



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENTS 2010
GRADE 9 ENGLISH – FIRST ADDITIONAL LANGUAGE
FORM A

LEARNER NUMBER

SURNAME

GENDER (TICK ☒)

BOY

GIRL

NAME (S)

PROVINCE

DATE OF BIRTH

SCHOOL NAME

EMIS NO.

DISTRICT /
REGION

Instructions to learners

1. Read all instructions carefully.
2. Answer all questions in the space provided.
3. The duration for this test is 2 hours.

Read the following passage and answer questions 1 - 12.

Mpho's first fishing trip

1. Mpho woke Tom up just before the sun rose. He had been watching his cousin sleeping on the bed next to him for some time. Finally, he couldn't wait any longer and asked if it wasn't time they got going. Tom looked at the light just appearing in the window, stretched and agreed.
2. They had packed their tackle the night before so they didn't need to look for rods, bait and hooks. It wasn't long before they were hopping down the slope towards the dam with the sun rising over the horizon in the east. The grass was still damp with dew but that didn't worry Mpho who could only think of the carp he might catch in the dam.
3. He'd been listening to stories about fishing the night before. His uncle and father had told the boys about the fish they'd caught in the dams in Mpumalanga. They'd also talked about fishing in the Tugela river and discussed the different challenges of river and dam fishing. Mpho wanted to be able to tell his own fishing story to his friends back at school in Jozi.
4. The boys found a good spot on the river bank away from the reeds and opened up the box of tackle. Tom pointed to a margarine container with holes punched into it. "Take out a worm and put it on the hook," he said. Mpho opened the container to view the squirming mass of worms nestling in the newspaper cuttings. He separated one from the rest and put his hook through it. Then he cast his line into the water and waited expectantly.

1. **Why did Mpho wake Tom up?** (1)

2. **Draw a circle around the letter of the correct answer.**

Which words best describes Mpho's feelings? (1)

- A. tired and sleepy
- B. happy and relaxed
- C. sad and depressed
- D. excited and enthusiastic

3. **Write down any one thing that Mpho's uncle and father told the boys?** (1)

4. **Draw a circle around the letter of the correct answer.**

What is the meaning of "tackle" in the extract? (1)

- A. a fight
- B. equipment
- C. clothing
- D. a grab

5. **Draw a circle around the letter of the correct answer:** (1)

If they had packed their tackle that night, they ... for rods, bait and hooks.

- A. will not look
- B. would not look
- C. will not have looked
- D. would not have looked

6. **Circle the correct option from the brackets:** (1)

Mpho (must / should have / had to / ought to) separated one worm from the rest and put his hook through it.

7. Put the following sentence into indirect speech. (1)

'Take out a worm and put it on the hook,' said Tom.

8. Change the following sentence to the passive voice. (1)

The boys will open the box of tackle.

9. Answer the following question. (1)

Why did the boys choose the particular spot on the bank?

10. Draw a circle around the letter of the correct answer.

Why did Tom point to a margarine container? (1)

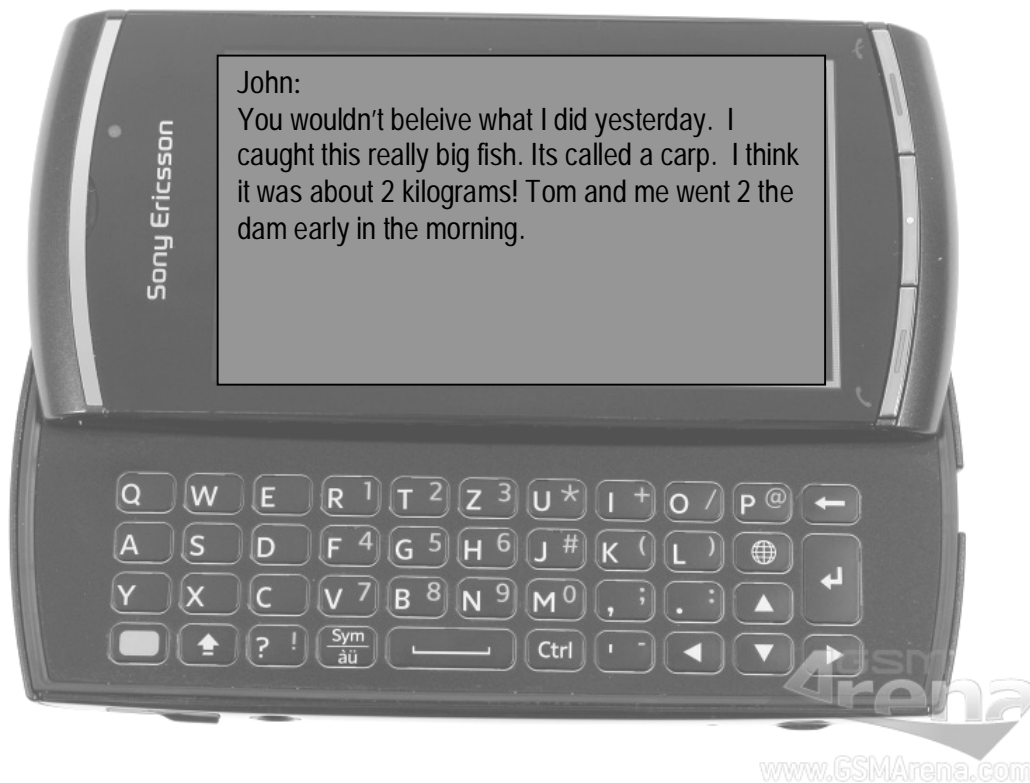
- A. It was the only food they had.
- B. He was offering Mpho a sweet.
- C. Mpho would find worms in it.
- D. The container had holes in it.

