



هيئة جودة التعليم والتدريب  
Education & Training Quality Authority  
Kingdom of Bahrain - مملكة البحرين

# Directorate of National Examinations

## Test Specifications English Language – Grade 9

Date Issued: October 2023

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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 of Reference for Languages as Threshold, Level B1.

Drawing on what is expected at Grade 9, a language user at this level can:

### Listening

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

### Reading

- read for both gist and specific information
- understand both stated and implied meaning and lines of argument in texts related to personal interest.

### Writing

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

### 1.3 Balance of Marks

The skills papers are equally weighted to produce a final total for each candidate.

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

Skill	Part					Total
	1	2	3	4	5	
Writing	40%	60%				45%
Listening	50%	50%				22%
Reading			33.33%	33.33%	33.33%	33%

### 1.4 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.

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.

### 1.5 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 the Curriculum Directorate of the Ministry of Education.

## **2 Test Construction**

### **2.1 Description of Papers**

There will be 2 question papers both assessing the major skills: writing, listening and reading.

## **3 Paper 1: Writing**

### **3.1 Paper Overview**

Duration: 60 minutes

Marks: 20 marks

Format: Students read and answer on the question paper.

### **3.2 Writing Competencies**

Students have to complete two questions, worth a total of 20 marks. 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.

#### **Writing:**

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.

### 3.3 Writing Test Specifications

Question	Competency	Competency objective	Marks	Description
1	Write a transactional email.	W1, W3	8	Students will be required to write a transactional email in (80 - 100 words). The task will comprise 3 functions, for example, describe/explain/justify etc.
2	Write 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.

### 3.4 Mark Schemes

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.

### 3.4.1 Question 1

The mark scheme is divided into bands. There are 2 marks available within each band. Markers should first decide which band applies to a response, and then consider where to place a response within the band. Strong responses score at the top of the band. Weak responses score at the bottom of the band.

<b>Band</b>	<b>Language and Content</b>
<b>7 - 8</b>	<p>A very good response for the level.</p> <ul style="list-style-type: none"><li>• All 3 content points addressed with expansion.</li><li>• Target reader is fully informed.</li><li>• Message is communicated effectively with few or no errors of spelling, punctuation, vocabulary or grammar.</li></ul>
<b>5 - 6</b>	<p>A good response for the level.</p> <ul style="list-style-type: none"><li>• All 3 content points addressed.</li><li>• Target reader is simply informed.</li><li>• Message is communicated clearly with some errors of spelling, punctuation, vocabulary or grammar.</li></ul>
<b>3 - 4</b>	<p>An adequate response for the level.</p> <ul style="list-style-type: none"><li>• 3 or 2 content points may be addressed.</li><li>• Target reader is partially informed.</li><li>• Message is partially communicated with some errors of spelling, punctuation, vocabulary or grammar which may hinder communication.</li></ul>
<b>2 - 1</b>	<p>A weak response for the level.</p> <ul style="list-style-type: none"><li>• 2 or 1 content point may be addressed OR little relevant content.</li><li>• Target reader is inadequately informed.</li><li>• Message is inadequate with many errors of spelling, punctuation, vocabulary or grammar which hinder communication.</li></ul>
<b>0</b>	<ul style="list-style-type: none"><li>• No relevant content.</li><li>• Target reader is not informed.</li><li>• Message is incomprehensible in relation to the task.</li></ul>

### 3.4.2 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.

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



### 3.4.3 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.

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

### 3.4.4 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.

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

## 4 Paper 2 Listening and Reading

### 4.1 Paper Overview

**Duration:** 75 minutes

**Marks:** 25 marks

**Listening Format:** Students listen to a series of recordings while answering them on the question paper and then transfer their answer onto a separate answer sheet

**Reading format:** Students read and answer on a separate answer sheet.

### 4.2 Listening Competencies

The listening consists of two parts worth a total of 10 marks, each part focusing on a different text. 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 Identifying detail, attitude, purpose or opinion in a series of short monologues or conversations on typical daily situations in informal contexts.
- L2 Demonstrating general comprehension of detailed information in lectures, talks and other forms of presentations on familiar topics.
- L3 Identifying and selecting relevant detail from a set of options.

