

### LESSON 3

#### TARGET VERBS 5

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|---|--|
| 1) <b>Experience</b> : tecrübe etmek    | 5) <b>Solve</b> : çözmek                   |
| 2) <b>Overwhelm</b> : mahvetmek, boğmak | 6) <b>Express</b> : ifade etmek            |
| 3) <b>Cope with</b> : başa çıkmak       | 7) <b>Undergo</b> : tecrübe etmek, yaşamak |
| 4) <b>Model</b> : tekrarlamak           | 8) <b>View</b> : görmek, kabul etmek       |

Teens **experience** grief differently than a child or adults. Although an adolescent may understand death, in contrast to adults, he/she may have less ability to cope because of intense, emotional responses. They are often **overwhelmed** by their emotions, depressed, angry, and fearful of the future.

There is also an increase in suicides among teenagers to-day and they may not know how to deal with the death of their own peers. They may see suicide as a way to **cope with** their own problems and they need someone to **model** a healthy reaction and to explain that suicide is not a solution as there is always another way to **solve** a problem. They sometimes feel responsible for the death and are likely to **express** their guilt in intermittent, brief outbursts. Fear is another symptom and they can often **undergo** anxiety about what will happen or worry about how others will **view** them.

#### Exercise A Match the verbs to their definitions.

1. ....: a) To find an answer to, explanation for, or way of dealing with (a problem, for example).  
b) (In Mathematics) To solve an equation.
2. ....: a) To experience or be subjected to.
3. ....: a) To defeat completely and decisively.  
b) To affect deeply in mind or emotion.  
c) To present with an excessive amount.  
d) To turn over; upset.
4. ....: a) To set forth in words; state.  
b) To represent by a sign, symbol, number, or formula.
5. ....: a) To deal successfully with or handle a situation; manage.
6. ....: a) To plan, construct, or fashion in imitation of a model.  
b) To repeat (a behavior observed in others)
7. ....: a) To look at, examine, or inspect.  
b) To think of (something) in a particular way; regard.
8. ....: a) To participate in personally; undergo.

### LESSON 3

#### TARGET VERBS 6

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| 1) <b>Employ</b> : kullanmak, işe almak      | 6) <b>Maintain</b> : sürdürmek, sağlamak |
| 2) <b>Emerge</b> : ortaya çıkmak, belirlemek | 7) <b>Respond</b> : yanıt vermek         |
| 3) <b>Acquire</b> : edinmek, kazanmak        | 8) <b>Expand</b> : genişlemek, büyümek   |
| 4) <b>Sustain</b> : sürdürmek                | 9) <b>Achieve</b> : başarmak, yakalamak  |
| 5) <b>Permit</b> : izin vermek               | 10) <b>Link</b> : bağdaştırmak           |

The capacity to **employ** symbols **emerges** just as a baby begins to **acquire** language. Words used to represent attachment liberate a child from the necessity of **sustaining** an actual physical attachment. Words **permit** her to **maintain** a vital connection to mom without being physically fused. Instead of simply clinging or crying, a child can express herself and be understood. I love you. I need you. I want you. And mom can **respond**. I love you, too. The child begins to experience relationships based upon mutuality and reciprocity. Her world **expands** along with her vocabulary. As she **achieves** a stable awareness of herself as a unique individual having an ongoing existence in time, she begins to create her own narrative, the story of her life. She **links** her human experience with those of others.

#### Exercise B Find the sentences that are close in meaning to the following ones, using the leads.

1. The child's world enlarges as she uses more words.

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2. Words are enough to allow a child to form an attachment to her mom.

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3. Without tearing any tears, a child can make herself understood.

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4. The child associates what she has gone through with other people's experience.

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5. When the child understands her existence, she starts to write her own story.

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6. The more a baby uses a language, the more she is able to use signs and symbols.

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7. The mom, then, can answer back, saying she loves her child, as well.

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8. The child starts to have relationships built upon reciprocal feelings.

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