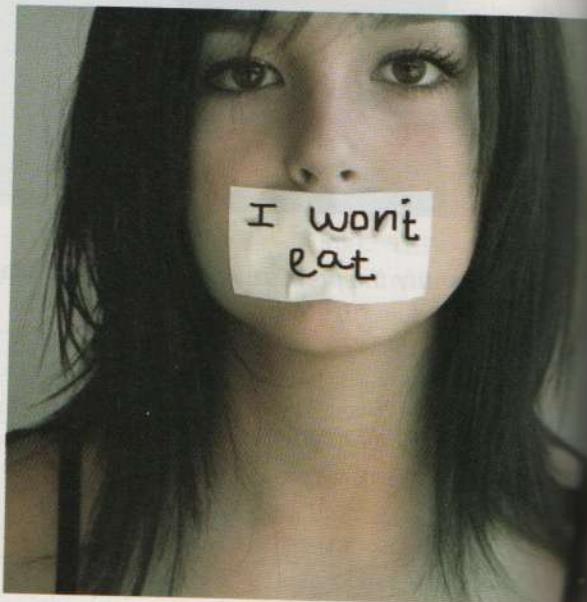
TEEN HOT ISSUES

In this Unit we will deal with some of the problems teenagers have to face during adolescence. We will also investigate about their causes and their effects.

A. I THINK I'M TOO FAT: ANOREXIA NERVOSA

It can be really hard to love your body, especially because the media tell us we should always be thinner. People are never really satisfied with their figures and teenagers often hate the way they look. However, teenagers sometimes tend to overreact and may decide to eat less or not to eat at all. If they look in a mirror and feel fat even though they are not, they may have Anorexia Nervosa. This is an eating disorder that makes people lose more weight than is considered healthy for their age and height. Anorexia is more common in females but males can have it, too. Some of its most frequent symptoms are:

- intense fear of **gaining weight**;
- no menstruation for three or more months;
- depression;
- irritability and fear of socializing;
- excessive exercise;
- excessive awareness of physical appearance;
- using diet pills;
- vomiting after consuming food.



1

Are the following statements true (T) or false (F)? Correct the false ones.



- a. It is clear what causes anorexia.
- b. Everyone is equally likely to develop anorexia.
- c. Culture and society play a crucial role in the development of anorexia.
- d. Hormones influence the way our brain works.
- e. Excessive dieting and physical activity will lower levels of tryptophan.
- f. Anorexia always starts for the same reason.
- g. The hypothalamus responds to stimuli sent by hormones.

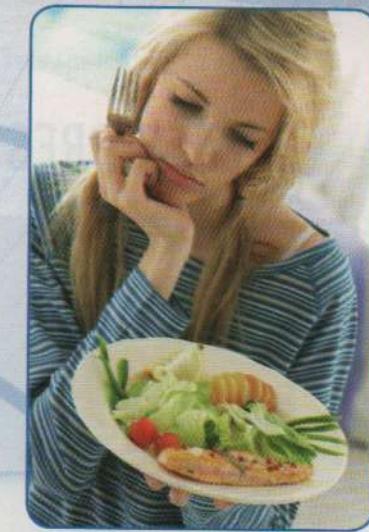
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Before Reading

"Teenagers are the most misunderstood people on earth. Treated like children, but expected to act like adults." – Anonymous

- Do you agree with the quotation above? Why/Why not?
- When do parents treat you as a child? Give examples.
- When do parents expect you to act as an adult? Give examples.

PET Describe the picture on the right.



There is no single cause for anorexia. Most experts believe it is caused by a combination of psychological, environmental and biological factors. It is widely accepted that some people have distinct personality **traits**, making them more vulnerable to anorexia.

The **lack** of a normal diet has a biological effect on the brain, reinforcing the obsessive thinking and behaviour associated with anorexia.

Your brain requires a healthy, nutritious diet to function normally. It uses a fifth of all the calories you eat. So extreme dieting can **disrupt** the normal functioning of the brain, possibly making anorexia symptoms worse. Malnutrition can also change the **balance** of hormones in the body, which can affect how the brain functions. It is thought the change in hormones causes the brain to become **sensitive** to the effects of an amino acid called tryptophan, found in almost all types of food.

This sensitivity can cause feelings of anxiety in people with anorexia when they eat. At the same time, **starving themselves** and excessive exercise lead to lower levels of tryptophan, which may make them feel calmer and more relaxed.

Another theory is that the system controlling a person's sense of appetite becomes disrupted causing a sense of anxiety after a meal. Appetite is controlled by a part of the brain called the hypothalamus. When your body needs more food, the hypothalamus releases chemicals to stimulate your appetite. Once you have eaten enough, hormones signal this to your hypothalamus. This will then release a different set of chemicals that, essentially, **reward** you for eating and make you feel satisfied.

GLOSSARY

balance: equilibrium, equal distribution
disrupt: to interrupt, impede
gain weight: to become heavier, to get fatter
lack: absence
reward: to give in return for something good or helpful
sensitive: easily hurt by
starve oneself: to stop or severely limit one's intake of food
trait: a particular quality in your personality



2

With a partner discuss the role of fashion and the media in influencing teenagers' eating patterns. Consider the following points:

- the model of a woman/girl/man suggested by fashion;
- the pressure to be thin exerted on readers/viewers by magazines and advertising;
- how writing and speaking about diets has become popular;
- how girls idealise superskinny models;
- how boys idealise muscular sportsmen and gym addicts;
- how rarely "normal" people appear on TV or in magazines;
- how websites which suggest ways for young girls to stay skinny are flourishing.

C. GENDER IDENTITY AND SEXUAL ORIENTATION DURING ADOLESCENCE

The teen years are when a person begins to discover their **gender** identity. A teen's sex (meaning whether the teen is male or female) is determined by genetics, but gender identity is determined by a combination of factors, including the gender roles they adopt and their sexual orientation. Gender roles determine how "masculine" or "feminine" a teen seems. Teens are exposed to gender roles from birth through parents, the media and society, but during their teens, they begin to **question** and choose various gender roles. Examples of traditional gender roles include:

- males liking outdoor activities and sports; females, indoor activities like **sewing** or cooking;
- males doing well in Maths and Science; females, in Languages, Art and Music;
- males wanting careers; females, to stay at home.

Although these are considered traditional "masculine" and "feminine" roles, teen boys may find that they enjoy cooking or art, and teen girls may excel in science or sports. Teens who feel pressured to conform to gender roles are more likely to suffer from depression than those who are encouraged to **pursue** whichever activities they find **fulfilling**. Teens of both sexes often experiment with their appearance and may try styles beyond traditional gender roles. Adopting "masculine" or "feminine" gender roles does not determine or indicate a teen's sexual orientation. Teen sexual orientation is not the same as teen gender roles. Three sexual orientations are generally recognized:

- heterosexual, attracted to the opposite sex;
- homosexual, attracted to the same sex;
- bisexual, attracted to both sexes.

Sexual orientation is determined by various genetic, environmental and emotional factors, not by appearance or activities.

Being curious or having thoughts about members of the same sex is common among teens and does not necessarily mean a teen is homosexual. Strong feelings of friendship are also normal during the teens and these do not necessarily indicate a person's sexuality either.



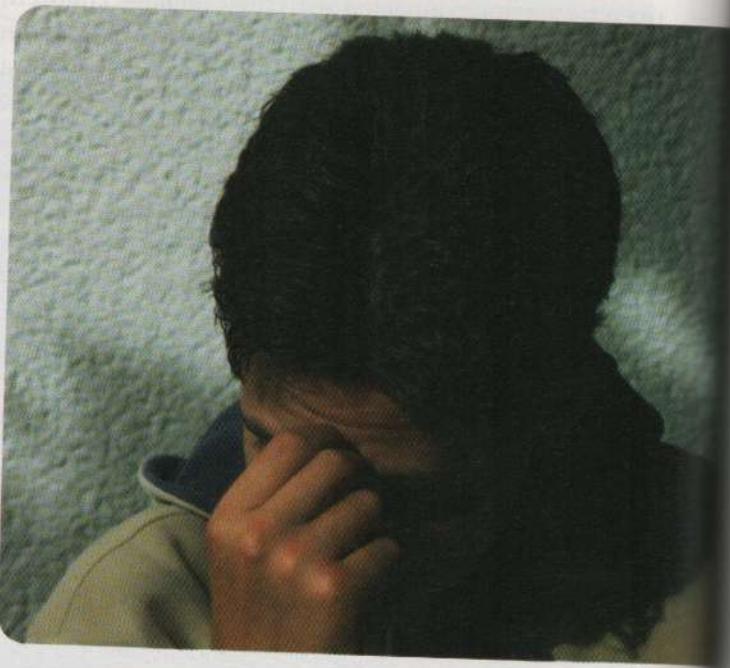
comfortable with: relaxed about

fulfilling: satisfying

gender: the fact of being either male or female

issue: problem

pursue: to try to achieve something



question: to ask about

regardless of: without being affected or influenced

reject: to refuse, not to accept

seek counselling: to look for professional advice

sew (sewed-sewn): to use a needle and thread

Teens orientate them perhaps help the teen's is due to resolve relations. Even if a may choose the teen can with only choose this should in risky both par teen, reg condoms the risk o Homosex how and be at gre mental h strong pr who are parents, Parents sh not reject parents an choices th support an

5

Ans

- What
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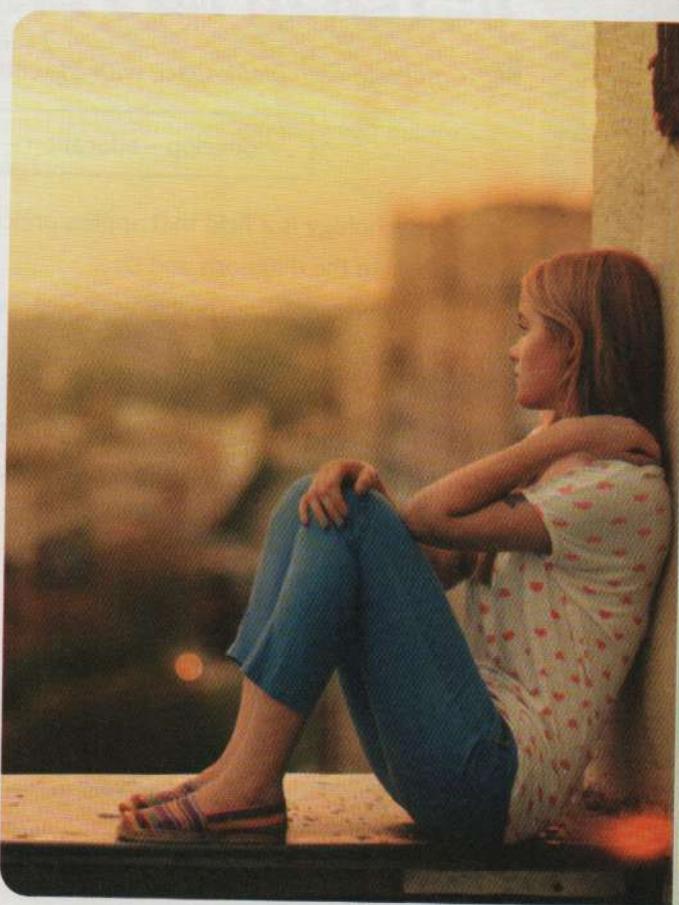


- Toxic fri
- Help! po

Teens who are confused about their sexual orientation should not use sexual activities to help them determine their sexual preference. Time, and perhaps talking to trusted friends and adults, will help them determine their sexual preference. If a teen's confusion or uncertainty about sexuality is due to abuse they should **seek counselling** to resolve these issues and be able to enjoy healthy relationships.