### 4.3 Listening Test Specifications

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

## 4.4 Reading Competencies

This paper consists of three parts worth a total of 15 marks, each part focusing on a text. 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.   |
| G1 | Recognise the appropriate grammatical and lexical item for a given context.  |

## 4.5 Reading Test Specifications

Part	Competency	Competency objective	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.

MCQ = multiple-choice question

## 5 Exam Sample

### 5.1 Paper 1

#### Question 1

You recently won a prize at school. Write an email **(80 – 100 words)** to your English-speaking friend. In your email.

- say what the prize is
- explain how you won the prize
- describe what you will do to celebrate winning the prize.

Do Not write any addresses.

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Yours,

A. Mohammed

[8 marks]

## Question 2

Write an essay (**100 – 120 words**) for your teacher discussing the advantages and disadvantages of having school trips to places and give your own opinion.

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TA:  
LR:  
GR:  
OC:

**[12 marks]**





## 5.2 Paper 2

### Listening

#### Part 1

#### Questions 1 – 5

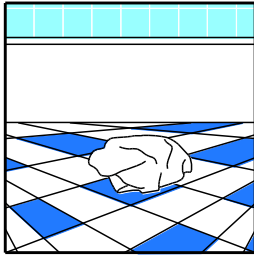
You will hear five short recordings.

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

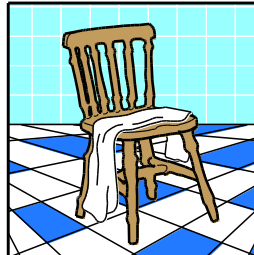
Circle the correct letter.

#### Example

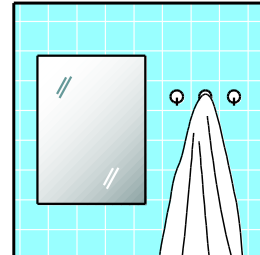
0 Where can the boys leave their towels?



**A**

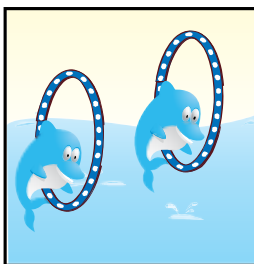


**B**



**C**

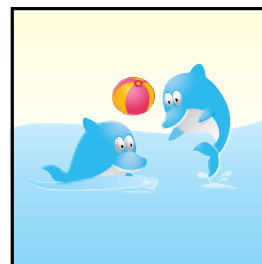
1 Which activity will the dolphins do in the show?



**A**

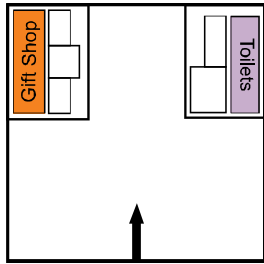


**B**

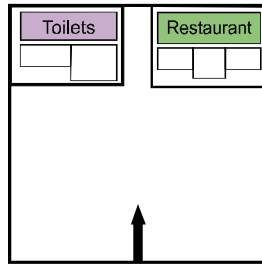


**C**

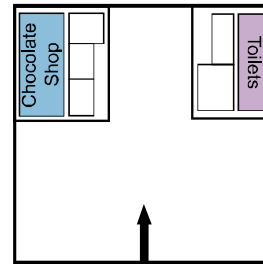
2 Where are the ladies' toilets?



