



School of Health Sciences

## WRITTEN EXAMINATION

Course: **English: Proficiency**

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

Course code: **EN247G**

Credits for written examination: **3.0**

Date: **December 8, 2023**

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

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 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 “A Family Supper” 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 “A History of Women’s Prisons” and answer/discuss the questions that follow. Answer the questions one by one and make sure you do that 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 says 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:	<b>100</b>
E	<b>54</b>
D	<b>62</b>
C	<b>70</b>
B	<b>80</b>
A	<b>88</b>

### Part One: Text Discussion – 40 points

In “A Family Supper,” we meet a widower and his two adult children, and in “Going Home,” we meet Billy who travels back to his family to visit. 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 carefully go through your writing both for vocabulary and grammar—including capital and lowercase letters.

#### “A Family Supper”

Fugu poisoning is hideously painful and almost always fatal. If the fish has been eaten during the evening, the victim is usually overtaken by pain during his sleep. He rolls about in agony for a few hours and is dead by morning. [Note: The author uses generic “he” for either/any gender.]

...

#### “Going Home”

William Jacob Woodward passed fifth year with flying colours. All the teachers were proud of him. He went to the West Australian Institute of Technology to further improve his painting, to gain fame that way as well.

He bought clean, bright clothes and cut off his long hair that all the camp girls had loved.

Billy Woodward was a handsome youth, with the features of his white grandfather and the quietness of his Aboriginal forebears.

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 Family Supper”

1. What do we get to know about the narrator, his father, and his sister?
2. Where does the story take place?
3. The story includes the death of several people. Who were they, and how did they die?
4. During their supper, an incident with a photograph made the father upset. What happened?

#### “Going Home”

1. What do we know about the difference between Billy’s life in the city and his family’s life?
2. What are the reasons for Billy’s decision to go (drive) home?
3. Why does Billy’s mother seem upset with him?
4. What happens at the end of the story, and what does this say about racism and the attitude to the original inhabitants in Australia?

**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):

**POLITICS & HISTORY**

## **A History of Women's Prisons**

While women's prisons historically emphasized the virtues of traditional femininity, the conditions of these prisons were abominable.

**By: Jessica Pishko**

March 4, 2015

Friendship and betrayal are central themes in the Netflix series *Orange is the New Black*, which takes place in a women's prison where the environment is a lot like an all-women's college. The female prisoners, the show suggests, are "just like us," worried about interpersonal relationships as much as they are about survival. But the show seems to rely too much on stereotypes about women living in close quarters—that they're concerned with appearance, catty, and often manipulative. At the same time, *OITNB* gives a woman's version of the prison narrative, a genre that has its roots in social protest, and the show, along with the author of the titular book, Piper Kerman, uses the soap-opera format to persuade viewers that reforms are needed because we certainly wouldn't want to live as the characters do in the show. We are implicated because of the familiarity.

Perhaps the show struck such a popular chord because the mass incarceration of women is a relatively new phenomenon. According to The Sentencing Project, the number of women in prison rose 646 percent between 1980 and 2010, 1.5 times the rate of men over the same period. The same report notes that these women differ from their male counterparts: women tend to be convicted for nonviolent offenses. Women are much more likely to be the primary caretakers of children as well as victims of sexual abuse before and during incarceration. While the debate over women's experiences of incarceration appears contemporary, this question is embedded in old debates about femininity and the causes of women's "criminal" behavior. These gendered assumptions about what the model woman inmate should be have caused both substandard conditions and a greater emphasis on rehabilitation over punishment.

During the early 19th century, the paucity of female prisoners meant that most states didn't have separate female facilities. Before the 1820s, most prisons resembled classrooms where inmates lived in large rooms together like a dormitory. The newer prisons of the era, like New York's Auburn Prison, shepherded men into individual cells at night and silent labor during the day, a model that would prove enduring. Women at Auburn, however, lived in a small attic room above the kitchen and received food once a day. The conditions were so terrible that a chaplain famously noted, "To be a male convict in this prison would be quite tolerable; but to be a female convict, for any protracted period, would be worse than death."

