



هيئة جودة التعليم والتدريب
Education & Training Quality Authority

National Examinations Test Specifications

English Language – Grade 9

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All details in this document are correct at the time of publishing, but may be subject to change as a result of ongoing efforts to ensure the quality of the examination product. Please ensure you refer only to the most current version.

1 Construct

1.1 Test Purpose

The main purpose of the National Examinations is to measure students' performance in Grade 9 based on the National Curriculum as defined by the Ministry of Education in the Kingdom of Bahrain.

Additional purposes of the National Examinations are to provide:

- a beacon of good assessment practice.
- robust information for the monitoring of standards over time.

1.2 Test Level

The Grade 9 examination level is designed to be aligned with Grade 9 curriculum expectations and comparable to the level described in the Common European Framework as Level B1.

1.3 Relationship with the National Curriculum

These examinations reflect the requirements of the Curriculum in terms of what learning a foreign language involves as well as the expected outcomes as identified in the Curriculum.

The learning outcomes to be assessed are described in the Curriculum. Language learning is seen as cumulative and these examinations are based on aspects of language which are included in Grade 9.

The use of language, topics and lexical fields targeted in the Grade 9 assessment materials are designed to be appropriate to the description in the Curriculum.

1.4 Relationship with Teaching and Textbooks

The subject matter of the teaching materials, and hence of the assessment materials, is designed to be in accordance with the philosophy and general aims of education in the Kingdom of Bahrain. The choice of textbook for the level is made by MoE Curriculum Directorate.

2. Definitions

2.1. Major skills

The major skills at Grade 9 are:

- Writing
- Reading
- Listening

2.2. Competencies

Within each major skill, a number of competencies will be assessed.

2.2.1. The Writing will assess the following competencies:

- writing a variety of text types such as informal and formal letters and emails, stories, reports and essays.
- showing an awareness of audience, style and register.

2.2.2. The Reading will assess the following competencies:

- reading for both gist and specific information.
- understanding both stated and implied meanings and lines of argument in texts related to personal interest.

2.2.3. The Listening will assess the following competencies:

- understanding and responding to unrehearsed questions about themselves, their daily needs and areas of interest.
- identifying the topic and main points of a discussion when it is articulated in standard speech.
- understanding and extracting the general idea and specific information from recorded passages dealing with less familiar topics.
- understanding a limited range of accents.

2.2.4. While the emphasis in every task will be on meaning and communication, grammar is a skill which is assessed in the English language examinations. Students who know how language is used to achieve effect or express meaning will be strongly placed to perform well in this examination. Correct spelling is also considered very important for successful communication and is therefore assessed in the English language examinations.

2.3. Questions and items

A task (or question) is a collection of items which is linked by a common written or spoken text. An item is the smallest separately identified testing point within an assessment to which a mark is allocated. Each item must assess one (and only one) major skill, and must also assess one (and only one) competency. A question may consist of several items or just one item.

3. Test Construction

3.1. Balance of Marks

The Writing, Reading and Listening skills are equally weighted to produce a final total for each student.

The allocation of marks in the individual parts of the skills papers is shown in the table below:

Skill	Part					Total
	1	2	3	4	5	
Writing	40%	60%				44.44%
Listening	50%	50%				22.22%
Reading			33.33%	33.33%	33.33%	33.33%

3.2. Description of Papers

There will be 2 question papers assessing the major skills: Writing, Listening and Reading. Students answer Paper 1 questions on the question paper and Paper 2 parts on a separate answer sheet.

The purpose of these examinations is to focus on communication and outcomes, and on what learners can do with the language rather than on what they know about the language. Therefore, grammar is not tested directly but indirectly through the writing tasks as well as through the processing that the students need to do in order to successfully complete the reading and listening tasks.

4. Paper 1: Writing

4.1. Paper Overview

Duration	60 minutes
Marks	20 marks
Tasks Type	Essay questions
Format	Students read and answer questions on the question paper.

4.2. Writing Competencies

Students have to complete two questions. The marks are awarded for content and language according to a banded criterion-based mark scheme.

The language objectives have been grouped under competencies headings, but it is recognised that these are interrelated.

- W1** Write a transactional email in response to given input on a topic of personal relevance.
- W2** Write a short piece of continuous prose based on given input, demonstrating appropriate context and organisation.
- W3** Show awareness of audience, style and register.

4.3. Writing Test Specifications

Question	Competency	Competency objectives	Marks	Description
1	Writing a transactional email.	W1, W3	8	Students will be required to write a transactional email of personal relevance in 80-100 words. The task will comprise 3 functions, for example, describe/explain/justify etc.
2	Writing a short piece of continuous prose.	W2, W3	12	Students will be required to write 100-120 words of continuous prose, in response to given input. Each year, the task will require students to write one of the following: a story, a report or an essay. Students will not be given a set of tasks to choose from.

4.4. Mark Schemes

Examiners mark the Writing paper following coordination sessions which set the standard and ensure the correct application of the mark schemes. The mark schemes may be expanded, revised or amended as required from one session to the next.

