



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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GRADE 5

ENGLISH FIRST ADDITIONAL LANGUAGE EXEMPLAR QUESTION

This booklet consists of 24 pages, excluding the cover page.

GUIDELINES FOR THE USE OF ANA EXEMPLAR QUESTIONS

1. How to use the exemplar questions

While the exemplar questions for a grade and a subject have been compiled into one comprehensive set, **the learner does not have to respond to the whole set in one sitting. The teacher should select exemplar questions that are relevant to the planned lesson at any given time.** Carefully selected individual exemplar questions, or a manageable group of questions, can be used at different stages of the teaching and learning process as follows:

- 1.1 At the beginning of a lesson as a diagnostic test to identify learner strengths and weaknesses. The **diagnosis** must lead to prompt **feedback** to learners and the development of **appropriate lessons** that address the identified weaknesses and consolidate the strengths. The diagnostic test could be given as homework to save instructional time in class.
- 1.2 During the lesson as short formative tests to assess whether learners are developing the intended knowledge and skills as the lesson progresses and ensure that no learner is left behind.
- 1.3 At the completion of a lesson or series of lessons as a summative test to assess if the learners have gained adequate understanding and can apply the knowledge and skills acquired in the completed lesson(s). Feedback to learners must be given promptly while the teacher decides on whether there are areas of the lesson(s) that need to be revisited to consolidate particular knowledge and skills.
- 1.4 At all stages to expose learners to different techniques of assessing or questioning, e.g. how to answer multiple-choice (MC) questions, open-ended (OE) or free-response (FR) questions, short-answer questions, etc.

While diagnostic and formative tests may be shorter in terms of the number of questions included, the summative test will include relatively more questions, depending on the work that has been covered at a particular point in time. It is important to ensure that learners eventually get sufficient practice in responding to the exemplar questions.

2. Memoranda or marking guidelines

A typical example of the expected responses (marking guidelines) has been given for each exemplar question and for the ANA model test. Teachers must bear in mind that the marking guidelines can in no way be exhaustive. They can only provide broad principles of expected responses and teachers must interrogate and reward acceptable options and variations of the acceptable response(s) given by learners.

3. Curriculum coverage

It is extremely critical that the curriculum must be covered in full in every class. The exemplar questions for each grade and subject do not represent the entire curriculum. They merely **sample** important knowledge and skills and covers work relating to terms 1, 2 and 3 of the school year.

SECTION A: READING

Read the story below and answer the questions 1.1 - 8.3.

Mary loves to play skipping and ride her bicycle. One day while riding her bicycle, Mary got a hole in the shoes she likes best. They are pink with hearts and white laces. Now she needs new shoes.

Mary's mother takes her to the shoe store on a Saturday morning. The store is filled with people looking for shirts, dresses, pants and toys. Mary's mother takes her to the shoe area.

The shoe area is crowded and there is a long wait. Mary does not mind. Mary sees a pair of purple takkies with orange laces. She sees a pair of red sandals with dots. She sees a pair of green shoes. She wants the purple takkies.

"But you do not know how to tie your laces," says Mary's mother.

"I will learn," says Mary.

Mary's mother thinks. She does not want to tie Mary's laces each morning before school.

"If we buy the purple takkies, you must learn to tie them before you can wear them to school," says Mary's mom.

"I will! I **promise!**" says Mary. She is very happy.

Mary practises tying her laces for the rest of the day. She practises more on Sunday. Finally, she learns how to tie her laces.

She gets to wear her new shoes to school on Monday.

"I did it," she says with a big smile.

[Adapted from *Short Stories in English For Everyone.org*]

1.1 Circle the letter of the correct answer.

What would be the most suitable heading for the story?

- A Mary's new shoes
- B Mary's white laces
- C Mary's new bicycle
- D Mary goes to school

(1)

1.2 Circle the letter of the correct answer.

What would be the most suitable title for the story?

- A Mary's new shoes
- B Mary's white laces
- C Mary's new bicycle
- D Mary goes to school

(1)

1.3 Circle the letter of the correct answer.

(1)

Give the most appropriate heading for the story.

- A Mary's new shoes
- B Mary's white laces
- C Mary's new bicycle
- D Mary goes to school

(1)

2.1 Circle the letter of the correct answer.

During which incident did Mary get a hole in her shoe?

- A While playing skipping.
- B While riding her bicycle.
- C While riding her scooter.
- D While playing basketball.

(1)

2.2 Circle the letter of the correct answer.

Mary got a hole in her shoe ...

- A while playing skipping.
- B while riding her bicycle.
- C while riding her scooter.
- D while playing basketball.

(1)

2.3 Circle the letter of the correct answer.

When did Mary get a hole in her shoe?