Even if a teen knows their sexual orientation, they may choose not to act on it. A teen of any sexual orientation can choose abstinence, and a bisexual teen can choose to have romantic relationships with only one sex. Some teens who are homosexual choose to have a heterosexual relationship, but this should be done with caution as it can result in risky sexual behaviour, emotional pain for both partners or depression. Any sexually active teen, regardless of sexual orientation, should use condoms or other suitable precautions to reduce the risk of sexually transmitted diseases.

Homosexual or bisexual teens need to consider how and when to tell family and friends, and may be at greater risk of depression, suicide or other mental health problems, especially if they face strong prejudice from their peers or family. Teens who are struggling with gender issues (and their parents, too) may benefit from talking to a school counsellor or mental health professional. Parents should share their values and beliefs with their children from an early age, but should not **reject** or put their children down because they have different values or make choices the parents are not **comfortable with**. Teens need to feel loved by their parents **regardless of** the choices they make. Gender identity **issues** can be confusing during the teen years, but with support and patience, most teens are able to develop healthy gender identities.



5 Answer the following questions.

- What's the difference between sex and gender identity?
- How are teens exposed to gender roles?
- Do teens always stick to traditional gender roles?
- What are the three basic sexual orientations?
- What may make a teen confused or uncertain about their sexuality?
- What problems may homosexual or bisexual teens have to face?
- What should parents do?

ONLINE RESOURCES

- Toxic friends: when friendship is no longer healthy
- Help! posts from a forum: I told my parents i'm gay...



GROWING UP

- Do you like babies and young children?
- Have you ever babysat your baby brother/sister/cousin?

Some perfectly normal babies don't say a recognizable word until their 18th month, whereas some babies begin to communicate in words or word-sounds ("ma-ma", "da-da", "pa-pa", etc.) as early as 7 months.

ONLINE RESOURCES

- Separation anxiety

to bang: sbattere
to bounce /baʊns/: rimbalzare
to coo: fare versi
to crawl /krɔ:l/: gattonare
to creep: strisciare
to grab: afferrare
to gurgle: gorgogliare
hidden: nascosto
to pull (oneself) up: tirarsi su
to roll over: rotolare
tummy: pancia
track: seguire
to wave goodbye: fare ciao con la mano

From birth to 3 months

Newborn **babies** are amazing, because **every day brings new changes and developments**. They:

- begin to smile and visually **track** people and objects with their eyes;
- prefer to look at faces and bright colours;
- **gurgle** and **coo**;
- can lift their head when they are on their **tummy**;
- cry often, but feel better when held and comforted.



From 4 to 6 months

Babies become **more interactive**. They **grab** hair or hold a toy, may sleep longer and start laughing. They:



- smile and laugh, and imitate sounds they hear;
- learn about their body, explore their hands and feet;
- can sit up when helped, on the sofa or an armchair;
- like to **roll over** and **bounce**;
- can grasp things without using their thumb;
- love putting things in their mouth.

From 7 to 12 months

At this age babies **start to move around** by rolling over, **crawling** and standing. They will test their strength and try to **pull themselves up**. Their first steps are not far away. Babies will start to be anxious and troubled when parents leave. They:

- love children's songs;
- **wave goodbye**;
- understand their name and other familiar words and say their first words;
- like to explore and **bang** and shake objects;
- look for **hidden** toys and put things in containers;
- can sit up all by themselves;
- **creep** around and can pull themselves up to stand and try to walk.



FROM BABIES TO CHILDREN

- Do you like playing with children?
- Do you know the meaning of the expression "the terrible twos"?
- Can you explain it?

Babies and young children often put small objects into their mouth and swallow them. The Heimlich maneuver is a first aid procedure used to treat upper airway obstructions (or choking) by foreign objects. Look for it on the Net.

Baby Parking vs. Nursery School. A "Baby Parking" is a private set-up equipped with games and other materials for activities where parents can leave their kids for a certain number of hours. Educators are professionally qualified but these structures are not authorized to serve food and can only accept children from 1 year of age.

attention span: capacità di concentrazione
aware: consapevole
behaviour: comportamento
boisterous /bɔɪstərəs/: allegro e chiassoso
gain: acquisire
grown-up: da grandi
to play make-believe: giocare a fare finta di ...
to pretend: simulare
to share: condividere
to take turns: fare a turno
toddler: bimbo/a ai primi passi

■ From 1 to 2 years

Children become more **aware** of their own **behaviour**, as well as that of the people around them. They want to learn, and start communicating through words as well as facial expressions. They:

- talk a little and understand words and ideas;
- love stories, **pretend** games, and ride-on toys;
- can walk, climb stairs and run;
- use a spoon and a fork;
- have some friends and start to **play make-believe**.



■ From 3.5 to 5 years

At this age many will start **interacting with other children and teachers** at nursery school. These experiences will teach them to develop their own personality, and to express their emotions in a variety of ways. At this age they:

- have a longer **attention span**;
- are silly, **boisterous** and might use language that is not nice;
- ask lots of questions;
- like playing with friends, but do not like losing;
- start **sharing** and **taking turns**.



■ From 5 to 8 years

This time brings a lot of change and children start to **develop more independence**. Children can dress themselves, like to have their own friends and social skills are important to them. Physical changes happen quickly and this is a critical time for them to **gain** confidence with the surrounding world. At this age they:

- are interested in numbers, letters, reading and writing;
- have more confidence in their physical skills;
- use their words to express their feelings;
- like **grown-up** activities;
- like to meet more children and start to play more cooperatively.

4 3.10 Listen and complete the blanks in the text.

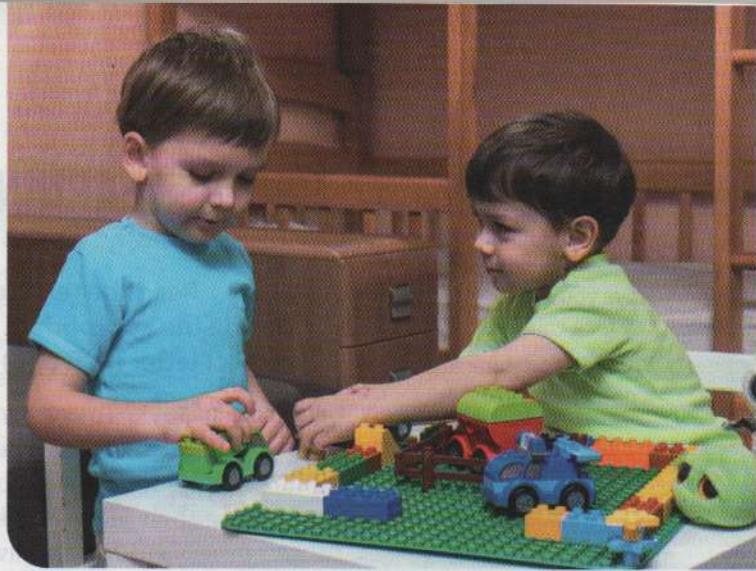
Infant or 1..... is the term used to refer to young children from birth up to the age of about 2..... years old. A crying baby may be trying to express a variety of feelings including hunger, discomfort, 3..... boredom or some other need.

4..... is the term for a young child who is learning to 5..... Toddling is the stage of development between infancy and childhood, and usually begins between the ages of 6..... and 7..... months. During this stage, the child learns a lot about social roles and develops 8..... skills. A 9..... is a human being between the stages of birth and 10..... Biologically, a child is anyone in the developmental stage of childhood, between infancy and adulthood, although the age range for a child is considered to be between 11..... and 12..... years old.

5  Complete each space with the most suitable word, choosing from the ones below.

adolescence • baby • child • puberty • teenagers • toddler

1. They have got two children: Rosie, a pretty ten-year-old girl, and Jason, a who's only 18 months old.
2. She was holding the in her arms trying to get it to sleep.
3. After, her body changed and she soon turned into the beautiful young woman she is today.
4. The family is the's first learning environment.
5. may be a very difficult time for parents, who have to struggle with their child's desire to be autonomous.
6. sometimes worry about their body image, and think they are too tall, short, thin or fat.



6  Describe the picture above.

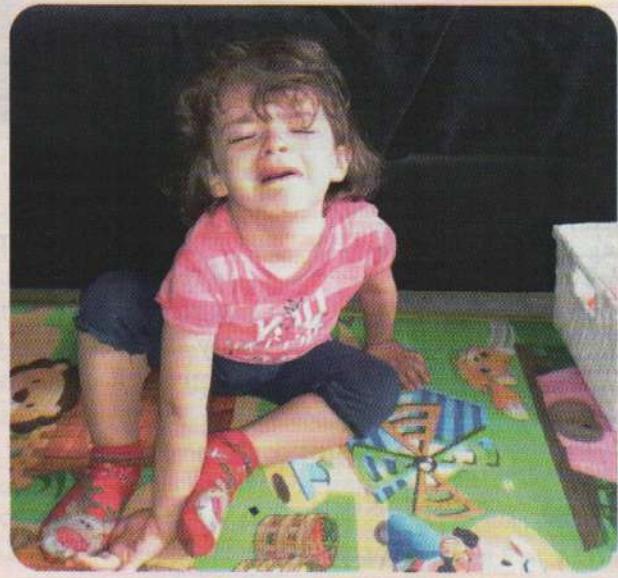


THE TERRIBLE TWOS

Both parents and paediatricians often speak of the "terrible twos". It's a normal developmental phase experienced by young children. During this stage, children want to explore their environment and do what they want on their own terms. It is normal and expected behaviour. However, because their verbal, physical and emotional skills are not completely developed, they can easily become frustrated when they fail to adequately communicate or perform a task.

The following are examples of situations that may cause frustration for a 2-year-old:

children do not have the language skills to clearly indicate what they want, they may not have the patience to wait their turn, they may overestimate their hand-eye coordination and not be able to do what they desperately want to.



TOYS AS LEARNING OBJECTS

- Have you ever bought a toy for a child?
- What do you think makes a good quality toy?

The earliest toys were made from materials found in nature (rocks, sticks and clay). Thousands of years ago, Egyptian children played with dolls that had hair and movable arms and legs, which were made from stone, pottery and wood.

▶ Playing With a Baby Through Development: How to Play With a 2-Month-Old Baby posted by eHow

7  Read the text below about the importance of toys. Then, for each age group, decide the appropriate selection of toys, listed on the following page, by writing the correct letter (A, B or C) in the box provided.

The role of toys. Toys play a vital role in the growth and development of children. For centuries they have been considered an integral part of children's development. Toys promote their behavioural skills and emotional and social well-being, as well as improving their learning skills and creative abilities. The different toys available for different age groups all have a role in encouraging children's growth, helping them explore their creativity and developing their imagination. The following guidelines can help when choosing suitable toys for pre-school children of different ages.

