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

Read the text. Then, complete the tasks.

Salma was not the fastest runner in her class. Everyone knew that. When the PE teacher announced the school's annual cross-country race, most girls laughed and said the tall girl from Class B would win again, just like last year. But Salma had a secret plan. She had spent the whole summer training with her older brother, a soldier who knew everything about long-distance running. 'A race is not won by the fastest legs,' he told her on their first morning. 'It is won by the cleverest head.'

All summer, they woke at five, before the sun became hot. Her brother taught her to breathe in through the nose and out through the mouth, to run slowly at the start and save energy for the end, and to drink small sips of water instead of big ones. Some mornings Salma cried because her legs hurt so much. 'Pain is just your body getting stronger,' her brother would say, and somehow she always finished the run.

The race day arrived with cool October wind. Three hundred students stood at the start line behind the school. The tall girl from Class B smiled at everyone like a film star. When the whistle blew, she shot forward like an arrow, and the crowd cheered. Salma did not follow her. She ran her own slow, steady rhythm, exactly as her brother had taught her. After the first kilometre, the tall girl was fifty metres ahead. After the second, her steps became slower and heavier. Salma kept the same rhythm, breathing in and out, counting her steps.

At the final hill, five hundred metres from the finish, Salma passed the tall girl, who was walking now, hands on her knees. Salma wanted to say something kind, but her brother's voice was in her head: 'Look forward, always forward.' She ran down the hill and through the school gate, and suddenly there was noise everywhere, students shouting her name. She crossed the line first, two seconds before the runner from Class A.

That evening, her brother met her at the door. 'So,' he smiled, 'was I right about the legs and the head?' Salma showed him the small gold-coloured medal. 'You were right about everything,' she said, 'except one thing. You never told me how good it would feel.'

READING 1 (continued)

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

26. What did the PE teacher announce?

⬭ **a football match** ⬭ **the cross-country race** ⬭ **a swimming lesson**

27. Who trained Salma during the summer?

⬭ **her father** ⬭ **her PE teacher** ⬭ **her older brother**

28. What time did they wake up to train?

⬭ **at five** ⬭ **at six** ⬭ **at seven**

29. What did the tall girl do when the whistle blew?

⬭ **she ran slowly** ⬭ **she shot forward fast** ⬭ **she fell down**

30. Where did Salma pass the tall girl?

⬭ **at the start line** ⬭ **at the final hill** ⬭ **at the school gate**

31. How many seconds before the second runner did Salma finish?

⬭ **two** ⬭ **five** ⬭ **ten**

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

32. Salma's brother was a _____ who knew about long-distance running.

33. He taught her to drink small _____ of water.

34. The race day arrived with cool October _____.

35. Near the finish, the tall girl walked with her hands on her _____.

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

Read the text. Then, complete the tasks.

Are competitive sports good for children? Ask this question in any teachers' room, and you will start a long argument. Some adults believe competition teaches children the most important lessons of life. Others worry that it puts too much pressure on young shoulders.

The supporters make strong points. Competition, they say, teaches children to work towards a goal. A boy who wants to win the school football cup will train in the rain, eat better food and sleep earlier. These habits help him in his studies too. There is also the health argument: doctors warn that too many children now sit all day, and organised competition gives them a strong reason to move their bodies. Supporters also say that losing is a lesson every person must learn. Life is full of competitions - for university places, for jobs, for everything. A child who loses a match at age ten and tries again at age eleven is learning how real life works. Finally, team sports build friendships. Many adults say their oldest friends are the teammates of their childhood.

READING 2 (continued)

The other side has serious worries. Too much competition too early, they say, can kill the love of the game. A girl who is shouted at for missing a goal may never play again. They also point to injuries: young bodies are still growing, and hard training can damage knees and backs for life. And they remind us of the parents who stand at the side of the field screaming at nine-year-old players as if a World Cup were being played. For these children, sport becomes fear, not fun. Some families also feel the cost: special shoes, club fees and travel to matches can be heavy for a family budget.

Perhaps the answer, as often, is balance. Competition itself is not the enemy; the way adults organise it is the problem. Children need matches where trying hard matters more than winning, coaches who praise effort before results, and parents who understand that a trophy at age ten is worth less than a love of sport at age fifty. Let children compete, but let them be children first. The goal of school sport should not be to find the next famous player. It should be to build healthy, happy people who keep playing long after the last school whistle.

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

36. What does competition teach children to work towards?

_____

37. Name one healthy habit a boy training for the cup builds.

_____

38. Where does life have competitions, according to supporters?

_____

39. What can hard training damage?

_____

40. Who screams at young players from the side?

_____

41. What matters more than winning?

_____

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

	Statements	True	False
42.	**Supporters say losing is a lesson people must learn.**	⬭	⬭
43.	**Opponents say competition always makes children love the game more.**	⬭	⬭
44.	**The writer says adults are part of the problem.**	⬭	⬭
45.	**The writer wants school sport to find famous players.**	⬭	⬭

READING SCORE	
	20