- A While playing skipping.
- B While riding her bicycle.
- C While riding her scooter.
- D While playing basketball.

(1)

3.1 Circle the letter of the correct answer.

What is the setting of the story?

- A At home.
- B At school.
- C In a shoe shop.
- D On a cycling track.

(1)

3.2 Circle the letter of the correct answer.

Where does most of the story take place?

A At home.

B At school.

C In a shoe shop.

D On a cycling track.

(1)

3.3 Circle the letter of the correct answer.

Most of the story takes place ...

A at home.

B at school.

C in a shoe shop.

D on a cycling track.

(1)

4.1 Circle the letter of the correct answer.

Mary needs new shoes because ...

A her shoes are very old.

B her shoes are too small.

C she lost her favourite shoes.

D there is a hole in her shoes.

(1)

4.2 Circle the letter of the correct answer.

Why does Mary need new shoes?

- A Her shoes are very old.
- B Her shoes are too small.
- C She lost her favourite shoes.
- D There is a hole in her shoes.

(1)

4.3 Circle the letter of the correct answer.

For what reason does Mary need new shoes?

- A Her shoes are very old.
- B Her shoes are too small.
- C She lost her favourite shoes.
- D There is a hole in her shoes.

(1)

5.1 Circle the letter of the correct answer.

What does the word **promise** mean as used in the story?
It means that Mary ...

- A will learn to tie her laces.
- B cannot learn to tie her laces.
- C might learn to tie her laces.
- D is unwilling to learn to tie her laces.

(1)

5.2 Circle the letter of the correct answer.

The word **promise** as used in the story implies that Mary ...

- A will learn to tie her laces.
- B cannot learn to tie her laces.
- C might learn to tie her laces.
- D is unwilling to learn to tie her laces.

(1)

5.3 Circle the letter of the correct answer.

What does the word **promise** imply as used in the story?
It implies that Mary...

A will learn to tie her laces.

B cannot learn to tie her laces.

C might learn to tie her laces.

D is unwilling to learn to tie her laces.

(1)

6.1 Answer the question by using information from the passage.

What is the reason for Mary to learn to tie her shoelaces?

(1)

6.2 Complete the sentence using information from the passage.

Why does Mary have to learn to tie her shoelaces?

Mary has to learn to tie her shoes so that ...

(1)

6.3 Complete the sentence using information from the passage.

What prompted Mary to learn to tie her shoelaces?

(1)

7.1 7.1.1 Tick (✓) the answer you think is correct.

Purple takkies are good for boys and girls.

(1)

TRUE	FALSE
------	-------

7.1.2 Give a reason for your answer.

(1)

7.2 7.2.1 Tick (✓) the answer you think is correct.

Purple takkies are good for boys and girls.

(1)

YES	NO
-----	----

7.2.2 Give a reason for your answer.

(1)

7.3. Indicate whether the statement below is True or False and then give a reason for your answer.

Purple takkies are good for boys and girls.

(1)

8.1 Circle the letter of the correct answer.

What can we learn from the story?

- A Purple takkies are the best shoes to buy.
- B We must be willing to learn new things.
- C It is not hard to learn to tie shoelaces.
- D If you cannot do something your mother will do it for you. (1)

8.2 Circle the letter of the correct answer.

The story teaches us that ...

- A purple takkies are the best shoes to buy.
- B we must be willing to learn new things.
- C it is not hard to learn to tie shoelaces.
- D if you cannot do something your mother will do it for you. (1)

8.3 Circle the letter of the correct answer.

What is the moral of the story?

- A Purple takkies are the best shoes to buy.
- B We must be willing to learn new things.
- C It is not hard to learn to tie shoelaces.
- D If you cannot do something your mother will do it for you. (1)

9. Read the poem and answer questions 9.1.1 - 9.5.3.

Similes (Comparing things)

by Lill Pluta

Black as words on printed pages	1
Sad like tigers locked in cages,	2
Blue as water running from pools	3
Straight like legs on wooden stools	4
Quiet as a school at night	5
Happy like a bird in flight	6

Did you enjoy the Similes in this poem?

9.1 9.1.1 Find the word in line 6 that has the same meaning as “glad”.

(1)

9.1.2 Find the word in line 6 that is the synonym of “glad”.

(1)

9.1.3 Find the word in line 6 that is the opposite of “sad”.

(1)

9.2.1 According to the poem, in line 5, how is the school at night?

(1)

9.2.1 According to the poem, in line 5, what is the school like at night?

(1)

9.2.2 Briefly describe the school according to line 5 in the poem.

(1)

9.2.3 What is the school like at night according to the poem?

(1)

9.3 9.3.1 Write down both rhyming words, in lines 1 and 2, in the poem.

