
MEED Primary School

Grade 6 English First Additional 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:

SECTION A: Comprehension (20 marks)

SECTION B: Language Structures and Conventions (15 marks)

SECTION C: Writing (10 marks)

SECTION D: Reading Aloud (10 marks)

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

Comprehension	_____/20
LSC	_____/15
Writing	_____/10
Reading	_____/10

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

TEXT A

Read the information text and answer the questions that follow.



Picture A



Picture B

Fire is an important part of people's lives. Fire enables people to have light, cook food and boil water. They found that food cooked by fire was easy to chew and had a better taste than eating uncooked food. Fire was also used for protecting people and to chase wild animals away.

How did people learn to use fire? Thousands of years ago people found that fire could be made by rubbing two pieces of wood together. They also found out that you could make flames if you hit stones against each other. It was hard to light fires in this way, so they kept their fires burning in fireplaces for as long as they could. People who do not have matches or lighters can light fires this way.

Some people learnt to build stoves. The first stoves were round in shape and made of clay with no chimneys (passages for the smoke to go through). Now they could make fires inside their homes to cook food. Wood stoves and coal stoves now have chimneys to take the smoke outside. This new way meant that people could keep warm without breathing in smoke.

[Adapted from the Internet: *Discovery and Creation of Fire*]

1. Which is the best title for the text? (1)

- A Making Smoke
- B Using Chimneys
- C Making Stoves
- D Making Fire

2. What material is used to make the fire in picture A? (1)

- A Chimney
- B Sparks
- C Wood
- D Rocks

3. Which picture shows the modern way of making fire? Picture _____ (1)

4. What is fire used for? (Paragraph 1) (1)

- A Making fireplaces
- B Building stoves
- C Healing sickness
- D Cooking food

5. Which is the correct meaning of the underlined word? (1)

It is very hard to make fire with wood.

- A Difficult
- B Simple
- C Heavy
- D Easy

6. Complete the following statement. (1)

Wood stoves and coal stoves have chimneys so that they can take the
_____ . (Paragraph 3)

7. Say whether the following statement is true or false and provide a reason for your answer. (2)

Smoke from the first wooden stoves always filled the houses since it couldn't escape.

8. What is this text about? It is about how to ... (1)

- A make sparks.
- B build stoves.
- C cook food.
- D make fire.

9. Explain how fire added value to the lives of people after its discovery. (2)

10. Choose and underline the correct answer. (1)
One can infer from the text that the discovery of fire made it more **difficult/easier** to prepare food.

11. Say whether you agree or disagree with the following statement. (1)

Humans ate mostly raw food before the discovery of fire. _____

12. Name two ways in which you can light a fire if you do not have matches or a firelighter. (2)

Text B



13. What do you think this poster is about? (1)

14. What should you do if a cooking fire starts? (1)

15. Why do you think it is important to stay in the kitchen while you are cooking? (2)

16. What does it mean to extinguish a candle? (1)

1. Rewrite the following sentence using a capital letter, a comma and a full stop. (1)

thembi likes collecting wood leaves and grass around the Umgeni River

2. Complete the joining of the sentences. (1)

People like using gas stoves. They do not make a lot of smoke.

People like using gas stoves because

3. Write the prefix from the word box that will change the underlined word to the opposite. (1)

dis-	mis-	ir-
------	------	-----

We like making a fire for cooking food. _____ like

4. Which word in brackets has the same meaning as the underlined word? (1)
Underline the correct answer.

It is very easy to cook with wooden stoves.

(common/simple)

5. Write the opposite gender of the underlined word. (2)

5.1 A man uses matches to light a fire. _____

5.2 The food cooked on the fire is fit for a queen. _____

6. Write the plural of the underlined word. (1)

They eat their cooked food out of the dish. _____

7. What is the correct form of the adjective within brackets. (1)

Gas stoves cook (fast) than wooden stoves. _____

8. Which is the correct preposition in brackets? (2)

We still use wood stoves 17.1 (under/in)_____our homes. Playing with fire could get you into trouble. It is impossible to move around 17.2 (at/into) _____night without putting on the lights.

9. Write the word in brackets in the simple past tense. (1)

The moon (looks) like a fire at night.

10. Circle one adjective in the following sentence. (1)

Fire was also used for protecting people and to chase wild animals away.

11. Circle one noun in the following sentence. (1)

Fire was also used for protecting people and to chase wild animals away.