Birth to 1 year old

A baby learns about its surroundings using **all five senses** (sight, hearing, taste, smell and touch). A child of this age is also learning cause and effect. Toys which this age group may enjoy include:



1 to 3 years old

A toddler **moves around a lot** – walking, climbing, pushing, riding. A strong interest in manipulating and problem-solving with objects begins in this period and can be encouraged with:



3 to 5 years old

Preschoolers love to be with other children and **enjoy sharing** many kinds of activities, including:

bead: perlina (di collana)
clay: argilla
lacing set: gioco di fili da infilare in asole
pop-up: che balzano fuori
rattle: sonaglio
shape sorter: gioco di forma ad incastro
to squeeze: comprimere, schiacciare
tantrum: capriccio
teething: che allevia i dolori da dentizione
to thread: infilare nelle asole

A

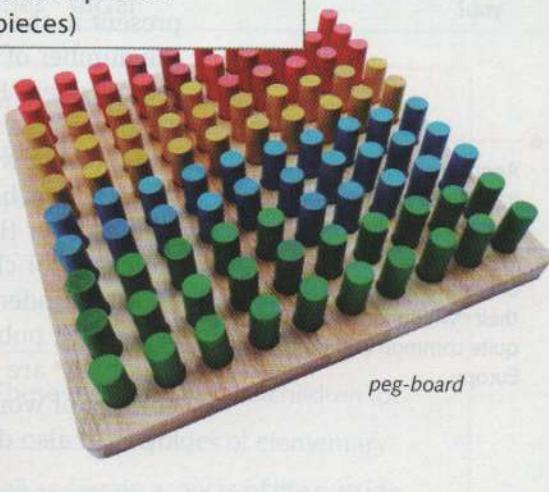
- Push-pull and ride-on toys
- Small tricycles and wagons
- Simple puzzles, **shape sorters**, peg-boards;
- Movement games
- Large **beads**
- Blocks, stacking rings
- Picture books
- Crayons, markers and **clay**

C

- Mobiles and safety mirrors
- Rattles**
- Stacking toys**
- Simple **pop-up** toys
- Picture books
- Musical toys, **squeeze** toys
- Infant swings
- Teething** toys

B

- Dolls to dress up with accessories
- Puppets
- Large bead-**threading** and **lacing** sets
- Storybooks
- Simple board games and puzzles (no more than 24 pieces)

stacking toy*peg-board*

8 **PAIR WORK** Imagine a friend has a younger brother who is only twelve months. It's the little boy's birthday and you and your friend want to buy him a present. Which toy do you think would be best for him?



B2 Describe the two photos comparing and contrasting them, then answer the following question:

Why do you think the children in the photos are having fun?



TIPS FOR MANAGING TANTRUMS

Keep regular meal and sleep schedules. Less desirable behaviour frequently happens when children are tired or hungry. Praise behaviours you approve of and ignore ones you want to discourage.

Try to avoid shouting. Do not show violent behaviour. Redirect or distract when you can. Point out something funny or interesting.

Keep rules simple and offer brief explanations.

Let your child have some control by offering a choice between two things. For example, you might say: "Would you like to wear your blue sweater or yellow jacket today?"

Keep your toddler's home environment safe.

Do not give in. Set your limits and be firm.

Stay calm. Children "absorb" parents' stress. Count to 10 or take a deep breath, whatever helps you to keep your cool.

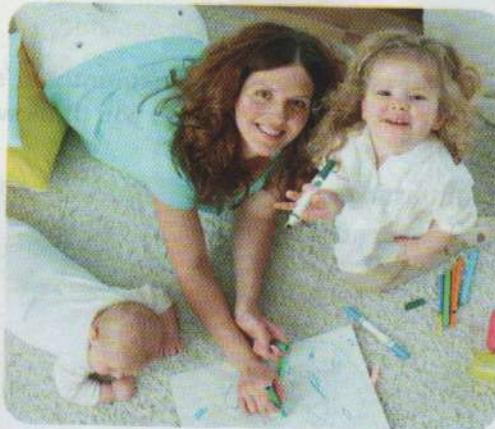
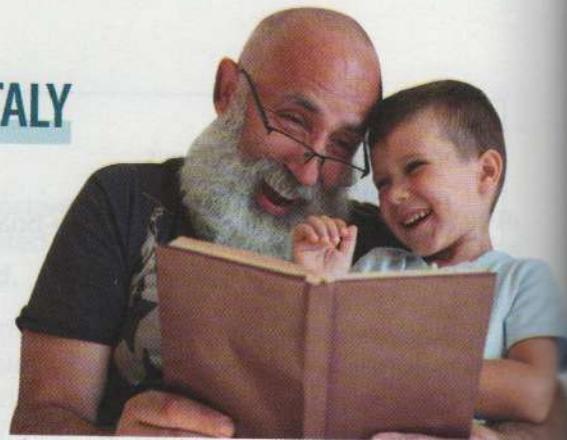
THE CHILDCARE SYSTEM IN ITALY

- Did you go to nursery school?
- If not, who took care of you?

Another option (very rare in Italy) is company crèches or day-centres in the workplace. These are nursery schools created by companies in their own building. They are quite common in northern Europe.

■ Public childcare in Italy

In Italy, as in most European countries, public childcare is provided by **local authorities**. However, many differences are present in the public service. For example, the number of places available in the public sector is very limited. The availability of childcare also varies according to age group and location within Italy. The **availability** of public care is much higher for children older than three. Childcare for children over that age is used by 95 percent of children, while childcare for those under three is used only by 6 percent. While the availability of childcare for children older than three is uniform across regions, this is not the case for children under three. There are **marked differences across regions**. In the south of Italy especially, public childcare is characterised by low availability. Both public and private childcare are less **widely** available in the South than in the North. Not surprisingly, the number of women who work in the North is about 50 percent, while in the South it is lower: it also depends on childcare availability.

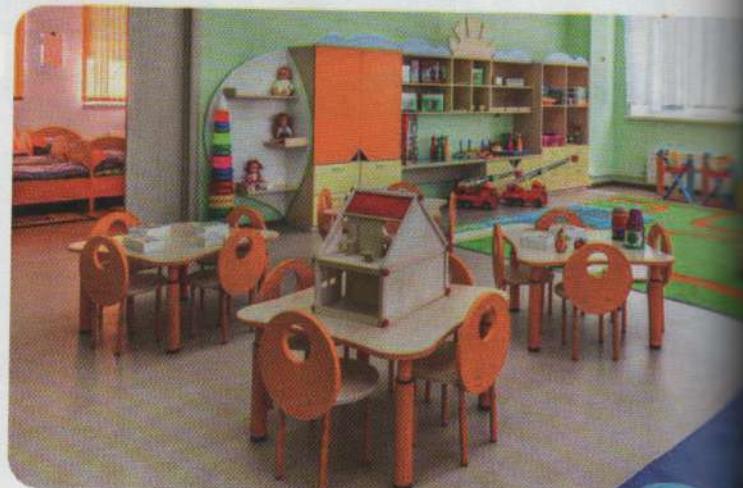


■ Childcare issues

Childcare costs also vary with the age of the child. The cost of childcare for children under three is much higher **on average** than the cost of childcare for older children. Other significant characteristics of the Italian **labour market** contribute to the difficulties experienced by working mothers in using childcare. Part-time jobs are not many in most areas, while high unemployment makes it **risky** for mothers of young children to take **time off** beyond that which is **guaranteed** by basic **maternity leave**.

■ Parental leave

Mandatory paid paternity leave, even if not extensively used, has been extended from the previous four days to five days. **It can be taken during the first five months following the child's birth**. Working fathers can benefit from one extra day, in substitution of the mother. The use of non-parental childcare becomes an important resource for working mothers in areas of low part-time employment. Public childcare is used by only a small proportion of families and only when it can be **supplemented** by the extended family (grandparents) or informal childcare (babysitters) to compensate for its limitations.



ONLINE RESOURCES

- The Montessori School Method

availability /əvəlɪə'bɪlətɪ/: disponibilità
guaranteed: garantito
labour market: mercato del lavoro
mandatory /'mændətərɪ/: obbligatorio
maternity leave: congedo di maternità
on average: in media
public childcare: assistenza pubblica all'infanzia
risky: rischioso
supplemented: integrato
time-off: congedo, permesso

10  Complete the following sentences.

1. In Italy and in Europe local authorities
.....
2. Age group and location within Italy
.....
3. There are more services available for
.....
4. Only six percent of children
.....
5. Public childcare in the south of Italy is
.....
6. A child's age also determines
.....
7. Working mothers have difficulty in using childcare because of the characteristics
.....
8. Grandparents and/or baby-sitters help families to compensate
.....

11  Listen to the recording about the advantages of nursery school and list them in the spaces provided below. Add your own ideas.

1.
2.
3.
4.

12  Imagine you have found a part-time job as a baby-sitter to a two-year-old child. Write an email to a friend telling him/her about your new job. Give details about:

- the child
- your working hours
- what you have to do
- your expectations.



13  Fill in the blanks with the words given in the box.

bridge • educational • educators • elementary
• higher • hygiene • knowledge • learning •
responsibilities • social

What is a kindergarten teacher?

A kindergarten teacher is responsible for integrating young children into the world of

1. by teaching them
2. social skills, personal
3. , basic reading skills, art, and music. These teachers prepare children for the 4. grades of elementary school, as well as certain aspects of life outside of the 5. system.



A kindergarten is the 6.

between early childhood care and

7. school; it is a very important year for students and requires some special
8. from the kindergarten teacher. These teachers are among the most important 9. a child will have during their school years. Kindergarten teachers have the same 10. as other teachers but also have to take into account that most of their students will be experiencing school for the first time.

GRAMMAR



CONTRAST PRESENT PERFECT vs. PAST SIMPLE



Present Perfect Tense

- undefined time
 - ***She has had a baby.***
(no time adverbs or time expressions, we do not know when it happened)
- defined time within an unfinished period of time
 - ***I have seen the doctor twice this week.***
(with *today* and *this + time expression*)
- frequency adverbs (ever, never, etc.) and time adverbs (already, just, yet, lately, etc.)
 - ***I've never met Dr Jones but I've already met his assistant.***

Past Simple Tense

- defined time
 - ***She had a baby last month.***
(the time adverb/time expression – i.e. *yesterday*, *on Monday*, *last* and *ago* – specifies when it happened)
- defined time within a finished period of time
 - ***I saw the doctor last week.***
(see above)
- When ... ?, What time ... ?**
 - ***When/What time did you arrive?***
(with *when* or *what time* the Past Simple is always used)

Be careful!

You can use the Past Simple even though the time expression is *not* present when:

- there are **historical events** which clearly took place in the past:
 - ***Smallpox was an infectious disease caused by one of two virus variants.***
(the World Health Organization certified the global eradication of the disease in 1980)
- the person who performed the action **cannot repeat it** because, for example, is dead:
 - ***Christian Barnard performed sixty heart transplants.***
(the South African cardiac surgeon died in 2001)

BUT Devi Shetty has performed more than 15,000 heart operations. (the Indian cardiac surgeon is still alive and can perform more operations)

- an action has become **defined** in the mind of the interlocutors. A conversation about a past action often starts with a question and an answer in the Present Perfect, but then it normally goes on with the Past Simple.
 - A. ***What have you done today?*** – B. ***I've been to the hospital.***
 - A. ***Why did you go there?*** – B. ***I visited a friend of mine who's just had a baby.***

14 Complete with the Present Perfect or the Past Simple.

- A. Where (be) this morning?
B. I (be) to the doctor's.
A. What (tell) you?
B. He (give) me some vitamins and (check) my weight.
- A. you ever (be) to a nutritionist's?
B. Yes, I
A. she (put) you on a diet?
B. No, she

- A. Is your sister married?
B. Yes, she (be) married for ages.
She (get) married when she was only 18.
- Mother: (you / do / already) your homework?
Daughter: No, I (come / just) home from school.
Mother: You (come) home from school two hours ago!
Daughter: Well, but my friend Lucy (call) when I (arrive) and I (finish / just) the phone call.