There is no penalty for over-length responses, but digression (or failure to address the content points) is penalised according to the mark scheme.

Marks for language are awarded according to the descriptors in the mark scheme.

In addition to assessing lexical and structural knowledge as a key competency in the writing tasks, the need for grammatical accuracy/range (including lexical range) will be built into the marking criteria. Students need to demonstrate awareness of audience, style and register.

4.4.1. Question 1

The mark scheme is divided into bands; there are 2 marks available within each band. Markers should first decide which band the piece of writing fits into best, and then refine and adjust the mark further by deciding whether the performance merits the top mark within the band. It is essential that students communicate the required information presented in the task appropriately and effectively. Therefore, addressing content points is an important element as well as the successful communication of the message.

There is no penalty for over-length responses; however, failure to address the content points is penalised according to the mark scheme.

Marks	Content	Communication
7 - 8	<ul style="list-style-type: none">• 3 points addressed with expansion.• Target reader would be fully informed.	Message is communicated effectively at Grade 9 level (B1) with few or no errors of spelling, punctuation, vocabulary or grammar.
5 - 6	<ul style="list-style-type: none">• 3 points addressed.• Target reader would be simply informed.	Message is generally communicated effectively at Grade 9 level (B1) but with some errors of spelling, punctuation, vocabulary or grammar which may hinder communication.
3 - 4	<ul style="list-style-type: none">• 2 - 3 points addressed.• Target reader would be partially informed.	Message is partially communicated but errors of spelling, punctuation, vocabulary or grammar hinder communication.
1 - 2	<ul style="list-style-type: none">• 1 - 2 points addressed or little relevant content.• Target reader would be inadequately informed.	Message is inadequate, and many errors of spelling, punctuation, vocabulary or grammar hinder communication.
0	<ul style="list-style-type: none">• No relevant content.• Target reader is uninformed.	Message is incomprehensible and possibly illegible.

4.4.2. Question 2: The Story

Markers should begin by looking at the Task Achievement criterion first and decide on a mark for this before considering the other three criteria. A mark should be given for each of the four criteria, which are then added up to get the complete mark for each candidate. Students may have a very flat profile, scoring 2 marks for each of the criteria for example, or may have a more uneven profile, scoring higher marks for some criteria and lower marks for others.

There is no penalty for over-length responses; however, failure to address the content points is penalised according to the mark scheme.

Band	0	1	2	3
Task Achievement	Insufficient sample at Grade 9 level/completely incomprehensible and/or illegible/irrelevant	<ul style="list-style-type: none"> • Fails to gain reader's interest. • Fails to address storyline prompted by initial sentence. 	<ul style="list-style-type: none"> • Reader's interest sustained despite occasional strain. • Attempts to address the prompted storyline but does not wholly succeed. 	<ul style="list-style-type: none"> • Reader's interest sustained throughout. • Fully addresses the prompted storyline.
Lexical Range		<ul style="list-style-type: none"> • Very limited evidence of vocabulary at Grade 9 level. • Vocabulary is used inappropriately. • Little attention paid to spelling. 	<ul style="list-style-type: none"> • Satisfactory evidence of vocabulary at Grade 9 level. • Vocabulary is appropriate for the task with occasional errors. • There are some spelling errors. 	<ul style="list-style-type: none"> • Wide range of vocabulary appropriate at Grade 9 level. • Vocabulary is fully appropriate to the task. • Spelling is mostly accurate throughout.
Grammatical Range		<ul style="list-style-type: none"> • Repetitive, simplistic structures marred by basic, frequent errors. • Lack of control impedes communication. 	<ul style="list-style-type: none"> • Satisfactory range of structures at Grade 9 level is present with some noticeable errors. • The story is communicated despite errors. 	<ul style="list-style-type: none"> • Wide range of structures at Grade 9 level with few or no errors. • The story is communicated successfully through effective use of structures.
Organisation and Coherence		<ul style="list-style-type: none"> • Writing is lacking in organisation. • Little attention paid to punctuation. • Incoherent in places. • Requires effort from the reader. 	<ul style="list-style-type: none"> • Writing is generally well organised and coherent. • There are some spelling and punctuation errors. • Basic linking devices used. • Requires some effort from the reader. 	<ul style="list-style-type: none"> • Writing is effectively organised and coherent. • Spelling and punctuation are mostly accurate throughout. • Linking devices used to effect for Grade 9 level. • Requires no effort from the reader.

4.4.3. Question 2: The Report

Markers should begin by looking at the Task Achievement criterion first and decide on a mark for this before considering the other three criteria. A mark should be given for each of the four criteria, which are then added up to get the complete mark for each candidate. Students may have a very flat profile, scoring 2 marks for each of the criteria for example, or may have a more uneven profile, scoring higher marks for some criteria and lower marks for others.

There is no pe

nalty for over-length responses; however, failure to address the content points is penalised according to the mark scheme.

