
MEED Primary School

Grade 7 English Home Language Baseline Assessment Marking Guideline

Comprehension, LSC, Writing and Reading Aloud

Mark Allocation: 70 marks

Time: 2 hours

Instructions and information:

1. This question paper consists of FOUR sections:

SECTION A: Comprehension	(20 marks)
SECTION B: Language Structures and Conventions	(20 marks)
SECTION C: Writing	(20 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	_____/20
Writing	_____/20
Reading	_____/10

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

TEXT A

Read the story and then answer the questions that follow.

An African Folktale

1 Every country has its tales and this one comes from East Africa. It is the story of the maskini and the tajiri.

2 Every evening, the tajiri, or rich man, sat down to a hearty meal prepared for him in his own kitchen. The food that was left over would have been enough to feed a whole family, but the tajiri was extremely stingy. The leftovers from his table went to fatten his pigs so he would have the benefit of them later.

3 The maskini, or poor man, lived a simple life. He owned a goat that gave him milk and cheese, but his evening meal was usually nothing more than a bowl of porridge. However, he had found a way to make it more enjoyable.

4 He would eat his meal while hiding outside the tajiri's kitchen, where wonderful smells came wafting through the open window. These smells made the maskini's mouth water and the porridge then seemed like a feast.

5 One evening, the tajiri decided to take a walk in his garden to work up an appetite before his dinner. He saw the maskini sitting outside his kitchen window.

6 As the tajiri watched, he saw the maskini inhale deeply and a blissful look came over his face. How dare he help himself to my smells, thought the tajiri, and he ordered his servants to seize the maskini and escort him to the village jail.

7 A few days later, the maskini was summoned before the court that met weekly in the village centre, where the case would be decided on its merits.

8 The tajiri explained that the smells from his kitchen belonged to him, and the maskini was depriving him of them. As payment, he demanded the maskini's goat, which was the only thing he owned. When asked to respond, the maskini, looking very forlorn, could only stare at the ground and shuffle his feet, afraid to speak.

9 The village elders, who had been hearing the case, now withdrew to the shade of the of a nearby baobab tree. After a brief discussion, the village chief came forward and addressed the crowd.

- 10 "The maskini helped himself to the smells from the tajiri's kitchen," she said. "However, he did not receive any food from him. We have concluded therefore, that the tajiri should not be given the goat. However, in fairness to him, we believe that he should have the right to smell the maskini's goat whenever he wants."
- 11 The tajiri was furious and left without saying a word. The people of the village approved the court's decision because they felt that justice had been served.

Source: www.lessonlogic.com

Answer the following questions in sentences unless stated otherwise.

- 1.1 Which continent is this story from? Only write down the name. (1)

Africa

- 1.2 Name one difference between the maskini and tajiri as described in the story. (2)

The maskini was a poor man and lived a simple life and the tajiri was a wealthy man and lived a lavish life.

- 1.3 The story says that the tajiri was stingy. Give an example from the story to prove this statement. (1)

When he had leftovers, he gave it to his pigs so that he could benefit from it.

- 1.4 Explain what the maskini did to make his meals more enjoyable. (2)

He would sit outside the kitchen and smell the delicious odours coming from the tajiri's kitchen. It would make his food taste better.

- 1.5. How did the tajiri know that the maskini was enjoying the smells from kitchen? (1)

He saw the expression on the maskini's face.

- 1.6 Explain the meaning of the following sentence, from paragraph 5, in your own words: *One evening, the tajiri decided to take a walk in his garden to work up an appetite for dinner.* (2)

It means that he was not really hungry, but he decided to walk around in order to increase his appetite so that he could enjoy his food even more.

1.7 State two reasons why the maskini had to go to court. (2)

He was accused of stealing the tajiri's smells of the fragrant food and the tajiri made a case against him.

1.8 Was the maskini able to effectively defend himself in court? Quote a sentence from paragraph 8 to substantiate your answer. (2)

No. "When asked to respond, the maskini, looking very forlorn, could only stare at the ground and shuffle his feet, afraid to speak."

1.9 What type of person, do you think, is best suited to become one of the village elders? (1)

It must be a person that is very wise or fair.

1.10 Why did the village chief rule in favour of the maskini? (2)

The maskini did not really steal anything and therefore had done nothing that he was accused of doing.

