

MATCHING HEADINGS

PASSAGE 1

Questions 27-30

Reading Passage 153 has **six** sections,

Choose the correct heading for sections **A-D** from the list of headings below.

Write the correct number, **i-vii**, in boxes **27-30** on your answer sheet.

List of Headings

- i** The role of video violence
- ii** The failure of government policy
- iii** Reasons for the increased rate of bullying
- iv** Research into how common bullying is in British schools
- v** The reaction from schools to enquiries about bullying
- vi** The effect of bullying on the children involved
- vii** Developments that have led to a new approach by schools

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- 27 Section A
 - 28 Section B
 - 29 Section C
 - 30 Section D

Persistent bullying is one of the worst experiences a child can face. How can it be prevented?

A Bullying can take a variety of forms, from the verbal -being taunted or called hurtful names- to the physical- being kicked or shoved- as well as indirect forms, such as being excluded from social groups. A survey I conducted with Irene Whitney found that in British primary schools up to a quarter of pupils reported experience of bullying, which in about one in ten cases was persistent. There was less bullying in secondary schools, with about one in twenty-five suffering persistent bullying, but these cases may be particularly recalcitrant.

B Bullying is clearly unpleasant, and can make the child experiencing it feel unworthy and depressed. In extreme cases it can even lead to suicide, though this is thankfully rare. Victimised pupils are more likely to experience difficulties with interpersonal relationships as adults, while children who persistently bully are more likely to grow up to be physically violent, and convicted of anti-social offences.

C Until recently, not much was known about the topic, and little help was available to teachers to deal with bullying. Perhaps as a consequence, schools would often deny the problem. 'There is no bullying at this school' has been a common refrain, almost certainly untrue. Fortunately more schools are now saying: There is not much bullying here, but when it occurs we have a clear policy for dealing with it.'

D Three factors are involved in this change. First is an awareness of the severity of the problem. Second, a number of resources to help tackle bullying have become available in Britain. For example, the Scottish Council for Research in Education produced a package of materials, Action Against Bullying, circulated to all schools in England and Wales as well as in Scotland in summer 1992, with a second pack, Supporting Schools Against Bullying, produced the following year. In Ireland, Guidelines on Countering Bullying Behaviour in Post-Primary Schools was published in 1993. Third, there is evidence that these materials work, and that schools can achieve something. This comes from carefully conducted 'before and after' evaluations of interventions in schools, monitored by a research team. In Norway, after an intervention campaign was introduced nationally, an evaluation of forty-two schools suggested that, over a two-year period, bullying was halved. The Sheffield investigation, which involved sixteen primary schools and seven secondary schools, found that most schools succeeded in reducing bullying.

Questions 31-34

Choose the correct letter. **A. B. C** or **D**.

Write the correct letter in boxes 31-34 on your answer sheet.

- 31.** A recent survey found that in British secondary schools
- A there was more bullying than had previously been the case.
 - B there was less bullying than in primary schools.
 - C cases of persistent bullying were very common.
 - D indirect forms of bullying were particularly difficult to deal with.
- 32.** Children who are bullied
- A are twice as likely to commit suicide as the average person.
 - B find it more difficult to relate to adults.
 - C are less likely to be violent in later life.
 - D may have difficulty forming relationships in later life.
- 33.** The writer thinks that the declaration 'There is no bullying at this school'
- A is no longer true in many schools.
 - B was not in fact made by many schools.
 - C reflected the school's lack of concern.
 - D reflected a lack of knowledge and resources.
- 34.** What were the findings of research carried out in Norway?
- A Bullying declined by 50% after an anti-bullying campaign.
 - B Twenty-one schools reduced bullying as a result of an anti-bullying campaign
 - C Two years is the optimum length for an anti-bullying campaign.
 - D Bullying is a less serious problem in Norway than in the UK.

PASSAGE 2

List of Headings:

- i Disobeying FAA Regulations
- ii Aviation disaster prompts action
- iii Two coincidental developments
- iv Setting Altitude Zones
- v An oversimplified view
- vi Controlling pilots' licence
- vii Defining airspace categories
- viii Setting rules to weather conditions
- ix Taking of Safety
- x First step towards ATC

Example

Paragraph B

Answer

X

- 14. Paragraph A
- 15. Paragraph C
- 16. Paragraph D
- 17. Paragraph E
- 18. Paragraph F
- 19. Paragraph G

AIR TRAFFIC CONTROL IN THE USA

A An accident that occurred in the skies over the Grand Canyon in 1956 resulted in the establishment of the Federal Aviation Administration (FAA) to regulate and oversee the operation of aircraft in the skies over the United States, which were becoming quite congested. The resulting structure of air traffic control has greatly increased the safety of flight in the United States, and similar air traffic control procedures are also in place over much of the rest of the world.

