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**MEED Primary School**

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**Grade 6 English Home Language Baseline Assessment****Comprehension, LSC, Writing and Reading Aloud****Mark Allocation: 55 marks****Time: 1 hour 30 minutes****Instructions and information:**

1. This question paper consists of FOUR sections:

<b>SECTION A: Comprehension</b>	<b>(15 marks)</b>
<b>SECTION B: Language Structures and Conventions</b>	<b>(15 marks)</b>
<b>SECTION C: Writing</b>	<b>(15 marks)</b>
<b>SECTION D: Reading Aloud</b>	<b>(10 marks)</b>

2. Read all the instructions carefully.
3. Answer all the questions.
4. Write neatly and legibly.

<b>Comprehension</b>	<b>_____ /15</b>
<b>LSC</b>	<b>_____ /15</b>
<b>Writing</b>	<b>_____ /15</b>
<b>Reading</b>	<b>_____ /10</b>

**SECTION A: COMPREHENSION****(15 MARKS)****QUESTION 1: READING FOR MEANING AND UNDERSTANDING****TEXT A**

**Read the story and then answer the questions that follow.**

**THE LEOPARD, THE RAM, AND THE JACKAL**

1 Leopard was returning home from hunting when he came upon a strange looking animal with huge horns. Now, Leopard had never seen Ram before and was intimidated by it. Cautiously, he said, "Good day, friend! What is your name?"

2 The ram, in his gruff voice and pounding his chest with his forefoot, said, "I am Ram. Who are you?"

3 "I am Leopard," he answered meekly and then dashed away as fast as lightning.

4 Jackal lived at the same place as Leopard did, and the latter going to him, said, "Friend Jackal, I am quite out of breath and half dead with fright, for I have just seen a terrible looking fellow, with a large and thick head known as Ram.

5 "What a foolish fellow you are," cried Jackal, "to let such a nice piece of meat get away! Why did you do so? We shall go tomorrow and eat it together."

6 The following day, the two set off for Ram's kraal and as they appeared over a hill, Ram, who had been looking for a place to graze, spotted them. He immediately went to his wife and said, "I fear this is our last day, for Jackal and Leopard are both coming against us. What shall we do?"

7 "Don't be afraid," said his wife, "but take our child in your arms, go out with it, and pinch it to make it cry as if it is hungry." Ram did so as they approached.

8 When Leopard saw Ram, fear again took possession of him, and he wished to turn back. Jackal thought this might happen, and tied Leopard to himself with a leather thong, and said, "Come on." Just then, Ram cried in a loud voice, "You have done well, Friend Jackal, to have brought us Leopard to eat, for you hear how my child is crying for food."

9 On hearing these dreadful words, Leopard set off in the greatest alarm, dragging Jackal after him over hill and valley, through bushes and over rocks, and never stopped to look behind him till he was safely home. And so Ram and his family were safe.

- 1.1 Choose from the following options which would be a better title for this story and give a reason for your answer. Only write down the correct letter and your motivation. (2)

- A How Ram Outwitted His Enemies  
B The Leopard and His Two Friends  
C The Cheeky Leopard  
D The Great Hunt

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- 1.2 Circle or underline the correct answer. (1)

The main characters in the story are ...

- A the leopard and jackal.  
B the leopard, jackal and ram.  
C the leopard and ram.  
D the ram and jackal.

- 1.3 Place a cross (x) in the box next to the correct answer. (1)

When Leopard realised that he was being tricked, ...

he ate the ram.	
Jackal ate Leopard.	
he ran away pulling Jackal behind him.	
Ram had a feast.	

- 1.4 Show the correct order of events in the story. (4 x ½ = 2)

Number the sentences 1 – 4 in the boxes to show the correct order.

Ram's wife made a plan to trick Jackal and Leopard.	
Leopard was returning home from hunting.	
Leopard and Jackal never hunted together again.	
Leopard saw a strange-looking animal.	

1.5 What was the clever plan Ram's wife made to trick Leopard? (2)

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1.6 In your opinion, do you think that Leopard and Jackal were still friends after Ram tried to trick Leopard?

Give a reason for your answer. (2)

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**TEXT B**

Look at the advertisement and answer question 1.7 to 1.10.



The advertisement for Elmer's School Glue is presented in a dark grey frame. On the left is a large image of a white glue bottle with an orange nozzle. The label features the Elmer's logo (a yellow character with a red bow) and the text 'ELMER'S Washable, No Run School Glue #1 Teacher Brand Safe, Non-Toxic 4 FL OZ (118 mL)'. In the center is a photograph of a girl and a boy sitting at a table, using glue to make a craft. On the right is the 'ELMER'S GLUE CREW' logo, which shows a group of orange silhouettes of people standing behind a banner that says 'ELMER'S'. Below the photos and logo, the text reads: 'Great sticking power', 'Eco-friendly', 'Easy to use', 'The brand you can trust', and 'Fun'. At the bottom, a horizontal line is followed by the text: 'Elmer's School Glue is: Strong! Acid-free! Washable! Safe for children!'.