ME, MYSELF AND I

• How would you define your adolescence? Tick the appropriate boxes and try to explain your feelings.

- A time for fun
- A time of conflict
- A period of stress
- A time of ups and downs
- A time of frustration
- A time of new experiences
- A struggle for independence
- A time for self-exploration

Puberty is the time in life when a boy or girl becomes sexually mature.

■ A time of great changes

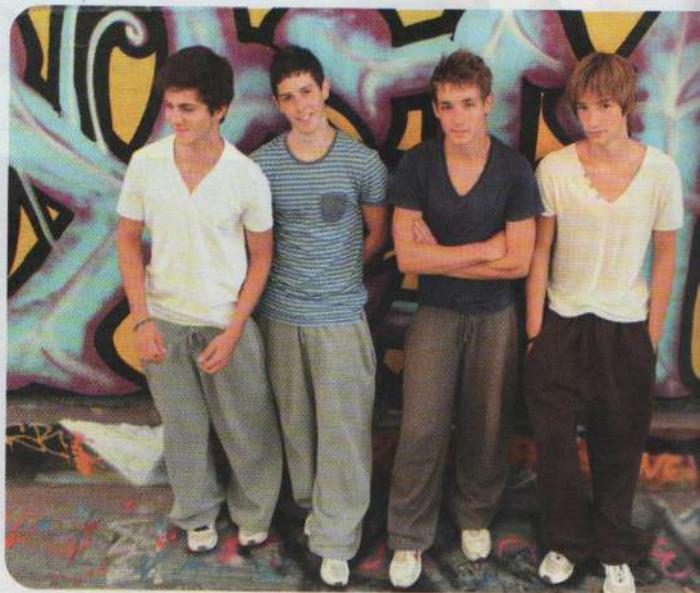
The period of **rapid physical and mental growth** between childhood and adulthood is called adolescence. For girls, it is the period between 10 and 18; for boys, between 11 and 19. Adolescence extends from the start of puberty to complete sexual maturity. This stage has distinctive **features** in common for both sexes:

- accelerated physical growth and development of the reproductive organs;
- changes in the functioning of the neuro-endocrine system;
- frequent **mood** changes and emotional turbulence because of increased hormone production;
- development of moral reasoning.

■ A time of problems

Adolescence is often a **critical stage in life**, when numerous problems may occur:

- Development of acne: a side-effect of the influx of sex hormones, acne develops in both sexes, mainly on the face, where it may increase **self-consciousness** and **concern** about body image.
- Anxiety and hypochondria: these are psychosomatic disorders which cause **undue concern** about health.
- Extreme fluctuation in social behaviour: social **awkwardness**, exhibitionism and aggressive **self-assertion**, as well as alternating periods of **loneliness** and **gregariousness** are frequent features.
- Eating **patterns**: some diet to control their weight, others tend to overeat.



- Inability to concentrate on things or enjoy them: this may lead to irritability, fatigue, insomnia and depression.
- Phobias: adolescents (and children) may experience specific phobias, such as intense, irrational fears of certain objects or situations.
- Substance addiction (drugs, alcohol or tobacco): the reasons for using these substances include the desire to feel independent, frustration, depression, **peer-pressure** or a false belief in increased physical, mental or intellectual performance.

■ From adolescence to adult life

The **struggle to face** and survive all these problems of adolescence is all part of preparing for adult life, and a formative period of both physical and psychological health. **A healthy adolescence is essential for a healthy adulthood.** During this period, adolescents gradually move out of the family, beginning to form a sense of self-identity in relation to the outer world, **undergoing** physiological and behavioural transformations and acquiring awareness.

awkwardness /ɔ:kwədnəs/: imbarazzo
concern /kən'sə:n/: preoccupazione
to face: fronteggiare
feature /fi:tʃər/: caratteristica
gregariousness: socievolezza
loneliness: solitudine
mood: umore
pattern: schema
peer-pressure: pressione esercitata dai coetanei
self-assertion: auto-affermazione
self-consciousness: autocoscienza
struggle: lotta
to undergo: sperimentare
undue: ingiustificata

1  Answer the following questions.

1. What do the beginning and the end of adolescence correspond to?
2. What are the common characteristics of both male and female adolescents?
3. What is one of the causes of acne?
4. What types of eating problems may occur during adolescence?
5. For what reasons may adolescents start drinking alcohol, smoking or even taking drugs?
6. From a psychological and sociological point of view, what happens during this stage of life?

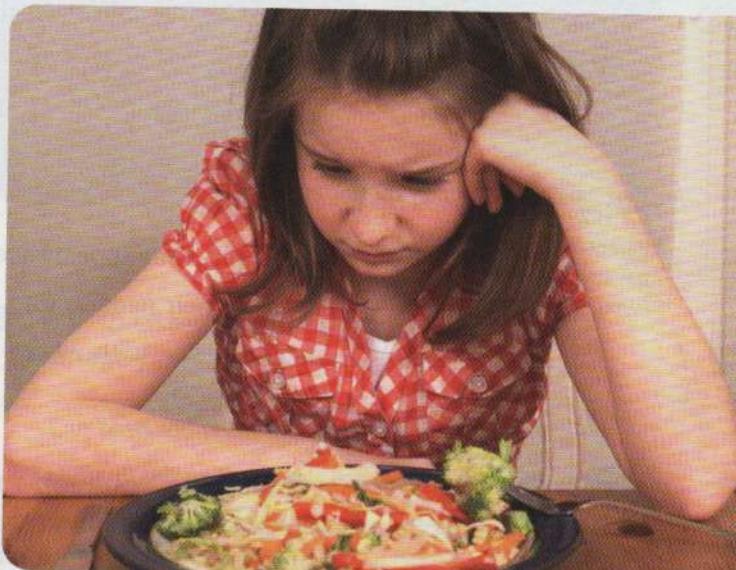
2  Find terms corresponding to these words or definitions in the text on the previous page.

1. great agitation
2. involving both mind and body
3. unpleasant consequence of the main effects of a situation
4. solitude, isolation
5. external
6. knowledge or perception of a situation or fact



3  Listen to the recording and identify each teenager's problem in these four situations.

1.
2.
3.
4.



4  Discuss the meaning of the quotation below, then try to define adolescence in one sentence.

"Adolescence is like having only enough light to see the step directly in front of you."

(Sarah Addison Allen, *The Girl Who Chased the Moon*)



SOME FACTS ABOUT ACNE

Acne usually begins in puberty and affects almost 100% of teenagers but is not restricted to any age group. In fact, acne affects 20% of adults between the ages of 25 and 44. Heredity, hormones and environmental factors can determine how bad acne is. Stress, diet, exercise, and skin care also play a part. Other causes of acne are a dirty mobile phone, pillows,

etc., all of which are full of dirt and bacteria. There is little evidence that specific foods actually cause acne. However, staying hydrated and eating a healthy diet can help improve skin. Spending small amounts of time in the sun can be beneficial for acne – 10 to 20 minutes is ideal. But too much sun exposure can be a bad thing: it can cause more breakouts and darken existing acne scars.

LOOKING FOR AN IDENTITY

• Why do you think adolescents spend a lot of time in front of a mirror? Choose the option you find the most suitable.

- a. They watch their body growing and changing so quickly.
- b. They are concerned about their physical appearance because they want to appeal to the opposite sex.
- c. They are trying to find a personal, individual style.

▶ How do I look? –
Parentchannel.tv
posted by Family Lives
Parentchannel.tv

5

4.2

Listen to the recording and fill in the blanks in the first two parts of the text with the words given below.

break away • concern • girls • independence
• individuals • interests • opposite • role

■ The need for independence

The desire of adolescents to

1. from parental authority in order to **discover self-identity** and establish themselves as 2. is of great importance. Their desire for 3. is shown both in their 4. about their physical appearance and clothes and in their need to find someone of the opposite sex with whom to **share** the same 5.

■ Shaping your self-image

Teenagers spend hours in front of the mirror, trying new hairstyles and new clothes. They get worried about skin blemishes, acne, **pimples** and **freckles**. Boys are concerned with lack of beard growth, the wearing of glasses and irregular teeth.

Girls spend time **window-shopping** and reading magazines. As for the 6. sex, **dating** and **crushes** are very common, the latter especially among 7. To have a "steady" is very important in the **achievement** of their sex 8. and in **adolescent psychosocial development**.

to avoid /ə'vɔɪd/; **evitare**
achievement /ə'tʃi:vɪmənt/
raggiungimento
as for: *per quanto riguarda*
blemishes: *imperfezioni cutanee*
creed: *credenza*
crowd: *(qui) combriccola, gruppo di amici*
crush /kraʃ/: *cotta*
to date: *avere appuntamenti sentimentali, uscire con qualcuno*
effort: *sforzo*
evil /i:vl/: *male*
freckles: *lentiggini*
pimple /'pimpl/: *pustola*
to share: *condividere*
steady: *relazione stabile*
to window-shop: *guardare le vetrine (senza acquistare nulla)*

■ Erikson's Stage 5

The American psychoanalyst Erik Erikson (1902-1994) identified eight stages of psychosocial development. As for **Stage 5**, which regards adolescence, he says that rapid body growth combined with choosing an adult occupation places a heavy weight on the sense of identity of young people. One result may be to over-identify with the heroes of **crowds**, or with rituals, **creeds**, and programmes (such as certain religious or political cults) that clearly define good and **evil**.

"Falling in love" may indicate the desire to clarify one's identity by seeing a diffused image reflected back in the eyes of another. (This is why conversation plays such a large part in young love).

In their **efforts** to focus on their own identity and **avoid** role confusion, young people may exclude those whose race, religion, background, dress, or speech is different from their own.



GENDER IDENTITY AND SEXUAL ORIENTATION

- Have you ever been told you were behaving like a "maschiaccio" (for girls) or a "femminuccia" (for boys)?
- How would you react to a friend telling you s/he is lesbian/gay?

The contribution of women to technological and scientific progress is immense. Can you name any of these great women?

Can you give other examples of traditional gender roles?

ONLINE RESOURCES

- Help! Posts from a forum: I told my parents I'm gay.

■ Discovering gender identity

In their teen years, people begin to discover their **gender** identity. A teen's **sex** (meaning whether the teen is male or female) is determined by genetics, but **gender identity** is determined by a combination of factors, including the gender roles they adopt and their sexual orientation.

■ Gender roles

Gender roles determine how "masculine" or "feminine" a teen seems. Teens are exposed to gender roles from birth through parents, the media and society, but during their teens, they begin to **question** and choose various gender roles.

Examples of **traditional gender roles** include:

- boys liking outdoor activities and sports; girls liking indoor activities
- boys doing well in maths and science; girls doing well in languages, art and music;
- boys wanting careers; girls wanting to stay at home.

appearance: aspetto
to be likely to: avere la probabilità di
bisexual: /baɪ'seksjʊəl/; bisessuale
environmental: /ɪnvɪrən'məntəl/; ambientali
to face: affrontare
feminine: /'femɪnɪn/; femminile
gender: genere
masculine: /mæskjʊln/; mascolino
to question: fare/farsi domande
regardless of: indipendentemente da
to reject: rifiutare

■ Beyond appearance

Teens who feel forced to conform to gender roles **are more likely to** suffer from depression than those who are encouraged to follow their inclination.

