

READING

READING PASSAGE 1

You should spend about 20 minutes on **Questions 1 - 13**, which are based on Reading Passage 1 below.

Meditation

Meditation is a mind and body practice that has a long history of use for increasing calmness and physical relaxation, improving psychological balance, coping with illness, and enhancing overall health and well-being. There are many types of meditation, but most have four elements in common: a quiet location with as few distractions as possible; a specific, comfortable posture (sitting, lying down, walking, or in other positions); a focus of attention (a specially chosen word or set of words, an object, or the sensations of the breath); and an open attitude (letting distractions come and go naturally without judging them).

Although there is little recorded history on meditation, its roots go back to ancient times. Teacher and practitioner Mary Rogers explains: "Researchers speculate that primitive hunter-gatherer societies may have discovered meditation and its altered states of consciousness while gazing at the flames of their fires. Then, over thousands of years, meditation evolved into a structured practice." It seems meditation was first popular in the East with Indian scriptures known as 'tantras' mentioning meditation techniques five thousand years ago. Meditation took thousands of years to spread to Western societies and it was not until the twentieth century when it finally started to gain popularity in the West. Historian David Lutley describes how this happened: "Meditation spread to the West initially due to an increase in the popularity of Buddhism. Meditation being a central part of this religion meant that as Buddhism spread, other countries and cultures soon adopted many different forms of meditation."

Supporters of meditation claim that it can be a part of people's lives in different ways and is often practiced to acquire balance in people's physical, emotional, and mental states. Oliver Sachs, an Australian businessman, is an ardent fan. "I find that the deep rest that meditation gives me enables me to make better choices. I can work better all through the day and I sleep better at night." Meditation has also been used to help people quit smoking and conquer drug and alcohol addictions. Doctor Kristina Smith has researched meditation and found that there are definite biological and psychological benefits. "Proficient meditative practices help to integrate the brain functions and regulate various physiological mechanisms resulting in a state of mental and physical well-being."

One of the most important claimed benefits of meditation is how it releases stress from people's bodies. Psychologist Angela Matthews is an expert in this field and has theorised that there is a connection to mankind's development over time due to evolution. "When people's bodies are exposed to a sudden threat, they respond with the characteristic fight or flight reaction that is known as an adrenaline rush. If people are in extreme danger, these reactions are of great assistance and gain to them. The same response is now triggered in our daily lives when people are in a traffic hold-up or someone irritates us at work. If people do not confront things (and some things are beyond their control), they end up being in a permanent state of stress."

Related to stress, a recent study found that meditation helped college students decrease psychological distress and increase coping ability. These kinds of students are also at high risk for developing hypertension, and the meditation was also associated with decreases in blood pressure. The study's researchers randomly assigned students to a meditation group or a control group. They also created a high-risk subgroup, based on blood pressure readings, family history, and weight. The meditation group received a seven-step course in meditation techniques, with invitations to attend refresher meetings, and kept track of how often they practised meditation. At the beginning of the study and after three months, researchers tested all participants for blood pressure and psychological measures. The study's director, Anton Hayden, was happy with the results, but also gave another suggestion. "These findings suggest that young adults at risk of developing hypertension may be able to reduce that risk by practicing meditation. However, we recommend that future studies of meditation in college students evaluate long-term effects on blood pressure and psychological distress, so that our short-term results can be endorsed."

Finally, it seems that meditation can have various beneficial effects on the brain. Long-term meditators apparently have better-preserved brains than non-meditators as they age, as well as an increase in the thickness of the hippocampus, which governs learning and memory. Meditators also have more development in the areas of the brain that play roles in emotion regulation and self-referential processing. Younger developing brains can also be beneficially affected and there has been increasing interest from educators and researchers in bringing meditation to school kids, who are dealing with the usual stressors inside school, and often additional stress and trauma outside school. San Francisco high school principal, Nicola Roberts, explains how her school has been transformed. "Although I was sceptical at first, we started a twice daily meditation program and saw suspensions decrease, GPA's increase and absenteeism decrease."

Although meditation has many detractors, those who practise it are vociferous in their support. More and more people are starting to take up meditation at home and work and increasing numbers of doctors are starting to prescribe it. Additional studies are also being conducted about the effects of meditation and, as more expertise is gathered, meditation will become a more accurately and frequently approved treatment.

