



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: **October 25, 2024**

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 “June 2001: —and the Moon Be Still as Bright” and “The Mortal Immortal: A Tale” 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 “In History: How Tommie Smith and John Carlos's protest at the 1968 Mexico City Olympics shook the world” 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 “June 2001: —and the Moon Be Still as Bright,” we meet a group of men going on a very special mission, and in “The Mortal Immortal: A Tale” we can read about a man who’s lived for hundreds of years. 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.

#### “June 2001: —and the Moon Be Still as Bright”

Spender did not return in the following week. The captain sent searching parties, but they came back saying they didn’t know where Spender could have gone. He would be back when he got good and ready. He was a sorehead, they said. To the devil with him!

The captain said nothing but wrote it down in his log...

...

#### “The Mortal Immortal: A Tale”

I will tell my story, and my reader shall judge for me. I will tell my story, and so contrive to pass some few hours of a long eternity, become so wearisome to me. For ever! Can it be? to live forever! I have heard of enchantments, in which the victims were plunged into a deep sleep, to wake, after a hundred years, as fresh as ever.

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:

#### “June 2001: —and the Moon Be Still as Bright”

1. What is the setting of the story? Where does it take place? Why are they there?
2. Describe Jeff Spender, Captain Wilder, and Biggs.
3. What happened to the original inhabitants and how do the explorers react to this?
4. Why does Spender start killing, and how does Captain Wilder react?

#### “The Mortal Immortal: A Tale”

1. Who is Winzy, and who is Bertha, and what problem did they meet with as a couple?
2. Who is Cornelius Agrippa, and why is he important in this story?
3. What happens after Winzy drinks the potion, both as an immediate effect and in the long run?
4. What does Winzy think and do about his seemingly never-ending life? How do you interpret this half glass of a potion that would give eternal life?

**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):

## **In History: How Tommie Smith and John Carlos's protest at the 1968 Mexico City Olympics shook the world**

On 16 October 1968, two black US athletes – Tommie Smith and John Carlos – stood on the podium at the Mexico City Olympics, heads bowed. They wore black socks with no shoes; Smith wore a black scarf around his neck. As the US national anthem played, they each raised a black-gloved hand in silent protest.

Although no words were spoken, the moment was full of meaning. Smith, who had won gold in the 200m, setting a new world record, raised his right fist to represent Black Power. Bronze medallist Carlos, wearing a bead necklace to symbolise the lynchings of black Americans, raised his left fist to represent black unity. The scarf stood for black pride and the socks with no shoes represented African-American poverty.

The Black Power salute, as it came to be known, was a defiant statement against the systemic oppression of black people in the US and marked a defining moment in the history of civil rights activism. But their use of it on 16 October 1968 came at great personal cost to the athletes involved. Within hours, they were condemned by the International Olympic Committee. Two days later, they were suspended from the US team and sent home. And as these exclusive BBC archive clips show, Smith paid a heavy price – both personally and professionally – in the years to come.

Born into poverty in Texas in 1944, the seventh of 12 children, Smith had grown up seeing first-hand the racism of the segregated US South. Despite suffering pneumonia as a child, he had developed into a gifted athlete and by 1968 was the standout sprinter at San Jose State University in California, getting selected to represent the US in that summer's Olympics.

It was a year of intense political and social turmoil: the Vietnam War and the anti-war movement were in full swing, and the Civil Rights Movement had made the struggle for racial equality one of the defining issues of the era. In April, Dr Martin Luther King Jr had been murdered by a white gunman in Memphis, and presidential candidate Robert Kennedy was assassinated in Los Angeles a little over two months later. The period leading up to the 1968 Olympics was punctuated by widespread unrest. Many black athletes felt a deep sense of anger and frustration at the injustices they were facing every day.