1.7 What product is being advertised? (1)

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1.8 Would you buy this product? Give a reason for your answer. (2)

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1.9 Explain what the advertisement implies if it says the product is *eco-friendly*. (1)

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1.10 Place a cross (x) in the box next to the most appropriate answer. (1)

The product advertised is not for ...

school children.	
teachers.	
babies.	

**SECTION B: LANGUAGE STRUCTURES AND CONVENTIONS (15 MARKS)**

Read the following passage and answer the questions that follow.

**GIRAFFES**

Of all the animals, the giraffe is the one with the longest neck. The giraffe eats leaves and grass. It has to spread its front legs to eat grass or to have a drink of water. The giraffe's long neck makes it possible for it to eat leaves at the top of trees that other animals can't reach. Nature is wonderful and makes sure that no food is wasted.

Giraffes are gentle animals and they can defend themselves well from carnivorous predators. Their camouflage allows them to blend in with their surroundings. If confronted by a lion, they use their long legs to kick. Many lions have received unpleasant surprises from a giraffe's front hooves!

*[Adapted from: INTEGRA Y-READ]*

**Question 2: Answer the following questions.**

- 2.1 Rewrite the following sentence using the correct spelling and punctuation. (4 x ½ = 2)

**feeding takes up most of the giraffes day and they are also active at nite**

- 2.2 Identify the underlined nouns in the following sentence using the options in the box below. (3)

2.2.1 Giraffes, that are mainly found in 2.2.2 Africa, form part of 2.2.3 herd of about twelve animals.

proper noun;	common noun;	collective noun
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2.2.1 \_\_\_\_\_

2.2.2 \_\_\_\_\_

2.2.3 \_\_\_\_\_

2.3 Underline the verb in the sentence below. (1)

**Giraffes eat leaves and grass.**

2.4 Write the correct form of the verb written within brackets. (1)

**The lion has \_\_\_\_\_ (catch) the giraffe.**

2.4 Change the tense of the following sentences.

2.4.1 present continuous tense (1)

**The animals climbed the tall lavender trees.**

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2.4.2 simple past tense (1)

**The hungry lion roars at the tiny antelope.**

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2.5 Identify the type of sentence for each of the following sentences.

**2.5.1 Gerry is such a playful giraffe.** (1)

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**2.5.2 Where is the giraffe?** (1)

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2.6 Fill in the verb (doing word) in the spaces provided.

**2.6.1 The boys ride to school on horseback,** (1)

**but**

**the boy \_\_\_\_\_ to school on horseback.**

2.6.2 Underline the verb in the following sentence. (1)

**The children learn about animals every day.**

2.7 Choose and underline the correct word written within brackets. (1)

**The lion ( is / are ) very excited to play with the elephant.**

**SECTION C: WRITING****(10 MARKS)**

Write **three** paragraphs (100 words) based on one of the following topics.

1. Why all children should own a pet.

OR

2. Why people should take better care of animals.

Remember that correct spelling, use of language and punctuation are very important.

Use the following guidelines for planning:

Planning

**Title:** \_\_\_\_\_





Criteria	5	4	3	2	1,0
<b>Content</b>	Content is very creative and matches the topic well.	Content is creative and matches the topic.	Some effort is made to write creatively. Content is topic related.	Effort is made to write a paragraph. Content is not related to the topic.	Content does not match the topic. Learners copied instructions.
<b>Paragraph structure</b>	Excellent paragraph structure with eight sentences written.	Good paragraph structure with between five and seven sentences	Acceptable paragraph structure with between three and four sentences.	Only one sentence written.	One word only. Sentences numbered. Not a paragraph.
<b>Spelling</b>	Almost no spelling errors.	Only some spelling errors.	Many spelling errors. Reading not affected.	Many spelling errors. Difficult to read.	Too many spelling errors. Difficult to read.
<b>Language structures</b>	Almost no language errors.	Only some language errors.	Many language errors. Reading not affected.	Many language errors. Difficult to read.	Too many spelling errors. Difficult to read.
<b>Total: 20/2 = 10</b>					

Level 1	Level 2	Level 3	Level 4	Level 5
<p>This learner:</p> <ul style="list-style-type: none"><li>• knows no or very few words.</li><li>• does not seem to recognise many letter-sound relationships</li></ul>	<p>This learner:</p> <ul style="list-style-type: none"><li>• knows just a few common words.</li><li>• does not seem to recognise some letter-sound relationships or needs a lot of help to read previously unseen words.</li></ul>	<p>This learner:</p> <ul style="list-style-type: none"><li>• knows many common words.</li><li>• needs help to decode previously unseen words.</li></ul>	<p>This learner:</p> <ul style="list-style-type: none"><li>• knows many common words and can decode most previously unseen words.</li><li>• occasionally needs help to decode more challenging words.</li><li>• reads with some fluency.</li></ul>	<p>This learner:</p> <ul style="list-style-type: none"><li>• knows many common words.</li><li>• can decode previously unseen words.</li><li>• is one of the best readers in class.</li></ul>