



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: **June 3, 2026**

Examination time: **14:15-18:30**

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

Some of the examples in the questions come from the following websites:

http://www.lafleemm.com/dynamic/online_practice3.php?practice_id=29

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

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. **Note:** An incorrect answer will result in one minus point (–1), whereas leaving the blank line will give 0 points. (4 points)

a) Dalarna may be one of the most popular tourist destinations. _____

b) In the north, there are various regions with great natural resources. _____

c) Skåne can often be reached by car or train. _____

d) Sweden consists of many regions. _____

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. (4 points)

About 95 percent of all adults use the left side of the brain for speaking and writing. The left side of the brain is also superior at doing math. The right side, however, has talents of its own: It excels at recognizing patterns, faces, and melodies.

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) A parking ticket was attached to the windshield wiper. Guess the car owner will be upset when he sees it.
b) The thieves took both the laptop and the cellphone. But the day after I got it back.

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) Bobby did not like going to the dentist; _____
(*because / furthermore / however / otherwise*), it was something that just had to be done.
- b) Daniel's family are all vegetarians; _____, (*finally / nevertheless / therefore / whereabouts*) Daniel eats meat every day.
- c) Police kept people away from the accident; _____
(*however / meanwhile / nevertheless / otherwise*), ambulance workers tried to pull victims out of the wreck.

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) After they left the party _____
- b) Dalarna isn't that far from here _____
- c) Everyone clapped their hands _____
- d) I was sleeping _____
- e) Trains are sometimes more expensive than flights _____
- f) What I said to my sister _____

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) Swimming is slower than to run.

- b) They bought three watermelons, five mangoes, and cherries.

- c) Why walking is better than to cycle.

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) After they watched the movie, they washed dishes, and fell asleep. _____
- b) Candy isn't good for your teeth. _____
- c) Is that really you? _____
- d) They called for an Uber, but the Uber didn't come. _____

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) After a two-hour drive.

- b) She paints flowers, she paints well.

- c) They took the bus to Copenhagen, and then they spent two days there, but after that they continued the trip to Berlin, and spent a week there.

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) Eve gave Adam an apple.

b) His sister paid for all pizzas.

c) The cleaning staff cleaned all the bathrooms yesterday.

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.

When writing by hand, underline details that should be written in italics on a computer. (4 points)

A print book with the facts below.

Title: Uncle Tom's Cabin

Author: Harriet Beecher Stowe

Publisher: Bantam Books

Year of publication: 1989

Media: Print

SUMMARY

11. **Summary.** Summarize the following excerpt from the article “France overturns law classing people as property – 178 years after it abolished slavery” (*The Guardian*, May 28, 2026). Your summary should be on 100–130 words and may include a maximum of two quotes. A few words are explained at the bottom of the page. (20 points)

France overturns law classing people as property – 178 years after it abolished slavery

National assembly votes to repeal Code Noir under which enslaved people were beaten, raped and killed

For almost 180 years after France abolished slavery, the Code Noir (Black Code) allowing enslaved humans to be treated as property and worked, beaten, sold, raped or killed, remained in place.

On Thursday, the country’s bitterly divided national assembly voted unanimously to repeal it, in a rare show of political unity.

The vote, passed by 254-0, puts an end to a 17th century law, signed by King Louis XIV in 1685, which codified the treatment of enslaved people in France’s colonies.

The French leader said the code “should never have survived the abolition of slavery” in 1848.

“The silence, even the indifference, that we have maintained for nearly two centuries towards this Code Noir is no longer an oversight. It has become a form of offence,” he added.

Macron added the issue of reparations was one “we must not refuse”, but the country “must not make false promises”.

Emotions were high in the lower house of parliament in the debate on the vote, with many astonished the law still existed.

Steevy Gustave, an MP from the French island of Martinique in the Caribbean whose ancestors were enslaved, was tearful as he told the national assembly: “No vote alone can repair centuries of shattered lives.

“We are not descendants of slaves, we are descendants of human beings born free, then reduced to the worst – reduced to slavery.”

The 60 articles within the code encompassed every aspect of a slave’s life. Article 44 declared a person “movable property”, while other clauses decreed those who fled be mutilated and that the word of an enslaved person counted for nothing.

Max Mathiasin, a French MP from Guadeloupe in the southern Caribbean, who tabled the motion repealing the law said he had bought copies of the original text but had never got around to reading them.

“As the great-great-grandson of people who were enslaved, I had never been able to read it in full. This was made by human beings, against human beings,” he told MPs.

He said the vote was “a way of restoring our ancestors, restoring our humanity”. It meant living up to the French Republic’s promise of liberty, equality and fraternity, he added.

France was the third-largest slave trading nation, after Britain and Portugal. It shipped an estimated 1.4 million Africans to sugar plantations in its colonies. The wealth it produced built the cities of Nantes and Bordeaux.

The wealthiest of those plantations were on Saint-Domingue, a French colony on the western third of the Caribbean island of Hispaniola, established in 1687. In 1804, those enslaved in the colony rose up, securing independence in the territory that became Haiti. However, Paris forced the freed slaves to pay reparations to cover their owners’ losses, a debt they were still paying until 1947.

After abolishing slavery, France maintained a number of its colonies. The four oldest – Guadeloupe, Martinique, French Guiana on the north-eastern coast of South America and the island of Réunion in the Indian Ocean – were made French overseas departments in 1946. Their 1.9 million population, most descended from enslaved people, are French citizens and governed from Paris.

[...]

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

- | | |
|---------------|--|
| ▪ unanimously | by everyone in a particular group |
| ▪ repeal | the act of repealing a law (= making it no longer a law) |
| ▪ abolition | the ending of a law, a system or an institution |

Article accessed on May 28, 2026 from:

<https://www.theguardian.com/world/2026/may/28/france-votes-code-noir-slavery-law-colonialism>

Good luck!

Stefan