



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: December 4, 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 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

One of the examples in the questions comes from the following website:

<https://www.pearson.com/content/dam/one-dot-com/one-dot-com/us/en/higher-ed/en/products-services/course-products/mcwhorter-2e-info/pdf/sample-chapter--ch03.pdf>

Maximum points for the exam:	80
A	72
B	64
C	58
D	52
E	48
F	0-47

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

a) Algebra and many other parts of math are difficult for many people. _____

b) Girl math may not be a science, but it's incredibly intuitive. _____

c) There are many kinds of different sciences. _____

d) Women have contributed more to the development than they get credit for. _____

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. This paragraph is slightly modified for the exam. (4 points)

In the past few years, social networking sites such as MySpace, Facebook, and Twitter have become hugely popular across all ages. Despite the opinions of some that young people are in danger of turning into crouching androids glued to their computers, research shows that the majority of friendships are still maintained offline. Offline friendships are characterized by more interdependence, depth, understanding, and commitment, but online friendships can gain some of these qualities with time. Most online friends tend to be rather cautious about disclosing personal information.

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) I found a notebook in the classroom. Don't know who it belongs to. Hopefully, he will come and pick it up soon.
- b) We played soccer last weekend. It didn't go very well. I hit a window and an old vase in someone's garden. Guess I'll have to fix it or replace it.

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) All students must take final exams; _____
(*furthermore / on the contrary / otherwise / therefore*), they will receive a grade of Incomplete.

b) In warm climate zones, water evaporates rapidly; _____
(*additionally / however / moreover / therefore*), the concentration of salt is greater.

c) The student's essay was badly written. _____
(*Consequently / Moreover / Otherwise / Therefore*), it was too short.

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) And I can pay for all of us _____
- b) Because they say so _____
- c) Did you see the moose? _____
- d) Do you prefer tea or coffee? _____
- e) The women in the world do most of the housework. _____
- f) What they live _____

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) I'll buy three muffins, two small cakes, and gingerbread cookies.

b) The referee gave one player a red card and was giving two players yellow cards.

c) Water leaked through the floor and was making the basement dirty.

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) Because she forgot her ID, she couldn't take the exam. _____
- b) Do you want to build a snowman? _____
- c) Our English teacher is a super hero, and he's a good soccer player. _____
- d) Taylor Swift wrote "Love Story" after she met a guy. _____

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 I missed the train.

- b) Our little goalkeeper is really good, she's a player to build a team around.

- c) They won first prize, and they didn't expect that, so they thought they should celebrate, and they booked a table at a fancy restaurant, but they forgot to bring money or a credit card, so they had to leave without having celebrated at all, but that's life.

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) Billie Eilish wrote "What Was I Made For."

b) She solved the problem using girl math.

c) The only way to enter the room was to say the secret password.

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. Underline details that should be written in italics on a computer. (4 points)

A book with the facts below.

Title: Uncle Tom's Cabin
Author: Harriet Beecher Stowe
Name of publisher: Bantam Books
Year of publication: 1981
Media: Print

SUMMARY

11. **Summary.** Summarize the following excerpt from the article “Neanderthals and early humans ‘likely to have kissed’, say scientists” by Nicola Davis (*The Guardian*, November 19, 2025). Your summary should be on 120–150 words and may include a maximum of two short quotes. A few words are explained on the next page. No citation is needed. (20 points)

Neanderthals and early humans ‘likely to have kissed’, say scientists

Study from University of Oxford looks into evolutionary origins of kissing and its role in relations between species

From Galápagos albatrosses to polar bears, chimpanzees to orangutans, certain species appear to kiss. Now researchers suggest Neanderthals did it too – and might even have locked lips with modern humans.

It is not the first time scientists have suggested Neanderthals and early modern humans were intimately acquainted. Among previous studies, researchers have found humans and their thick-browed cousins shared the same mouth microbe for hundreds of thousands of years after the two species split, suggesting they swapped saliva.

Dr Matilda Brindle, an evolutionary biologist and the first author of the new study from the University of Oxford, said while various theories had been proposed, the new work supported a simple explanation.

“Probably they were kissing,” she said, adding that the idea chimed with research that has found humans of non-African ancestry have bits of Neanderthal DNA in their genome, revealing interbreeding was at play.

“It certainly puts a more romantic spin on human-Neanderthal relations,” Brindle said.

Writing in the journal *Evolution and Human Behavior*, Brindle and colleagues report how, to investigate the evolutionary origins of kissing, they first had to come up with a definition that was not limited to how humans smooch.

“There have been some previous attempts to define a kiss, but it’s very much been human-centric, which means that basically other animals don’t kiss. Now we know that they probably do, it might just not look exactly what human kissing looks like,” said Brindle.

However, she said some behaviours that looked like kissing were something rather different – such as the chewing and transfer of food, or “kiss-fighting”, seen in fish known as French grunts.

As a result the team came up with a definition of kissing based on friendly interactions involving directed mouth-to-mouth contact with a member of the same species, with some movement of the mouth but no transfer of food.

Brindle said they focused on reports of kissing in primates from Africa and Asia, including bonobos, chimpanzees and orangutans, and used YouTube videos to confirm the reports.

The researchers then combined this data with information on the evolutionary relationships between living and extinct species of such primates.

The team say the results suggest kissing evolved somewhere between 21.5m and 16.9m years ago in the ancestors of the large apes.

The position of Neanderthals on this family tree means it is likely they, too, indulged in a kiss, the researchers say. But the behaviour might not have been confined to their own species.

"The fact that humans kiss, the fact that we now have shown that Neanderthals very likely kissed, indicates that the two [species] are also likely to have kissed," Brindle added. [...]

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

▪ microbe	an extremely small living thing that you can only see under a microscope and that may cause disease
▪ chime with	to agree with something; to be similar to something
▪ genome	the complete set of genes in a cell or living thing
▪ smooch	to kiss and hold somebody closely, especially when you are dancing slowly
▪ indulge in	to allow yourself to have or do something that you like, especially something that is considered bad for you

Article accessed on November 22, 2025 from:

<https://www.theguardian.com/science/2025/nov/19/neanderthals-early-humans-kissed-research-evolution>

Good luck!

Stefan