Vocabulary

A. Study the text to try to understand the meaning of the words in bold.

Beating the Playground Blues



For most young pupils, playground spats and scuffles are all part of growing up. But at one school, potentially **explosive** situations are **defused** by patrols of a select group of children, sometimes as young as six, wearing badges and red caps bearing the word 'mentor'. They are trained in 'anger management and conflict resolution' and, under the 'peer mediation scheme', they also stop bullying among the pupils - who include children as young as three.

The scheme at St Ann's school - the **brainchild** of headteacher Samantha Murray - is being introduced to another six schools in the same area, after its success there.

"I'd hate people to think this is a namby-pamby scheme and that we don't believe in **reprimanding** our students," she said yesterday. "But this has a far longer-lasting effect on children." The mentors help children to walk away from arguments and fights while breathing techniques are also used to deal with anger. Mrs Murray said, "As soon as children get really cross with each other, the mentor appears and says, 'Would you like to talk about it?' " Children listen better to their friends than teachers sometimes.

The 22 mentors are chosen by staff each year from volunteers aged six to eleven. They meet once a week for an hour-long session about anger management, conflict resolution and problem-solving. The youngsters are shown how to **mediate** and they act out scenarios which might need their involvement. One technique is called SARAH and teaches pupils how to deal with angry pupils. It consists of five steps: Stop talking; Activate listening; Repeat back what is said to you; Accept feelings of others; and Help others to make choices.

At break times, the mentors are **on hand** to break up or stop fights and **console** bullied children. Unhappy or angry pupils can go to the Friendship Stop - a bench in the playground where mentors give advice or counselling. There is also a Peace Patrol of a dozen pupils who wear green caps and act as prefects to keep order. "This is a violent area and children are used to witnessing quite a lot of violence," said Mrs Murray. "We were concerned that sometimes this **spilled into** the playground. The school is also in a **deprived** area. A lot of the children don't have good role models at home. Fighting was a problem for all age groups so we wanted a bottom-up approach for children to take control of their own anger management. It's about giving them opportunities and techniques to become part of a group and make friends."

The headteacher, who has a diploma in **pastoral** care and counselling in schools, added: "Since we introduced the scheme three years ago, discipline at the school has really improved. I have not had to **split up** a fight for ages. Before there were two or three a week. The school has a nice atmosphere because the children are happy and pleasant. We do follow other disciplinary methods as well but there has to be an **element** of children taking charge of themselves."

The scheme's expansion is being funded by a $40,000 grant from the *Children's Fund* and *New Deal for Communities*.

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B. Complete these sentences with the correct form of one of the words or phrases in bold in the text.

1. I couldn't ..... her when her father died because she was grieving so much.
2. Don't worry, I'll be ..... if you need me to help with anything.
3. This organisation ..... between employers and employees when there is a dispute.
4. He tried to ..... the situation by telling a joke when it became tense between them.
5. It is believed that children who grow up in a(n) ..... area are more likely to turn to crime.
6. The teacher ..... the two boys who were hitting each other.
7. The girls were severely ..... for stealing the candy.
8. There must be a(n) ..... of truth in what he is saying.
9. That great idea was the ..... of the managing director.
10. The argument was sure to ..... the playground when the lesson was finished.
11. You had better be careful with what you say in such a(n) ..... situation.
12. Your personal tutor is responsible for your ..... care as well as your studies.

Word Building

C. Complete the sentences by using a derivative of the word given in parenthesis and adding a suitable adverb-particle from the box below.

out	down	in	by	up	on	under

1. There has been a terrible ..... of the disease in the south of the country. (BREAK)
2. What made him ..... such a difficult task? (TAKE)
3. The police told the ..... to move away from the scene of the accident. (LOOK)
4. The emergency services will be on ..... in case the stunt goes wrong. (STAND)
5. We got absolutely soaked in the ..... because we didn't have an umbrella. (POUR)
6. There's been a(n) ..... at the bank and one man has been shot. (HOLD)
7. Your sugar ..... is far too high. (TAKE)
8. She had a nervous ..... after her husband died. (BREAK)
9. Taking drugs is sure to be his ..... in the end. (FALL)
10. He gave a(n) ..... speech to encourage the students before their exams. (LIFT)
11. She had to ..... a long operation on her badly injured leg. (GO)
12. She will die of the ..... disease. (CURE)