B Rudimentary air traffic control (ATC) existed well before the Grand Canyon disaster. As early as the 1920s, the earliest air traffic controllers manually guided aircraft in the vicinity of the airports, using lights and flags, while beacons and flashing lights were placed along cross-country routes to establish the earliest airways. However, this purely visual system was useless in bad weather, and, by the 1930s, radio communication was coming into use for ATC. The first region to have something approximating today's ATC was New York City, with other major metropolitan areas following soon after.

C In the 1940s, ATC centres could and did take advantage of the newly developed radar and improved radio communication brought about by the Second World War, but the system remained rudimentary. It was only after the creation of the FAA that full-scale regulation of America's airspace took place, and this was fortuitous, for the advent of the jet engine suddenly resulted in a large number of very fast planes, reducing pilots' margin of error and practically demanding some set of rules to keep everyone well separated and operating safely in the air.

D Many people think that ATC consists of a row of controllers sitting in front of their radar screens at the nation's airports, telling arriving and departing traffic what to do. This is a very incomplete part of the picture. The FAA realised that the airspace over the United States would at any time have many different kinds of planes, flying for many different purposes, in a variety of weather conditions, and the same kind of structure was needed to accommodate all of them.

E To meet this challenge, the following elements were put into effect. First, ATC extends over virtually the entire United States. In general, from 365m above the ground and higher, the entire country is blanketed by controlled airspace. In certain areas, mainly near airports, controlled airspace extends down to 215m above the ground, and, in the immediate vicinity of an airport, all the way down to the surface. Controlled airspace is that airspace in which FAA regulations apply. Elsewhere, in

uncontrolled airspace, pilots are bound by fewer regulations. In this way, the recreational pilot who simply wishes to go flying for a while without all the restrictions imposed by the FAA has only to stay in uncontrolled airspace, below 365m, while the pilot who does want the protection afforded by ATC can easily enter the controlled airspace.

F The FAA then recognised two types of operating environments. In good meteorological conditions, flying would be permitted under Visual Flight Rules (VFR), which suggests a strong reliance on visual cues to maintain an acceptable level of safety. Poor visibility necessitated a set of Instrumental Flight Rules (IFR), under which the pilot relied on altitude and navigational information provided by the plane's instrument panel to fly safely. On a clear day, a pilot in controlled airspace can choose a VFR or IFR flight plan, and the FAA regulations were devised in a way which accommodates both VFR and IFR operations in the same airspace. However, a pilot can only choose to fly IFR if they possess an instrument rating which is above and beyond the basic pilot's license that must also be held.

G Controlled airspace is divided into several different types, designated by letters of the alphabet. Uncontrolled airspace is designated Class F, while controlled airspace below 5,490m above sea level and not in the vicinity of an airport is Class E. All airspace above 5,490m is designated Class A. The reason for the division of Class E and Class A airspace stems from the type of planes operating in them. Generally, Class E airspace is where one finds general aviation aircraft (few of which can climb above 5,490m anyway), and commercial turboprop aircraft. Above 5,490m is the realm of the heavy jets, since jet engines operate more efficiently at higher altitudes. The difference between Class E and A airspace is that in Class A, all operations are IFR, and pilots must be instrument-rated, that is, skilled and licensed in aircraft instrumentation. This is because ATC control of the entire space is essential. Three other types of airspace, Classes D, C and B, govern the vicinity of airports. These correspond roughly to small municipal, medium-sized metropolitan and major metropolitan airports respectively, and encompass an increasingly rigorous set of regulations. For example, all a VFR pilot has to do to enter Class C airspace is establish two-way radio contact with ATC. No explicit permission from ATC to enter is needed, although the pilot must continue to obey all regulations governing VFR flight. To enter Class B airspace, such as on approach to a major metropolitan airport, an explicit ATC clearance is required. The private pilot who cruises without permission into this airspace risks losing their license.

Question 20-26

Do the following statements agree with the given information of the reading passage?

In boxes **20-26** on your answer sheet, write:

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 20. The FAA was created as a result of the introduction of the jet engine.
- 21. Air traffic control started after the Grand Canyon crash in 1956.
- 22. Beacons and flashing lights are still used by the ATC today.
- 23. Some improvements were made in radio communication during World War II.
- 24. Class F airspace is airspace which is below 365m and not near airports.
- 25. All aircraft in class E airspace must use AFR.
- 26. A pilot entering class C airspace is flying over an average-sized city.