In the wake of the protest, Smith and Carlos were vilified by much of the media and shunned by the US sporting establishment. In the years that followed, they were subjected to abuse and death threats. Smith attributed the break-up of his marriage to the stress of dealing with the fallout. When he should have been at the peak of his career, the US Olympic committee banned him from national and international competitions. By 1972, instead of preparing for the Munich Olympics, Smith, who was still the fastest man in the world, was reduced to training schoolchildren in Wakefield in northern England to earn a living.



Sport was one of the few areas where the ability of the individual could triumph over the barriers faced by black Americans, Smith explains in this BBC archive video. "The black athlete... has grown to know that the body could be a springboard to success. I think he works doubly hard at that as he would at anything else. Because in athletics, especially track and field, nobody can say you are no good. The only person who can say that is that clock," he says.

Despite the hardships he endured, Smith continued to speak out for social justice and equality. He completed a master's degree in sociology in 1974 and moved into teaching and athletics coaching, becoming a prominent advocate for racial equality in sport and society.

In 2008, Smith and Carlos were honoured with the Arthur Ashe Courage Award, which is presented annually to individuals whose contributions "transcend sports". US President Barack Obama said of the pair: "Their powerful silent protest in the 1968 Games was controversial, but it woke folks up and created greater opportunity for those that followed."

When asked by BBC Newsnight in 2012 if he regretted the salute, Smith said: "The only regret was that it had to be done".

Emily Lawrence, "Here's What Happens to Your Body if You Eat a Burger Every Day," Parade, August 21, 2023, accessed May 6, 2024.  
<https://parade.com/health/what-happens-if-you-eat-a-burger-every-day#:~:text=While%20it's%20true%20that%20burgers,why%20burgers%20are%20considered%20unhealthy>

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

- |                |   |
|----------------|---|
| ▪ podium       | here: a raised area on which a person stands to receive a prize in a sports competition   |
| ▪ lynch        | if a crowd of people lynches someone whom they consider guilty of a crime, they capture them, do not allow them to have a trial in court, and kill them illegally, usually by hanging |
| ▪ defiant      | openly refusing to obey someone or something, sometimes in an aggressive way  |
| ▪ civil rights | the rights that every person in a society has, for example to be treated equally, to be able to vote, work, etc. whatever their sex, race, or religion                                |
| ▪ segregate    | segregate somebody (from somebody) to separate people of different races, religions, or sexes and treat them in a different way   |
| ▪ unrest       | a political situation in which people are angry and likely to protest or fight  |
| ▪ vilify       | to say or write unpleasant things about someone or something so that other people will have a low opinion of them   |

## Questions

1. What were the medalists Tommie Smith and John Carlos wearing at the prize ceremony after the 200 meter race in the Olympics in Mexico City?
2. What consequences did their Black Power salute and protest have for the two athletes?
3. The year these protests took place in Mexico City was also a time of political importance for Americans. In what ways? Give several examples.
4. In what way were Tommie Smith and John Carlos honored in 2008 and what was the motivation for this?
5. The *Compendium* article “‘What’s more important, my dream or the women of Afghanistan?’: breakdancer Manizha Talash on her Olympic protest” tells us about a protest in this year’s Paris Olympics. What happened and why did Manizha Talash do this?
6. In the *Compendium* article “Texas Girl Born in Jail Heading to Harvard After Graduating at the Top of Her Class,” we can read about Sky Castner, a young woman whose life started off in an unusual way. What was her childhood like and how did things turn out for her?
7. What is your own opinion of fairness? In sports and in life in general? How do we best create a world where fairness and respect become key words and where people can reach their dreams and still be good people?

State your own opinions about how to best create a world based on fairness and respect. 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. burqa / burka
3. crew cut
4. disgrace
5. eternity
6. plumber
7. rosary beads
8. sheath
9. syringe
10. vial

#### *Verbs and verb phrases*

11. consent
12. don
13. root for
14. seep
15. squat
16. sway
17. will (lexical verb)

#### *Adjectives and adverbs*

18. epic
19. flawlessly
20. rowdy

### Part Four: Oral presentations – 10 points

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

Good luck ☺!

*Stefan*