(2)

9.3.2 Which words rhyme, in lines 1 and 2, in the poem?

(2)

9.3.3 Identify the rhyming words in lines 1 and 2 in the poem.

(2)

9.4 9.4.1 Which **two** words begin with the same sound in line 1?

(2)

9.4.2 Write down both words beginning with the same sound, in line 1.

(2)

9.4.3 Which **two** words have the same beginning sound, in line 1?

(2)

9.5 9.5.1 Write down the main point of the poem.

(2)

9.5.2 Write in **one** sentence what the poem is all about.

(2)

9.5.3 What do you think the main idea of the poem is?

(2)

10. Read the paragraph and then answer questions 10.1.1 - 10.3.3.

KINDS OF FISH

There are many kinds of fish. There are big fish, small fish, long fish and short fish. Fish do not all eat the same things. Some fish eat flies or other insects. Some eat plants like seaweed. Some eat worms. Some fish eat other fish. Sharks are the longest fish. Sharks can be 7 metres long. The smallest fish is less than 5 centimetres long.

[Bron: *Superteacherworksheets.com*]

10.1 Complete the following sentences using the ideas from the paragraph above.

Not all fish eat the same things. Some fish eat flies or other insects.

10.1.1 Some fish eat _____.

10.1.2 Some fish eat _____.

10.1.3 Some fish eat _____.

(3)

10.2 Summarise the passage by writing down what fish eat.

(3)

10.3 Write a summary by identifying the different types of food of fish.

(3)

TOTAL SECTION A: 20

SECTION B: LANGUAGE STRUCTURES AND CONVENTIONS

11.1 Complete the paragraph using the correct prepositions. Choose the correct preposition from the list in the box below.

into	in	at	under
------	----	----	-------

Fish live (11.1.1) _____ water. They eat seaweed that grows (11.1.2) _____ the sea. Fishermen throw their nets (11.1.3) _____ the sea. They sell their fish (11.1.4) _____ the market.

(4)

11.2 Complete the paragraph using the correct prepositions. Underline the correct preposition in brackets.

Fish live 11.2.1 (by/in) water. They eat seaweed that grows 11.2.2 (on/under) the sea. Fishermen throw their nets 11.2.3 (into/in) the sea. They sell their fish 11.2.4 (at/with) the market.

(4)

11.3 Complete the paragraph using the correct prepositions. Write the answers in the spaces provided.

Fish live 11.3.1 _____ water. They eat seaweed that grows 11.3.2 _____ the sea. Fishermen throw their nets 11.3.3 _____ the sea. They sell their fish 11.3.4 _____ the market.

(4)

12.1 Underline the correctly spelt word from the two words in brackets.

My brother is taking (swiming/swimming) lessons at school.

(1)

12.2 Choose the correctly spelt word from the two words in brackets.

My brother is taking (swiming/swimming) lessons at school.

_____.

(1)

12.3 Give the correct spelling of the wrongly spelt word in brackets.

My brother is taking (swiming) lessons at school.

_____.

(1)

13.1 Rewrite the following sentence in the Simple Present Tense.

13.1.1 Rewrite the following sentence in the Simple Present Tense by writing the correct form of the verb in brackets.

Fish (to eat) the seaweed.

(1)

13.1.2 Rewrite the following sentence in the Simple Present Tense.

Fish ate the seaweed.

(1)

13.1.3 Rewrite the following sentence in the Simple Present Tense by choosing the correct verb between those in brackets.

Fish (eat/eats) the seaweed.

(1)

13.2 Rewrite the following sentence in the Simple Present Tense.

13.2.1 Rewrite the following sentence in the Simple Present Tense by writing the correct form of the verb in brackets.

Mary and Senzo (to read) about the different kinds of fish.

(1)

13.2.2 Rewrite the following sentence in the Simple Present Tense.

Mary and Senzo read about the different kinds of fish.

(1)

13.2.3 Rewrite the following sentence in the Simple Present Tense by choosing the correct verb between those in brackets.

Mary and Senzo (read / reads) about the different kinds of fish.

(1)

13.3 Rewrite the following sentence in the Simple Present Tense.

13.3.1 Rewrite the following sentence in the Simple Present Tense by writing the correct form of the verb in brackets.

Mother (to cook) fish for lunch.

(1)

13.3.2 Rewrite the following sentence in the Simple Present Tense.

Mother cooked fish for lunch.

(1)

13.3.3 Rewrite the following sentence in the Simple Present Tense by choosing the correct verb between those in brackets.

Mother (cook/cooks) fish for lunch.

(1)

14.1 Rewrite the following sentence in the Simple Past Tense.

14.1.1 Rewrite the following sentence in the Simple Past Tense by writing the correct form of the verb in brackets.

Our father (to like) to make us laugh.