Glossary

Hypertension - abnormally high blood pressure

Questions 1 – 7

Look at the following statements (questions 1 - 7) and the list of people below.

Match each statement with the correct person's initials.

Write the correct initials in boxes 1 - 7 on your answer sheet.

- 1** Meditation can help people enjoy a better night's sleep.
- 2** More research is required to confirm the effectiveness of meditation at lowering hypertension in young adults.
- 3** It is theorised that early civilisations developed what is now called meditation by staring into their fires.
- 4** Properly conducted meditation can lead to more effective performance in the brain.
- 5** Religion is theorised to be responsible for meditation first coming to the West.
- 6** Meditation has allowed attendances to increase in at least one US school.
- 7** Modern lifestyles can create situations of permanent stress for some people.

MR	Mary Rogers
DL	David Luttley
OS	Oliver Sachs
KS	Kristina Smith
AM	Angela Matthews
AH	Anton Hayden
NR	Nicola Roberts

Questions 8 – 13

Complete the sentences below.

Write **NO MORE THAN TWO WORDS** from the text for each answer.

Write your answers in boxes **8 - 13** on your answer sheet.

- 8 Meditation only became popular in the West in the _____.
- 9 One expert feels that the changes people have experienced from their _____ can result in reactions that lead to constant high stress.
- 10 Those participants in the college student stress study that were not in a meditation group were placed into a group used for _____.
- 11 Participants in the college student stress study had their _____ taken and their psychological well-being tested.
- 12 If the _____ of the hippocampus is enlarged, this can indicate long-term meditation use.
- 13 Meditation will probably be more commonly prescribed when there is more _____ available.

READING PASSAGE 2

You should spend about 20 minutes on **Questions 14 - 26**, which are based on Reading Passage 2 below.

The History of Salt

Paragraph A

Since its discovery, several thousand years ago, salt has profoundly affected human life, not only with respect to the feeding habits or the ancient food preserving home industry, but also in human, economic, mythological and religious spheres. As a precious and portable good, salt has long been a cornerstone of economies throughout history. Salt was a greatly appreciated exchange commodity, so much that the so-called 'salt routes' were born, through which merchants transported and sold it in countries where it was not produced. The production and the transport of salt gave rise to new cities and to the construction of roads and it has been conjectured that the first civilisations began along the edges of the desert because of the natural surface deposits of salt found there. Finally, all of the working population today have an indirect link to salt, as Roman legionnaires were paid in salt. This was known as 'salarium,' the Latin origin of the word 'salary.'

Paragraph B

Salt was in general use long before history as we know it began to be recorded. About four thousand seven hundred years ago, there was published in China the Peng-Tzao-Kan-Mu, probably the earliest known treatise on pharmacology. A major portion of this writing was devoted to the first ever discussion of more than forty kinds of salt, including descriptions of two methods of extracting salt and putting it in usable form, both of which are amazingly similar to processes used today.

Paragraph C

Most people probably think of salt as simply a white granular food seasoning. In fact, only six per cent of all salt manufactured goes into food. Society uses salt in more than fourteen thousand different ways and it is crucial for many industries. Its compounds make it one of the most important materials in the chemical industry, since more than fifty per cent of chemical products depend on it at a stage of their manufacture. Salt therefore plays a role in the manufacture of a variety of commodities such as plastic, paper, glass, polyester, rubber and fertilisers, household bleach, soaps and detergents.

Paragraph D

A popular custom still in use in a number of European countries requires that a handful of salt be thrown in the coffin of a dead person before the burial. The salt was considered a symbol of incorruptibility and immortality and would thus keep away the devil. For the same reason in ancient Scotland, salt was added in the brewing of beer, which would otherwise have been ruined by witches and evil spirits. In point of fact, the added salt had the effect of preventing excessive fermentation in the brew and therefore stopped potential corruption. In some countries, if salt is dropped onto the floor, some should be picked up and thrown back over the left shoulder into the eye of the devil, who would be waiting behind.