Band	0	1	2	3
Task Achievement	Insufficient sample at Grade 9 level/completely incomprehensible and/or illegible/irrelevant	<ul style="list-style-type: none"> • Fails to address the requirements of the task. • Fails to present required information clearly and concisely. 	<ul style="list-style-type: none"> • Addresses the requirements of the task but does not wholly succeed. • Attempts to present the required information but does not fully succeed. 	<ul style="list-style-type: none"> • All requirements of the task are addressed • All required information is presented clearly and concisely.
Lexical Range		<ul style="list-style-type: none"> • Very limited evidence of vocabulary at Grade 9 level. • Vocabulary is used inappropriately. • Little attention paid to spelling. 	<ul style="list-style-type: none"> • Satisfactory evidence of vocabulary at Grade 9 level. • Vocabulary is appropriate for the task with occasional errors. • There are some spelling errors. 	<ul style="list-style-type: none"> • Wide range of vocabulary appropriate at Grade 9 level. • Vocabulary is fully appropriate to the task. • Spelling is mostly accurate throughout.
Grammatical Range		<ul style="list-style-type: none"> • Repetitive, simplistic structures marred by basic, frequent errors. • Lack of control impedes communication. 	<ul style="list-style-type: none"> • Satisfactory range of structures at Grade 9 level is present with some noticeable errors. • The report is comprehensible despite errors 	<ul style="list-style-type: none"> • Wide range of structures at Grade 9 level with few or no errors. • The report is communicated successfully through effective use of structures.
Organisation and Coherence		<ul style="list-style-type: none"> • Writing is lacking in organisation. • Little attention paid to punctuation. • Incoherent in places. • Requires effort from the reader. 	<ul style="list-style-type: none"> • Writing is generally well organised and coherent. • There are some punctuation errors. • Basic linking devices used. • Requires some effort from the reader. 	<ul style="list-style-type: none"> • Writing is effectively organised and coherent. • Punctuation is mostly accurate throughout. • Linking devices used to effect for Grade 9 level. • Requires no effort from the reader.

4.4.4. Question 2: The Essay

Markers should begin by looking at the Task Achievement criterion first and decide on a mark for this before considering the other three criteria. A mark should be given for each of the four criteria, which are then added up to get the complete mark for each candidate. Students may have a very flat profile, scoring 2 marks for each of the criteria for example, or may have a more uneven profile, scoring higher marks for some criteria and lower marks for others.

There is no penalty for over-length responses; however, failure to address the content points is penalised according to the mark scheme.

Band	0	1	2	3
Task Achievement	Insufficient sample at Grade 9 level/completely incomprehensible and/or illegible/irrelevant	<ul style="list-style-type: none"> • Fails to address the requirements of the task clearly and concisely. • Fails to present a clear discussion and the conclusions reached are unsatisfactory. 	<ul style="list-style-type: none"> • Attempts to address the requirements of the task but confused in some places and does not fully succeed. • Discussion may be confused in places and/or the conclusion is unclear. 	<ul style="list-style-type: none"> • All requirements of the task are addressed and presented clearly and concisely. • Discussion is clear and concise and there is a comprehensible conclusion reached.
Lexical Range		<ul style="list-style-type: none"> • Very limited evidence of vocabulary at Grade 9 level. • Vocabulary is used inappropriately. • Little attention paid to spelling. 	<ul style="list-style-type: none"> • Satisfactory evidence of vocabulary at Grade 9 level. • Vocabulary is appropriate for the task with occasional errors. • There are some spelling errors. 	<ul style="list-style-type: none"> • Wide range of vocabulary appropriate at Grade 9 level. • Vocabulary is fully appropriate to the task. • Spelling is mostly accurate throughout.
Grammatical Range		<ul style="list-style-type: none"> • Repetitive, simplistic structures marred by basic, frequent errors. • Lack of control impedes communication. 	<ul style="list-style-type: none"> • Satisfactory range of structures at Grade 9 level is present with some noticeable errors. • The argument is comprehensible despite errors 	<ul style="list-style-type: none"> • Wide range of structures at Grade 9 level with few or no errors. • The argument is communicated successfully through effective use of structures.
Organisation and Coherence		<ul style="list-style-type: none"> • Writing is lacking in organisation. • Little attention paid to punctuation. • Incoherent in places. • Requires effort from the reader. 	<ul style="list-style-type: none"> • Writing is generally well organised and coherent. • There are some punctuation errors. • Basic linking devices used. • Requires some effort from the reader. 	<ul style="list-style-type: none"> • Writing is effectively organised and coherent. • Punctuation is mostly accurate throughout. • Linking devices used to effect for Grade 9 level. • Requires no effort from the reader.

5. Paper 2 Listening and Reading

5.1. Paper Overview

Duration	75 minutes
Marks	25 marks
Tasks Type	Multiple-choice question (MCQ)
Listening Format	Students listen to a series of recordings while answering the questions on the question paper and then transfer their answers onto a separate answer sheet.
Reading Format	Students read and answer questions on a separate answer sheet.