Both sexes often **experiment with their appearance** and try styles beyond traditional gender roles. Adopting "masculine" or "feminine" gender roles does not determine or indicate a teen's sexual orientation.

■ Sexual orientation

Teen sexual orientation is not the same as teen gender roles. Three sexual orientations are generally recognised: **heterosexual** (attracted to the opposite sex), **homosexual** (attracted to the same sex) and **bisexual** (attracted to both sexes).

Sexual orientation is determined by various genetic, **environmental** and emotional factors, not by appearance or activities. Being curious or having thoughts about members of the same sex is common among teens and does not necessarily mean that a teen is homosexual.

■ The role of family and friends

Homosexual or bisexual teens need to consider how and when to tell family and friends, and may be at greater risk of depression, especially if they **face** strong prejudice from their peers or family.

Parents should not **reject** their children because they make choices the parents do not agree with.

Teens need
to feel loved
regardless of
the choices
they make.



9



Answer the following questions.

1. What is the difference between sex and gender identity?
2. How are teens exposed to gender roles?
3. Do teens always stick to traditional gender roles?
4. What are the three basic sexual orientations?
5. What problems may homosexual or bisexual teens have to face?
6. What should parents do?

10



Read this post from a teenager and discuss with your classmates what you think MusiqLuv should do. Give reasons for your opinions.

I'm having a problem with my parents. I'm starting to get older and soon I'll have to tell them that I'm gay. But so much time has passed already that I don't even feel like telling them. This is how I feel: if they don't know by now, they don't deserve to know at all. What should I do?

MusiqLuv



OUTING AND COMING OUT

Outing and coming out are two frequently misused terms when it comes to talking about revealing a person's sexual orientation.

Outing is the act of disclosing an LGBT (Lesbian, Gay, Bisexual, Transgender) person's sexual orientation or gender identity without that person's consent.

Coming out is the act of making it known that one is not heterosexual.



12



4.4 Listen to this extract from a website about gay and/or lesbian teens coming out and say if the statements below are true or false.

1. All teens want to tell friends and family about their sexual orientation, once they are sure about it.
2. Teens observe their friends and parents in order to understand their feelings about gender identity and sexual orientation.
3. It may help if they hear friends and parents talk about LGBT celebrities in a positive way.
4. Teens come out later than in the past.
5. Teens usually come out to parents first and then to peers.
6. Both teens and parents need time and support.



TOMBOY GIRLS

If you say that a girl is a **tomboy**, you mean that she likes doing things that are traditionally considered to be things that boys enjoy and wearing clothes that are more masculine than feminine in style.

11



Find terms corresponding to these words or definitions in the text on the previous page.

1. a person's sexual identity or self-identification:
.....
2. means of communication designed to reach the mass of the people:
.....
3. conforming to the past or established conventions:
.....
4. into the open air:
.....
5. in or into a building:
.....
6. to be obedient to:
.....
7. state of feeling sad:
.....
8. tendency:
.....
9. look:
.....
10. irrational attitude of hostility directed against an individual:
.....



LISTENING



A POEM ABOUT ADOLESCENCE

14 **4.5** Listen to this poem by Audre Lorde about adolescence and complete the blank spaces with the missing words.

Audre Lorde (1934-1992) was a multi-talented writer, educator and activist. She described herself as a "black, lesbian, mother, warrior, poet". She was born in New York City to West Indian parents. In addition to numerous volumes of poetry, Lorde published four volumes of prose. In the 1980s, she and writer Barbara Smith founded *Kitchen Table: Women of Color Press*. Lorde was Poet Laureate of New York from 1991-92. She died of cancer in 1992 after a 14-year struggle. The poem that follows was published in "The Black Unicorn" (1978).

Hanging Fire

I am fourteen
and my 1..... has betrayed me
the boy I cannot live without
still sucks his thumb
in secret
how come my 2..... are
always so ashy
what if I die
before the 3..... comes
and momma's in the bedroom
with the door closed.
I have to learn how to dance
in time for the next 4.....
my room is too small for me
suppose I die before graduation
they will sing sad melodies
but finally

tell the 5..... about me.
There is 6..... I want to do
and too much that has to be done
and momma's in the bedroom
with the door closed.
Nobody even stops to think
about my 7..... of it
I should have been on Math Team
my 8..... were better than his
why do I have to be
the one
wearing braces
I have nothing to 9..... tomorrow
will I live long enough
to 10.....
and momma's in the bedroom
with the door closed.

15 Now listen again and answer the following questions.

1. Where in the poem do you understand that the girl is worried about her body image?

.....

2. What else is she worried about?

.....

ashy: grigie, screpolate
to betray: tradire
braces: apparecchio per i denti
graduation: diploma di scuola secondaria (in USA)
how come: come mai
thumb: pollice

3. Which lines express the girl's anxiety and fear about the future?

.....

4. Where does she mention school and why?

.....

5. What do the lines "and momma's in the bedroom with the door closed" mean to you?

.....

BULLYING

- Do you know anyone who has been bullied?
- Are there programmes or projects to stop bullying at your school?

According to the Annual Bullying Survey 2019 by Ditch the Label (Ditchthelabel.org), 59% of the teenagers who have been bullied in the UK say it was for their physical appearance.

According to the same research, most of the times (64%) the bully was a classmate.

to harm: ferire
to hit: colpire, picchiare
to hurt: far male
imbalance /im'baeləns/: squilibrio
to kick: prendere a calci
lasting: duraturi
mean: cattivo
neighbourhood /neibəhʊd/: vicinato

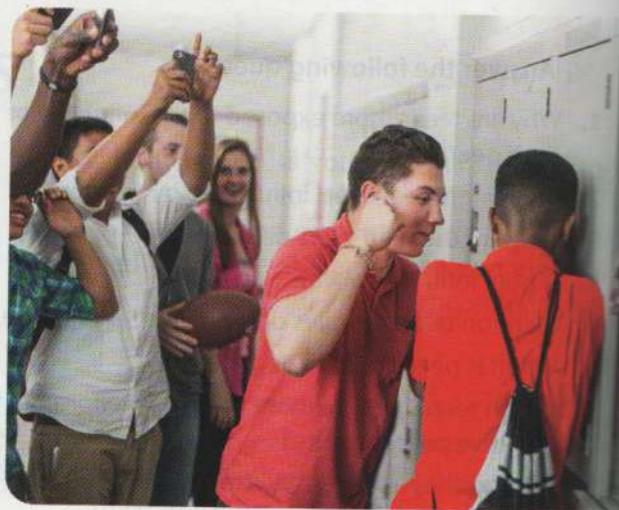
percentage /pə'sen.tidʒ/: percentuale
to occur: accadere, succedere
on purpose /'pɜ:pəs/: di proposito
to pinch: pizzicare
rumour: voce, diceria
to taunt: provocare
to tease: stuzzicare
threat /θret/: minaccia

■ What is bullying

Bullying is aggressive behaviour among young people. The behaviour is repeated, or has the potential to be repeated, over time. Both bullies and those who are bullied may have serious, lasting problems. In order to be considered bullying, the behaviour must be aggressive and include:

- an imbalance of power: teenagers who bully use their power – such as physical strength, access to embarrassing information, or popularity – to control or harm others;
- repetition: bullying behaviour happens more than once or has the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose.



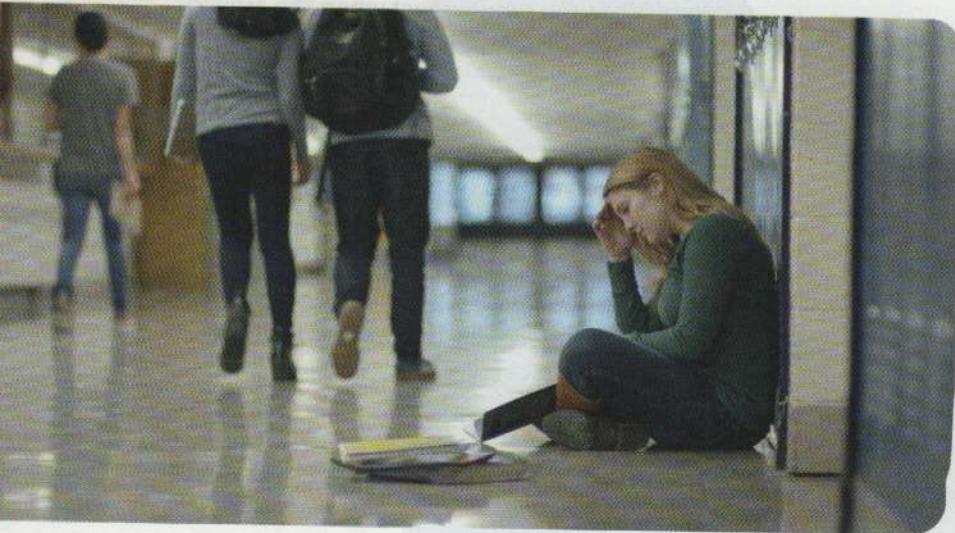
■ Types of bullying

There are three types of bullying:

- **verbal** bullying is saying or writing mean things; verbal bullying includes teasing, name-calling, inappropriate sexual comments, taunting or threatening to cause harm;
- **social** bullying, sometimes called relational bullying; it involves hurting someone's reputation or relationships and includes leaving someone out on purpose, telling other teens not to be friends with someone, spreading rumours about someone, embarrassing someone in public;
- **physical** bullying involves hurting a person's body or possessions and includes hitting/kicking/pinching or taking or breaking someone's things.

■ Where and when bullying happens

Bullying can occur during or after school hours. While most reported bullying happens in the school building, a significant percentage also happens in public places. It can also happen travelling to or from school, in the teenager's neighbourhood, or on the Internet (Cyberbullying → p. 168).



9

Fill in the following table about bullying.

Bullying → 1., aggressive

2., young people

Characteristics of bullying → 3. of power and 4.

Types of bullying → 5.

6. 7.

When bullying happens → during or after

8.

Where bullying happens → at 9., on the 10. to/from school, in the teenager's neighbourhood

10



The texts below (1-6) are examples of bullying. Put them under the correct heading by writing the numbers in the table on the right.

Verbal bullying	Social bullying	Physical bullying
-	-	-
-	-	-

1. I was bullied at school and everywhere. They called me names like 'sleepy', 'dead', 'mute'. There was this girl in high-school who bullied me every day; she would say to me things like "Are all your family like this?", "Why are you so sleepy?", "You look dead!".

2. At high school I was bullied every day to some degree. I was pushed, shoved, kicked and punched, made to wear gum shields straight out of other kid's mouths, spat at and spoken to like I was nothing, all because I looked different due to a big forehead.

3. One of my friends moved to a different school because a bully in my class was making fun of her, calling her ugly because she was overweight.

6. I'm in a group and one of the girls who has turned everyone against me constantly spreads rumours. There's a hidden WhatsApp group about me too.

5. A girl from my class spread rumours about me. It was awful. Everybody left me. I was all alone, nobody supported me.

4. As a kid, I was bullied to an extensive amount. At a young age, stones were thrown at me, making cuts on my face and almost breaking my nose.

