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

Read the text. Then, complete the tasks.

The letter arrived on a Thursday: Ahmed had been accepted for work experience week, and his placement was at his uncle's electronics shop in the old part of the city. His friends laughed - 'A shop? I got the bank!' - but Ahmed did not mind. He had loved that shop since he was small: the smell of new phones, the walls of screens, the sound of his uncle arguing happily with suppliers on the phone.

On the first morning, his uncle gave him a blue apron and one rule: 'The customer is a guest in our house.' Ahmed's first job was simple - arranging the phone covers on the shelves by colour. It took two hours, and his back hurt, but the shelf looked beautiful. On the second day, a woman came in with a phone that would not charge. Ahmed watched his uncle listen to her problem, open the phone, clean the charging port with a small brush, and give it back working - for free. 'But uncle, you could have charged her twenty rials,' Ahmed said later. His uncle smiled. 'She will come back for ten years. That is worth more than twenty rials.'

By Thursday, Ahmed was serving customers alone. An old man wanted a phone 'for calls only, no internet, no nonsense', and Ahmed spent twenty patient minutes showing him three simple models until the old man chose one and shook his hand twice. 'God bless you, boy,' the old man said. 'You sell like your uncle.' On Friday afternoon, his uncle counted the week's money and gave Ahmed an envelope. 'Your first salary,' he said. 'Small, but honest.'

Ahmed kept the envelope unopened until dinner, when he gave it to his mother. She opened it, counted the notes, and hugged him so hard that the envelope tore. That night, Ahmed wrote in his work-experience diary: 'This week I learned that a shop is not about phones. It is about people. My uncle's real product is trust, and it never goes out of date.' When his teacher read the diary the next week, she wrote one word at the bottom in red pen: 'Exactly.'

READING 1 (continued)

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

26. Where was Ahmed's work experience placement?

⬭ **at a bank** ⬭ **at his uncle's shop** ⬭ **at a phone factory**

27. What did his uncle give him on the first morning?

⬭ **a phone** ⬭ **a blue apron** ⬭ **a brush**

28. What was Ahmed's first job?

⬭ **serving customers** ⬭ **arranging phone covers** ⬭ **counting money**

29. Why did the uncle repair the woman's phone for free?

⬭ **she will return for years** ⬭ **she was his sister** ⬭ **the repair was easy**

30. What kind of phone did the old man want?

⬭ **a camera phone** ⬭ **a cheap smartphone** ⬭ **a simple phone for calls**

31. Who did Ahmed give his first salary to?

⬭ **his mother** ⬭ **his teacher** ⬭ **his uncle**

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

32. His uncle argued happily with _____ on the phone.

33. The uncle cleaned the charging port with a small _____.

34. Ahmed kept the envelope unopened until _____.

35. The teacher wrote one word at the bottom in red _____.

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

Read the text. Then, complete the tasks.

Should teenagers have part-time jobs? In some countries, most students work a few hours every week; in others, parents refuse the idea completely. Both sides have real arguments.

The supporters of teenage work start with money, but not only money. Yes, a student who earns her own rials learns their value: she thinks twice before spending them. But the deeper lessons are about character. A job teaches punctuality - the shop opens at nine whether you feel tired or not. It teaches communication with strangers, patience with difficult customers, and the strange pride of a first salary. Supporters also say that work experience makes a university application stronger, because it proves the student can manage time and responsibility. Many successful business people started with a teenage job in a family shop, and they say those early lessons were worth more than any course.

READING 2 (continued)

The opponents answer with one word: time. A teenager's day already holds seven hours of school, homework, sport and family. Add ten hours of work, they say, and something must break - usually sleep, and then marks. They also worry about the kind of jobs teenagers get: washing cars and stacking shelves teach little that a book cannot. Online work has its own traps too: some 'easy money' jobs offered to teenagers are simply dishonest schemes. And they remind us that childhood is short. A person will work for forty years; why start at fifteen? Let the young have their free afternoons, this side says - they will never have them again.

Both sides are right, which means the question needs a smarter shape. The real question is not 'should teenagers work?' but 'how much, and where?' Two or three hours at the weekend, in a place that teaches something - a library, a family business, a computer repair shop - can build a young person without breaking them. A family business can be the perfect first job: the boss already cares about the worker, and the work teaches real trust. Ten evening hours in a noisy kitchen will do the opposite. Parents and schools should help students choose work that fits around learning, not work that replaces it. The first job is a classroom too; we just have to choose a good one.

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

36. What does earning money teach a student?

_____

37. Name one thing a job teaches besides punctuality.

_____

38. What does work experience make stronger?

_____

39. What usually breaks first, say opponents?

_____

40. How long will a person work in life?

_____

41. How many weekend hours does the writer suggest?

_____

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

	Statements	True	False
42.	**Supporters say a first salary brings pride.**	⬭	⬭
43.	**Opponents say teenage work always improves marks.**	⬭	⬭
44.	**The writer says the question needs a smarter shape.**	⬭	⬭
45.	**The writer supports ten evening hours of work.**	⬭	⬭

READING SCORE	
	20