5.2. Listening Competencies

The listening consists of two parts each focusing on a different text. Students have approximately 25 minutes to complete both listening tasks, worth a total of 10 marks. Each recording is heard twice. Each part begins with an example for the students and is then followed by the questions.

The language objectives have been grouped under competencies headings, but it is recognised that these are interrelated.

- L1 Identify detail, attitude, purpose or opinion in a series of short monologues or conversations on typical daily situations in informal contexts.
- L2 Demonstrate general comprehension of detailed information in lectures, talks and other forms of presentations on familiar topics.
- L3 Identify and select relevant detail from a set of options.

5.3. Listening Test Specifications

Part	Competency	Competency objectives	Marks	Description
1	Identifying detail, attitude, purpose and opinion.	L1, L3	5	Short dialogues between two different speakers (male and female) of typical daily situations in informal contexts tested mainly by visual material. 5 x 3-option MCQs which may include words, numbers or visuals; 5 items plus an example. Each dialogue is (70 – 90 words)
2	Demonstrating general comprehension of detailed information.	L2, L3	5	A monologue testing factual information. (400 – 450 words) 5 x 3-option MCQs. Initial example included.

5.4. Reading Competencies

The reading consists of three parts each focusing on a text. Students have 50 minutes to complete all the tasks, worth a total of 15 marks. Each part begins with an example for the students and is then followed by the questions.

The language objectives have been grouped under competencies headings, but it is recognised that these are interrelated.

- R1 Identify and understand the main ideas and details of texts in a variety of text types such as articles, reviews and brochures.
- R2 Employ the skills of skimming, scanning and reading for detail and information appropriately to facilitate understanding of a text at word, sentence and whole text level.
- R3 Understand implied meaning, personal opinions, attitudes and ideas (e.g. advice, recommendations) in longer texts.
- R4 Recognise the appropriate grammatical and lexical item for a given context.

5.5. Reading Test Specifications

Part	Competency	Competency objectives	Marks	Description
3	Using appropriate lexis and grammar in context.	R1, R2, G1	5	5-item 4-option MCQ lexical cloze tasks, including an initial example. Students must choose one word or phrase from a set of four to fill each gap. Text of (120 – 130 words)
4	Employing the skills of skimming and scanning.	R1, R2	5	Multiple matching exercise with 5 items (including an initial example) in the form of descriptions of people to match to seven short texts. For each of the descriptions of people, (25-35) words. For each of the texts, (40-50) words.
5	Identifying main ideas, attitude, opinion and implied meaning.	R1, R2, R3	5	Text followed by 5 x 4-option MCQ questions, including an initial example. Text of (290-320) words.

6. Performance Descriptors

Performance descriptors outline the expected standards of achievement and proficiency levels across productive and receptive language skills. They describe what students at Grades A, C, and E can demonstrate in Writing, Listening, and Reading tasks. The descriptors focus on key aspects of language use, including task fulfillment, organisation, vocabulary range, grammatical accuracy, and the ability to understand and respond to spoken and written texts.

A student pass grade is classified into five performance levels, ranging from A to E, while (U) indicates that the student has not obtained the passing grade.

The ranges of marks for each performance level are indicated in the table below:

Performance Level	Mark Range
A	100% - 90%
B	89% - 80%
C	79% - 70%
D	69% - 60%
E	59% - 50%
U	Less than 50%

Productive skill			
	Grade A students can:	Grade C students can:	Grade E students can:
Writing	Cover all the task requirements sufficiently and highlight key features/bullet points clearly and skillfully.	Address the task requirements and adequately highlight key features/bullet points but details may be inaccurate.	Generally, describe content within a given context to cover functions specified, and present an argument for and/or against a point of view. There may be no data to support the description.
	Use paragraphing clearly and employ a varied range of connectors and cohesive devices skillfully.	Arrange information and ideas coherently with a simple use of cohesive devices.	Use occasional paragraphing with basic, maybe repetitive cohesive devices.
	Use a good range of vocabulary with few significant word choice errors and demonstrate awareness of word formation and synonyms.	Use an adequate range of vocabulary with some inaccurate attempts to use less common vocabulary.	Draw on a sufficient range of basic vocabulary to outline the main points of an idea with reasonable clarity on familiar topics.
	Produce limited and non-systematic errors in spelling and punctuation.	Make some errors in spelling word formation, and punctuation but not impeding communication.	May make noticeable and frequent spelling, word formation, and punctuation errors with signs of Arabic influence.
	Be mainly consistent in using different sentence forms and grammar and accurately expressing a range of functions and structures.	Use a mix of simple and complex sentence forms and make some errors in grammar but rarely reduce communication.	Be reasonably consistent in using grammar with only a limited range of structures and expressing a range of functions with frequent signs of Arabic influence and errors that might not impede understanding.