11 4.8

An expert suggests how to react to bullying. Listen and match each of the tips (1-10) to the right heading (a-j).

- a. Join your school's bullying or violence prevention programmes.
- b. Try to talk to the bully.
- c. Ignore the bully and walk away.
- d. Stand up for friends and others you see being bullied.

- e. Talk about it.
- f. Find your true friends.
- g. Tell a trusted adult.
- h. Don't get physical.
- i. Walk tall and hold your head high.
- j. Practise confidence.

12 3

Imagine you have seen one of your classmates bullying a student from another class and you decide to talk to him/her. What would you tell your classmate? What could you tell the student who has been bullied?

CYBERBULLYING

- What social media are you on?
- Have you ever blocked any contact? Why?

Information may be accessible to schools, employers, colleges, clubs, and others who may be researching an individual and can spoil a person's reputation.

Most online platforms have a block and report function, so you can block and report the offending users to the appropriate social media platform.

Has your school organised projects or meetings to explain what cyberbullying is and how to prevent it? If so, what did you learn?

■ What is cyberbullying?

Cyberbullying is bullying that takes place over **digital devices** like smartphones, computers, and tablets. Cyberbullying can occur through SMS, texts, and apps, or online in social media, forums, or **gaming**, where people can view, participate in, or share **content**. It includes sending, posting, or sharing negative, **harmful** or false content about someone else. It can include sharing personal or private information about someone else causing **embarrassment** or humiliation. Some cyberbullying is considered illegal or criminal behaviour.

■ Special concerns

With the **prevalence of social media and digital forums**, comments, photos, posts and content shared by individuals can often be viewed by **strangers** as well as people you know. The content an individual shares online creates a kind of permanent public **record** of their views, activities, and behaviour. This public record represents an online reputation, which may be accessible to everyone. Cyberbullying can harm the online reputations of everyone involved – not just the person being bullied, but those doing the bullying or participating in it.

Cyberbullying has unique concerns because it can be persistent (so it can be difficult for children experiencing cyberbullying to find **relief**), permanent (if not reported and removed), hard to notice – teachers and parents may not see cyberbullying taking place, making it difficult to recognise.



concern /kən'sə:n/:
aspetto preoccupante,
preoccupazione
content: contenuto
device: dispositivo
embarrassment /im'berəsmənt/: imbarazzo
gaming: piattaforme di gioco online
harmful: dannoso
record: registrazione
relief: sollievo
stranger: estraneo

13 Here are some tips for a safe use of social media. Match the items in the column on the left (1-6) to the ones on the right (a-f).

1. Consider setting your profile to private. a. What happens if someone searches your social media? Posts stay on the internet forever – unless you delete them!
2. Switch off your location. b. If someone is harassing or bullying you, you don't have to tolerate it.
3. Think about your digital footprint. c. Some websites allow you to review or switch off others tagging you in images so you can ensure all photos you're tagged in are ones you're happy to have shared!
4. Don't be afraid to block. d. All social media platforms have rules and allow you to report abusive comments.
5. Turn off tagging. e. That way you will only be sharing with the people you want to share with.
6. Report trolling. f. Ensure only the people you trust know where you are!

14  Find synonyms for the following words in the text on the previous page.

1. happen
2. illicit
3. people
4. available
5. continuous
6. alleviation



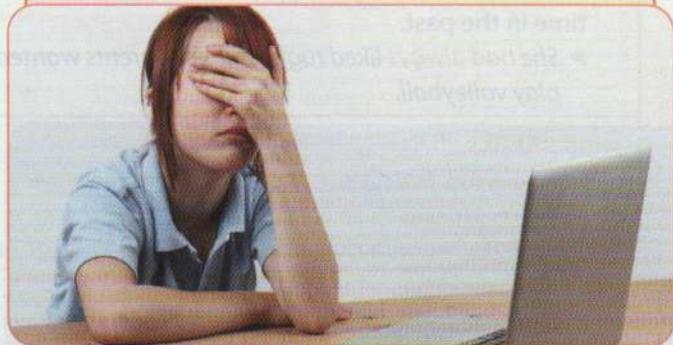
TROLLS AND HATERS

In social media, a **troll** is a person who deliberately starts arguments in the comments sections of websites. Often they do not even believe in what they are writing, they just do it because they enjoy behaving in a provocative or offensive way.

Another negative personality in social media, a **hater** is someone who posts negative opinions about other people. It might be inspired by hate, jealousy or simply boredom. These people, hiding behind anonymity, often use racist language to insult individuals (sometimes very famous people) or immigrants, women, homosexuals, people of other religions, disabled, etc. The advice is usually to just ignore them or inform the police.

15  Listen and fill in the blanks.

The Internet can be a 1. place these days, especially because of cyberbullying. It's difficult to open a 2. and not see a story about this. It's a really nasty and growing problem. Cyberbullies are real cowards. They 3. behind their computer and scare people, send them hate 4. or threaten them. Even worse is when they publish 5. of their victims online. I have a friend who had a really bad time at the 6. of a cyberbully. He or she spread lots of 7. and lies on the Internet. My friend's 8. was badly damaged. A really bad thing is how 9. cyberbullying starts. Many students physically bully others in class and then continue online. Their victim isn't 10. anywhere.



16  Debate. Look at the questions below, ask and answer them in turns and take notes about your classmates' answers. Then create a class presentation about cyberbullying.

- What is cyberbullying? Can you give examples of how it could happen?
- How is it different from physical bullying? Is it worse?
- Why might someone be cyberbullied?
- Can you name some adjectives that could describe someone who is being cyberbullied?
- What would happen in your school if they found out someone had been cyberbullying another student?



GRAMMAR



PAST PERFECT vs. PAST PERFECT PROGRESSIVE

Past Perfect Simple

FORM

- **Affirmative sentences**
subject + *had* + past participle
- **Negative sentences**
subject + *had* + *not* + past participle
- **Interrogative sentences**
had + subject + past participle

USE

1. An action that happened before another action in the past.
► *The teachers had had a meeting before they talked to the student's parents.*
2. An action that happened before a specific time in the past.
► *The boy had already smoked a cigarette before 8 in the morning.*
3. Undefined actions which started and ended in the past.
► *She had gone out with him before.*
4. A state that started in the past and continued up to some time in the past.
► *She had always liked rugby but her parents wanted her to play volleyball.*

TIME EXPRESSIONS

already, always, until, until then, by the time, before, once/twice, etc.

► *The lessons had already started by the time he got to school.*

Past Perfect Progressive

FORM

- **Affirmative sentences**
subject + *had* + *been* + base form + *-ing*
- **Negative sentences**
subject + *had* + *not* + *been* + base form + *-ing*
- **Interrogative sentences**
had + subject + *been* + base form + *-ing*

USE

1. Unfinished continuous or repetitive actions which took place once or many times before another action in the past.
► *The boy had been crying for twenty minutes before he calmed down.*
2. Finished actions with evidence before a point in the past.
► *That girl was upset, she had been quarrelling with her brother all afternoon when I saw her.*

TIME EXPRESSIONS

for (+ total duration), since (+ beginning of duration)

► *Before I came home, Dad had been talking to Robert since he got home from school.*

Be careful! The most recent action in the past is always expressed with the Past Simple.

17 Complete with the *Past Perfect* or the *Past Simple* of the verbs in brackets.

1. I (*study*) Japanese for 2 years before I decided to live there.
2. Mum (*get*) home to find that we (*prepare*) dinner by ourselves.
3. Brian (*know*) many people at the club because he (*be*) there many times.
4. I only (*understand*) the movie because I (*read*) the book.

18 Complete with the *Past Perfect Simple* or the *Past Perfect Continuous* of the verbs in brackets.

I'm sorry I left without you last night, but I told you to meet me early because the film started at 8:00. I 1. (*try*) to get tickets for that play for days, and I didn't want to miss it. By the time I finally left the coffee shop where we were supposed to meet, I 2. (*have*) five cups of coffee and I 3. (*wait*) for over an hour. I had to leave because I 4. (*arrange*) to meet Kathy in front of the cinema.



- How would you define an adult?

In your opinion, is isolation a synonym of loneliness?

Do you think there is a relationship between the word *drive* and the verb *to drive*?

LOVING RELATIONSHIPS OR ISOLATION

■ Defining adulthood

According to Erikson's theory of psychosocial development, adulthood refers to two age groups, both of which have to face a **psychological crisis** that can be **overcome** with a 'virtue', i.e. a strength used by the ego.

Age Group	Crisis	Virtue
18-40	intimacy versus isolation	love
40-65	generativity versus stagnation	care



■ Intimacy versus isolation

During young adulthood, people share themselves **more intimately** with other individuals and explore relationships leading towards **long-term commitments** with someone other than a family member.

The positive outcome of this stage can be happy relationships with a **sense of commitment, safety and care** eventually resulting in love.

Avoiding intimacy, fearing commitment and relationships can lead to isolation, **loneliness** and sometimes depression.

to avoid /ə'vɔɪd/: evitare
commitment: impegno
disagreement /dɪsə'grɪ:mənt/:
disaccordo
to devalue /di:vælu:/: svilire
drive: impulso
generativity: creatività,
 produttività
intimacy /'ɪntɪməsɪ/:
 intimità
loneliness: solitudine
to overcome: superare
overindulgence
 /əʊvərɪn'dʌldʒəns/: eccessiva
 indulgenza

■ Adults in love

Adults in love **respect individuality and honour differences**. They recognise that their partners have different temperaments, vulnerabilities, and emotional histories that will cause them to give different emotional meanings to behaviours and events.

Adults engage in **disagreement** and do not **devalue** each other when they disagree. They appreciate that **disagreements can enrich relationships** by adding dynamism and depth. Disagreements and divergent perspectives keep relationships fascinating.

Adults also balance their **drives** to be autonomous and connected. Acting on one's deepest values makes people feel authentic and keeps them focused on what is most important. **Fidelity to one's deepest values is the key to balancing opposing drives for autonomy and connection.**

In order to get the partner you most want to have, you have to be the partner the other person wants.

■ How to be a good parent

In order to be a good parent, it is not enough to avoid dangers such as abuse, neglect or **overindulgence**.

According to the National Academy of Sciences, the four major responsibilities for parents are: **maintaining children's health and safety, promoting their emotional well-being, instilling social skills and preparing them intellectually**.

Good parents combine warmth and sensitivity with clear behavioural expectations.



1  B1 Decide if the following statements are true or false.

	T	F
1. A psychological crisis helps develop a 'virtue'.	<input type="checkbox"/>	<input type="checkbox"/>
2. A happy intimate relationship involves a sense of commitment, safety and care.	<input type="checkbox"/>	<input type="checkbox"/>
3. The direct consequence of avoiding intimacy is depression.	<input type="checkbox"/>	<input type="checkbox"/>
4. People react to events differently.	<input type="checkbox"/>	<input type="checkbox"/>
5. Disagreements can have positive consequences if people engage in them.	<input type="checkbox"/>	<input type="checkbox"/>
6. Authentic people negotiate their deepest values.	<input type="checkbox"/>	<input type="checkbox"/>
7. Fidelity to their deepest values helps people find a balance between autonomy and connection.	<input type="checkbox"/>	<input type="checkbox"/>
8. Only caring children's health is not enough to be a good parent.	<input type="checkbox"/>	<input type="checkbox"/>

2  Match the words in the box with their meaning.

commitment • disagreement • drive • isolation •
overcome • stagnation

- When people have different ideas on a subject:
- When people get involved and work seriously for the success of something, e.g. a relationship:
- An impulse that makes people act or react in a certain way:
- When a situation does not evolve and remains steady:
- The state of being alone, separated from the rest of the world:
- To find a solution to a problem or get out of a difficult situation:

3  5.1 Listen to a presentation on the effects of social isolation and complete the table with the names of the institutions which carried out the research.