Paragraph E

Salt has also had military significance. For instance, it is recorded that thousands of Napoleon's troops died during his retreat from Moscow because their wounds would not heal as a result of a lack of salt. In December, 1864, Union forces in the US Civil War made a forced march and fought a 36-hour battle to capture Saltville, Virginia, the site of an important salt processing plant, essential to sustaining the South's beleaguered armies. Salt was considered so crucial in the US Civil War that Confederate President Jefferson Davis offered to waive military service to anyone willing to tend coastal salt kettles to supply the South's war effort.

Paragraph F

Throughout history, the fundamental importance of salt has subjected it to governmental monopoly and special taxes. The British monarchy supported itself with high salt taxes, leading to a bustling black market for the white crystal. In 1785, it was written that every year in England, 10,000 people were arrested for salt smuggling. French kings too developed a salt monopoly by selling exclusive rights to produce it to a favoured few that exploited the right to the point where the scarcity of salt was a contributing cause of the French Revolution. In more modern times, Mahatma Gandhi defied British salt laws as a means of mobilising popular support for self-rule in India. In recent years, the promotion of free trade through the World Trade Organization has led to abolition of many national monopolies, allowing the price of salt to be set by only market forces.

Paragraph G

Unsurprisingly, salt manufacture has often been found next to the sea. The town of Lymington on the south coast of the UK was a major salt-making hub and used a common method to create the product. Seawater was captured at high tide in a reservoir; this in turn was fed into a shallow pond by opening a sluice gate. Here, the seawater was left to partially evaporate. When the brine was of sufficient strength, it was pumped by windmill to a holding tank. From there, pipes fed it down to the metal pans in the boiling house, under which coal fires were lit and the brine was boiled until the moisture was evaporated, leaving the final product. The Lymington sea salt manufacture was seasonal and dependent on good weather, so an average season was sixteen weeks. Each pan would produce about three tons a week and the town supplied most of southern England with salt. Lymington salt was also exported in large quantities to the Newfoundland fisheries, as well as many other countries around the world.

Questions 14 – 20

The text on the previous pages has 7 paragraphs (A – G).

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number (i – x) in boxes **14 – 20** on your answer sheet.

- i An Example Industry
- ii Salt and War
- iii An Invention that Revolutionised Manufacturing
- iv The First Record
- v Medical Uses
- vi Salt and Superstition
- vii A Source of Revenue
- viii Salt and Body Chemistry
- ix The Role in Industry
- x Salt's Early Importance

14 Paragraph A

15 Paragraph B

16 Paragraph C

17 Paragraph D

18 Paragraph E

19 Paragraph F

20 Paragraph G

Questions 21 – 23

Choose **THREE** letters, **A - G**.

Which of the following sentences below are accurate descriptions of present and past uses of salt?

Write the correct letter, **A - G**, in any order in boxes **21 - 23** on your answer sheet.