(1)

14.1.2 Rewrite the following sentence in the Simple Past Tense.

Our father likes to make us laugh.

(1)

14.1.3 Rewrite the following sentence in the Simple Past Tense by choosing the correct verb between those in brackets.

Our father (like/liked) to make us laugh.

(1)

14.2 Rewrite the following sentence in the Simple Past Tense.

14.2.1 Rewrite the following sentence in the Simple Past Tense by writing the correct form of the verb in brackets.

The teacher (to teach) us about the different kinds of fish.

(1)

14.2.2 Rewrite the following sentence in the Simple Past Tense.

The teacher teaches us about the different kinds of fish.

(1)

14.2.3 Rewrite the following sentence in the Simple Past Tense by choosing the correct verb between those in brackets.

The teacher (taught/taught) us about the different kinds of fish.

(1)

14.3 Rewrite the following sentence in the Simple Past Tense.

14.3.1 Rewrite the following sentence in the Simple Past Tense by writing the correct form of the verb in brackets.

We (to have) a very busy day.

(1)

14.3.2 Rewrite the following sentence in the Simple Past Tense.

We have a very busy day.

(1)

14.3.3 Rewrite the following sentence in the Simple Past Tense by choosing the correct verb between those in brackets.

We (have / had) a very busy day.

(1)

15.1 Write the antonym (the word that is opposite in meaning) of the word in brackets.

Choose the correct prefix from the given list.

in-	dis-	im-	un-
-----	------	-----	-----

I (like) fish.

(1)

15.2 Write the antonym (the word that is opposite in meaning) of the underlined word by choosing between those in brackets.

I like fish (unlike/dislike).

(1)

15.3 Write the antonym of the word in brackets.

I (like) fish.

(1)

16.1 Write the synonym (the word that is similar in meaning) of the underlined word by choosing between those in brackets.

There are huge fish in the sea (tiny/big).

(1)

16.2 Write the synonym (the word that is similar in meaning) of the word in brackets.

There are (huge) fish in the sea.

(1)

16.3 Write the synonym of the word in brackets.

There are (huge) fish in the sea.

(1)

17.1 Circle the letter of the correct answer.

Which of the two animals is ...?

A taller

B tallest

C most tall

D more tall

(1)

17.2 Circle the letter of the correct answer.

The giraffe is ... than the springbok.

A taller

B tallest

C most tall

D more tall

(1)

17.3 Circle the letter of the correct answer.

Which is the correct degree of comparison for the sentence below?

The giraffe is... than the springbok.

- A taller
- B tallest
- C most tall
- D more tall

(1)

18.1 Circle the letter of the correct answer.

Which fish is ... of all the fish?

- A more danger
- B most danger
- C more dangerous
- D most dangerous

(1)

18.2 Circle the letter of the correct answer.

The shark is the ... of all the fish.

- A more danger
- B most danger
- C more dangerous
- D most dangerous

(1)

18.3 Circle the letter of the correct answer.

Which is the correct degree of comparison for the sentence below?

The shark is the ... of all the fish.

- A more danger
- B most danger
- C more dangerous
- D most dangerous

(1)

19.1 Rewrite the sentence below using the correct punctuation marks provided: a capital letter, a comma (,) and a full stop (.).

on saturday we saw fish crabs sharks and whales in the sea in durban

(6)

19.2 Rewrite the sentence below using the correct punctuation marks.

on saturday we saw fish crabs sharks and whales in the sea in durban

(6)

19.3 Punctuate the sentence below.

on saturday we saw fish crabs sharks and whales in the sea in durban

(6)

20.1.1 Rewrite the sentence below in the Negative Form by choosing the correct phrase between those in brackets.

My friend (do not like /does not like) fishing.

(2)

20.1.2 Change the sentence below to the Negative Form by writing the correct form of the verb in brackets.

My friend (not likes) fishing.

(2)

20.1.3 Change the sentence below to the Negative Form.

My friend likes fishing.

(2)

20.2.1 Rewrite the sentence below in the Negative Form by choosing the correct phrase between those in brackets.

Our school (did not visit / did not visited) the aquarium last term.

(2)

20.2.2 Change the sentence below to the Negative Form by writing the correct form of the verb in brackets.

Our school (not visited) the aquarium last term.

(2)

20.2.3 Change the sentence below to the Negative Form.

Our school visited the aquarium last term.

(2)

TOTAL SECTION B: 25

Mark allocation for question 21		
Criteria	Maximum Mark	Learner's Mark
21.1 Format	5	
21.2 Language, Spelling and Punctuation	5	
21.3 Content	5	
TOTAL	15	