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Reading - 2

The Irish Education System



In Ireland, it is not compulsory for children to take part in pre-primary education. Nonetheless, many parents choose to send their children to private institutes for this purpose at around the age of three or four. The state, however, does not stipulate exactly what children should be taught in these schools, nor is there any particular official state-sanctioned body which oversees what goes on in them.

All children must enrol in primary level education though. Most do so from about the age of four or five, and once children reach six years of age, the state obliges parents to enrol them if they haven't already been enrolled. In Ireland, it is compulsory to remain in education until you are sixteen; effective therefore, every single young person must go through the primary school system. Primary school is made up of eight separate grades; junior and senior infants, and first to sixth class.

Once a student has finished sixth class, he then transfers into a secondary school. Secondary school is comprised of the Junior Cycle (after completion of which students sit their first major exam - the Junior Certificate), Transition Year, and the Senior Cycle. Transition year is a relatively new programme introduced by the department of education. It allows students to have a 'light' year, academically speaking, between the exam-oriented Junior and Senior cycles. During Transition Year, emphasis is put on extra-curricular activities and students are given the chance to learn new skills. Despite its popularity with both students and teachers, Transition Year remains optional; some schools choose to run the programme and others bypass it moving straight into the Senior Cycle instead. The Senior Cycle is extremely important for students because they sit their final school exam at the end of it; this is known as the Leaving Certificate. A student's performance in this exam will determine whether or not they will get accepted into university to study the course of their choice. Students can study as many subjects as they want during the two years of the Senior Cycle; however, only six will count towards their aggregate points score in the assessment system for college entry. Students rarely study more than seven subjects given the challenging nature of the curriculum.

School-leavers, typically aged between 17 and 19, must then decide whether or not to go into third-level study. For those who decide they wish to, and who are lucky enough to fulfill the entry requirements of their chosen course, higher education is, ostensibly, free. That said, in reality, the registration fees charged by universities and colleges today are so expensive that students are effectively paying college entrance fees, just by another name. Unlike in the other levels of the education system (where the option to enrol in a school is determined by its proximity to where you live) students may study in the location of their choice, whether it be near or far away.

