

GRADE 11 -

LISTENING SCRIPT -

FIRST SESSION

(Practice Exam - Theme 1: Communication)

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LISTENING 1

(a conversation between two students, Salim and Aisha, about their English project)

- M: Hi Aisha. Have you started the English project about communication?
- F: Hi Salim. Yes, I want to write about body language. It's more interesting than websites!
- M: Good choice. Our teacher said non-verbal messages are sometimes stronger than words.
- F: Exactly. For example, eye contact can show confidence or nervousness.
- M: That's true. When I gave my presentation last week, I couldn't look at the audience at all.
- F: Really? What happened?
- M: I was too nervous, so I looked at my notes the whole time. The class thought I was bored.
- F: Oh no! Facial expressions matter too. A simple smile changes everything.
- M: I know. My face was so serious that nobody asked questions at the end.
- F: Don't worry. You can learn these skills. Experts say gestures are learnt, not born with us.
- M: I hope so. Did you find any good sources for the project?
- F: Yes, I downloaded three articles from an educational website last night.
- M: Great. Can you send them to me?
- F: Of course. I'll attach them to an email this evening. What's your email address?
- M: It's salim.project@school.om. Please write a clear subject line so I notice it.
- F: Sure. I'll write 'Body Language Project' in capitals!
- M: Perfect. By the way, when is the deadline for the first draft?
- F: Next Thursday. We should meet before that to compare our notes.
- M: Agreed. How about Tuesday afternoon in the library?
- F: Tuesday works for me. After the maths lesson?
- M: Yes, at two o'clock. Oh, one more thing - my laptop battery is terrible.
- F: No problem. The library has computers with a high-speed Internet connection.
- M: Excellent. I'll bring my notes on communication skills in job interviews.
- F: And I'll bring the article about tone of voice. Did you know that how you say something can matter more than the words themselves?
- M: Really? Give me an example.
- F: Well, the word 'fine' can mean 'very good' or 'leave me alone', depending on your tone.
- M: That's a great example. I'll add it to my notes.
- F: Also, I found a short video about listening skills that we should watch together.
- M: Is it the one that says a good listener asks questions and never interrupts the speaker?
- F: Exactly that one. It only takes ten minutes.
- M: Perfect. We can watch it on Tuesday before we start comparing notes.
- F: Also, should we record our project as a podcast instead of writing it?
- M: Interesting idea, but the teacher asked for a written report with references.
- F: You are right. Written it is, then.
- F: Good plan. See you on Tuesday at two in the library!
- M: See you then. Thanks for your help, Aisha.

(422 words) (Target Range: 400-450 words)

Grade 11 / First Session/Semester 1 (2026-2027)

LISTENING 2

(a student telling his class about an important experience)

(Part One):

I want to tell you about something that changed my life last year. My name is Yusuf, and I used to be the quietest student in my class. When my English teacher announced a public-speaking competition between schools, every student had to enter. I felt ill. 'I can't speak in front of fifty people,' I told my best friend Nasser at break time. 'My hands shake and my voice disappears.'

Nasser refused to accept this. 'My grandfather was a famous storyteller,' he said. 'He told me a secret: the audience is not your enemy. Pick one friendly face and talk to that person.' That evening, I wrote my speech about my grandfather's old radio, the family's first connection to the outside world. I practised in front of my bedroom mirror for an hour every night. My little sister scored my performance and wrote comments on a piece of paper: 'Louder!', 'Smile!', 'Don't read - talk!' My mother brought me water and told me to speak more slowly.

On the morning of the competition, forty students from six schools gathered in the main hall. My name was called third. As I walked to the stage, my legs felt like wood. Then I remembered Nasser's advice. I found my sister's face in the second row - she had come with my mother - and I began to speak to her.

(Part Two):

At first, my voice was quiet, but after the first minute, something changed. I described the old radio, its wooden box, and the magic of hearing news from London and Cairo in a small Omani village. I explained how the whole family gathered around it every evening, and how my grandfather kept every battery until it was completely dead. The hall became completely silent. When I finished, there was a second of silence, and then loud applause. I looked at the judges and saw them smiling at each other.

I did not win first prize; I came second, after a girl who spoke about volunteering. But when the judges gave their comments, one of them said, 'The boy with the radio reminded us that communication is about connection, not perfection.' My teacher was waiting at the door. 'Next year,' she said with a smile, 'first prize.' I smiled back. For the first time, I believed her. The quietest boy in the class had finally found his voice, and now I am not afraid to use it. Thank you for listening.

(228 + 180 = 408 words) (Target Range: 400-450 words)

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