TEXT B

Look at the advertisement and answer question 1.10.



1.10 What number does the word *triple* refer to? (1)

three

1.11 What product is advertised in this advertisement? (1)

They are advertising chicken from KFC.

1.12 Do you think this advertisement is aimed at individuals or a group of people? Give a reason for your answer. (2)

It could be a group of people because there are fourteen pieces of chicken advertised.

It could be an individual because the chicken portions are very small.

SECTION B: LANGUAGE STRUCTURES AND CONVENTIONS (20 MARKS)

Read the following passage and answer the questions that follow.

Question 2: Answer the following questions.

2.1 Find a synonym in paragraph 8 for the word: (1)

answer - **respond**

2.2 Find an antonym in paragraph 6 for the word: (1)

release - **seize**

2.3 Write the sentence below in **indirect speech**. (3)

"The smells from the kitchen belongs to me," said the tajiri.

The tajiri said that the smells from the kitchen belonged to him.

2.4 Underline one adjective in the sentence below. (1)

The wise elders withdrew to the big tree.

Only allocate one mark even if both options are underlined.

2.5 Circle the subject and underline the predicate in the following sentence. (2)

The maskini (subject) lived a simple life. (predicate)

2.6 Underline the gerund in the following sentence. (1)

Everybody enjoys smelling wonderful wafts of fragrant chicken.

2.7 Join the two simple sentences using the conjunction written within brackets. (2)

The people of the village approved the court's decision because \surd the \surd people of the village felt justice had been done. (because)

2.8 If the sentence, "The elders are intelligent." is an example of a statement, what type of sentence is "Get away from my window!"? (1)
question sentence

2.9 Rewrite the following sentence in the **future continuous tense**. (2)

The tajiri will be ordering his servants to seize the maskini.

2.10 List the adverbs found in the sentence below. (2)

Yesterday, the court met outside the village where the urgent case would be decided on its merits.

a) Adverb of place **outside**

b) Adverb of time **yesterday**

2.11 Complete the following sentence by filling in the missing prepositions. (2)

Village animals roam around in the village in search of food.

2.12 Write the correct form of the underlined adjective in the following sentence.

The tajiri's pigs are much bigger than the maskini's goat. (1)

bigger

2.13 Rewrite the following sentence in the active voice. (1)

The porridge was eaten by the maskini.

The maskini ate the porridge.

SECTION C: WRITING AND PRESENTING (20 MARKS)

Question 3: Imagine that you are the reporter of your school newspaper. Choose and write about ONE of the following topics.

3.1 Write a newspaper article about how one of the learners in your school won a competition hosted by a local radio station.

3.2 Write a newspaper article about how a wealthy person or company assisted a learner in need at your school.

Instructions:

- Make notes on the mind map below and then write out your article, using your notes.
- Your article should be between 100-120 words long (10-12 sentences).
- Ensure that the correct format for a newspaper article is used (e.g. newspaper name, headline, by-line (reporter)).
- Spelling, grammar and punctuation should be used correctly.

Complete the following mind map planning section:

Introductory sentence(s)
who, what, when, where, why

How did it happen?

Heading

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.
Newspaper article lay-out	Excellent lay-out with a creative newspaper name, suitable headline and by-line included. Effective introduction answers to who, what where, when, why.	Good lay-out with a relevant newspaper name, suitable headline and by-line included. Effective introduction mostly answers to who, what where, when, why.	Acceptable lay-out with a newspaper name, suitable headline and by-line included. Introduction answers to some who, what where, when, why questions.	Lay-out lacks one or more of the following: newspaper name, suitable headline and by-line. Only some questions (who, what where, when, why) have been addressed.	Almost no attempt has been made to address the newspaper lay-out or structure to the instructions.
Planning	The planning process was used effectively	The planning process used contributes to a	An effort was made to use the planning	An effort was made to use the planning	The planning process was not used effectively

	and contributes to a well-structured and creative article.	well-structured and creative article.	process and in contributed to the article.	process, but it made no significant contribution to the article.	or at all. It made no significant impact on the article.
Language structures and spelling	Almost no language and spelling errors.	Only some language and spelling errors.	Many language and spelling errors. Reading not affected.	Many language and spelling errors. Difficult to read.	Too many language and spelling errors. Difficult to read.
Total: 20					

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.