12. Rewrite the following sentence in the present progressive tense. (2)

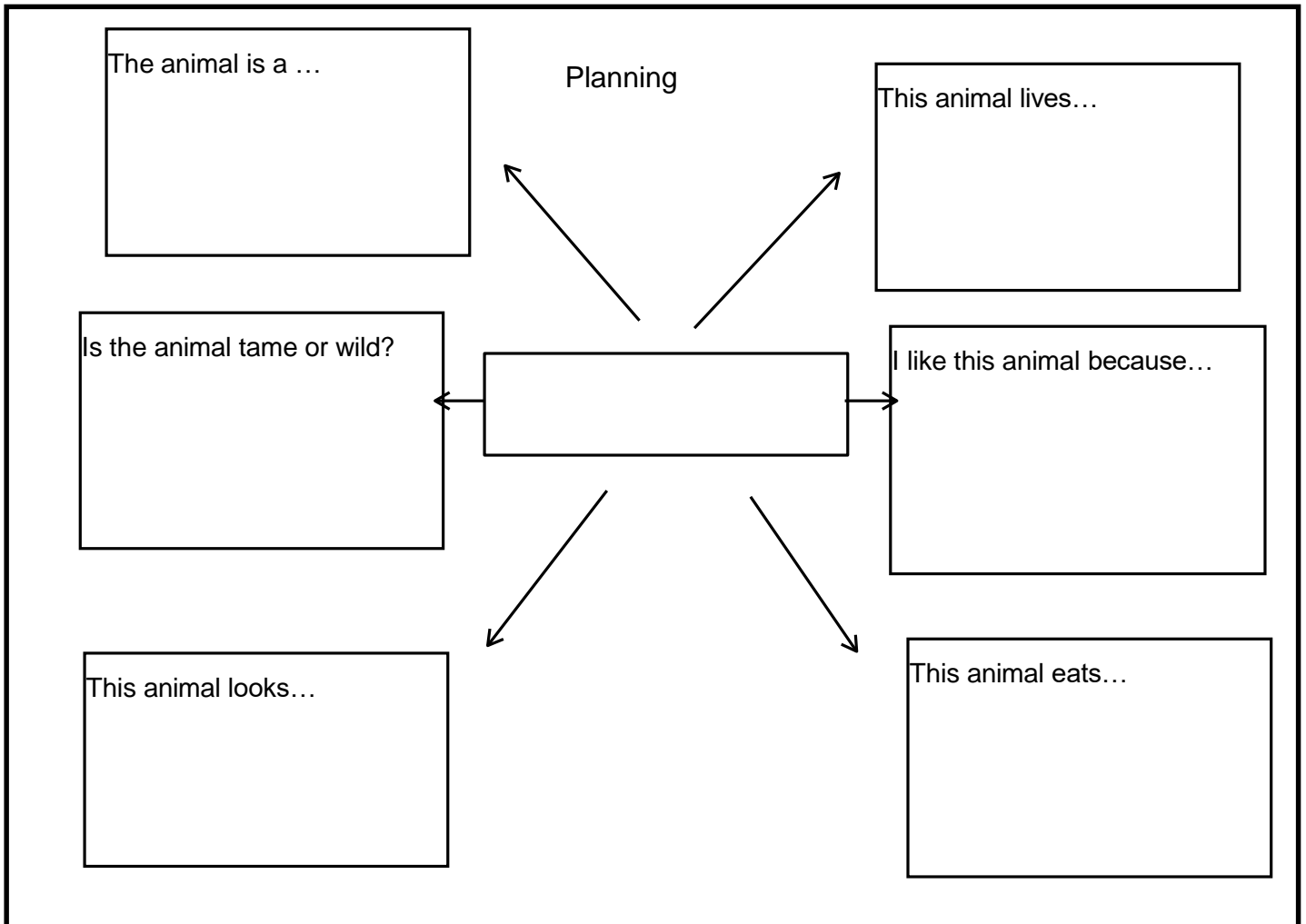
Some people learnt to build stoves.

SECTION C: WRITING AND PRESENTING

(10 MARKS)

Write **three** paragraphs (100 words) in which you describe an animal that you like. Remember that correct spelling, use of language and punctuation are very important. Use the following guidelines for planning:

- What kind of animal is it?
- Where does it live?
- Is it a tame or a wild animal?
- What does it eat?
- What does it look like?
- Why do you like it?



Your writing will be assessed according to the following rubric:

Criteria	5	4	3	2	1,0
Content	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.
Paragraph structure	Excellent paragraph structure with 10 sentences written.	Good paragraph structure with between seven and eight sentences	Acceptable paragraph structure with between four and six sentences.	Only one to three sentences written.	One sentence only. Sentences numbered. Not a paragraph.
Spelling	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.
Language structures	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.
Total: 20/2 = 10					

SECTION D: READING ALOUD**(10 MARKS)**

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