



**UNIVERSITY OF JOHANNESBURG**  
**FACULTY OF EDUCATION**  
**NOVEMBER EXAMINATION 2014**

**PROGRAMME:** B Ed Foundation Phase (Soweto and Siyabuswa Campus)

**MODULE:** English for the Foundation Phase 2B

**CODE:** EFP 20B2

**TIME:** 3 hours

**MARKS:** 100 Marks

**EXAMINER:** Ms. K. Peter and Ms. V. Rademeyer

**MODERATOR:** Dr. G. Dampier

(This paper consists of 6 pages and 5 questions)

**INSTRUCTIONS**

Read the following instructions carefully before answering the questions.

1. Answer all questions.
2. Ensure that your writing is legible.
3. Start each question on a new page.

## QUESTION 1

**Match the definition in the second column with the correct term in the first column.**

**Example:**

<b>1. Transitions</b>	<b>a) A statement of the purpose, intent, or main idea of an essay.</b>
<b>2. Thesis Statement</b>	<b>b) Words or phrases that connect or tie ideas together.</b>
<b>Answer: 1-b 2-a</b>	
1.1.1 Simple Subject	A. A word or word group that receives the action of a verb or shows the result of the action.
1.1.2 Complete Predicate	B. A word or group of words that completes the meaning of a verb.
1.1.3 Colloquialism	C. Using opposite ideas in the same thought or sentence to emphasize a point.
1.1.4 Direct object	D. Does not present a complete thought and cannot stand as a sentence.
1.1.5 Independent clause	E. A phrase that uses words that sound the same in a way that gives them a funny effect.
1.1.6 Antithesis	F. Putting two words or ideas close together to create contrasting ideas or an ironic meaning.
1.1.7 Phrase	G. A word that shows position, direction, or how two words or ideas are related to each other.
1.1.8 Dependent clause	H. Communicates action that is complete in itself. It does not need an object to receive the action.
1.1.9 Juxtaposition	I. A common word or phrase suitable for ordinary, everyday conversation but not for formal speech or writing.
1.1.10 Pun	J. A logical presentation of information in which

	a main idea is stated early in a piece of writing and supporting details follow.
1.1.11 Preposition	K. Writing that tells a story or recounts an event
1.1.12 Expository Writing	L. The main word or words that tells the reader whom or what the sentence is about.
1.1.13 Intransitive verb	M. Writing that Explains
1.1.14 Narrative writing	N. Is the verb with its modifiers.
1.1.15 Complement	O. Expresses a complete thought and can stand by itself as a sentence.
1.1.16 Deductive reasoning	P. A group of related words that is used as a single part of speech, which does not have a subject, a predicate, or both.

(2x16)

**1.2. Identify whether the underlined clauses below are independent clauses or subordinate clauses. Write down the question number and the answer.**

**Example: 1.2.1 – Subordinate Clause.**

- 1.2.1 While some scientists map the human genome, others map the genes of simpler animals.
- 1.2.2 They started with viruses and with bacteria, which are single cells.
- 1.2.3 Some biologists study a worm called *Caenorhabditis elegans*, which has a nervous system like that of complex animals.
- 1.2.4 This worm has a transparent body, which makes it easier to study.
- 1.2.5 The biologists, who thought the worm would have about 6,000 genes, found that it had nearly 20, 000.
- 1.2.6 The scientists had to sequence 97 million bases, which are the chemical building blocks of DNA.

1.2.7 After they had worked for a number of years, scientists had sequenced 99 percent of the worm's genes.

1.2.8 That this was a challenging project is clear.

(2x8)

(48)

## QUESTION 2

**Read the excerpt below.**

My four friends and I had come across a loose floor-board at the back of the classroom, and when we prised it up with the blade of a pocket-knife, we discovered a big hollow space underneath. This, we decided, would be our secret hiding place for sweets and other small treasures, such as conkers and monkey-nuts and birds' eggs. Every afternoon, when the last lesson was over, the five of us would wait until the classroom had emptied, then we would lift up the floor-board and examine our secret hoard, perhaps adding to it or taking something away.

One day, when we lifted it up, we found a dead mouse lying among our treasures. It was an exciting discovery. Thwaites took it out by its tail and waved it in front of our faces. "What shall we do with it?" he cried.

"It stinks!" someone shouted. "Throw it out of the window quick!"

(Dahl, 1984:35).

2.1. Choose four sentences as examples for the four types of sentences, namely:

a) declarative, b) interrogative, c) imperative and d) exclamatory sentence.

(2x4=8)

2.2. Give specific reasons for classifying each of your examples in 2.1. as one of the four sentence types.

(2x4=8)

(16)

**QUESTION 3**

**Identify the sentence part, or parts, as indicated in brackets in the sentences below. Be sure to include all parts of a compound subject, or a compound verb.**

- 3.1 (*simple subject*) Both Creole cooking and Cajun cooking flourish in the kitchens of the city's French Quarter.
- 3.2 (*complete predicate*) Some visitors to New Orleans have trouble telling the difference between these two similar styles of food preparation.
- 3.3 (*indirect object, direct object*) My aunt, a restaurant critic, showed me the differences between Creole cooking and Cajun cooking.
- 3.4 (*verb, direct object*) The French founders of New Orleans developed the savory Creole style of cooking.
- 3.5 (*predicate noun*) The *beignet* (a square doughnut) and *boudin* (a spicy, savory sausage) are tasty local favorites from French cuisine.
- 3.6 (*simple subject*) In Creole dishes, there are also tangy traces of Spanish, African, and Caribbean cooking.
- 3.7 (*verb*) Cajun cooking is Creole's peppery country cousin and was born in the rural bayou areas surrounding New Orleans.
- 3.8 (*predicate adjective*) My aunt's favorite Cajun treat, alligator gumbo, is wonderfully thick and spicy.
- 3.9 (*subject, direct object*) Don't the little red shellfish on this platter resemble tiny lobsters?
- 3.10 (*objective complement*) They are New Orleans crawfish, and I declare them the tastiest morsels I've ever eaten!

(2x10)

**(20)**

**QUESTION FOUR**

**4.1 Write an introductory paragraph explaining the importance of the four subsystems in a language for developing essential reading and writing skills. Ensure that you include a well-constructed thesis statement in your introduction as well as a topic sentence and linking sentences.**

**(10)****QUESTION FIVE**

**5.1 Compare the APA referencing style with the Harvard referencing style.**

**Indicate three similarities and three differences.**

**(1x6)**

**Example:**

<b>APA Referencing Style</b>	<b>Harvard Referencing Style</b>
<b>Similarities</b>	
<b>All the references are placed on a new page, at the end of the assignment or essay, with the title “References” centered or flush with the left margin.</b>	<b>In the Harvard referencing style the bibliography is titled “References”.</b>

**(6)****TOTAL: 100**