11. Draw a circle around the letter of the correct answer.

Why did Mpho need a worm? (1)

- A. Tom wanted to have one.
- B. To hang it on a hook.
- C. To use as bait.
- D. To examine it.

12. Imagine that Mpho wrote the following SMS to his friend John. He gives it to you to edit. Rewrite the paragraph using correct English, grammar and spelling. (5)



13. Give the correct form of the underlined word in each sentence.

- a) What John did yesterday is different from what he will did today. _____ (1)
- b) Mpho woke up much early than Tom. _____ (1)
- c) Tom did it now. _____ (1)

14. Fill in the missing word.

a) If the sun wasn't up, it must have been _____. (1)

b) If Tom caught three fish yesterday he may _____ four today. (1)

15. Write down the expression " wasn't" in full. _____ (1)

16. Write down the abbreviated form of the word kilogram". _____ (1)

Study the following poem and answer questions 17– 22.

My parents kept me from children who were rough

By Stephen Spender

1. My parents kept me from children who were rough
Who threw words like stones and who wore torn clothes.
Their thighs showed through rags. They ran in the street
And climbed cliffs and stripped by the country streams.

2. I feared more than tigers their muscles like iron
Their jerking hands and their knees tight on my arms.
I feared the salt coarse pointing of those boys
Who copied my lisp behind me on the road.

3. They were lithe, they sprang out behind hedges
Like dogs to bark at my world. They threw mud
While I looked the other way, pretending to smile.
I longed to forgive them, but they never smiled.

17. Draw a circle around the letter of the correct answer. (1)

What made the parents to keep the personal speaker away from other children? They ...

- A. were naked.
- B. went to the gym.
- C. threw stones at others.
- D. were ill disciplined.

- 18. Draw a circle around the letter of the correct answer.** (1)

The expression "their muscles like iron" means ...

- A. they are like robots.
- B. they are very strong.
- C. their muscles are made of iron.
- D. their muscles are like those of a lion.

- 19. Draw a circle around the letter of the incorrect answer.** (1)

The children were ...

- A. wild.
- B. cruel.
- C. neat.
- D. rude.

- 20. Draw a circle around the letter of the correct answer.** (1)

"They sprung out behind hedges like dogs to bark at my words" in stanza 3 is an example of ...

- A. Simile
- B. Alliteration
- C. Assonance
- D. Personification

- 21. Write down a word which suggests that the speaker was scared of the children.** (1)
-

- 22. Draw a circle around the letter of the correct answer.** (1)

A regular beat that runs through the poem is called:

- A. Rhythm
- B. Rhyme
- C. Simile
- D. Alliteration

Study the following advertisement and answer questions 23 to 27.

TRUTH OR DARE?

Unquestionably a dare. I'm a CLEO girl.

I **smile** rather than grin! I **pose** rather than hide!

I **do** rather than dream! I **succeed** rather than quit!

At last, here's a magazine that's me all over. I'm a CLEO girl and I'm going places!

The new CLEO magazine ON SALE NOW.