Receptive skills

	Grade A students can:	Grade C students can:	Grade E students can:
Listening (spoken texts)	Short dialogues: Identify details, attitudes, purposes, or opinions in familiar typical daily situations in informal contexts.	Short dialogues: Identify signposted details, attitudes, purpose, or opinions in familiar daily situations in informal contexts.	Short dialogues: Generally, identify the discussion topic conducted slowly and clearly in familiar daily situations in informal contexts.
	Extended lecture/talk: Identify general and detailed factual information on familiar topics (including the speaker's attitude or opinion).	Extended lecture/talk: Identify general factual information on familiar topics with clear signposting.	Extended lecture/talk: Generally, follow the main points delivered slowly and clearly.
	Understanding arguments: Recognise the line of argument, stated with an occasional understanding of implied opinion in issues presented.	Understanding arguments: Recognise the line of argument and stated opinion in issues presented, although not necessarily in detail.	Understanding arguments: Generally, catch the main points of the argument.

Receptive skills

Receptive skills			
Reading (written texts)	Short texts: Recognise the appropriate grammatical and lexical item for a given context and identify main ideas and details in a variety of text types.	Short texts: Recognise the grammatical and lexical item for a given context and identify main ideas in a variety of text types that are clearly signposted.	Short texts: Recognise the simple grammatical and lexical item for a given context and identify significant straightforward points in a variety of text types.
	Extended/ long texts: Scan longer texts to identify main ideas, attitudes, opinions and implied meanings.	Extended/ long texts: Scan longer texts to identify main ideas, attitudes, and opinions that are clearly signposted.	Extended/ long texts: Scan longer texts to identify straightforward ideas, attitudes and opinions.
	Understanding arguments: Identify the main conclusions in clearly signalled argumentative texts and recognise the line of argument in the issue presented, though not necessarily in detail.	Understanding arguments: Generally, identify the main conclusions in signposted arguments.	Understanding arguments: Identify specific information in simpler reading texts.

7.2. Paper 2

Listening

Part 1

Questions 1 – 5

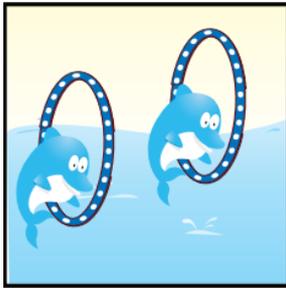
You will hear five short recordings.

For each recording there is a question and three pictures **A**, **B** and **C**.

Choose the correct letter.

Example

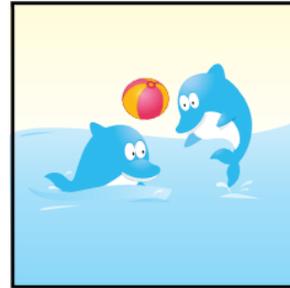
0 Which activity will the dolphins do in the show?



A



B



C

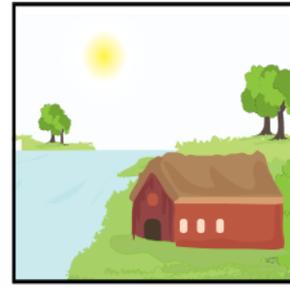
1 Where is the family going to spend their break?



A



B



C

2 What does Jane's mum want her to do?



A

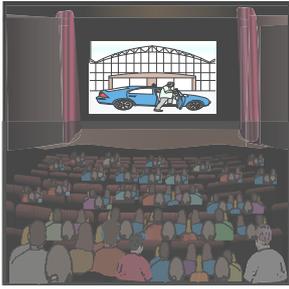


B

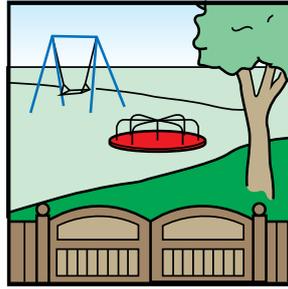


C

3 Where is Sam going?



A

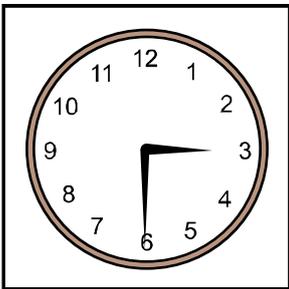


B

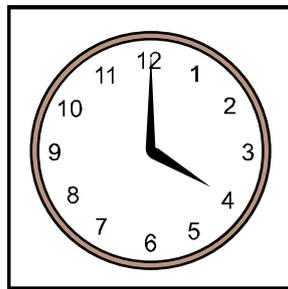


C

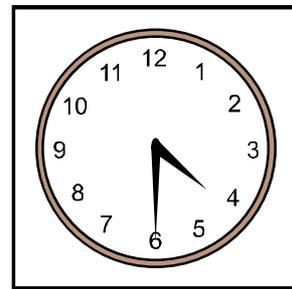
4 What time is David's appointment?



A



B



C

5 What was Rachel doing?



A



B



C

[5 marks]

Part 2

Questions 6 – 10

You will hear a speaker talking to a group of parents and teachers in a school.

Choose the correct letter **A**, **B** or **C**.

Example

0 What is the speaker's job?

A a doctor

B a chef

C a journalist

6 What is the main reason why we get less exercise now?

A mobile phones

B modern TVs

C fast food

7 According to the speaker, who controls what people eat?

A farms

B supermarkets

C restaurants

8 The speaker advises reading food labels to

A save money.