Year	Institution
2015	
2016	
2018	
2019	American Cancer Society

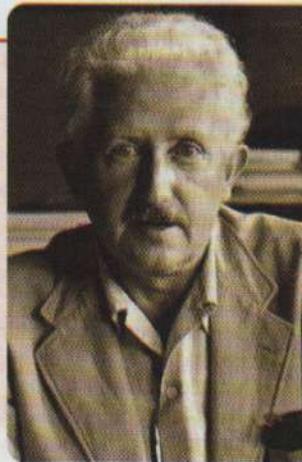
4  5.2 Listen again and decide to which research the following discoveries refer to. Write the year of reference.

- Lack of support from family and friends can lead to unhealthy habits. 2016
- Lonely people are more likely to suffer from inflammation.
- Social isolation can lead to a weak immune system.
- Social isolation increases the risk of premature death.
- Social isolation increases the risk of a stroke or coronary diseases.
- Social isolation is associated with the risk of dementia.
- Social isolation raises the level of stress.
- The size of the risk is similar to obesity or smoking.



ERIK ERIKSON

Erik Erikson (1902-1994) was a German-American developmental psychologist and psychoanalyst known for his theory of psychological development of human beings. He is also famous for inventing the phrase identity crisis and for being one of the originators of *ego psychology* which stressed the role of the ego and the person's progression as self instead of Freud's parent-child relationship.

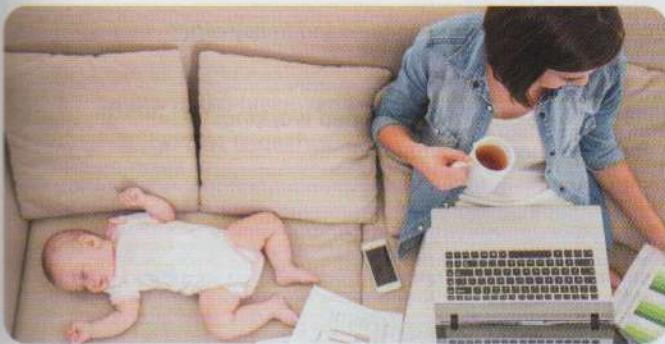


8



B2 Choose the correct answer.

1. Nowadays people ...
 - a. find it difficult to separate work from life.
 - b. send emails at night.
 - c. use more technology at work.
2. A healthy work-life balance ...
 - a. is not important for physical health and personal relationships.
 - b. helps productivity at work.
 - c. means not working at weekends.
3. The most common health problems include ...
 - a. serious diseases like the flu.
 - b. light respiratory problems.
 - c. burnout.
4. The consequences of burnout are ...
 - a. an increased risk of heart diseases.
 - b. problems with low blood pressure.
 - c. serious mental illnesses.
5. A good balance between life and work leads to ...
 - a. a better social life.
 - b. no need to concentrate at work.
 - c. lack of control.



9 WORDS Write the words which correspond to the following definitions. You can find them in the reading passage on the previous page.

1. A piece of work you have to carry out, especially something unpleasant:
2. A situation of equilibrium between different things:
3. Very tired:
4. General health and happiness:
5. A medical condition in which a person feels very sad:
6. A serious illness when a blood vessel in the brain bursts or is blocked:

10

Work in groups and prepare a list of instructions for balancing work and life.

Balancing work and life

1. Never work at the weekend.

2.

3.

4.

5.

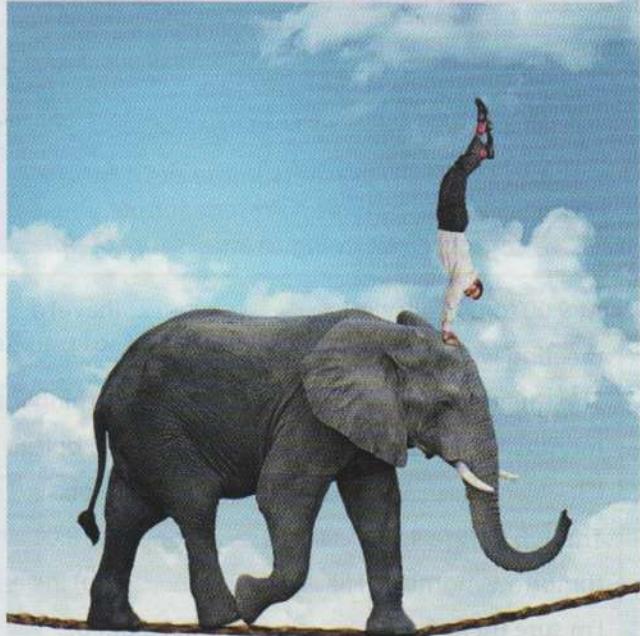


WESTERN VS. EASTERN WORK-LIFE BALANCE

In Asian countries gender socialisation plays a major role in one's perception towards work-life balance.

American people prefer flexible working practices, while Indian employees are more focused on welfare programmes at work.

American and European companies pay more attention than Asian ones to work-life balance. Government policies on working hours and parental leave are better in western countries with fewer working hours and more generous parental leave.





GRAMMAR

FUTURE FORMS

Form	Use	Examples
Present Simple	Timetabled actions (trains, flights, cinemas, libraries, offices, etc.)	► <i>The bank opens at 8:30 on Monday.</i>
Present Continuous	Plans and arrangements	► <i>The General Management is meeting a consultant on Monday to discuss the terms of a contract.</i>
To be going to	Intentions	► <i>I am stressed. I'm going to change my job.</i>
Future Simple (will + base form)	Future predictions with evidence in the present	► <i>There are a lot of unsold goods in the warehouse. Things are not going well. I'm going to lose my job.</i>
	Predictions	► <i>I'll find a good job.</i> ► <i>By 2050, there will be more people retired than working.</i>
	Decisions at the time of speaking	► <i>This job is too stressful. I'll find a better one.</i>
	Offers of help	► <i>I'll help you with your job.</i>
Future Continuous (will be + -ing form)	Promises	► <i>I promise I'll help you with your wife.</i>
	Action in progress at a given time in the future	► <i>By 7 pm, I will still be working in my office.</i>
	Action completed at a given time in the future	► <i>By 2024, I will have stopped working. I don't have to wait long.</i>

11 Put the verbs in brackets in the right future form. Choose between *Present Simple*, *Present Continuous*, *to be going to* and *Future Simple*.

At 9:00 tomorrow we 1. (have) a meeting with the General Manager.
The situation is serious. We haven't sold anything for months. Things 2. (not get) better.
I 3. (have) to find another job.
The Job Centre 4. (open) at 8:00 a.m. tomorrow morning. I 5. (go) in early.
I'm sure there 6. (be) a queue.
I 7. (ask) if there are any job vacancies anywhere.
However, I hope the Unions 8. (suggest) signing a solidarity contract.

12 Choose the best option between *Future Perfect* and *Future Continuous*.

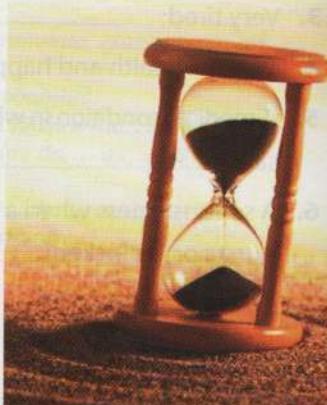
I have an appointment with a job consultant at 9:00 a.m. tomorrow.

I'm going to take the bus so if I leave early, I think I (1) *will have got there/will be getting there* by 8:45.

They start seeing people at 8:00 but they are often running late, so I think that probably by 9:00 I (2) *will still have waited/will still be waiting*.

Anyway, at 9:30 I think

I (3) *will have spoken/will be speaking* with my consultant and by 10:00 I (4) *will have finished/will be finishing* It won't take more than 20 minutes.





SENIOR VOLUNTEERS

- In your opinion, are there more male or female senior volunteers?

According to a 2018 study of the SIGG (Società Italiana di Gerontologia e Geriatria), the new age of the elderly has increased to 75 in developed countries, such as Italy.



The word "volunteering" was first used in the late 16th century with reference to the military world. What is the main use of the word today?

charity: ente di beneficenza
commitment: impegno
keen: entusiasta
to look to: occuparsi
to split: dividere
to rise: aumentare
the elderly: gli anziani
willing: desideroso
word of mouth: passaparola

■ The elderly in Europe

The number of **people aged 65 and over** in the European Union made up about 20% of the total population in 2020 and is expected to rise and reach 28.5% by 2050. In Italy, according to a 2020 report by the World Bank, this figure was 23%. In the U.K there are about 12 million people aged 65 and over, but the number is expected to **rise** by more than 40% in 20 years.

Volunteering
 Older people greatly contribute to the **volunteering** that takes place all over Europe.

However, with older people so **willing to split** their time between several different organisations and other **commitments**, this could mean **charities** having to work harder to offer appropriate volunteering experiences. Moreover, the elderly are not a homogeneous category.

■ Reasons for volunteering

The elderly often decide to volunteer when something happens in their lives, e.g. an illness; and **men and women make different choices**. Women are generally attracted to caring roles, while men tend to look for roles in community transport or sports clubs. 39% of seniors choose volunteering because members of their family volunteer. **Word of mouth** is the most powerful form of advertising. However, there are other aspects to volunteering that also influence participation, such as flexibility. Older people do not just sit around waiting to be useful. They might spend a lot of time looking after grandchildren, or those with more money to spend might **look to** travel or developing their hobbies.

■ Benefits of volunteering

15% of older volunteers are **keen** on continuing to learn and so choose roles where they can learn new skills or where they can make the most of their professional experience. In general, people over 70 don't mind what their role is, **they just want to do something useful** and need positive feedback from it.





1 Answer the following questions.

- According to the text, what is happening to people aged 65 and over in the EU?
- What was the percentage of people aged 65 and over in Italy in 2020?
- What is expected to happen in the UK?
- Why do older people get involved in volunteering?
- How do the activities chosen by women and those chosen by men differ? Why?
- What other activities do older people do or like doing?
- What are the advantages of volunteering?
- What do the percentages of 39% and 15% refer to?



2 In pairs, discuss and complete the list with possible volunteering activities for older people.

Caring activities	Community transport or sports clubs
.....
.....
.....
.....
.....



3 B1 Read the text and choose the best option for each gap.

Senior disabled volunteers

Because of lack 1..... transportation, time constraints, a disability or 2..... reasons, many people prefer to volunteer via phone or computer. Writing and graphic design lend themselves to working 3..... home, and in today's digital age 4..... organisations might also need help 5..... email and websites. Many organisations 6..... with home-based volunteers and offer initial training and periodical meetings as well as the opportunity to be in touch with other 7.....

Disabled volunteers 8..... work on help-lines, information services or other creative tasks that do not require them to leave their home.