A



B

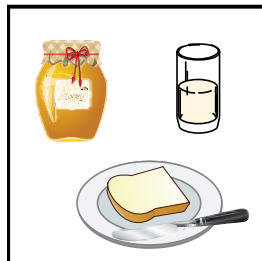


C

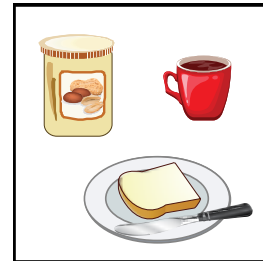
3 What is John going to eat for breakfast?



A



B

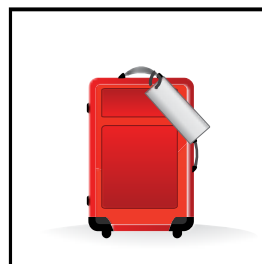


C

4 What does the woman's suitcase look like?



A



B



C

5 How much does the man save on the tickets?



A



B



C

[5 marks]

## Part 2

### Questions 6 – 10

You will hear a zoo keeper talking to some students who are visiting a new Elephant building in Copenhagen Zoo in Denmark.

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

### Example

0 Where do the zoo elephants come from?

- A** India
- B** Africa
- C** Denmark

6 There is sand on the floor of the new building because

- A** it's used to protect the elephants' body.
- B** it's good for the elephants' feet.
- C** it's easy for the elephant to clean.

7 What makes the elephants' skin stay healthy?

- A** damp atmosphere
- B** cold temperature
- C** thick walls

8 The building is light because the roof

- A** is made of glass.
- B** is opened for fresh air.
- C** is covered with white leaves.

**9** The elephants' main food is

- A** sweets and peanuts.
- B** bananas and apples.
- C** grass and vegetables.

**10** The Danish people think the elephant building is worth the money because

- A** it has taken a lot of time to finish it.
- B** it's one of the biggest zoos in the world.
- C** only a few elephants of this type left worldwide.

**[5 marks]**

**Remember to copy your answers onto the answer sheet.**

## Reading

### Part 3

#### Questions 11 – 15

Read the text about a student in Dubai called Narjis Ahmed.

Circle the correct answers **A, B, C** or **D**.

Every Friday, Narjis collects plastic bags \_\_\_\_\_ **(0)** \_\_\_\_\_ neighbours in her apartment building for recycling bin. She also explains the disadvantages of using plastic bags and encourages her neighbours to buy reusable \_\_\_\_\_ **(11)** \_\_\_\_\_ instead. Narjis suggests that stores should \_\_\_\_\_ **(12)** \_\_\_\_\_ people for plastic bags and might be the only way to use shopping bags. While reusable shopping bags might be a little bit more expensive, people can still use them multiple times, saving them a lot of money. Narjis decided she wanted to do something for the environment a year \_\_\_\_\_ **(13)** \_\_\_\_\_ when she discovered a local businessman's recycling project and decided to help. But getting people to change their \_\_\_\_\_ **(14)** \_\_\_\_\_ has not been easy. 'At first people were very helpful, but later on they lost interest, \_\_\_\_\_ **(15)** \_\_\_\_\_ made me very sad says Narjis.

#### Example

- 0      **A** from                      **B** after                      **C** behind                      **D** towards
- 11      **A** some                      **B** ones                      **C** any                      **D** them
- 12      **A** cost                      **B** sell                      **C** charge                      **D** offer
- 13      **A** ago                      **B** away                      **C** since                      **D** after
- 14      **A** cares                      **B** conditions                      **C** ambitions                      **D** habits
- 15      **A** what                      **B** where                      **C** which                      **D** when

**[5 marks]**

## Part 4

### Questions 16 – 20

The people below all need help with a project they want to do.

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







On the opposite page there is information about eight different places where people can get help **(A – G)**.

Decide which place would be the most suitable for each person.