23. Draw a circle around the letter of the correct answer. (1)

What topics would you expect a magazine like this to cover?

- A. Cars/advertisements/computers.
- B. Animal stories/advertisements/jokes.
- C. Trends/fashion/career choices.
- D. Knitting/ crochet/recipes.

24. Give a reason for the answer given in number 23. (1)

25. Draw a circle around the letter of the correct answer. (1)

Who does the message of the text target?

- A. The reader
- B. The writer
- C. Young women
- D. The youth

26. Draw a circle around the letter of the correct answer. (1)

From whose viewpoint is this text written?

- A. A juvenile delinquent
- B. A business man
- C. A teenage boy
- D. An ambitious girl

27. Draw a circle around the letter of the correct answer.

Why would this text appeal to its target market?

(1)

- A. The text in the advert attracts the reader.
- B. It uses bold printed words to attract attention.
- C. The language and tone are appropriate.
- D. There is a lot of punctuation.

28. Read the passage below and identify at least seven important facts about carrier pigeons. Write your facts in the space provided. It may be in bullet points.

(7)

Carrier pigeons

People have used pigeons to carry messages to one another for hundreds of years. In the 12th century, the royal places of Iraq and Syria included pigeon houses so the kings could be kept informed of their generals' victories and defeats on the battlefield. In fact, pigeons were a common way of sending messages right up through World War II.

Most of the time, however, carrier pigeons were used to benefit an entire country, not just one individual. Not only were the birds often the fastest, most reliable way to send messages, they could also be used to reach soldiers far behind enemy lines, where radios and field telephone lines were useless. Since they could easily be released from airplanes or ships, every branch of the armed services used the birds. In World War II, more than 3 000 soldiers and 150 officers were needed to care for and train the tens of thousands of birds in the U.S. Pigeon Service. Some pigeons were trained to carry special missions and lived to the age of 32.

Carrying messages could be a dangerous job. Some pigeons performed with such bravery that they became famous and were even awarded medals, such as England's Dicken Medal of Gallantry. In a few cases, pigeons even became prisoners of war. The most famous pigeon of all may have been Cher Ami. Stationed in France during World War I, he carried twelve important messages for American forces. On his last mission, though wounded, he carried a message that saved lives of 194 American soldiers. For his extraordinary service, he was awarded the French "Croix de Guerre."

Carrier pigeons are a slightly different breed from the kind of pigeons you see in the streets. They are much thinner and taller, with longer legs. Many people find carrier pigeons ugly because their big wattle a knobby build-up of skin on the beak; however people who raise pigeons often enjoy this odd appearance and consider them directly the best of their breed.

Today, modern communication methods can carry information from one place to another hundreds of times faster than a pigeon could do it. However, few people would argue with the fact that carrier pigeons- especially those that served in the military-have earned their place in history. Stories about brave pigeons such as Cher Ami, President Wilson, and Colonel's Lady have the power to inspire us as no fax machine or high-speed Internet connection could ever do.

Study the table below about number of children involved in accidents and answer questions 25 to 30.

	PEDESTRIANS				CYCLISTS			
Age group in years	0-3	4-7	8-11	12-15	0-3	4-7	8-11	12-15
Killed	99	324	111	921	1	81	111	117
Seriously injured	299	4873	1427	2479	41	500	2710	4020
Slightly injured	1026	1499	7098	4000	98	4861	1953	8169

29. Draw a circle around the letter of the correct answer.

Which age group has the highest number of fatal (deaths) pedestrian accidents? (1)

- A. 0-3
- B. 4-7
- C. 8-11
- D. 12-15

30. Which age group has equal fatalities for pedestrians and cyclists? (1)

31. Draw a circle around the letter of the correct answer.

What is the total number of children killed while walking and cycling?

(1)

- A. 1455
- B. 1765
- C. 310
- D. 816

32. Draw a circle around the letter of the correct answer.

Which age group has the least number of children involved in accidents?

(1)

- A. 0-3
- B. 4-7
- C. 8-11
- D. 12-15

33. Draw a circle around the letter of the correct answer.

Which age group among cyclists has most number of deaths?

(1)

- A. 0-3
- B. 4-7
- C. 8-11
- D. 12-15

- Write two paragraphs in which you either oppose or defend the national lottery. Marks will be allocated for planning, logic, language use and punctuation. (10)**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Page 11 of 11