



School of Health and Education

WRITTEN EXAMINATION

Course: **English: Proficiency**

Sub-course: **Reading comprehension/Vocabulary knowledge**

Course code: **EN247G**

Credits for written examination: **3.0**

Date: **March 24, 2025**

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

Examination responsible: **Stefan Sönnnerhed**

Teachers concerned

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

Other

- | | |
|--------------|---|
| Instructions | <input type="checkbox"/> Take a new sheet of paper for each teacher. |
| | <input type="checkbox"/> Take a new sheet of paper when starting a new question. |
| | <input checked="" type="checkbox"/> Write only on one side of the paper. |
| | <input checked="" type="checkbox"/> Write your name and personal ID No. on all pages you hand in. |
| | <input checked="" type="checkbox"/> Use page numbering. |
| | <input checked="" type="checkbox"/> Don't use a red pen. |
| | <input type="checkbox"/> Mark answered questions with a cross on the cover sheet. |

Grade points: **Pass/E 54; D 62; C 70; B 80; A 88 (Maximum: 100)**

Examination results should be made public within 18 working days

Good luck!

Total number of pages **6**

EN247G – EXAM in Reading comprehension and Vocabulary knowledge

Name: _____ ID no: _____

This exam is divided into four sections:

▪ **Part One: Text discussion – 40 points**

Summarize the stories “A Belfast Woman” and “Going Home” from the coursebook *Criss-Cross Tales*. Make sure you include the most important parts of the stories in your essay summary; think especially of the lead questions in the exam. (1½–2½ pages)

▪ **Part Two: Questions on a previously unknown text/*Compendium* – 30 points**

Read the article “Women in Afghanistan: The Back Story” and answer/discuss the questions that follow. Note that some questions in this part are on articles in *Compendium*. Answer the questions one by one and in your own words. (1½–2½ pages)

▪ **Part Three: Vocabulary – 20 points**

Explain twenty English words/phrases, from *Criss-Cross Tales* and *Compendium*, listed in the vocabulary worksheet. Make sure you explain the words in a way that clearly explains what they mean. Write your answers on the test form next to each word or on a separate sheet.

▪ **Part Four: Oral presentation – 10 points**

Added here is your score in *Oral presentation* which was done in class prior to this exam.

Maximum points for the exam:	100
A	88
B	80
C	70
D	62
E	54
F	0-53

Part One: Text Discussion – 40 points

In “A Belfast Woman,” we meet Mary Harrison and her family of different generations, and in “Going Home,” we meet Billy who leaves his life in the big city to visit his family. To help you remember the stories, read the short extracts below. Then summarize both the stories in essay form. Your essay should be on 1½–2½ pages in total. Remember to structure your text well into paragraphs and to use correct sentence structure and punctuation. Carefully go through your writing for both vocabulary and grammar—including capital and lowercase letters.

“A Belfast Woman”

I mind well the day the threatening letter came. It was a bright morning, and warm, and I remember thinking when I was dressing myself that it would be nice if The Troubles were over so that a body could just enjoy the feel of a good day. When I came down the stairs the hall was dark but I could see the letter lying face down.

“Going Home”

At last he can walk this earth with pride, as his ancestors did many years before him. He had his first exhibition of paintings a month ago. They sold well and with the proceeds he bought the car.

The slender black hands swing the shiny black wheel around a corner. Blackness forms a unison of power.

Summarize both the stories in essay form—one essay only or one essay per story (either is okay). Include the following aspects when you write your summaries:

“A Belfast Woman”

1. Where does the story take place, and what's the significance of choosing just that place.
2. What the threatening letter is about and why people like Mary were given such letters.
3. Who the members of Mary's family are (children, mother, husband...) and Mary's relations to them (include how Eileen and Liam are different in your answer).
4. How Mary's (imagined) cancer and bleeding arm are important in the story?

“Going Home”

1. Who is Billy (William) Woodward?
2. What do we get to know about his family?
3. What happens on Billy's way home?
4. What does his brother mean by “welcome ‘ome, brother”?

Part Two: Questions on a previously unknown text/Compendium – 30 points

Answer the following questions in your own words, 1½–2½ pages (30 points with 4 points for each question #1-6 and 6 points for question #7):

Women in Afghanistan: The Back Story

Afghanistan - Women's Rights: Past And Present

Overview

Afghanistan has had a tumultuous recent past. In the last three decades, the country has been occupied by Soviet troops and US-led international forces, and in the years in between has been ruled by militant groups, including the infamously oppressive Taliban.

Throughout the changing political landscape of Afghanistan in the last fifty years, women have been campaigning for their rights and made some gains but the issue has also been exploited by different groups for political gain, sometimes being improved but often being abused.