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

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

### Example

- |           |   |  |          |
|-----------|---|--|----------|
| <b>0</b>  |    | Jack hasn't been able to ride his bicycle for a long time. He has just got a Saturday job and needs to be able to cycle back and forth.                      | <b>H</b> |
| <b>16</b> |   | It's Jackie's father's birthday, and Jackie wants to do something nice for him. She wants to make a surprise cake but doesn't know how to make it look nice. |          |
| <b>17</b> |  | John's grandmother lives a long way away, and John has decided to turn a few of the family photographs into a calendar for his grandmother.                  |          |
| <b>18</b> |  | Mrs. Johnson's daughter has just been given a new doll, and Mrs Johnson wants to make some clothes for the doll so her daughter can have more fun playing.   |          |
| <b>19</b> |  | Julia's best friend Lisa has just moved into a new house and needs things for her bedroom. Julia wants to make something that Lisa can put on her wall.      |          |
| <b>20</b> |  | Mary's mother loves to grow things in the garden. She grows vegetables for cooking as well as flowers. She is always looking for new things she can grow.    |          |

- A** 'Buttons and Belts' sells everything you need to make your own fashionable tops, skirts, dresses and trousers. We sell materials in a variety of colours, and at the moment we have a sale on all cottons so come in and have a look.
- B** We sell everything from coloured paper and paints to scissors and glue. Why spend money buying paintings and decorations when you can make your own. Paint pictures of flowers and people or use coloured paper to cut into different shapes. We have everything you need to be creative.
- C** 'The Department Store' sells everything you need from beautiful fresh flowers for your house, to the latest fashion and shoes. There is even a gift and book shop on the ground floor with special gifts and books on gardening and cooking.
- D** Exciting new learning opportunity in the library this week! Paul Jones our computer expert will give free lessons to anyone who wants to do more with their photos than just put them into an album. Paul will show you how to create beautiful books and add messages and dates.
- E** Your local park is changing. You can now get advice on all gardening problems and you can also buy whatever you need, from tools and equipment to plants ready to put into the ground.
- F** Announcement from 'Harrison's Gallery'. New exhibition of paintings and photographs from Australia by Juliet Boone. Beautiful paintings that show Australia at its best, from deserts to forests, from the coast to the mountains. The most beautiful plants and flowers have been painted by the artist in the last 5 years.
- G** 'All Things Sweet' is a new shop in town. It is both a shop where you can buy what you need for all kinds of baking as well as sugared flowers which you can eat, to make that special gift. They will share recipes and answer all your questions.
- H** 'The Bike Shop' now sells new and old bikes as well as everything you need to keep your bike in good condition. You can get tools as well as tyres and brakes. So why spend money getting someone else to do it? Get going and repair that bike.

**[5 marks]**



## Part 5

### Questions 21 – 25

Read the text about a holiday in Scotland.

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

#### Holiday in Scotland

Scotland is the perfect holiday spot with activities for all. People love walking through the countryside or experience the pleasure of climbing a mountain. My personal favourite is sightseeing, although I also sometimes enjoy swimming in the waves.

I went to Scotland with my family last year. My parents had always wanted to go, and my sister and I didn't really mind. My grandparents didn't feel like travelling so far on the plane, so they stayed home with my baby brother.

We spent the first week in Edinburgh. Of course, we all wanted to go to the castle where I really liked seeing the guns, which they fire at one o'clock every day. Dad thought the view of the city from the high walls was fantastic. Then there were the shops, which my sister loves. We also got lost in the Old Town walking along the narrow streets. That was great fun for all of us.

When we were in the tourist shop my mother was surprised to see that one of the guides was an old friend. They had been at school together before Susan went off to university to study history.

Then, unfortunately, the weather changed. So my Dad decided to go and play golf in the rain anyway. My mother was happy reading, but I started playing a computer game which was never ending. My lucky sister spent the whole afternoon happily chatting online.

In the second week, my Dad drove us to a nature reserve, where we left our car near the gate and walked with our bags to the office. We wanted to leave our bags in reception. However, they told us the lockers were all full,

so we had to go back to the car. Then we walked through underwater tunnels to see hundreds of different fish above us. We also saw sharks in a tank and even a whale. They asked my sister if she wanted to feed the whale; she was very excited. Now she has decided to work with sea animals when she grows up.

