



Cover sheet with information
to the invigilator

School of Health Sciences

Course: **English: Proficiency**

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

Course code: **EN247G**

Credits for written examination: **3.0**

Date: **June 3, 2025**

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

Available teacher

Available on phone number: **073-7209901**

Visiting the examination ☒ Yes (maybe)

☐ No

Aids and other information for invigilators: **None**

Calculator ☐ Provided by the University

Writing paper ☒ Lined

☐ Student's own calculator

☐ Squared

☒ Not allowed

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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: **June 3, 2025**

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

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 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 “The Real Story of Kathrine Switzer’s 1967 Boston Marathon” 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):

The Real Story of Kathrine Switzer's 1967 Boston Marathon

[...]

Arnie told and retold stories of famous Bostons. I loved listening to them—until this night when I snapped and said, "Oh, let's quit talking about the Boston Marathon and run the damn thing!"

"No woman can run the Boston Marathon," Arnie fired back.

"Why not? I'm running 10 miles a night!"

[...]

When we got to Hopkinton High School, the snow was really coming down. Since we'd pre-entered as a team, the race organizers had our stuff together for the team captain. A few minutes later, Arnie came out with the envelope and two number bibs each, to pin on our fronts and backs; they looked like cardboard license plates. We looked up our names in the printed start list and smiled at each other nervously. Seeing "K. Switzer" in print beside "261" gave me a little frisson. There were 741 people listed on the program, a huge race.

I pinned my numbers on my sweatshirt and not my burgundy top. It was the final commitment to wearing that warm sweatshirt for the whole race. I was pleased; the sweatshirt had been a buddy in Syracuse for several hundred miles and would live on another day, rather than dying at the roadside on the way to Boston. We started warming up. Everyone was darting about in different directions, all in grey sweat suits, some with hoods up, some with nylon windbreakers over them, some bare-legged, and some with shorts over the pants, a method of wearing sweats I never could understand. We all looked alike, like ragtags.

As runners jogged past, most kept their nervous eyes ahead, lost in prerace concentration, but plenty did double takes, and when they did I'd smile back or wave a little wave. Yep, I'm a girl, my look back said. Many of these guys turned right around and jogged over, all excited. "Hey! You gonna go the whole way?" "Gosh, it's great to see a girl here!" "Can you give me some tips to get my wife to run? She'd love it if I can just get her started." Arnie was kind of holding court with his "This girl ran me into the ground!" routine. He was shining. "See? I told you you'd be welcome at Boston," he said. Indeed, I felt very welcome. I felt special and proud of myself. I knew something other women didn't know, and I felt downright smug.

As we jogged over to the start, Tom said, "God, you're wearing lipstick!"

"I always wear lipstick. What's wrong with that?"

"Somebody might see you are a girl and not let you run. Take it off."

"I will not take off my lipstick."

[...]

Moments later, I heard the scraping noise of leather shoes coming up fast behind me, an alien and alarming sound amid the muted thump thumping of rubber-soled running shoes. When a runner hears that kind of noise, it's usually danger—like hearing a dog's paws on the pavement. Instinctively I jerked my head around quickly and looked square into the most vicious face I'd ever seen. A big man, a huge

man, with bared teeth was set to pounce, and before I could react he grabbed my shoulder and flung me back, screaming, "Get the hell out of my race and give me those numbers!" Then he swiped down my front, trying to rip off my bib number, just as I leapt backward from him. He missed the numbers, but I was so surprised and frightened that I slightly wet my pants and turned to run. But now the man had the back of my shirt and was swiping at the bib number on my back. I was making little cries of aa-uh, aa-uh, not thinking at all, just trying to get away, when I saw tiny brave Arnie bat at him and try to push him away, shouting, "Leave her alone, Jock. I've trained her, she's okay, leave her alone!" And the man screamed, "Stay out of this, Arnie!" and swatted him away like a gnat.

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

▪ frisson	a brief moment of emotional excitement
▪ dart about	to move around quickly, perhaps frequently changing directions
▪ ragtag (adjective)	(of a group of people or an organization) not well organized; giving a bad impression
▪ smug	having too high an opinion of oneself
▪ pounce	to make a sudden assault or approach
▪ gnat	a small fly with two wings, that bites

Questions

1. In the beginning of the article, we can read about the different opinions (Arnie and Kathrine) regarding if she could run a marathon or not. What's Arnie's point and what's Kathrine's?
2. What do we get to know about the bibs? Why doesn't it tell the runner's gender and where on her clothes did she put her bib?
3. There's one detail in the article about one thing that might have given Kathrine away as a female runner. What was that and how did she react to this?
4. How did Arnie help Kathrine from getting caught (and prevented from running) in the race?
5. In one article in *Compendium*, you can read about Egyptian fencer Nada Hafez. She was an Olympian in Paris but in a very special way. Why?
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. What is your own opinion of gender equality? Obviously men and women are different in ways like reproduction and average height and weight. But does this also have an impact on what we can do, what rights we have, what sports we can do, and what gender that should be dominant?

State your own opinions about what you think about gender equality in sports and society. 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. blotch
3. burqa / burka
4. eternity
5. kettle
6. manger
7. ordeal
8. sheath
9. vessel
10. vial

Verbs and verb phrases

11. befall
12. consent
13. jeer
14. hitchhike
15. smear
16. sway
17. wither

Adjectives and adverbs

18. epic
19. immortal
20. rowdy

Part Four: Oral presentations – 10 points

Your score: _____ points

Good luck ☺!

Stefan