

## **BÀI 5: DẠNG SUMMARY FILLING**

### **PASSAGE 1**

Evidence suggests that a key step is to develop a policy on bullying, saying clearly what is meant by bullying, and giving explicit guidelines on what will be done if it occurs, what record will be kept, who will be informed, what sanctions will be employed. The policy should be developed through consultation, over a period of time-not just imposed from the head teacher's office! Pupils, parents and staff should feel they have been involved in the policy, which needs to be disseminated and implemented effectively.

Other actions can be taken to back up the policy. There are ways of dealing with the topic through the curriculum, using video, drama and literature. These are useful for raising awareness, and can best be tied in to early phases of development while the school is starting to discuss the issue of bullying. They are also useful in renewing the policy for new pupils, or revising it in the light of experience. But curriculum work alone may only have short-term effects; it should be an addition to policy work, not a substitute.

There are also ways of working with individual pupils, or in small groups. Assertiveness training for pupils who are liable to be victims is worthwhile, and certain approaches to group bullying such as 'no blame', can be useful in changing the behaviour of bullying pupils without confronting them directly, although other sanctions may be needed for those who continue with persistent bullying.

Work in the playground is important, too. One helpful step is to train lunchtime supervisors to distinguish bullying from playful fighting, and help them break up conflicts. Another possibility is to improve the playground environment, so that pupils are less likely to be led into bullying from boredom or frustration.

With these developments, schools can expect that at least the most serious kinds of bullying can largely be prevented. The more effort put in and the wider the whole school involvement, the more substantial the results are likely to be. The reduction in bullying - and the consequent improvement in pupil happiness- is surely a worthwhile objective.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer

***What steps should schools take to reduce bullying?***

The most important step is for the school authorities to produce a **35** ..... which makes the school's attitude towards bullying quite clear. It should include detailed **36** ..... as to how the school and its staff will react if bullying occurs. In addition, action can be taken through the **37** ..... This is particularly useful in the early part of the process, as a way of raising awareness and encouraging discussion. On its own, however, it is insufficient to bring about a permanent solution. Effective work can also be done with individual pupils and small groups. For example, potential **38** ..... of bullying can be trained to be more self-confident. Or again, in dealing with group bullying, a 'no blame' approach, which avoids confronting the offender too directly, is often effective. Playground supervision will be more effective if members of staff are trained to recognise the difference between bullying and mere **39** .....

## PASSAGE 2

Others feel there is more of a case for the theory. Harnessing the wind would not have been a problem for accomplished sailors like the Egyptians. And they are known to have used wooden pulleys, which could have been made strong enough to bear the weight of massive blocks of stone. In addition, there is some physical evidence that the ancient Egyptians were interested in flight. A wooden artefact found on the step pyramid at Saqqara looks uncannily like a modern glider. Although it dates from several hundred years after the building of the pyramids, its sophistication suggests that the Egyptians might have been developing ideas of flight for a long time. And other ancient civilisations certainly knew about kites; as early as 1250 BC, the Chinese were using them to deliver messages and dump flaming debris on their foes.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer

### ***Additional evidence for theory of kite-lifting***

The Egyptians had **8**..... which could lift large pieces of **9**..... , and they knew how to use the energy of the wind from their skill. The discovery on one pyramid of an object which resembled a **10**..... suggests they may have experimented with **11**..... . In addition, over two thousand years ago kites were used in China as weapons, as well as for sending **12**..... .



### PASSAGE 3

What else might the engineer think of? Well, blind humans sometimes seem to have an uncanny sense of obstacles in their path. It has been given the name 'facial vision', because blind people have reported that it feels a bit like the sense of touch, on the face. One report tells of a totally blind boy who could ride his tricycle at good speed round the block near his home, using facial vision. Experiments showed that, in fact, facial vision is nothing to do with touch or the front of the face, although the sensation may be referred to the front of the face, like the referred pain in a phantom limb. The sensation of facial vision, it turns out, really goes in through the ears. Blind people, without even being aware of the fact, are actually using echoes of their own footsteps and of other sounds, to sense the presence of obstacles. Before this was discovered, engineers had already built instruments to exploit the principle, for example to measure the depth of the sea under a ship. After this technique had been invented, it was only a matter of time before weapons designers adapted it for the detection of submarines. Both sides in the Second World War relied heavily on these devices, under such codenames as Asdic (British) and Sonar (American), as well as Radar (American) or RDF (British), which uses radio echoes rather than sound echoes.

Choose **ONE WORD ONLY** from the passage for each answer.

#### Facial Vision

Blind people report that so-called 'facial vision' is comparable to the sensation of touch on the face. In fact, the sensation is more similar to the way in which pain from a **6**..... arm or leg might be felt. The ability actually comes from perceiving **7**..... through the ears. However, even before this was understood, the principle had been applied in the design of instruments which calculated the **8**..... of the seabed. This was followed by a wartime application in devices for finding **9**..... .