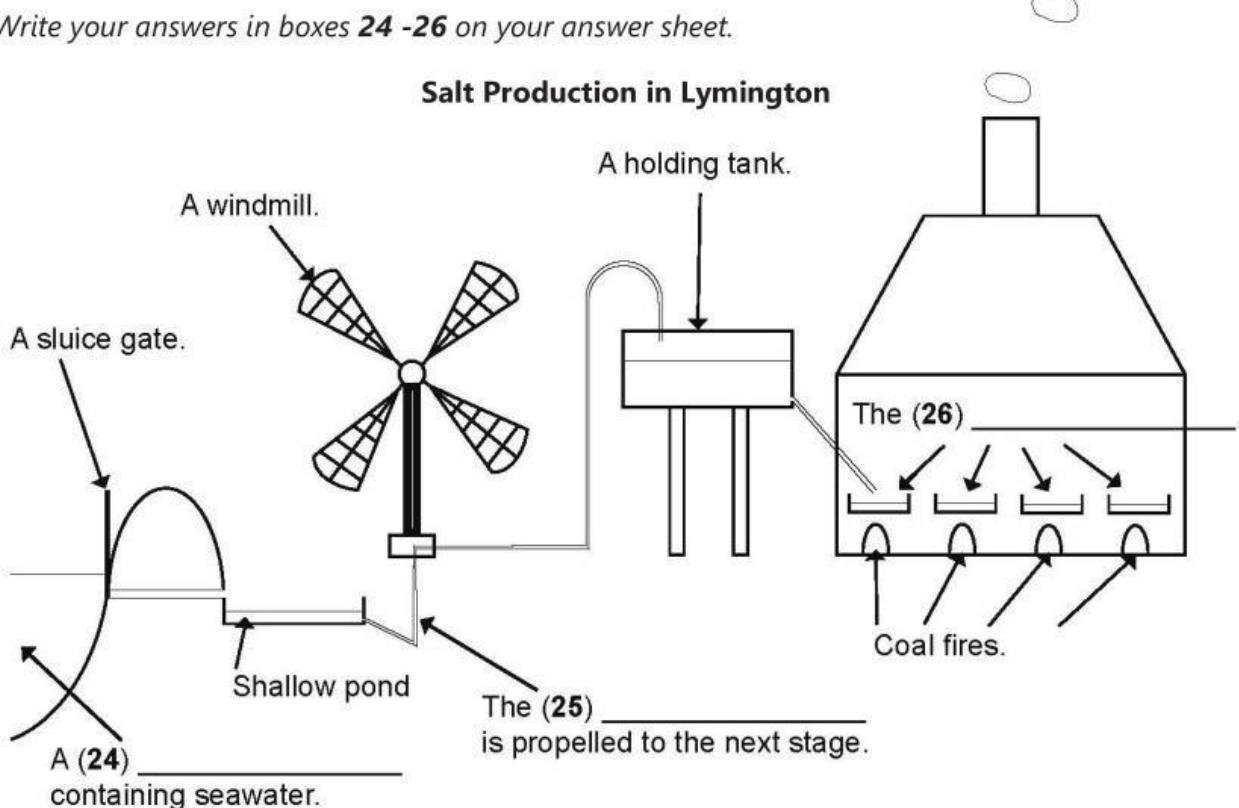
- A** Salt is used in road construction.
- B** Salt was used to pay people for their work.
- C** Salt is used in the manufacture of writing ink.
- D** Salt is used in agriculture.
- E** Salt was used to stop wooden ships developing leaks.
- F** Salt is used to mix with fuel in the aviation industry.
- G** Salt was used to ensure the good production of beer.

Questions 24 – 26

Label the diagram below.

Write **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes **24 - 26** on your answer sheet.



READING PASSAGE 3

You should spend about 20 minutes on **Questions 27 - 40**, which are based on Reading Passage 3 below.

Corporal Punishment

Corporal punishment is a contentious and much debated issue within society. Corporal punishment is defined as the use of physical force towards a child for the purpose of control and/or correction, and as a disciplinary penalty inflicted on the body with the intention of causing some degree of pain or discomfort, however mild. Research has shown that corporal punishment is effective in achieving immediate child compliance. However, others have argued that the benefits associated with immediate child amenability can be offset by findings that indicate corporal punishment fails to teach a child self-control and inductive reasoning. Instead, corporal punishment teaches a child to avoid engaging in behaviour that is punishable by way of force while in an adult's presence, in contrast to teaching a child not to engage in the undesirable behaviour at all.

As part of their natural development, children sometimes challenge or test parental and adult expectations and authority and sometimes, children simply choose to misbehave in order to gain something, such as attention, an object, power or peer approval. This parental challenge is a significant part of the growth process of children and everyone agrees that, although it should not be discouraged, it should not be without consequence. This is how children learn right from wrong, acceptable from unacceptable. However, there are few issues parents feel more strongly about than those regarding the discipline and punishment of their children. Although people may use those terms interchangeably, they mean quite different things. The definition of discipline shows it is the process of teaching a child the difference between acceptable and unacceptable behaviour. Good discipline should be a positive force, focusing on what a child is allowed to do. The goal of discipline is to help a child change impulsive, random behaviour into controlled, purposeful behaviour, and discipline should be reinforced with teaching, firmness, and reminders. Corporal punishment is one technique of discipline. It may be physical – a spank or slap; or psychological - disapproval, isolation from others, or withdrawal of privileges. The goal of punishment is to inhibit unacceptable behaviour.

There is a significant group within society that supports the use of corporal punishment, though most supporters believe in its mild application. They believe that mild corporal punishment used sparingly within a nurturing environment teaches a child that one can press the patience of others past a point of reasonable endurance. The theory is that corporal punishment can serve to emphasise parental conviction, clear the air between parent and child, and relieve parental frustration when a child's behaviour is especially exasperating. Supporters are careful to point out, however, that corporal punishment should not be used in instances when a child's behaviour is beyond her control or truly accidental, such as spilling milk.

