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

Read the text. Then, complete the tasks.

When the students of Al Noor School came back after the summer holiday, they found a sad surprise. The school garden, which had been full of flowers and small trees, was almost dead. The hot summer sun had dried the soil, and the old watering system was broken. Most students walked past the garden without looking at it, but one girl stopped. Her name was Aisha, and she loved plants because her grandmother had taught her how to grow roses in their small farm in the mountains. Aisha went to the head teacher and asked for permission to repair the garden. The head teacher smiled and said, 'You can try, but you will need help. A garden is too big for one pair of hands.' So Aisha made a poster for the school board: 'Do you want to bring our garden back to life? Join the Green Team. Every Tuesday.' On the first Tuesday, only five students came. They pulled out the dead plants and cleaned the paths. It was hard work under the sun, and two students did not return the next week. But the others did, and they brought friends. Aisha asked a local shop for old wooden boxes, and the team turned them into plant pots. A science teacher helped them test the soil and choose plants that need little water.

READING 1 (continued)

An engineer who was a parent of one student repaired the broken watering system for free. After three months, more than forty students were working in the garden every week. They planted local trees, herbs and vegetables. The small tomatoes from the garden were served in the school canteen, and the students ate them with pride. In spring, the garden was full of green leaves and colourful flowers again. But something else had grown too: friendships between students from different classes, and a new feeling in the school. Students who had never spoken to each other were now planning the next project together. At the end of the year, the Ministry chose the Green Team's garden as the best school environmental project in the region. In her speech, Aisha said, 'People ask me how I changed the garden. I tell them: I didn't. We did. Nobody can move a mountain alone, but together we can move anything.' The garden is still there today, and every year new students join the team to care for it.

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

26. What did Aisha's grandmother teach her?

⬭ **to cook** ⬭ **to grow roses** ⬭ **to paint**

27. Who did Aisha ask for permission first?

⬭ **her teacher** ⬭ **her father** ⬭ **the head teacher**

28. How many students came on the first Tuesday?

⬭ five ⬭ forty ⬭ fifteen

29. What did the team make from old wooden boxes?

⬭ paths ⬭ plant pots ⬭ chairs

30. Where were the garden's tomatoes served?

⬭ in the market ⬭ in the school canteen ⬭ in the teachers' room

31. What did the Ministry give the project?

⬭ money ⬭ a trip ⬭ a regional award

READING 1 (continued)

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

32. The garden was almost dead after the summer _____.

33. Aisha made a _____ to find helpers.

34. The science teacher helped them test the _____.

35. The engineer repaired the broken watering _____ for free.

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

Read the text. Then, complete the tasks.

Should community service be a required part of school life for every student? In some countries, students must complete a certain number of volunteering hours in their local community before they can graduate from secondary school. Many people believe Oman should do the same, but others disagree strongly. Those who support this idea give several strong reasons for it. First, they say, volunteering teaches skills that no classroom and no exam can teach: teamwork, leadership, and how to solve real problems with real people in real situations. A student who organises a beach clean-up learns more about planning than any textbook can offer. Second, service connects young people to their communities. A teenager who visits elderly people or helps poor families understands his country better than one who only reads about it. Third, supporters point out that universities and employers now look for this kind of experience, so required service would actually help students in the future. Finally, they argue that young people have great energy and free time, and society badly needs that energy. On the other hand, opponents of the idea have serious arguments of their own too. Their main point is about the word 'volunteer' itself: if something is required, they say, it is not really volunteering.

READING 2 (continued)

Students might do the hours just to finish them, without any real care or learning. Opponents also worry about time. Grade 11 and 12 students already study long hours and prepare for difficult final exams. Adding required service could increase stress and reduce study time. Some parents add that their children already help at home, on family farms, or in family businesses, and this work is also service to society. A third group suggests a middle way: schools should offer volunteering and encourage it strongly, but not require it. They could give certificates, points or small prizes to students who join. Real service, they say, must come from the heart, not from a rule book. The debate continues in many countries, and different schools have chosen different answers. What everyone agrees on is that communities are stronger when people help each other. Perhaps the real question is not whether service should be required, but how schools and families can make students truly want to serve others. When young people see the happiness they can bring to other people, most of them return the following week without any rule at all.

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

36. What must students complete in some countries before graduating?

_____

37. Name one skill volunteering teaches, from the text.

_____

38. Who looks for volunteering experience, besides universities?

_____

39. What is the opponents' main point about required service?

_____

40. What could schools give students who volunteer?

_____

41. What happens when young people see the happiness they bring?

_____

READING 2 (continued)

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

	Statements	True	False
42.	**Supporters say volunteering teaches skills that classrooms cannot.**	⬭	⬭
43.	**Opponents worry that service could reduce study time.**	⬭	⬭
44.	**The writer says all parents are against volunteering.**	⬭	⬭
45.	**The middle way suggests encouraging, not requiring, service.**	⬭	⬭

READING SCORE	**20**