1. a. of	b. to	c. with	d. by
2. a. another	b. any other	c. other	d. others
3. a. by	b. at	c. to	d. from
4. a. many	b. much	c. a lot	d. lots
5. a. to	b. by	c. at	d. with
6. a. help	b. work	c. talk	d. plan
7. a. patients	b. doctors	c. psychologists	d. members
8. a. can	b. must	c. did	d. cannot



ELEANOR ROOSEVELT

"Beautiful young people are accidents of nature, but beautiful old people are works of art." (Eleanor Roosevelt, 1884-1962). Eleanor Roosevelt was the longest serving First Lady in US history, but she is also remembered for her role in Universal Declaration of Human Rights of 1948.



GRAMMAR

THE PASSIVE FORM

FORM

The verb *be* + the past participle of the main verb.

Active: ➤ *The doctor visited the patient.*

Passive: ➤ *The patient was visited by the doctor.*

Verb Tense	Passive Form
Present Simple	subject + am/are/is + Past Participle
Past Simple	subject + was/were + Past Participle
Future	subject + will be + Past Participle
Present Continuous	subject + am/are/is + being + Past Participle
Past Continuous	subject + was/were + being + Past Participle
Present Perfect	subject + have/has + been + Past Participle
Past Perfect	subject + had + been + Past Participle
Present Conditional	subject + would be + Past Participle
Past Conditional	subject + would have + been + Past Participle

USE

- when the focus is on the action and it is not important to say who does the action.
➤ *Thousands of volunteering activities are offered every year.*
- when the agent of the action is unknown or obvious.
➤ *A volunteer badge was stolen yesterday.*
➤ *A new senior volunteer was hired at the town hospital.*

Note: Some verbs like *send* or *give* can have two objects; in this case, we have two different forms of the *Passive Voice*.
They sent a message to every volunteer. (active)

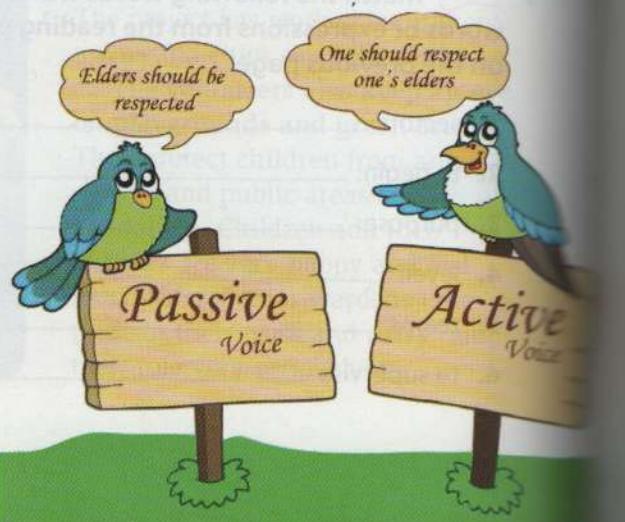
1. *A message was sent to every volunteer.*
2. *Every volunteer was sent a message.*

9 Turn the following sentences into the *Passive Form*.

1. *The Journal of Social Science and Medicine published a report on senior volunteering in 2010.*
2. *Traffic wardens help primary school children to cross the street.*
3. *Senior museum volunteers provide information to visitors.*
4. *Volunteering increases a sense of purpose in the elderly.*
5. *Some citizens have founded a group of environmental activists in Glasgow recently.*
6. *A group of senior museum volunteers will publish a guide for tourists.*
7. *Hospital volunteers help patients every day.*
8. *If someone calls a volunteer, they come immediately.*



"I don't want to be seen, screened, tested or treated. Just cured."



ARTICLES

Remember that the definite article *the* is used before nouns when the noun is specific or particular, whereas the indefinite article *a/an* refers to an indefinite noun. Using *a* or *an* depends on the sound that begins the next word.

► Use *a/an/the* or no article to complete the text.

A Typical morning in Kindergarten

In (1) kindergarten classroom there are (2) kindergarten teacher and (3) paraprofessional. (4) class sizes range from 20-23 children with several kindergarten classrooms also hosting (5) student teacher. (6) parents are also welcomed and encouraged to volunteer in their child's classroom. (7) morning typically involves (8) opening meeting time, (9) language arts classes and (10) maths classes. After (11) lunch, most classrooms schedule (12) writing, science, social studies, and (13) developmental play activities. (14) songs, stories, calendar, large group instruction, and signing in are all part of (15) morning meeting. Each child signs in on (16) chart asking them to answer (17) question of (18) day. Then (19) teacher uses (20) data to help children count and group things.

INDEFINITE ADJECTIVES AND PRONOUNS

► Complete the sentences with one of these *indefinites*:

some – any – no – somebody – anybody – nobody/no one – something – anything – nothing
– somewhere – anywhere - nowhere

- a. "Are there volunteers for the school project?"
- b. "I must do! The English test is tomorrow."
- c. Children cannot stay without to do.
- d. "I can find my book I've lost it."
- e. "I'm desperate. My students are interested in"
- f. "It's use learning by heart! I want to understand what I'm reading."
- g. When the teacher came in, was there. She had forgotten that her class was on a school trip.
- h. "I don't want I want to stay in class."
- i. teachers like to experiments new teaching methodologies.
- j. Does want to come to the blackboard?
- k. "This task is too difficult. I have to ask to help me."
- l. "The book is not on the shelf. Look else".

D. DYSCALCULIA

Dyscalculia refers to a wide range of lifelong learning disabilities involving mathematics. There is no single type of maths disability. Dyscalculia can vary from person to person and can affect people differently at different stages of life. Two major areas of **weakness** can contribute to maths learning disabilities:

- visual-spatial difficulties, where a person has trouble processing what they see;
- language processing difficulties, where a person has trouble processing and making sense of what they hear.

Using alternative learning methods, people with dyscalculia can **achieve** success.

What are the effects of dyscalculia? A person who has trouble with visual-spatial relationships will **face** different **challenges** in maths than one who has trouble processing language. For those with visual-spatial troubles, it may be hard to visualize **patterns** or different parts of a maths problem; while language-processing problems can make it hard for a person to **get a grasp** of the vocabulary of maths. Without the proper vocabulary and a clear understanding of what the words represent, it is difficult to build on maths knowledge.

Another person may have trouble remembering facts and keeping a sequence of steps in order. However, trouble learning maths skills does not necessarily indicate a learning disability: all students learn at different speeds, and it can take young people time and practice to effectively learn and use formal maths procedures.



achieve: to realize, to get
challenge: something difficult to do
face: to deal with (a difficult situation)
get a grasp: to understand and handle
impairment: loss or abnormality of structure or function
lifelong: as long as a person's life
pattern: scheme
weakness: opposite of strength



1 Add the correct ending to each sentence to make a summary of the effects of dyscalculia.

- a. Dyscalculia has often been described as dyslexia with numbers,
- b. Dyscalculia refers to a dysfunction in a person's
- c. Dyscalculia can affect people in different ways in specific areas,
- d. A person with dyscalculia may be a good mathematician
- e. There are different types of dyscalculia,
- f. A child will have specific difficulties in certain areas,
- g. Number operations, such as addition
- h. Making concrete or physical examples of a mathematical problem

- 1. such as understanding number values or directions.
- 2. and is more concerned with numbers and arithmetic than other areas such as geometry.
- 3. ranging from moderate to severe.
- 4. and subtraction may cause difficulties.
- 5. can also be challenging.
- 6. ability to understand or work with quantitative or spatial information.
- 7. but still hopeless with simple calculations.
- 8. but is in fact a completely different condition.

C. DYSLEXIA

Dyslexia is a specific reading disability due to a **defect** in the brain's **processing** of graphic symbols, a learning disability that alters the way the brain processes written material.

Two common beliefs about dyslexia are that children with it are **prone to** see letters or words backwards, and that the problem is linked to intelligence. Both beliefs are incorrect: the problem with dyslexia is linguistic, not visual, and dyslexia in no way **stems** from any lack of intelligence. Indeed, people with severe dyslexia can be brilliant.

Dyslexia is **impaired** reading ability, a competence level below that expected on the basis of the person's level of intelligence; and, if the person has normal vision, letter recognition and recognition of the meaning of pictures and objects. The effects of dyslexia, in fact, vary from person to person. The only **shared trait** among people with dyslexia is that they read at levels significantly lower than typical for people of their age. Dyslexia is thought to be one of the most common learning difficulties and appears to be more common in boys than girls.

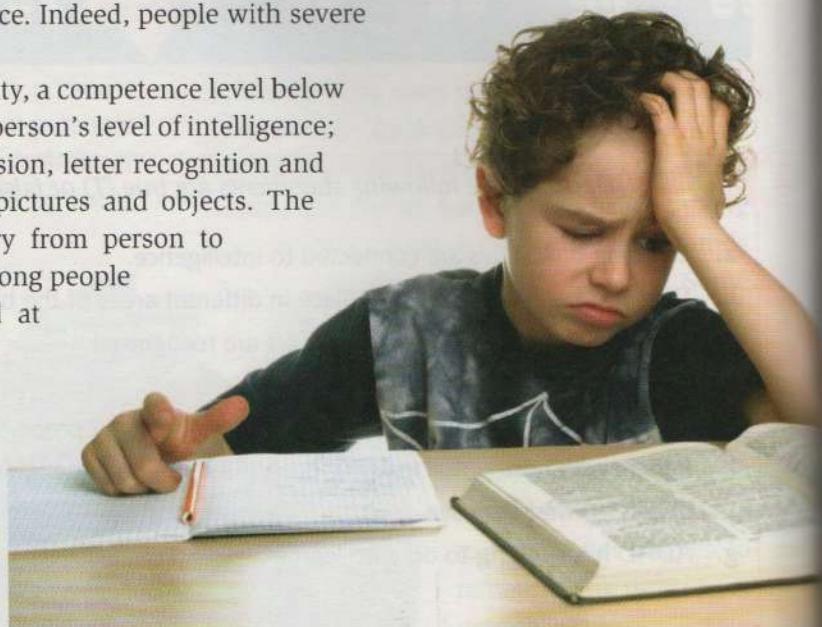
Dyslexia affects people of all ethnic backgrounds, although a person's native language can play an important role. A language such as Italian or Spanish, where there is a clear connection between how a word is written and how it sounds, and **consistent** grammatical rules, can be more **straightforward** to **cope with** for a person with mild to moderate dyslexia.

Languages such as English, however, where there is often no clear connection between the written and spoken form, can be more **challenging** for a person with dyslexia.

Symptoms of dyslexia may include expressive language problems or disabilities. When reading aloud, for example, people with dyslexia may **reverse** words or parts of words. A dyslexic child may read the word "bad" as if it were "dab". Word order and sounds may also be confused by dyslexics, or words often omitted.

Students with dyslexia may have difficulty pronouncing words, especially those with more than one syllable. Homonyms, synonyms, rhymes and idioms are difficult for dyslexics, while difficulty following instructions may also be a symptom of dyslexia.

There are a number of different theories about the causes of dyslexia, but all tend to agree that it is a genetic condition that changes how the brain **deals with** information.



GLOSSARY

be prone to: to have a tendency to
challenging: difficult
consistent: constant, not self-contradictory
cope with: to manage, deal with a difficult situation successfully
deal with: to manage
defect: fault or lack of something
impaired: weakened
processing of: performing operations on
reverse: to invert the order of
shared: in common
stem: to originate
straightforward: simple and easy
trait: feature, characteristic

6 The following listening

brain

DYSLEXIA

Imagine you
of (2)

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