



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: **May 22, 2026**

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 the stories “June 2001: —and the Moon Be Still as Bright” and “A Family Supper” from *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 “How schools are tracking students using their mobile phones” 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 “A Family Supper,” we meet a Japanese father and his two adult children. 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”

“That city there, Captain, is dead and has been dead a good many thousand years. That applies to those three cities in the hills also. But that fifth city, two hundred miles over, sir—”

“What about it?”

“People were living in it last week, sir.”

...

“A Family Supper”

No one spoke for a few seconds, then Kikuko rose to her feet. She took the photograph down from the wall, came back to the table and gave it to me.

“She looks a lot older,” I said.

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?
2. Describe Jeff Spender, Captain Wilder, and Biggs.
3. Who were the original inhabitants and what happened to them?
4. Why does Spender start killing, and how does Captain Wilder react to this?

“A Family Supper”

1. Describe the narrator, his father, and his sister Kikuko.
2. Why didn't the narrator know how his mother had died? How did she die?
3. Who is Mr. Watanabe and what happened to him and his family?
4. During their supper, an incident with a photograph made the father upset. What happened?

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):

How schools are tracking students using their mobile phones



Henrietta Cook

Australian schools are tracking what students do on their mobile phones using technology that can also disable their cameras.

In a bid to protect students from pornography, predators and other online dangers, some schools are turning to technology that notifies teachers, parents and welfare staff when students access concerning material on their mobile phones.

But students and privacy experts have raised concerns about the initiative, which they say erodes trust and puts children under unnecessary surveillance.

The surveillance tool, which has been developed by Australian company Family Zone and is being rolled out at 40 schools, can also block students' access to inappropriate internet sites and "distracting" phone apps.

It solves the issue of students bypassing filters on their school's internet network by using their personal phones.

Schools have a duty of care to ensure students don't put themselves at risk, Family Zone vice-president of education Robert Smyth said.

"If something goes wrong with that mobile device and the school has endorsed it then you can imagine there are all sorts of legal implications," he said.

Parents have to give permission for schools to use the technology, and can extend the surveillance into their homes.

It relies on students downloading a tamper-proof phone app, and a portal lets parents see what sites, messages and apps children are accessing. Schools and parents can deactivate the phone's cameras and a sleep timer bars students from accessing the internet at bedtime.

"If the school is having a school swimming gala they don't necessarily want kids taking photos and posting those photos," Mr Smyth said.

Marist College Bendigo decided to roll out the technology after fielding calls from parents who wanted more control over their children's phones.

The school's technology leader Tony Hoyer said parents and teachers would soon meet to decide which search terms would trigger an alert to wellbeing staff at the school and families. These might include suicide, eating disorders or the adult dating app Tinder.

"It is always a worry to supply devices to your kids. You don't know what they are up to and when they are at risk," he said. "This give parents a bit of control back and visibility. The monitoring is to start a conversation between the parent and the child rather than a punishment type of scenario."

While Marist College parents will have the option of seeing what their children are doing on their mobile phones, the school said it would not be utilising this function.

[...]

Henrietta Cook, "How schools are tracking students using their mobile phones," *Sydney Morning Herald* [Australia], July 16, 2017, retrieved October 13, 2017.

<http://www.smh.com.au/victoria/how-schools-are-tracking-students-using-their-mobile-phones-20170714-gxb6qq.html>

(Note that this is an excerpt only and not the whole article.)

Questions

1. Why have some Australian schools started using technology to track/control what students can do with their cell phones (here referred to as “mobile phones”) including the use of the phone camera?
2. What are the worries and concerns expressed by groups such as students and experts about this action?
3. Why is it also good for the school—at least when it comes to avoiding potential problems—to use an app where it’s possible to see what the students do with their cell phones?
4. How is the actual tracking of a student’s phone activated both regarding consent and the technical side?
5. The article “Controversial apps for kids make cosmetic surgery into a game” in *Compendium* tells us about apps that to many people send the wrong signal to children—especially one group of children. What does the app do, and what was the reaction to this among many parents?
6. In another *Compendium* article, you can read about the two runners Chandler Self and Ariana Luterman. What was so special about their case(s)?
7. Safety—especially for children—is a priority for most people. But how can we make the world a safe place for everyone: children as well as adults? Can it be done through legislation, through education, or at home?

State your own opinions about what you think is the best way to create a safe 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. alchemist
3. barbed wire
4. foliage
5. lawn mower
6. lineage
7. plumber
8. scholar
9. sheath
10. vial

Verbs and verb phrases

11. befall
12. give out
13. smear
14. sway
15. seep
16. slight
17. will (lexical verb)

Adjectives and adverbs

18. epic
19. fatal
20. legit

Part Four: Oral presentations – 10 points

Your score: _____ points

Good luck ☺!

Stefan