'Afghan women were the ones who lost most from the war and militarisation.' - Horia Mosadiq

In this article, we will highlight the historical background of women's rights in Afghanistan, the current situation, as well as the current work by Amnesty International UK on this issue, including our calls for the UK government to act to protect the rights of women and girls.

A Brief History of Women's Rights In Afghanistan

Think of women in Afghanistan now, and you'll probably recall pictures in the media of women being forced to wear full-body burqas, perhaps the famous National Geographic photograph of 'the Afghan girl', or prominent figures murdered for visibly defending women's rights. But it hasn't always been this way.

'As a girl, I remember my mother wearing miniskirts and taking us to the cinema. My aunt went to university in Kabul.' Horia Mosadiq

Taliban's Impact On Women's Rights

Who Are The Taliban?

The Taliban is a group that emerged in 1994 after years of conflict. Many of their members were former Mujahedeen fighters who had been trained in Pakistan during Afghanistan's civil war in the '80s and '90s. They came together with the aim of making Afghanistan an Islamic state and ruled in Afghanistan from 1996 until 2001. Since then, the group has become notorious for their human rights abuses, especially towards women and girls.

Denying Women Human Rights

Under the Taliban, women and girls were discriminated against in many ways just for being women and girls. The Taliban enforced their version of Islamic Sharia law. Women and girls were banned from:

- going to school, studying;
- working;
- leaving the house without a male chaperone;
- showing their skin in public;
- accessing healthcare delivered by men (with women forbidden from working, healthcare was virtually inaccessible);
- being involved in politics or speaking publicly.

There were many other ways their rights were denied to them. Women were essentially invisible in public life, imprisoned in their homes. In Kabul, residents were ordered to cover their ground and first-floor windows so women inside could not be seen from the street. If a woman left the house, it was in a full body veil (burqa), accompanied by a male relative: she had no independence.

Men could commit domestic violence, injure and even kill their female family members with impunity. Instead, women who suffered rape and other forms of violence could end up being accused of 'moral crimes' and adultery and risk being stoned to death as punishment.

Afghan women were brutalised in the law and in nearly every aspect of their daily life. A woman in Kabul had the end of her thumb cut off for wearing nail varnish, for example, in 1996. Men defending women's rights and contravening the rules were also at risk.

'They shot my father right in front of me. It was nine o'clock at night. They came to our house and told him they had orders to kill him because he allowed me to go to school. The Mujahideen had already stopped me from going to school, but that was not enough. I cannot describe what they did to me after killing my father...'

A Fifteen Year-old Girl in Kabul, 1995

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

▪ tumultuous	involving a lot of change and confusion and/or violence
▪ infamously	well known for being bad or evil (here it's an adverb)
▪ oppressive	treating people in a cruel and unfair way and not giving them the same freedom, rights, etc. as other people
▪ chaperone	a person (such as a matron) who for propriety accompanies one or more young unmarried women in public or in mixed company
▪ impunity	if a person does something bad with impunity, they do not get punished for what they have done

Questions

1. Afghanistan has in the past 30 years experienced different forms of rule of their country. Which forms and how did those affect the people of Afghanistan?
2. How does Afghanistan of the past 30 years differ from Afghanistan in earlier years when it comes to women and women's rights according to one voice in the article?
3. Who are/were the Taliban, and how and why did they come into power?
4. In what ways are the laws of the country different between men and women?
5. Manizha Talash is a woman who competed in the Olympic Games in Paris. You can read about her in *Compendium*. What sport did she compete in—and what happened and why?
6. In another *Compendium* article, you can read about the two runners Chandler Self and Ariana Luteran. What was so special about their case(s)?
7. What is your own opinion of rules? In sports and in life in general? Do we live in a world where we're bound by too many rules—or are they most of the time justified? Are there laws that simply never should have been passed? Rules in school, families, sports...?

State your own opinions about what you think is reasonable in a rule-based world today. Besides giving your own opinions, you also need to relate your thoughts to at least two articles in *Compendium*. Feel free to include personal experiences of a direct or indirect kind.

[It's important that you express an opinion, but, besides relating it to the course literature, you are free to use any other examples/ideas you want—from the course literature as well as other sources.]

Part Three: Vocabulary – 20 points

Explain the following words/phrases in English writing a clear definition of what the words mean. Note the part of speech (word class). Write here or on a separate sheet (20 points with 1 point/word and a .5-point deduction for vague explanations).

Nouns and noun phrases

1. accordion
2. crew cut
3. eternity
4. foliage
5. lineage
6. manger
7. milestone
8. proceeds
9. stump
10. vial

Verbs and verb phrases

11. befall
12. don
13. hit the books
14. slight
15. smear
16. smirk
17. will (lexical verb)

Adjectives and adverbs

18. fatal
19. inhibited
20. ominous

Part Four: Oral presentations – 10 points

Your score: _____ points

Good luck ☺!

Stefan