**0** According to the writer, what does he like doing best on holiday?

- A** climbing
- B** swimming
- C** walking
- D** sightseeing

**21** The writer's grandparents didn't go to Scotland because

- A** they didn't want to visit it.
- B** they had visited it the year before.
- C** they didn't like flying long distances.
- D** they wanted to look after their grandson.

**22** What did the family enjoy most in Edinburgh?

- A** visiting the castle
- B** watching the guns
- C** looking down on the city
- D** going around the old streets

- 23** The writer didn't enjoy playing the computer game because
- A** he preferred to go out golfing.
  - B** the game went on for too long.
  - C** he wanted to read a book instead.
  - D** the sister chatted endlessly.
- 24** At the nature reserve, the writer and his family left their bags
- A** in the car.
  - B** in the locker.
  - C** in the office.
  - D** in the reception.
- 25** What kind of work does Susan do?
- A** She works as a tourist guide.
  - B** She works in a university.
  - C** She teaches in a school.
  - D** She teaches history.

**[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)*

## 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.

Circle the correct letter.

*Pause 2”*

Before we start here is an example.

**0**     ***Where can the boys leave their towels?***

*Pause 5”*

- M**     Good morning and welcome to the club. There is some important information that you need to know if you’re going swimming. You need to shower before you go into the pool. There are hot and cold showers at the entrance to the pool. When you’ve finished with the shower you can either take your towel with you or leave it in the bathroom. Just make sure you don’t leave it on the floor. I suggest you put it on one of the chairs instead of hanging it next to the mirror. Thank you.

*Pause 2”*

**The boys can leave their towels on the chairs, so there is a circle around the letter ‘B’.**

*Pause 2”*

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

*Pause 60”*

**Now we are ready to start. Listen carefully.**

*Pause 2”*

**Question 1**  
**Which activity will the dolphins do in the show?**

*Pause 5''*

*(beep)*

\*

- 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 5''*

**Now listen again.**

*Repeat from \* to \* \**

*Pause 10''*

**Question 2**  
**Where are the ladies' toilets?**

*Pause 5''*

*(beep)*

\*

- F** Good morning and welcome to the Art Museum to all of you from the Women's History Club. Now, before we take a tour of the museum, let me tell you where the ladies' toilets are. Those toilets there near the restaurant are the men's toilets. The ladies' toilets used to be facing the gift shop, but now they're just opposite the chocolate shop. Let me know if you need help .. fades

\*\*

*Pause 5''*

**Now listen again.**

*Repeat from \* to \* \**

*Pause 10''*

**Question 3**  
**What is John going to eat for breakfast?**

*Pause 5''*

*(beep)*

\*

- M** Good morning Mum. What's for breakfast today?
- F** Good morning John. I'm making some coffee for Dad. Would you like some?
- M** No thanks, I'll have toast with some peanut butter.
- F** Sorry dear, I'm afraid we don't have any. Why don't you have a piece of toast with honey?
- M** Good idea that goes well with milk. Much better than the strawberry jam and tea I had yesterday.

\*\*

*Pause 5''*

**Now listen again.**

*Repeat from \* to \* \**

*Pause 10''*

**Question 4**  
**What does the woman's suitcase look like?**

*Pause 5''*

*(beep)*

\*

- F** Hi, I left my suitcase here with you earlier. I didn't want to take it to the restaurant with me. It's quite large, with a wooden handle. It's my favourite. It looks like that blue one there, but mine's grey. Oh yes, it's got a label on just like that red one. I wonder where it is. Can you see it? Oh, yes, there it is! Thanks so much!

\*\*

*Pause 5''*

**Now listen again.**

*Repeat from \* to \* \**

*Pause 10''*

**Question 5**  
**How much does the man save on the tickets?**

*Pause 5"*

*(beep)*

\*

**M** I'd like two adults' and two children's tickets for the "Princess and the Stone", please.

**F** The adult tickets are £8.80 each and children under 15 are half price. Children under 5 are free. Mmmm. Let me see. It will be £1.40 cheaper if you buy a family ticket for all four of you. That'll cost you £25.

