



School of Health and Education

WRITTEN EXAMINATION

Course: **English: Academic Writing**

Sub-course: **Supervised written examination**

Course code: **EN244G**

Credits for written examination: **3.0**

Date: **May 9, 2025**

Examination time: **8:15-11:30**

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: **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

One of the examples in the questions comes from the following website:

<https://www.pearson.com/content/dam/one-dot-com/one-dot-com/us/en/higher-ed/en/products-services/course-products/mcwhorter-2e-info/pdf/sample-chapter--ch03.pdf>

Maximum points for the exam:	80
A	72
B	64
C	58
D	52
E	48
F	0-47

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) Danish, Norwegian, and Swedish are closely related to each other. _____
- b) Dutch is a Germanic language with instinctive sounds. _____
- c) Germanic languages share many items between each other: grammar and vocabulary. _____
- d) Pronunciation, however, may make it difficult to sometimes understand others. _____

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. This paragraph is slightly modified for the exam. (4 points)

Many people look back to the 1950s as the golden age of the traditional family, but was it really? Teenage pregnancy rates were higher in the 1950s than they are today, although a higher proportion of teenage mothers were married (primarily due to “shotgun weddings,” a colloquialism that developed from the idea that many fathers of pregnant girls had to force, possibly with a weapon, a man to marry his daughter once she became pregnant).

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) Adam and Eve's sons Cain and Abel were not good friends. And one day he killed his brother. There was drama from the beginning.
- b) Many people think that young children don't learn proper behavior. Apparently, it seems like they don't teach this.

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) All students must take final exams; _____
(*furthermore / on the contrary / otherwise / therefore*), they will receive a grade of Incomplete.
- b) Native and nonnative English speakers have different needs;
_____ (*as a result / because / however / otherwise*) most schools provide separate classes for each group.
- c) The student's essay was badly written. _____
(*Consequently / Moreover / Otherwise / Therefore*), it was too short.

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) And that's all I have to say about that _____
- b) I have no cash and no cards _____
- c) Maybe tomorrow? _____
- d) This was an easy exam _____
- e) What's your favorite subject? _____
- f) What they believed _____

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) Anyway, she started to play piano and learning guitar.

_____.

- b) The magician pulled a rabbit out of a hat and was sawing a woman in half. Poor woman.

_____.

- c) Tomorrow I'll bring two muffins, four cupcakes, and cookies.

_____.

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) Do you need a visa to visit China? _____
- b) Since it's almost midnight, we'll skip dinner today. _____
- c) Super heroes can ski 90 km, but then they get bored. _____
- d) Taylor writes music, plays guitar and piano, and sings. _____

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) Although we were late.

- b) Her brother plays computer games, he's really good at it.

- c) She bought flowers and went to her friend with those, but her friend wasn't at home, so she left the flowers outside the door and hoped that her friend would see them, but it seemed like her friend was going to spend the night elsewhere, so the flowers died.

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) Mary Anderson invented the windshield wiper in 1903.

b) The police have arrested the three gangsters.

c) Yellow fever can cause high fever and severe headache.

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 book with the facts below.

Title: Sophie Scholl and the White Rose
Author: Annette Dumbach and Jud Newborn
Name of publisher: Oneworld Publications
Year of publication: 2007
Media: Print

SUMMARY

11. **Summary.** Summarize the following excerpt from the article “Blood of man who’s had 200 snake bites helps make a potent antivenom” by Katherine Bourzac (*Nature*, May 2, 2025). Your summary should be on 120–150 words and may include a maximum of two short quotes. A few words are explained on the next page. No citation is needed. (20 points)

Blood of man who’s had 200 snake bites helps make a potent antivenom

Treatment combines existing drug with antibodies from hyper-immune reptile collector, raising both hopes and ethical concerns.

Scientists have made a potent antivenom using antibodies from a man who has been bitten hundreds of times by venomous snakes. The therapy protects mice against the venoms of 19 species of deadly snake, including the king cobra (*Ophiophagus hannah*).

The antivenom combines the existing drug varespladib with antibodies that are copies of those in the blood of Tim Friede, a US snake collector who has given himself more than 600 doses of venom to build up his immunity. He has also been bitten roughly 200 times by venomous snakes. The antivenom is reported today in a paper in *Cell*.

Scientists say that the research could lead to direly needed treatments, but that its reliance on material from a person who performed dangerous experiments on himself makes it ethically murky. The paper’s authors say they played no part in Friede’s self-exposure to venom. “We did not advise Friede to do this and no one else needs to do this again — we have all the molecules we need,” says co-author Jacob Glanville, chief executive of biomedical firm Centivax in South San Francisco, California. “Snake venom is dangerous,” he adds, and he cautions people not to follow Friede’s example.

Imperfect remedies

Current antivenoms are made by injecting horses and other animals with snake venom and then gathering the resulting antibodies. Each antivenom protects against the venom of at most a few species.

“Considering the advanced technologies available in immunology today, it is unacceptable to continue relying on these outdated methods for treating snake bites,” says Kartik Sunagar, a biologist who develops antivenoms at the Indian Institute of Science in Bengaluru.

The paper’s authors sought to make an antivenom that would protect against a wide range of the world’s 600-plus venomous snake species. As a start, the team focused on the Elapidae family, which includes nearly half of those species. Elapid venom contains peptides called short-chain neurotoxins (SNX) and long-chain neurotoxins (LNX). Both types of peptide bind to the same receptors on nerve cells, impairing communication between neurons and potentially causing muscle paralysis and respiratory failure.

Don't try this at home

Glanville and his co-author Peter Kwong, a biochemist at Columbia University in New York City, had read news coverage about Friede, who took careful notes about his venom exposure. After receiving approval from an ethics review board, getting informed consent from Friede, and supplying him with documents about the dangers of snake venom, the team collected two vials of Friede's blood. They isolated antibodies from it and tested them against a panel of toxins from elapid snakes. Antibodies that bound to the toxins were then tested in mice that had been dosed with snake venom. Seeking to add protection against even more species, the researchers tested a third element: varespladib, which inhibits a snake-venom enzyme that breaks down muscle and nerve tissue. [...]

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

- | | |
|-------------|--|
| ▪ antivenom | an antitoxin to a venom also : an antiserum containing such antitoxin |
| ▪ venomous | (of a snake, etc.) producing venom |
| ▪ murky | not clearly known and suspected of not being honest |
| ▪ peptide | a chemical consisting of two or more amino acids joined together |
| ▪ receptor | a sense organ or nerve ending in the body that reacts to changes such as heat or cold and makes the body react in a particular way |
| ▪ vial | a small glass container, for medicine or perfume |

Article accessed on May 4, 2025 from:

<https://www.nature.com/articles/d41586-025-01325-3>

Good luck!

Stefan