The overwhelming majority nowadays oppose corporal punishment in any form. The view is that corporal punishment used as a method of discipline can result in undesirable and even damaging consequences. It is said that corporal punishment does not affect misbehaviour, and takes the responsibility for the misconduct away from the child. Child psychologist Anna Westin explains. "Children need to be accountable for their own behaviour in order to learn the inner control necessary to function as healthy, self-disciplined individuals. A child who is punished with spankings, shouts, and threats may learn how to avoid these punishments simply by not misbehaving in that particular way within sight of the person who punishes. There is no guarantee that the child's behaviour will be changed over time or when he or she is away from the person who punishes him or her."

Another criticism of corporal punishment is that it may lead to a child viewing punishment as an endorsement of aggression, and learning only that a large person has power over a smaller one. Corporal punishment may also arouse feelings of resentment, counter-aggression, and deep humiliation and a child may develop unfeeling attitudes toward another person's pain. Corporal punishment also increases the possibility of incidents of abuse, as it can be difficult for a parent to judge the severity of the punishment.

It is helpful to keep in mind the goals people have for children. If the goal is to help children learn to control their impulses and become self-directed adults, they must be helped by expanding the discipline repertoire to include more than mild punishments that serve only as temporary stopgap measures. This, however, does not need to include corporal punishment. It can be done, for example, by accompanying a mild punishment with a verbal explanation stating specifically what the child did wrong and what she can do to correct the misbehaviour in the future. Explaining to the child so that he/she can understand why the misbehaviour is not allowed makes the child think about acceptable versus unacceptable behaviour and helps him or her learn to make decisions about his or her own behaviour. This should not be confused with trying to get the child to be "reasonable." A child does not need to agree that parental rules are reasonable in order to abide by them. It is widely agreed that, ultimately, older children will do the right thing, not because they fear external reprisal, but because they have internalised a standard initially presented by parents and other care-takers. In learning to rely on their own resources rather than their parents, children gain self-confidence and a positive self-image.

In conclusion, it is clear that corporal punishment can be an emotive issue. Many nations have now made it illegal and so parents do not really have a choice of whether to use it or not, unless they wish to break the law of their country. What is clear though is that discussion of this issue will always begin again as every new generation comes into the world.

Questions 27 – 33

Do the following statements agree with the views of the writer of the text?

In boxes **27 - 33** on your answer sheet write:

YES

if the statement agrees with the writer's views

NO

if the statement doesn't agree with the writer's views

NOT GIVEN

if it is impossible to say what the writer thinks about this

- 27** Studies have proved the success of corporal punishment at making a child obedient.
- 28** Even young children have been known to fight back when corporal punishment is applied.
- 29** Parents should try and prevent their children from challenging an adult's authority.
- 30** The words 'discipline' and 'punishment' are often confused by people.
- 31** Corporal punishment is not part of what discipline is meant to be.
- 32** The use of corporal punishment has been condemned by the United Nations.
- 33** Supporters of corporal punishment believe it can help parents feel better in some situations.

Questions 34 – 37

Complete the summary below.

Write **NO MORE THAN ONE WORD** from the text for each answer.

Write your answers in boxes **34 - 37** on your answer sheet.

Opposition to Corporal Punishment

Opponents of corporal punishment fear its (34) _____ and feel it removes children's (35) _____ for their misbehaviour. It's feared children's behaviour might only change only when they are observed. Children might also see corporal punishment as an (36) _____ of using force and create various negative feelings and effects. Children may also lose their feelings of empathy and they can become vulnerable to cruelty with adults getting the (37) _____ of the corporal punishment wrong.

Questions 38 – 40

Complete each sentence (38 - 40) with the correct ending (A - F) below.

Write the correct letter (A - F) in answer boxes **38 - 40** on your answer sheet.

- 38** Spoken justification to children for a punishment teaches them that
- 39** Children do not need to feel that
- 40** Children eventually learn that

- A** some unnecessary rules can be ignored.
- B** role models have displayed the proper behaviour.
- C** they should consider the acceptability of their actions.
- D** they will understand better when they grow up.
- E** rules are fair in order to follow them.
- F** they can learn better behaviour at home than at school..