In addition to receiving subpar resources and attention, female inmates were actually considered more trouble than men even though their crimes were often less violent. As inspectors of an Illinois prison wrote in their official report from 1845, "[From] past experience, not only in our own State, but in others, one female prisoner is of more trouble than twenty males." L. Mara Dodge, writing for the *Journal of Social History*, explains this common attitude derived from the idea that women needed individualized attention: "Because women were viewed as being more pure and moral by nature than men, the woman who dared



to stray or fell from her elevated pedestal was regarded as having fallen a greater distance than a male, and hence as being beyond any possibility of reformation."

As Nicole Hahn Rafter details in her article for *Crime and Justice*, separate women's prisons didn't appear regularly until the 1870s and were focused on making their residents "true" women while men were required to do the more masculine task of manual labor. The women were taught to sew and cook and most were released on parole to work as domestic servants, where it was assumed that the master of the house would take over the charge of ensuring good behavior.

While sex-specific prisons continued to emphasize the virtues of traditional femininity, the conditions of these prisons were abominable. Rafter describes the first women's prison, New York's Mount Pleasant Female Prison, which was established in 1835, as an overcrowded and inhumane institution where women were routinely subjected to straitjackets and gagging. It was closed by 1865. In the same vein, a mid-1840s report from an Ohio women's prison reported that "the women fight, scratch, pull hair, curse, swear and yell, and to bring them to order a keeper has frequently to go among them with a horsewhip."

Pishko, J. "A History of Women's Prisons," *JSTOR Daily*, March 4, 2015, accessed November 28, 2023. Web, <https://daily.jstor.org/history-of-womens-prisons/>

Vocabulary (definitions taken from Oxford Learners' Dictionaries: American English and Merriam-Webster)

▪ incarceration	confinement in a jail or prison: the act of imprisoning someone or the state of being imprisoned
▪ substandard	not as good as normal; not acceptable
▪ chaplain	a priest or other Christian minister who is responsible for the religious needs of people in a prison, hospital, etc. or in the armed forces
▪ parole	permission that is given to a prisoner to leave prison before the end of their sentence on condition that they behave well
▪ abominable	extremely unpleasant and causing disgust
▪ straitjacket	a piece of clothing like a jacket with long arms that are tied to prevent the person wearing it from behaving violently
▪ gag	to put a piece of cloth in or over someone's mouth to prevent them from speaking or shouting

## Questions

1. What are, according to the article, the differences between men and women (in the US) being sent to jail between 1980 and 2010. Explain the differences both regarding the change in numbers of prisoners and in terms of the prisoners' crimes?
2. What did a woman's prison in the United States look like around 200 years ago?
3. Who—men or women prisoners—were considered more trouble in the early 1800s and why?
4. How does Nicole Hahn Rafter describe the situation for the prisoners in the first women's prison in New York? (Express her points in your own words)
5. The *Compendium* article "Morocco's Nouhaila Benzina becomes first player to..." is about another kind of difference where women are subjected to different rules than men. What did she do that never had happened before (and that wouldn't happen to men)?
6. In the *Compendium* article "Texas Girl Born in..." we meet Aurora Sky Castner, a young woman who already from birth has had a life different than most of us. Where was she born, how was her upbringing, and what was special about her achievements (so far)?
7. What is your own opinion of how to best create a gender equal society? Should gender equality be created through laws, or is education the key? What other kinds and forms of inequality—or stereotypes—should be addressed today? What responsibilities do parents have here? What about educators (teachers) at different levels as well as governments?

State your own opinions about how to best create an equal society. But 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/inexact explanations).

#### *Nouns and noun phrases*

1. accordion
2. alchemist
3. barbed wire
4. bigot
5. elixir
6. finish line
7. lawn mower
8. obesity
9. ordeal
10. plumber
11. proceeds
12. venetian blinds

#### *Verbs and verb phrases*

13. befall
14. give out
15. persevere
16. slight
17. smirk

#### *Adjectives and adverbs*

18. deft
19. legit
20. rowdy

### Part Four: Oral presentations – 10 points

Your score: \_\_\_\_\_ points

Good luck ☺!

*Stefan*