

## Reading

### Educating the Gifted

What is a **gifted** child? There are different ways to define this term. It may refer to special talents in the arts or to a high level of academic abilities. A child may be **gifted** in one specific area, such as music, or have talents in many areas. According to the U.S. National Association for Gifted Children, a **gifted** child shows an "exceptional level of performance" in one or more areas. In general usage, giftedness includes high levels of cognitive ability, motivation, **inquisitiveness**, creativity, and leadership. Gifted children represent approximately 3 to 5 percent<sup>1</sup> of the school-aged population.

Although giftedness cannot be **assessed** by an intelligence test alone, these tests are often used to indicate giftedness. By and large, giftedness begins at an IQ of 115, or about one in six children. Highly **gifted** children have IQs over 145, or about one in a thousand children. Profoundly gifted children have IQs over 180, or about one in a million children. Because very few education programs include any courses on teaching the gifted, teachers are often not able to **recognize** the **profoundly** gifted. Teachers are more likely to **recognize** moderately gifted children because they are ahead of the other children but not so far ahead as to be unrecognizable. For instance, children who can read older children's books in first and second grade are often **transferred** into gifted classes, but children who are reading adult books are told to stop reading them. Those **profoundly** gifted students who are not **recognized** often **turn into** discipline problems when they are not offered **constructive** ways to focus their **extraordinary** creativity.

The practice of creating a separate, **enriched curriculum** for gifted students began in the early twentieth century. At that time, social scientists noted that gifted children often speak, read, and move at an earlier age than their **peers**. At a younger age they are able to work at a higher conceptual level, develop more **sophisticated** methods to solve problems, and show more creativity in their methods and **interpretation** of assignments. After the first schools for the **gifted** were established, these students were followed for many years to see if **enriched** education made a difference. It did. Gifted students who were grouped together and taught a special **curriculum** earned fifty times more doctoral degrees than gifted students who were not given an **enriched curriculum**. When gifted programs<sup>2</sup> have been cut, the parents of the participants have reported decreased **inquisitiveness**, motivation, and energy levels in their children, and a **simultaneous withdrawal** from the class-

<sup>1</sup>BrE: per cent

<sup>2</sup>BrE: programmes

room experience. Identified **gifted** students who attend schools without any program for the **gifted** show a steady decrease in motivation and test scores between first and sixth grade.

There are still very few opportunities for educating the **gifted** in the lowest socioeconomic levels. The schools that service the poorest areas often **dedicate** their efforts toward **remedial** teaching rather than accelerated curriculum, and students with **extraordinary** talents are often not **recognized**. About 25 percent of the world's **gifted** population are too poor to be noticed.

Answer the questions about **Educating the Gifted**.

### Questions 1-9

Complete the summary using words from the list below.

Gifted children are children with **1**..... talents. Their talents may be artistic or academic. There are different levels of giftedness. The most gifted children are called **2**..... gifted, but very few children are so gifted. It is more common to see **3**..... gifted children, and it is easier for teachers to **4**..... them. These are the children who are ahead of their **5**..... but not too far ahead. These children are more likely to be **6**..... from regular classes to classes where a special **7**..... for the gifted is taught. When schools **8**..... programs to gifted education, the participants do well in school. When these programs are cut, the children appear to lose interest in school learning and their levels of **9**..... decline.

assessed  
constructive  
curriculum  
dedicate

discipline  
extraordinary  
inquisitiveness  
interpretation

moderately  
peers  
profoundly  
recognize

remedial  
transferred

## My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

| Words | Definitions |
|-------|-------------|
| _____ | _____       |
| _____ | _____       |
| _____ | _____       |
| _____ | _____       |
| _____ | _____       |
| _____ | _____       |
| _____ | _____       |

## Word Families

|             |            |                                                                          |
|-------------|------------|--------------------------------------------------------------------------|
| <b>noun</b> | assessment | It is not always easy to find the proper assessment for gifted children. |
| <b>noun</b> | assessor   | The school used one of the teachers as an assessor for the program.      |
| <b>verb</b> | assess     | Different methods are used to assess gifted children.                    |

|                  |            |                                                                                                                |
|------------------|------------|----------------------------------------------------------------------------------------------------------------|
| <b>noun</b>      | enrichment | A school system's approach to educating gifted children usually includes enrichment of the regular curriculum. |
| <b>verb</b>      | enrich     | Providing special programs for gifted children enriches their school experience.                               |
| <b>adjective</b> | enriched   | Parents hope that programs for the gifted will provide their children with an enriched school experience.      |
| <b>adjective</b> | enriching  | Participants found the whole experience quite enriching.                                                       |

|                  |                |                                                                                                        |
|------------------|----------------|--------------------------------------------------------------------------------------------------------|
| <b>noun</b>      | recognition    | Gifted children don't always get recognition for their extraordinary talents.                          |
| <b>verb</b>      | recognize      | Teachers need to be trained to recognize gifted children in their classrooms.                          |
| <b>adjective</b> | recognizable   | Children with recognizable talents may be transferred to a gifted education program.                   |
| <b>adjective</b> | unrecognizable | Profoundly gifted children are so different from their peers that their talents may be unrecognizable. |