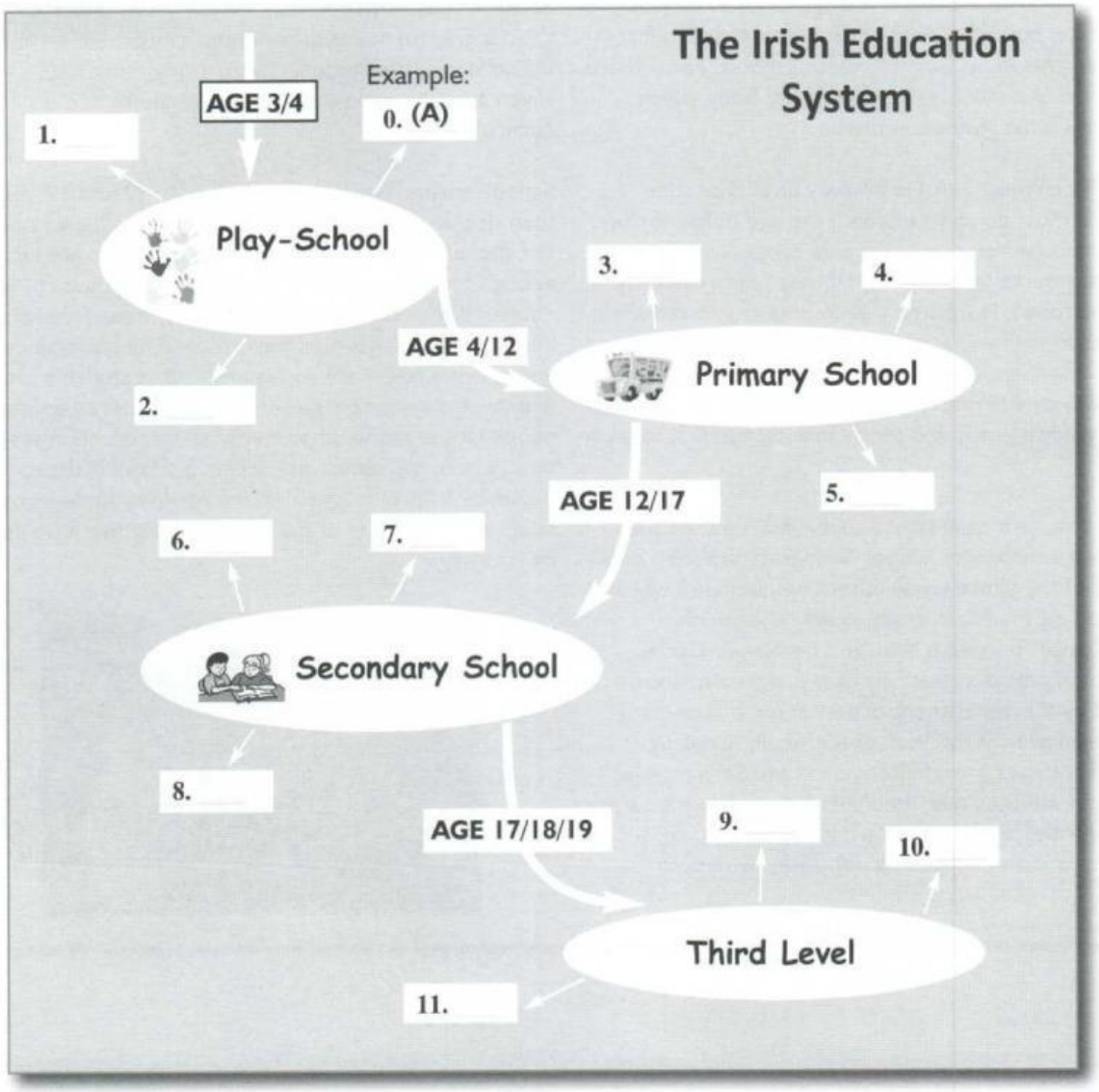


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A. **Match each statement, A - L, to the appropriate level within the education system. The first one is done for you as an example.**

(A) Attendance is not mandatory though many young children are sent here.
(B) There is no restriction imposed on the location of one's place of study at this level.
(C) This is the only level which is compulsory for everyone to complete.
(D) There is no limit on the number of exam subjects a student may study, but results will only count in a set number of subjects.
(E) Entry into courses at this level is determined on the basis of the results of a final examination at the previous level of study.
(F) The syllabus is not determined by the state or regulated by any official body.
(G) Attendance is mandatory for all children who reach a certain age.
(H) Students effectively pay for their education at this level, despite the fact that it is supposed to be free.
(I) Students spend more years of their education attending school at this level than any other.
(J) There are no state-run or state-sponsored institutions operating at this level.
(K) This level is divided into three different phases, one of which is optional.
(L) Attendance is compulsory, but only up to a certain age.



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VOCABULARY & WRITING PRACTICE

Academic subjects:

- **archaeology** also **archeology**
  UNCOUNTABLE NOUN **Archaeology** is the study of the societies and peoples of the past by examining the remains of their buildings, tools, and other objects. ▪ *an archaeology professor at Florida State University*
- **astronomy**
  UNCOUNTABLE NOUN **Astronomy** is the scientific study of the stars, planets, and other natural objects in space. ▪ *a 10-day astronomy mission*
- **economics**
  UNCOUNTABLE NOUN **Economics** is the study of the way in which money, industry, and trade are organized in a society. ▪ *He gained a first class Honours degree in economics.* ▪ *having previously studied economics and fine art*
- **geology**
  UNCOUNTABLE NOUN **Geology** is the study of the Earth's structure, surface, and origins. ▪ *He was visiting professor of geology at the University of Jordan.*
- **linguistics**
  UNCOUNTABLE NOUN **Linguistics** is the study of the way in which language works. ▪ *Modern linguistics emerged as a distinct field in the nineteenth century.*
- **psychology**
  UNCOUNTABLE NOUN **Psychology** is the scientific study of the human mind and the reasons for people's behaviour. ▪ *Professor of Psychology at Bedford College* ▪ *research in educational psychology*
- **sociology**
  UNCOUNTABLE NOUN **Sociology** is the study of society or of the way society is organized. ▪ *a sociology professor at the University of North Carolina* ▪ *a treatise on the sociology of religion*

Academic activities:

- **analyse (analyses, analysing, analysed)**
  VERB If you **analyse** something, you consider it carefully or use statistical methods in order to fully understand it. [US **analyze**] ▪ *McCarthy was asked to analyse the data from the first phase of trials of the vaccine.* ▪ [+ *what*] *This book teaches you how to analyse what is causing the stress in your life.*
- **claim (claims, claiming, claimed)**
  VERB If you say that someone **claims that** something is true, you mean they say that it is true but you are not sure whether or not they are telling the truth. ▪ [+ *that*] *He claimed that it was all a conspiracy against him.* ▪ [+ to-inf] *A man claiming to be a journalist threatened to reveal details about her private life.* ▪ *He claims a 70 to 80 per cent success rate.*
- **define (defines, defining, defined)**
  VERB If you **define** a word or expression, you explain its meaning, for example in a dictionary. ▪ [+ *as*] *Collins English Dictionary defines a workaholic as 'a person obsessively addicted to work'.*
- **evaluate (evaluates, evaluating, evaluated)**
  VERB If you **evaluate** something or someone, you consider them in order to make a judgment about them, for example about how good or bad they are. ▪ *They will*

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first send in trained nurses to evaluate the needs of the individual situation. ▪ *The market situation is difficult to evaluate.* ▪ [+ *how*] *we evaluate how well we do something*

- **investigate (investigates, investigating, investigated)**
  VERB If you investigate something, you study or examine it carefully to find out the truth about it. ▪ *Research in Oxford is now investigating a possible link between endometriosis and the immune system.* ▪ [+ *how*] *Police are still investigating how the accident happened.*

Nouns associated with research:

- **evidence**
  UNCOUNTABLE NOUN **Evidence** is anything that you see, experience, read, or are told that causes you to believe that something is true or has really happened. ▪ [+ *of/for*] *a report on the scientific evidence for global warming* ▪ [+ *that*] *There is a lot of evidence that stress is partly responsible for disease.* ▪ [+ to-inf] *To date there is no evidence to support this theory.*
- **hypothesis (hypotheses)**
  NOUN A **hypothesis** is an idea which is suggested as a possible explanation for a particular situation or condition, but which has not yet been proved to be correct. [FORMAL] ▪ *Work will now begin to test the hypothesis in rats.* ▪ *Different hypotheses have been put forward to explain why these foods are more likely to cause problems.*
- **theory (theories)**
  NOUN A **theory** is a formal idea or set of ideas that is intended to explain something. ▪ [+ *of*] *Einstein formulated the Theory of Relativity in 1905.*

Practice exercises

Exam tip: Words for academic subjects can have many different endings, but these are common.

–ics: *statistics*	–logy: *biology*	–y: *philosophy*

Learn to recognize these.

1 **Complete words 1–7 below with the ending –ics, –logy, or –y to form the names of subjects. Then match them to the topics of study a–g.**

1	archaeo _____	**a**	the human mind
2	astronom _____	**b**	people of the past
3	econom _____	**c**	society
4	geo _____	**d**	money, industry and trade
5	linguist _____	**e**	the Earth
6	psycho _____	**f**	how language works
7	socio _____	**g**	stars and planets

Exam tip: Words for naming people by their occupations often end in *–er.*
Examples: *teacher/farmer/miner*
Words for naming people who study academic subjects for a living usually end in *–ist.*
Examples: *biologist/physicist*
Learn to recognize these.

