



Cover sheet with information
to the invigilator

School of Health and Education

Course: **English: Academic Writing**

Sub-course: **Supervised written examination**

Course code: **EN244G**

Credits for written examination: **3.0**

Date: **December 15, 2023**

Examination time: **14:15-17:30**

Available teacher: **Stefan Sönnnerhed**

Available on phone number: **073-7209901**

Visiting the examination ☐ Yes
☒ No (probably)

Aids and other information for invigilators: **None**

Calculator ☐ Provided by the University ☐ Student's own calculator ☒ Not allowed
Writing paper ☒ Lined ☐ Squared

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Instructions to examinations responsible

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School of Health and Education

WRITTEN EXAMINATION

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Examination responsible: **Stefan Sönnnerhed**

Teachers concerned

Aid at the exam/appendices: **None**

Other

- Instructions
- ☐ Take a new sheet of paper for each teacher.
 - ☐ Take a new sheet of paper when starting a new question.
 - ☒ Write only on one side of the paper.
 - ☒ Write your name and personal ID No. on all pages you hand in.
 - ☒ Use page numbering.
 - ☒ Don't use a red pen.
 - ☐ Mark answered questions with a cross on the cover sheet.

Grade points (grammar part): **Pass/E 48; D 52; C 58; B 64; A 72 (Maximum: 80)**

Examination results should be made public within 18 working days

Good luck!

Total number of pages **8**

EN244G

Exam: Academic Writing, 3 credits

Name: _____

This exam includes mostly theoretical questions about important aspects of writing, in particular academic writing, but also a practical question where you summarize a text. However, all questions make up one whole, and your grade for the exam will be based on the total number of points.

The maximum number of points for each question is stated within parentheses after the question. In questions that include more than one element/answer, the points awarded may be anywhere on the scale from 0 points to the maximum number of points for that question depending on the quality of the answer.

Write clearly, and allow time for going through your answers at the end of the exam.

Good luck ☺

Stefan

Some of the examples in the questions come from the following websites:

- http://www.laflemm.com/dynamic/online_practice3.php?practice_id=29/
- <https://writerriver.com/topic-sentence-and-controlling-idea-exercises/>

Maximum points for the exam:	80
A	72
B	64
C	58
D	52
E	48

QUESTIONS

1. **Topic sentence and supporting sentences.** Below you find four sentences that could make up (a part of) a paragraph. Which of the four sentences is the topic sentence and which are the supporting sentences? Mark by writing **T** for topic sentence and **S** for supporting sentences. The sentences are presented in alphabetical order (and slightly modified for this exam). **Note:** An incorrect answer will result in one minus point (–1), whereas leaving the blank line will give 0 points. (4 points)

- a) A surprising number of men and women are afraid of being successful. _____
- b) Others are afraid that success will make them stand out in a crowd. _____
- c) Some people worry that friends will envy them if they become successful. _____
- d) Some simply fear the hard work necessary to maintain a high level of achievement. _____

2. **Topic sentence.** Below you find sentences that could be used as supporting sentences in a paragraph. Make up a reasonable/possible topic sentence that indicates what the paragraph is about, and write your topic sentence on the blank lines below. (4 points)

There are some private colleges and universities in the United States. Private colleges and universities are usually more expensive because they do not get money from taxes. Meanwhile, some other colleges and universities are public. It means the citizens of each state pay some of the costs through their taxes so that public colleges are cheaper for students to attend. However, you can get a good education no matter which type of college you attend – public or private.

3. **Coherence.** Below you find two examples of vague or incorrect pronoun coherence. The use of pronouns here makes the meaning either incorrect or unclear. Underline or circle the word(s) you want to change in order to make these sentences coherent, and rewrite those words—or the whole phrases—on the blank lines and explain why the two sentences are vague/incorrect and need to be changed. Note that since you have no context, several answers are possible. (8 points)

- a) My dad and my brother are both great drivers. And he especially loves going for a drive in his cream-colored Porsche.
- b) The only TV shows she watches are animal shows. She likes the shows even if sometimes the animals are in danger. But she thinks they shouldn't show that part of animal life.

4. **Transition signals.** Choose the transition signal among the alternatives in parentheses that would best show how the different parts of the sentences are related. Answer by writing the correct transition signal on the blank line. The sentences come from *Longman Academic Writing Series 4*. (6 points)

- a) I love my brother _____ (*although / besides / however / in spite of*) we disagree about almost everything.
- b) Police kept people away from the accident; _____ (*however / meanwhile / nevertheless / otherwise*), ambulance workers tried to pull victims out of the wreck.
- c) The medicine didn't make him feel any better; _____ (*alternatively / for example / instead / therefore*), it made him feel worse.

5. **Clauses.** Which of the following clauses are independent (=main) clauses and which are dependent clauses? Answer by writing IND for independent or DEP for dependent on the blank lines. **Note:** An incorrect answer will result in a minus point (–1) whereas leaving the blank line will give 0 points. (6 points)

- a) After they told you their story _____
- b) And it's not difficult at all _____
- c) Days are getting shorter _____
- d) What do you think of this? _____
- e) What he said about the competition _____
- f) Yesterday, they opened a new store _____

6. **Parallelism.** The following sentences include problems with parallelism. Improve those sentences by writing your own version of the same text on the blank lines. (6 points)

- a) He's really good at playing drums, dancing, and to make people happy.