## ESSENTIAL WORDS FOR THE IELTS

|                  |                       |                                                                                                                            |
|------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>adjective</b> | <b>simultaneous</b>   | We usually see a simultaneous improvement in test scores when a gifted child enters a program with an enriched curriculum. |
| <b>adverb</b>    | <b>simultaneously</b> | When gifted children are transferred to special programs, their scores rise simultaneously.                                |

|                  |                       |                                                                   |
|------------------|-----------------------|-------------------------------------------------------------------|
| <b>noun</b>      | <b>sophistication</b> | Gifted children can solve problems with great sophistication.     |
| <b>adjective</b> | <b>sophisticated</b>  | Gifted children take sophisticated approaches to problem solving. |

|                  |                   |                                                                                                                  |
|------------------|-------------------|------------------------------------------------------------------------------------------------------------------|
| <b>noun</b>      | <b>withdrawal</b> | Withdrawal from classroom activities is a sign that a child needs special attention.                             |
| <b>verb</b>      | <b>withdraw</b>   | The gifted child who was bored in his regular classroom soon withdrew from all classroom activities.             |
| <b>adjective</b> | <b>withdrawn</b>  | A gifted child who is kept in a regular classroom may either become withdrawn or turn into a discipline problem. |

## Word Family Practice

Choose the correct word family member from the list below to complete each blank.

Education of the gifted starts with **1**..... . Gifted children may show certain characteristics. For example, they may solve problems more quickly and with greater **2**..... than their peers do. Once a teacher identifies a potentially gifted student, then **3**..... are used to determine the giftedness of the child. Identified gifted children are placed in special classes for educational **4**..... . It has been observed that gifted students' level of interest in school usually increases **5**..... Gifted children who are not identified and not placed in special programs may lose interest in school and **6**..... from classroom participation.

- |                   |                |              |
|-------------------|----------------|--------------|
| 1. recognition    | recognizes     | recognizable |
| 2. sophistication | sophisticated  |              |
| 3. assessments    | assesses       | assessing    |
| 4. enrichment     | enrich         | enriched     |
| 5. simultaneous   | simultaneously |              |
| 6. withdrawal     | withdraw       | withdrawn    |

## Word Skill

### Phrasal Verbs with turn.

Phrasal verbs are made up of two parts: a verb and one or two particles. The meaning of the phrasal verb is usually not related to the meanings of the individual parts.

| Phrasal Verb |          | Meaning        |
|--------------|----------|----------------|
| turn         | into     | become         |
| verb         | particle |                |
| turn         | up       | appear, arrive |
| verb         | particle |                |
| turn         | out      | result         |
| verb         | particle |                |

Choose the correct phrasal verb from the list above to complete each sentence.

1. We expect at least 100 people to \_\_\_\_\_ at the school meeting about gifted education.
2. Our school's gifted education program serves only a few children now, but we hope it will \_\_\_\_\_ a large program some day.
3. The children enjoyed the trip to the museum with their teachers, so the day \_\_\_\_\_ well.

## Listening

CD 1  
Track  
28

Listen to the discussion. Complete the notes below.  
Write **NO MORE THAN ONE WORD** for each answer.

How to 1..... gifted children

- They read books for older children or adults.
- They have 2..... approaches to problem solving.
- They may need help with 3.....

How to support:

- Give them 4..... activities.
- Provide a special 5.....

## Writing

The charts<sup>1</sup> below show information about the percentage of first-year students enrolled in remedial education courses at two different universities.

Summarize<sup>2</sup> the information by selecting and reporting the main information and making comparisons.

Write at least 150 words.

### Percent of First-Year Class Enrolled in Remedial Education Courses

#### University A

| Reading, Writing, or Math | Reading | Writing | Math |
|---------------------------|---------|---------|------|
| 45%                       | 22%     | 26%     | 35%  |

#### University B

| Reading, Writing, or Math | Reading | Writing | Math |
|---------------------------|---------|---------|------|
| 15%                       | 12%     | 10%     | 5%   |

<sup>1</sup>BrE: tables

<sup>2</sup>BrE: summarise