READING 1 (Items 26-30) (5 marks)

*Read the texts. Are the statements which follow each text **True** or **False**?*
For each item, shade in the bubble ⬭ under the correct option.

26. **PART-TIME WEEKEND WORK: A family bookshop in Muscat needs a friendly assistant for Fridays and Saturdays. Duties: helping customers and arranging shelves. Good English required. Ideal for a college student. Apply in person with your CV.**

Statement	True	False
The bookshop job is only on weekdays.	⬭	⬭

27. **Volunteers needed for the National Tree-Planting Day, Saturday 7 am, Al Ansab Wetland. We aim to plant one thousand trees. Transport, gloves and breakfast are provided. Families and school groups are very welcome.**

Statement	True	False
Volunteers must bring their own breakfast.	⬭	⬭

28. **The Innovation Centre offers free evening workshops for students aged 15-18: Introduction to Programming, Public Speaking, and CV Writing. Each workshop runs for four weeks. Register at the front desk with your student card.**

Statement	True	False
Students pay a small fee for the workshops.	⬭	⬭

29. **Lost: a grey school bag, left on the bus to Seeb on Tuesday morning. It contains a chemistry textbook and a calculator. If found, please hand it to the school office. Reward offered.**

Statement	True	False
The bag was lost at school.	⬭	⬭

30. **Careers Day, next month: nurses, engineers, pilots and hotel managers will visit our school to answer your questions. Each Grade 11 class will attend two forty-minute sessions. Prepare your questions in advance with your class teacher.**

Statement	True	False
Each class will attend two sessions on Careers Day.	⬭	⬭

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READING 2 (Items 31-37) (7 marks)

Read the text. Then, for each item, shade in the bubble

At 4:30 every morning, while most of his village sleeps, nineteen-year-old Abdullah Al Habsi opens the small door of his family's fish farm at Quriyat and greets two hundred thousand fish.

Fish farming was not Abdullah's childhood dream. He wanted to be an airline pilot, and his marks were good. But when his father fell ill two years ago, someone had to run the farm. Abdullah, the eldest son, left his pilot dreams on the shelf and put on rubber boots.

'At first, I was angry with the fish,' he admits with a smile. 'They took my future.' But slowly, anger turned into curiosity. Why did some tanks grow faster than others? Why did the sea bream eat more in winter? He started reading scientific papers at night, and then he started experimenting: changing the water flow, the feeding times, the light. Production rose twenty percent in a year.

Then came the big idea. The farm was throwing away hundreds of kilos of fish waste every week. Abdullah read that fish waste makes excellent fertiliser. He built a simple system of pipes and tanks - with advice from an agriculture extension officer at the Ministry - and began selling 'liquid gold' to local farms growing cucumbers and lemons. What used to cost money to remove now earns money every week.

The Ministry of Agriculture and Fisheries heard about the project and invited Abdullah to speak at a national conference on the blue economy. He was the youngest speaker there by twenty years. 'I stood in front of three hundred experts with my dirty boots in my bag,' he says, 'because I had to go straight back to feed the fish.'

His father is healthy again, and the farm now employs four young men from the village. Does Abdullah still dream of flying? 'Sometimes,' he says, watching the sun come up over the tanks. 'But then I remember: pilots carry passengers. I carry food for my country. We both fly, in our own way.'

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READING 2 (continued)

31. What time does Abdullah start work?

⬭ 4:30 am ⬭ 5:30 am ⬭ 6 am

32. Why did Abdullah leave his pilot dream?

⬭ his marks were low ⬭ his father fell ill ⬭ he failed the pilot test

33. How did Abdullah feel about the fish at first?

⬭ curious ⬭ angry ⬭ proud

34. By how much did production rise in a year?

⬭ ten percent ⬭ twenty percent ⬭ fifty percent

35. What does the farm sell to local farmers?

⬭ fish waste fertiliser ⬭ fresh cucumbers ⬭ water filters

36. Who gave Abdullah advice about his system?

⬭ his father ⬭ a Ministry officer ⬭ a conference speaker

37. How many people does the farm employ now?

⬭ two ⬭ four ⬭ three hundred

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READING 3 (Items 38-45) **(8 marks)**

Read the text. Then complete the tasks.

Three years ago, I was the student who hid at the back of the class, praying the teacher would never ask me to speak. Last month, I stood on a stage in front of four hundred people and gave a ten-minute speech - and I enjoyed it. This is the story of how a shy girl from Al Mudhaibi became the captain of her school's debate team.

My English teacher, Mrs Susan, is responsible for all of it. In Grade 10, she announced a class debate, and I wrote my name on the absent list - I was ready to be 'sick' that day. I planned it carefully: the headache, the sad face, the slow walk to the nurse. She found me in the library and said something I wrote in my diary that night: 'Saeeda, your opinions are too good to keep in your notebook.'

She made me a deal: I would speak for just two minutes, sitting down, reading from my paper. I agreed because two minutes felt survivable. My hands shook so hard that the paper rattled, and I am sure nobody heard my last sentence. But when I finished, the class clapped, and nobody laughed, and the sky did not fall.

Two minutes became five. Sitting became standing. Reading from the paper became speaking from small notes. Mrs Susan recorded me on her phone and made me watch myself, which was painful but useful - I discovered I said 'um' forty times in one speech. By Grade 11, I was entering the regional debate competition.

The final was against a school from Muscat, and the motion was 'Social media does more harm than good' - and I had to argue for the side I personally disagreed with. That is the strange magic of debate: it teaches you that your opinion is a starting point, not a prison. We won. I cried, my mother cried, Mrs Susan pretended not to cry.

If you are the shy student at the back right now, I have one message: courage is not the absence of fear. It is two minutes, sitting down, with shaking hands. Start there.

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READING 3 (continued)

Task 1: ***For each item, write a short answer (NOT MORE THAN FOUR WORDS OR A NUMBER).***

38. Where is the writer from?

_____

39. What was the writer ready to be on debate day?

_____

40. How long was her first speech?

_____

41. How many times did she say 'um' in one speech?

_____

Task 2: ⬭ *For each item, shade in the bubble*

42. Where did the writer hide in class?

⬭ **at the back** ⬭ **near the door** ⬭ **in the library**

43. Who changed the writer's life?

⬭ **her mother** ⬭ **Mrs Susan** ⬭ **the debate captain**

44. What was the final motion about?

⬭ **school uniforms** ⬭ **social media** ⬭ **homework**

45. What did the writer argue for in the final?

⬭ **the side she agreed with** ⬭ **the side she disagreed with** ⬭ **her own opinion**

READING SCORE	
	20

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