- b) In Sweden, one pays taxes on almost anything you buy.

- c) They brought three cakes, lots of coffee, and soda.

7. **Sentences.** What kind of sentences are the ones below? Choose between *simple sentences*, *compound sentences*, *complex sentences*, and *compound-complex sentences*. Answer by writing what kind of sentence it is on the blank lines. You can use a shortened form of the word or write at the bottom of the page. Note that the same sentence type may appear more than once here, and not all types are necessarily included. (4 points)

- a) Adam ate a big, green, fresh, and tasty apple and got really happy. _____
- b) I went to the store, where I bought food, and then went home to eat. _____
- c) She likes hockey, and he likes soccer. _____
- d) They bought a new car because the old car was too bad. _____

8. **Fragments, run-on sentences, comma splices, choppy sentences, and stringy sentences.** Answer by stating what kind of sentence problem there is in each of the questions below. Then correct the sentences by using a different sentence construction, adding/changing punctuation, and/or adding or removing words to make the sentences grammatically correct. (12 points)

- a) Before they finally had come to a decision about their vacation.

- b) He was terribly bad at cooking she was equally bad at cleaning.

- c) Mary was the mother, Joseph became the father.

9. **Passive voice.** Turn the following sentences written in the active voice into the passive voice. Only include the agent when/if it's needed. (6 points)

a) Everybody picked up the garbage.

b) Postal workers don't deliver mail on Saturdays.

c) The two sisters drove this car to Canada.

10. **References.** Write the references the way they should be written in *References* or *Works Cited* to the following imagined source in an academic text. Use the style guide of your choice. Underline details that should be written in italics on a computer. (4 points)

A newspaper article with the facts below.

Title: Nicaragua's Miss Universe emerges as symbol of defiance against Ortega regime

Author: Thomas Graham

Name of newspaper: The Guardian

Place of publication: London

Date of publication: December 2, 2023

Media: Web

SUMMARY

11. **Summary.** Summarize the following excerpt from the article “Ancient redwoods recover from fire by sprouting 1000-year-old buds” by Erik Stokstad (*science.com*, December 1, 2023). Your summary should be on 100–130 words and may include a maximum of two short quotes. A few words are explained on the next page. (20 points)

Ancient redwoods recover from fire by sprouting 1000-year-old buds

After a devastating conflagration, trees regrow using energy stored long ago

When lightning ignited fires around California’s Big Basin Redwoods State Park north of Santa Cruz in August 2020, the blaze spread quickly. Redwoods naturally resist burning, but this time flames shot through the canopies of 100-meter-tall trees, incinerating the needles. “It was shocking,” says Drew Peltier, a tree ecophysiologicalist at Northern Arizona University. “It really seemed like most of the trees were going to die.”

Yet many of them lived. In a paper published yesterday in *Nature Plants*, Peltier and his colleagues help explain why: The charred survivors, despite being defoliated, mobilized long-held energy reserves—sugars that had been made from sunlight decades earlier—and poured them into buds that had been lying dormant under the bark for centuries.

“This is one of those papers that challenges our previous knowledge on tree growth,” says Adrian Rocha, an ecosystem ecologist at the University of Notre Dame. “It is amazing to learn that carbon taken up decades ago can be used to sustain its growth into the future.” The findings suggest redwoods have the tools to cope with catastrophic fires driven by climate change, Rocha says. Still, it’s unclear whether the trees could withstand the regular infernos that might occur under a warmer climate regime.

Mild fires strike coastal redwood forests about every decade. The giant trees resist burning thanks to the bark, up to about 30 centimeters thick at the base, which contains tannic acids that retard flames. Their branches and needles are normally beyond the reach of flames that consume vegetation on the ground. But the fire in 2020 was so intense that even the uppermost branches of many trees burned and their ability to photosynthesize went up in smoke along with their pine needles.

Trees photosynthesize to create sugars and other carbohydrates, which provide the energy they need to grow and repair tissue. Trees do store some of this energy, which they can call on during a drought or after a fire. Still, scientists weren’t sure these reserves would prove enough for the burned trees of Big Basin.

Visiting the forest a few months after the fire, Peltier and his colleagues found fresh growth emerging from blackened trunks. They knew that shorter lived trees can store sugars for several years. Because redwoods can live for more than 2000 years, the researchers wondered whether the trees were drawing on much older energy reserves to grow the sprouts.

Vocabulary (most definitions taken from Oxford Learners' Dictionaries: American English)

- | | |
|--------------|---|
| ▪ canopy | a layer of something that spreads over an area like a roof, especially branches of trees in a forest |
| ▪ incinerate | to burn something until it is completely destroyed |
| ▪ needles | [usually plural] the thin, hard, pointed leaf of a pine tree |
| ▪ charred | burned and black |
| ▪ dormant | not active or growing now but able to become active or to grow in the future |
| ▪ tannin | a yellow-brown substance found in the bark of some trees and the fruit of many plants, used especially in making leather, ink, and wine [adjective: tannic] |
| ▪ trunk | the thick main stem of a tree, that the branches grow from |

Article accessed on December 3, 2023 from:

<https://www.science.org/content/article/ancient-redwoods-recover-fire-sprouting-1000-year-old-buds>

Good luck!

Stefan