B get the healthiest food.

C check the amount of sugar.

- 9** The speaker recommends cooking at home because
- A** it's cheaper.
 - B** it's healthier.
 - C** it's tastier.
- 10** What gives students more energy during the school day?
- A** taking rest
 - B** having a snack
 - C** playing games

[5 marks]

Remember to copy your answers onto the answer sheet.

Reading

Part 3

Questions 11 – 15

Read the text about horse riding.

Choose the correct answer **A**, **B**, **C** or **D**.

Horse riding is a hobby enjoyed _____ **(0)** _____ people of all ages. While many begin horse riding when young, some people are _____ **(11)** _____ horse riding late in life.

The horse has been with man through history and has served different purposes.

Horses have been used as _____ **(12)** _____ of transport as well as in farming and in battles.

Today horses are mostly used _____ **(13)** _____ pleasure and in competitions. Although you can't really understand what it is to ride a horse before trying it, however, you can prepare for your first lesson by reading about horse riding and learning as _____ **(14)** _____ as possible about this sport before you ride your first horse. Horse riding is completely a new experience exactly the _____ **(15)** _____ as riding a bicycle for the first time.

Example

- | | | | | |
|-----------|----------------|-------------------|------------------|---------------------|
| 0 | A by | B in | C at | D with |
| 11 | A doing | B starting | C getting | D finding |
| 12 | A ways | B systems | C means | D techniques |
| 13 | A of | B to | C off | D for |
| 14 | A much | B many | C most | D more |
| 15 | A like | B similar | C same | D alike |

[5 marks]

Part 4

Questions 16 – 20

The students below need to do online research for a school project about British Columbia.

Read about the students and their interests (16 – 20).

On the opposite page there is information on different websites (A – G).

Decide which website would be the most suitable for each student's research.

For Questions (16 – 20), Choose the correct letter (A – G) in each box.

There are two extra letters that you do not need to use.

Example

- | | | | |
|----|---|--|---|
| 0 |  | Fatima is designing a brochure for her science project. She is particularly interested in finding pictures for various animals and birds living in the mountains. | H |
| 16 |  | Hamad's history project is about how life used to be like hundreds of years ago for the people who lived by the seaside. He also needs to find information about the ancient ways of fishing. | |
| 17 |  | Sara wants to write about one of the most important cities and its several famous sites which can be quickly reached. She's interested in art and wants to include pictures and maps in her project. | |
| 18 |  | Mousa is writing about bridges for his social studies. Not just bridges in towns and cities but mainly about those built in the forests and mountains which allow people to walk above ground level. | |
| 19 |  | Noor's project is on nature and wildlife. She wants to do some research into the kind of sea life that lives in the ocean around the shores of the islands. | |
| 20 |  | Saif is fond of reading about vehicles. He is looking for photos and some details about the means of transport that tourists can use for sightseeing around the main city and for the sea tours. | |

Websites

- A** If you're visiting the biggest city, our website has everything you need about where to stay and what to do. We book hotels, cruises on small boats or ships and even organise your shopping trips. Private cars or taxis are available with drivers who'll take you wherever you want.
- B** Did you know that whales are wild animals? British Columbia has some of the world's most exciting creatures like bears and rare parrots too, but it's the whales that are the most attractive. Watch clips of sea lions, and listen to the sounds of the killer whales!
- C** Learn about the water plane that flies in the air and lands on water. Visitors use it to explore the islands. Another great way to travel around is to use the Sky Train which stops by the bridge or take the Sky Bus. Click on the photos for more details.
- D** Vancouver is a fantastic city, but best of all is the fact that there is a variety of places to see. Download the details of where to visit including pictures and drawings for the directions of how to get there in only a couple of minutes from the city center.
- E** Our museum was the first of its kind to display the art and culture of British Columbia. Each gallery has its own exhibition of things such as drums, paintings and wooden objects from the past when the people of the west coast used to catch and sell sea creatures.
- F** Check our website for pictures of great buildings in and around Vancouver, one of the famous cities. We also have details of bridges high up on the mountain which provide links between trees. These wooden links are like paths so you can actually enjoy discovering the birds and the wildlife!
- G** This new website has an amazing art gallery of work produced by local people. Some of the pictures present historical interest, but the most of them were taken during the past 30 years. The main topics are British Columbian nature with its wonderful geographical structures like the sea and mountains.
- H** Visit our website to see British Columbian forests. The highest point is the most famous area where you can watch birds and other animals from hidden points and tree bridges. Download our photos for the brown bears which live in the forests on the mountain.

[5 marks]

Part 5

Questions 21 – 25

Read the text about the common pigeons.

For each question, choose the correct answer **A, B, C** or **D**.



The Common Pigeons

Pigeons live in most areas of the world and are known as ‘common’ pigeons as they have the ability to adapt to various conditions and places. In the UK, common pigeons are the most popular birds, and are frequently found in gardens.

