



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: **March 21, 2024**

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

Examination responsible: **Stefan Sönerhed**

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 “June 2001: —and the Moon Be Still as Bright” 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 “Just 10 MINUTES playing an internet 'makeover' game...” 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 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:	<b>100</b>
A	<b>88</b>
B	<b>80</b>
C	<b>70</b>
D	<b>62</b>
E	<b>54</b>
F	<b>0-53</b>

### 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 “Going Home,” we meet Billy who leaves his life in the big city to visit his family. 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”

A man walked along the bank of the canal. The man threw a shadow down upon Biggs. Biggs glanced up.

“Well, I’ll be damned!” said Biggs.

“I’m the last Martian,” said the man, taking out a gun.

...

#### “Going Home”

The slender black hands swing the shiny black wheel around a corner. Blackness forms a unison of power.

For five years he has worked hard and saved and sacrificed. Now, on his twenty-first birthday, he is going home.

New car, new clothes, new life.

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?

#### “Going Home”

1. Who is Billy (William) Woodward?
2. What do we get to know about his family?
3. What happens on Billy’s way home?
4. What does his brother mean by “welcome ‘ome, brother”?

## 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):

### **Just 10 MINUTES playing an internet 'makeover' game makes schoolgirls want a slimmer figure, alarming study reveals**

- Primary school children desired slimmer figure immediately after playing
- Kids selected body shape which matched their own and one they desired
- Game is a 'blatant message' to change their appearance say researchers
- Increasing global concern surrounding girls growing up too quickly

Playing an internet game for just 10 minutes made young girls immediately desire a slimmer figure, researchers have found.

Schoolgirls recorded lower body satisfaction after playing a game where female characters are given a makeover.

Youngsters played Dream Date Dress Up, one of several appearance-focused games targeted at girls hosted on the Friv.com website.

A group of 40 eight and nine-year-olds from the south-west of England played the game, which sees players changing a female characters appearance to make her more attractive to her date.

Another 40 played Penguin Diner, a game from the same website which is not based on appearance.

The school children were then asked to select the silhouette of a body shape which they believed represented their own, and the one they most desired.

Both groups recorded a preference for a slimmer figure but children who had played Dream Date Dress Up registered a 'significantly' greater preference than those who had played Penguin Diner.

The research will be unveiled at Appearance Matters, a conference on body image and disfigurement in London later this month.

Dr Amy Slater, a senior research fellow at the University of the West of England in Bristol, will tell the conference she undertook the experimental research on internet games to gauge their impact on children's body satisfaction and career aspirations.

Dr Slater, who worked on the study with colleagues Emma Halliwell and Hannah Jarman, said the findings were cause for concern.

She said: 'This is concerning because we know girls who have body dissatisfaction at a young age are more likely to experience ongoing concerns when they grow up.

'Body dissatisfaction is known to be a risk factor for lowered self-esteem, disordered eating and depression.

'A game like that is sending a fairly blatant message for young girls that they need to change their appearance in order to be appealing to a boy and that you need to focus on your appearance to be attractive to the opposite sex.

'Young girls of six, seven, eight, nine and 10 are the target audience for this game. Do they need to even be thinking about how they would prepare to go on a date, and how they can make themselves look cute?

'This is not a helpful message for young girls to be focusing on.

She added: 'Even if they have not played this type of game, many young girls may be exposed to similar messages through magazines, advertising, clothing and toys.'

In 2014, Ofcom highlighted children were increasingly being attracted to websites which contain a large number of mini games.

Other appearance-related games on the site include Fashion Week Dress Up, Pin-up Facial Beauty and Selena's Date Rush.

Dr Slater chose to study the impact of internet games because their effect on young players had not been widely researched.

It follows widespread public and political concern about girls growing up too quickly.

She said: 'It's useful for parents to be aware of the types of messages children are being exposed to.

'Lots of parents may not realise these messages are prevalent in game websites like this.

'It would also be useful to see more societal level changes, with improved regulation, and ideally game-makers creating games which are appealing to young girls without containing these types of messages.

'We would welcome a discussion with the creators of these games.'

Matthews, S. "Just 10 MINUTES playing an internet 'makeover' game makes schoolgirls want a slimmer figure, alarming study reveals," Daily Mail Online, June 22, 2016, accessed March 3, 2024.  
<https://www.dailymail.co.uk/health/article-3654106/Internet-games-appearance-focus-detrimental-girls-body-image.html>

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

- |                 |  |
|-----------------|--|
| ▪ blatant       | (of actions that are considered bad) done in an obvious and open way without caring if people are shocked          |
| ▪ makeover      | the process of improving the appearance of a person or a place, or of changing the impression that something gives |
| ▪ disfigurement | [the act] to spoil the appearance of a person, thing, or place   |
| ▪ gauge         | to make a judgment about something, especially people's feelings or attitudes                                      |
| ▪ prevalent     | that exists or is very common at a particular time or in a particular place  |



## Questions

1. What was, according to the study and the article, the result of schoolgirls playing female makeover games?
2. What difference was shown among girls who played “Dream Date Dress Up” and those who played “Penguin Diner”?
3. What did Dr. Amy Slater intend to show with this study at the conference at the University of the West of England in Bristol?
4. What is Amy Slater’s message to parents and to society in general?
5. The *Compendium* article “Controversial apps for kids make cosmetic surgery into a game” discusses the negative impacts of cosmetic surgery apps. Give two examples of how such apps can have a negative effect on little girls. Include “beauty standard” in your answer.
6. The *Compendium* article “Bou Samnang: Meet the Cambodian runner who became a viral sensation at the SEA Games 2023” shows us what determination really means. In what way did Bou Samnang win the hearts of the audience?
7. What is your own opinion of how to best create a society where respect and equality are the cornerstones? Can we achieve this through legislation? Or is it something for schools and parents to achieve? Do we, as individuals, learn respect and equality “automatically” from life? Or, maybe, there’s no real need for this—people are already genuinely good?

State your own opinions about how to best create a society build on respect and equality. 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. barbed wire
3. crew cut
4. finish line
5. grit
6. hatchet
7. Ivy League
8. manger
9. proceeds
10. venetian blinds

#### *Verbs and verb phrases*

11. consent
12. don
13. hitchhike
14. plod on
15. root for
16. seep
17. sway

#### *Adjectives and adverbs*

18. inhibited
19. strained (of a situation)
20. supercilious

### Part Four: Oral presentations – 10 points

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

Good luck ☺!

*Stefan*