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2 **Choose the correct words for academic subjects and the people who study them to complete sentences 1–7.**

1 An _____ at the Royal Observatory has discovered a new moon in our solar system.

2 She wanted to understand why people feel, think, and behave in certain ways, so she decided to do a degree in _____.

3 _____ is the study of language in general, not any particular language such as French or Mandarin.

4 The government's predictions for economic growth and inflation were not endorsed by leading _____.

5 Students from the department of _____ spent the weekend studying rock formations off the coast of Scotland.

6 Graduates in _____ often take jobs which involve analysing data and formulating social policy.

7 _____ were called in to investigate the Iron Age tools discovered on the building site.

Exam tip: When writing in the IELTS exam you need to use not only the right words but also the right parts of speech, for example:

Thompson and her colleagues analyse (verb) the samples using the antibody test.
The main results of the analysis (noun) are summarized below.
I have an analytical (adjective) approach to every survey.

When you learn a new word, learn its associated parts of speech.

3 **The words in the table are commonly linked to academic study. Use your dictionary to complete the table.**

verb	noun	adjective
claim		×
	definition	×
evaluate		
	investigation	
×	evidence	
	hypothesis	
		theoretical

4 **Choose the correct part of speech from the words in italics for sentences 1–6.**

1 When giving a presentation, it is important to *define/definition* key terms.

2 An effective essay is not just descriptive but also *evaluation/evaluative*.

3 It is important to *investigate/investigation* the causes of inequality.

4 It is now *evidence/evident* that stress contributes to disease.

5 Most scientific research begins with a *hypothesize/hypothesis*.

6 There is no *theory/theoretical* model to explain the impact of inflation on economic growth.

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5 **Choose words from the table in Exercise 3 to complete the sentences 1–5.**

1 In academic discussions, it is important to _____ arguments for their strengths and weaknesses.
2 It would be difficult to design a scientific experiment to test the _____ that multiple time dimensions exist.
3 To date there is no _____ to support this theory.
4 After lengthy _____, they were still unable to identify the source of the leak.
5 There is no general agreement on a standard _____ of the term 'intelligence'.

Exam practice: Writing Task 2

Below is a student's answer to an IELTS Writing Task 2, in which candidates are required to write a 250 word essay on a given topic. Complete the essay with words from the unit. There may be more than one correct answer. Hint: make sure you choose the correct part of speech.

WRITING TASK 2

Write about the following topic:

Is there any value in studying academic subjects that are not 'useful' in terms of generating wealth for the country?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Many people these days (1) _____ that a useful education is one that prepares graduates for occupations that create wealth. However, when we (2) _____ the usefulness of an academic subject we should think carefully about how we (3) _____ the term 'useful'. In this essay, I argue that many academic subjects that do not directly generate great wealth can still be very useful.

Some subjects can be useful because they create knowledge that can be applied in related fields. (4) _____, for example, study the way language works. Their (5) _____ can be used to create more effective methods of language teaching. Improved international communication can result in better trading relations, which can in turn generate wealth. (6) _____ (7) _____ the lives of people in the past through their artifacts. Many of these will be displayed in museums, which can attract tourists who generate income for hoteliers, restaurants and so on.

Many academic subjects can also be 'useful' in terms of contributing to people's quality of life. Some people pursue hobbies in fields such as (8) _____ in order to have a better understanding of the planet we live on. Others with an interest in stars and planets may become amateur (9) _____. Curiosity is an important human trait, and many academic subjects allow people to satisfy this need.

In short, there is little (10) _____ that simply educating people to be efficient workers makes them happier or richer in the broader sense. Human curiosity and the unpredictable nature of knowledge creation mean that a variety of academic disciplines should be valued.

Now complete the essay in your own words.

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