Before, people kept pigeons for their animals to eat. People also taught them to fly long distances so they could carry messages. Some people even kept them in cages because they can be beautiful in homes. Nowadays, however, pigeons are trained to compete against each other to fly back to their home from faraway places.

Pigeons’ main type of food is seeds with small amounts of insects. While they may pick up pieces of meat from wasted meals during their search for food, this is not a natural part of their diet. Amazingly, baby pigeons feed on pigeon’s milk.

Pigeons can cause a lot of problems in cities. Groups of pigeons can make places dirty and messy, leading to diseases. Pigeons’ waste and nests can harm monuments. Near airports, they can be dangerous for planes. Additionally, they demand food from people during picnics.

In some cities, it is no longer allowed to feed pigeons in public places. In other cities, people have put wire fences around buildings so that there is no place for the birds to rest or use devices that make loud sounds that pigeons don't like. Recently, people have introduced larger birds to attack the pigeons and encourage them to leave. This has been the most successful in reducing the number of pigeons in the city.

Pigeons are highly intelligent birds. Pigeons are good at finding their way home by looking at things they see to guide them to their nests. They are trained to touch buttons to show their choices and get food as a reward. Pigeons can also make decisions by looking at things and remembering patterns. It is important to remember that pigeons think differently from humans.

- 0** Why is this bird called a 'common pigeon'?
- A** It can be found in most parts of the world.
 - B** It can adjust to various environments.
 - C** It is the most famous bird in the UK.
 - D** It is seen very often in gardens.
- 21** Which of the following was NOT a use of pigeons in the past?
- A** People used them to communicate with others far away.
 - B** People used them to make their houses look nice.
 - C** People used them to race in competitions.
 - D** People used them to feed their animals.
- 22** Pigeons mainly feed on
- A** insects.
 - B** milk.
 - C** seeds.
 - D** meat.
- 23** Pigeons can cause health problems by
- A** annoying the public.
 - B** damaging the buildings.
 - C** making flying unsafe.
 - D** leaving places unclean.

24 What is the best action to decrease the number of pigeons?

- A** Put wire fences around buildings.
- B** Introduce larger birds to attack them.
- C** Stop people from feeding them.
- D** Use loud sounds.

25 Pigeons can successfully decide by

- A** looking and remembering patterns.
- B** thinking differently than people.
- C** finding their way back home.
- D** making the right choices.

[5 marks]

Remember to copy your answers onto the answer sheet.

Listening Script

**Education & Training Quality Authority
Kingdom of Bahrain National Examinations**

[Grade 9

English Language Listening Test.

You have two papers, the question paper and the answer sheet.

Do not open the question paper until you are told to do so.

Now you will hear the instructions for the listening test.

There are two parts to the test.

You will hear each part twice.

At the beginning of each recording you will hear this sound (*beep*).

For each part of the test there will be time for you to look through the questions and time for you to check your answers.

Remember while you are listening, write your answers on the question paper.

When you have completed all parts of the listening test, you will have 5 minutes to copy your answers onto the separate answer sheet.

You must not speak during the test.

Open your question paper now.

The test is about to begin.]

Grade 9 Listening Test

(5 second pause)

TM

Part 1

Questions 1 – 5

You will hear five short recordings.

For each recording there is a question and three pictures A, B, and C.

Choose the correct letter.

Pause 2''

Before we start here is an example.

0 Which activity will the dolphins do in the show?

Pause 5''

F: Hello, can you tell me what kinds of things the dolphins do in the show? Do they just swim around?

M: Well, actually you will see them dancing with each other. Last year we trained them to play with a ball – like a football game but people who were standing too close used to get wet.

F: Right, will the dolphins jump through hoops?

M: No madam, I'm afraid they won't.

Pause 2''

The dolphins will dance in the show, so there is a circle around the letter B.

Pause 2''

You now have one minute to look at Questions 1 – 5.

Pause 60''

Now we are ready to start. Listen carefully.

Pause 2''

Question 1

Where is the family going to spend their break?

Pause 5''

(beep)

*

F: David, why don't we stay in my sister's countryside cottage? It is free.

M: It always rains there, it's horrible.

F: How about going to the city, you meet your friends there while I shop.

M: Mm, it's noisy there. The children will love a break by the river.

F: Yes, but we did that last year. I think they'll definitely prefer playing on the beach.

M: Lovely, let's go there then.

**

Pause 5''

Now listen again.

*Repeat from * to * **

Pause 10''

Question 2

What does Jane's mum want her to do?

Pause 5''

(beep)

*

F1: Can I ask you to do something for me Jane?

F2: Sure Mum. How can I help you? The laundry or the dishes? I know you won't ask me to vacuum the carpet again! You know I did that yesterday.

F1: You're such a sweet girl. What would I do without you! Actually I need you to iron some clothes and put them back in the wardrobe please.

F2: No problem, mum.

**

Pause 5''

Now listen again.

*Repeat from * to * **

Pause 10''

Question 3

Where is Sam going?

Pause 5''

(beep)

*

F: Morning Sam. Did you sleep well?