**M** Oh I didn't realise you had family tickets, can I get one please?

\*\*

*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 zoo keeper talking to some students who are visiting a new Elephant building in Copenhagen Zoo in Denmark.  
Circle the correct letter A, B or C.**

*Pause 2"*

**Before we start, here is an example.**

Good morning everyone. I'm pleased to welcome you here. Today's tour will concentrate on this new Elephant building. I hope you will enjoy your visit and please do ask any questions as we go around. But before our tour, I'm going to take 5 minutes to talk about the Zoo.

The new building is a home for our elephants which all come, not from Africa as most people seem to think, but from India. In fact, those of you interested in historical traditions may like to know that the Danish royal family has strong



links with elephants, so look out for them in paintings, on flags and different things around Denmark.

*Pause 2”*

**The zoo elephants come from India, so there is a circle around the letter ‘A’.**

*Pause 2”*

**You now have 1 minute to look at Questions 6 – 10.**

*Pause 60”*

**Now we are ready to start. Listen carefully.**

*Pause 2”*

*(beep)*

\*

Good morning everyone. I’m pleased to welcome you here. Today’s tour will concentrate on this new Elephant building. I hope you will enjoy your visit and please do ask any questions as we go around. But before our tour, I’m going to take 5 minutes to talk about the Zoo.

The new building is a home for our elephants which all come, not from Africa as most people seem to think, but from India. In fact, those of you interested in historical traditions may like to know that the Danish royal family has strong links with elephants, so look out for them in paintings, on flags and different things around Denmark.

The new building is shaped like a huge aeroplane hangar. The floor is covered with sand which means the animals don’t have to walk on hard surfaces. Also, it’s more convenient for the zoo keepers to sweep these surfaces. And the elephants love playing around and throwing the sand on their backs.

The elephants should stay healthy and happy! An elephant's skin is sensitive. The temperature in the building remains cold and doesn't change because the walls are very thick. It's important for the atmosphere to be quite damp, so a pump pushes mist into the roof and this kind of environment keeps the animals' skin in a good condition.

The roof is very interesting. The whole building is very light not because parts of the roof can be opened to let in fresh air, but because it's made of glass. When you go into the building, look up and you will see that it appears to be covered in white leaves. These leaf patterns are created by a computer to make shadows as the sun moves around the building.

Adult elephants eat huge quantities of food. Elephants love eating bananas and apples which are used as a special reward by the zookeepers, who hide them around the building so the animals can find them as they move around. It's a game which the elephants clearly enjoy. They eat up to 75 kilos a day, so there are large rooms in the building to store the grass and vegetables, which is their basic diet. Visitors are not allowed to feed the elephants, because they try to give them sweets and peanuts.

The Danish people think the money, about 45 million Euros, is well spent. This is not because the new Elephant building is one of the world's largest or that the exciting and creative project has taken four years to complete. But because there're only about 35,000 elephants of this kind remaining in the world.

*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
<b>Listening</b>			
<b>Part 1</b>			
1	B	1	
2	C	1	
3	B	1	
4	A	1	
5	A	1	<b>5</b>
<b>Part 2</b>			
6	B	1	
7	A	1	
8	A	1	
9	C	1	
10	C	1	<b>5</b>
<b>Reading</b>			
<b>Part 3</b>			
11	B	1	
12	C	1	
13	A	1	
14	D	1	
15	C	1	<b>5</b>
<b>Part 4</b>			
16	G	1	
17	D	1	
18	A	1	
19	B	1	
20	E	1	<b>5</b>
<b>Part 5</b>			
21	C	1	
22	D	1	
23	A	1	
24	B	1	
25	A	1	<b>5</b>