READING 1 (Items 26-35) **(10 marks)**

Read the text. Then, complete the tasks.

When Ahmed was twelve years old, his older sister gave him an old laptop. It was slow, and the battery only worked for twenty minutes, but for Ahmed it was a window to a new world. He started watching free programming lessons online every evening after finishing his homework. At first, the code looked like a strange foreign language, but little by little he began to understand it. His first programme was very simple: it asked for your name and then said hello. His family laughed when the computer greeted his father with 'Hello, Dad!' but Ahmed felt something special that day. He decided that one day he would build something useful for people. At school, Ahmed's IT teacher, Mr Nasser, noticed his interest and gave him extra exercises after class. 'Talent is a good start,' Mr Nasser told him, 'but practice is everything.' So Ahmed practised every day. Some evenings he wanted to play games with his friends instead, but he remembered his goal and opened his lessons again. When he was in Grade 9, his little sister Noor was finding English vocabulary difficult. She spent a lot of time on her phone, playing games and watching videos. Ahmed had an idea: what if the phone could become the teacher? He started building a small app that tested English words using simple games.

READING 1 (continued)

The first version crashed every ten minutes, and Noor said it was the worst app in the world. Ahmed did not give up. He fixed the problems one by one, and after six months of work after school and at weekends, the app finally worked well. Noor's marks improved, and her teacher asked about the app. The teacher told the head teacher, and soon half the school was using it. Then Mr Nasser entered Ahmed's project in the national coding competition for schools. Ahmed presented his app in Muscat in front of judges and hundreds of students. When they announced the winner, Ahmed could not believe his ears. His prize was a new laptop and a visit to a big technology company. But the best prize, he says, was seeing his mother cry with happiness. Today, Ahmed wants to add more school subjects to his app and publish it for free, so every student in Oman can use it. 'A phone can waste your time,' he says, 'or it can change your life. You choose.'

Task One: *for each item, shade in the bubble ⬭ next to the correct option.*

26. Who gave Ahmed his first laptop?

⬭ **his father** ⬭ **his sister** ⬭ **his teacher**

27. What did his first programme do?

⬭ **played a game** ⬭ **said hello** ⬭ **drew pictures**

28. What did Mr Nasser say was everything?

⬭ practice ⬭ talent ⬭ luck

29. Why did Ahmed build the app?

⬭ to win money ⬭ to help his sister ⬭ to pass a course

30. How long did the app take to finish?

⬭ six weeks ⬭ six months ⬭ one year

31. What was part of Ahmed's prize?

⬭ a new laptop ⬭ a new phone ⬭ a school trip

READING 1 (continued)

Task Two: *For each item, complete the missing words* ***(not more than TWO WORDS).***

32. Ahmed got his first laptop when he was _____ old.

33. Noor found English _____ difficult.

34. The first version of the app _____ every ten minutes.

35. Ahmed presented his project in the city of _____.

READING 2 (Items 36-45) **(10 marks)**

Read the text. Then, complete the tasks.

Is social media good for teenagers? This simple question starts long arguments in almost every school and almost every home, and the two sides often seem to speak different languages. On one side, many parents and teachers worry deeply about what they see happening to young people every day. They point out that the average teenager now spends three to five hours daily on social media apps. Critics say this habit reduces the time spent on homework, sport, reading and real friendships. They also worry about sleep: many teenagers check their phones in bed, and the blue light makes their brains stay awake. Even more seriously, some teenagers compare their normal lives with the perfect photos they see online, which can make them feel sad and unsuccessful. There is also the problem of false information, which spreads quickly when users share without checking. On the other side, supporters argue that social media is simply a tool, neither good nor bad in itself, and tools can be used well or badly by the people who hold them. They give many positive examples. Students create study groups online and help each other with difficult subjects. Young artists and writers share their work and find people who encourage them.

READING 2 (continued)

During emergencies, such as heavy rains, social media spreads warnings faster than any television channel. It also keeps families together: a student in Muscat can see and speak to her grandmother in Salalah every day. Some teenagers even use social media to do good, organising beach cleaning or collecting clothes for poor families. Supporters also say that banning phones completely does not teach young people anything useful; instead, schools and families should work together to teach students how to use social media wisely, kindly and safely. Both sides agree on one thing: the apps are not going to disappear. The real question, then, is not whether teenagers will use social media, but how. Experts suggest practical solutions that both sides can accept. These include turning off notifications during study time, keeping phones outside the bedroom at night, and following accounts that teach something useful or beautiful. Families should also sit down and talk openly and honestly about what they see online. In the end, social media is like fire: it can cook your food and warm your house, or it can burn your house down. The difference is in the hands of the person who uses it.

***Task One*: *For each item, write a short answer (*not more than FOUR WORDS*).**

36. How many hours daily does the average teenager spend on social media?

_____

37. What makes teenagers' brains stay awake in bed?

_____

38. Name one positive use of social media from the text.

_____

39. What spreads warnings faster than television?

_____

40. What does the writer compare social media to?

_____

41. Where should phones stay at night, according to experts?

_____

READING 2 (continued)

Task Two: *For each item, shade in the bubble ⬭ to indicate whether the statement is* ***True/False****.*

	Statements	True	False
42.	**Critics worry that online photos can make teenagers feel unsuccessful.**	⬭	⬭
43.	**Supporters say schools should ban phones completely.**	⬭	⬭
44.	**During heavy rains, warnings spread slowly on social media.**	⬭	⬭
45.	**Both sides agree that social media apps will not disappear.**	⬭	⬭

READING SCORE	**20**