M: Morning Mum. Yes I did.

F: Good. This evening we're going to your uncle's house, it's your cousin Jack's birthday. And of course we have to go to the shop now to buy him a present.

M: Sorry Mum, I can't go with you. I have to study for the Maths test. And later on, I'll go with John to play football in the park, the one near the cinema.

**

Pause 5''

Now listen again.

*Repeat from * to * **

Pause 10''

Question 4

What time is David's appointment?

Pause 5''

(beep)

*

F: By the way David; your appointment with the dentist is tomorrow.

M: Tomorrow!!! I've forgotten all about it. Thanks for reminding me. It's at 3 isn't it?

F: No, that was last month's appointment. Tomorrow's appointment is at 4:30. Remember to be home early so that you can drive Sally to her friends at 4.

M: OK. I'll be home by 3:30 but she should be ready by then.

F: Don't worry she will.

**

Pause 5''

Now listen again.

*Repeat from * to * **

Pause 10''

Question 5

What was Rachel doing?

Pause 5''

(beep)

*

M: How did you find the book? Are you still reading it?

F: Oh sorry Dad, I haven't had time to read it. I was so busy searching for information from the internet for my geography project.

M: It's ok, you can keep it for another week.

F: Make it a month please, this is my busiest time of the year, I don't even have time to watch my favourite TV programme or go to the gym.

**

Pause 5''

Now listen again.

*Repeat from * to * **

Pause 30''

Now turn to Part 2.

TM

Part 2

Questions 6 – 10

You will hear a speaker talking to a group of parents and teachers in a school.

Choose the correct letter A, B or C.

Pause 2''

Before we start, here is an example.

Pause 2''

Hello everyone, my name's John Brown. I'm from London and for the last ten years I've been working hard to save lives. That means you probably think that I'm a doctor. It's true that a journalist once called me a lifesaver. The fact is I use my knowledge as a chef to help families and schools.

Pause 2''

The speaker is a chef, so there is a circle around the letter 'B'.

Pause 2''

You now have one minute to look at Questions 6 – 10.

Pause 60''

Now we are ready to start. Listen carefully.

Pause 2''

(beep)

*

Hello everyone, my name's John Brown. I'm from London and for the last ten years I've been working hard to save lives. That means you probably think that I'm a doctor. It's true that a journalist once called me a lifesaver. The fact is I use my knowledge as a chef to help families and schools.

Many things have changed since our grandfathers' generation. One of those things is people exercise less. It is generally known that fast food is available everywhere. It's delicious and there's no cooking and no washing the dishes. Also, we can all get most of our adventures and games from the screens of our modern TVs. But one must admit that we all live on our mobile phones, talking to anybody, anytime, anywhere without having to move.

Now, as you know, I'm here to save lives. Let's start with the fast food business which, through the big restaurants gives the world its popular diets. The vegetables that used to be found in people's back gardens are now grown in huge farms and prepared in factories. You can now find everything you need to eat packed in cans and kept on supermarket shelves for years.

This is something you need to teach yourself and your kids. Food companies spend a lot of time and money advertising their goods. Why should you read the food labels before you buy? Of course, if you don't want to pay too much money, you need to know the price. To keep your teeth healthy, you might also want to see how much sugar is in the product. However, if you really want to buy food that's good for you, you should read all the ingredients and not only the extra ones.

Cooking for yourself is a great way to avoid all that. In my opinion, there is no more delicious meal than one freshly cooked at home using the best ingredients and the right amount of salt. The jobs in the kitchen can be shared among family members. Depending on what you cook, or where you buy it from, it is usually less expensive than eating out. And all this helps you look healthier and feel more active too.

So, all of you, as school staff, have a very important job to do for your students' health. They have a long day. Providing a variety of activities is so important to use up their energy. Their break time is when you can help them the most by letting them rest. This gives them the chance to get back their strength and pay attention. Remember also, students love games – they can help keep their minds active and they don't get tired. Make sure too, that they have a healthy, sweet snack – like an apple, not candy of course.

* *

Pause 10''

Now listen again.

Repeat from * to * *

Pause 30''

Narrator [We have now come to the end of the test.

You now have 5 minutes to look over your answers and copy them onto the separate answer sheet.

Be sure to follow the numbering of all the questions.

You will be reminded when there is one minute left.

(Pause for 4 minutes)

You now have one minute left.

(Pause for 1 minute)

That is the end of the Listening Test.]

Mark Scheme

Question Number	Answer	Mark	Total Marks
Listening			
Part 1			
1	A	1	
2	A	1	
3	B	1	
4	C	1	
5	C	1	5
Part 2			
6	A	1	
7	C	1	
8	B	1	
9	C	1	
10	A	1	5
Reading			
Part 3			
11	B	1	
12	C	1	
13	D	1	
14	A	1	
15	C	1	5
Part 4			
16	E	1	
17	D	1	
18	F	1	
19	B	1	
20	C	1	5
Part 5			
21	C	1	
22	C	1	
23	D	1	
24	B	1	
25	A	1	5