

# Screening i engelsk II

Materiale til udgangsscreeningen af eleverne i 1.g

Punktumprøve

Læsetest og resume

Læsetest og resume

Orddiktat

Grammatiske indsætningsøvelser

Undervisningsministeriet

Uddannelsesstyrelsen

GYA

Januar 2000



A  
1.1

Navn:  
Masse:  
**Punktumprøve**

*Nedenfor er en tekst uden tegn. Du får fem minutter til at markere punktummer i teksten. Af hensyn til rettelser bedes du markere punktum med en skråstreg: /*

He spent most of his time at home he got up late in the morning or early in the afternoon and dressed in his bathing suit after breakfast he went out to the pool unless it rained he floated all afternoon and right up until it was time for dinner on an old rubber raft he had found which had not been used for a long time each evening he ate dinner with his parents since his father insisted that he should wear more than his bathing suit to the table he put on a shirt and rolled up its sleeves around his elbows after dinner he took a can of beer with him into the den and watched television then when it was later and his parents had gone to bed he usually poured himself a glassful of bourbon to drink as he watched the movies that came on after the comedy programs had ended once or twice he fell asleep in his chair and woke up hours later just as it was beginning to get light outside but usually the movies kept him awake

A

1.2

You Are Now Entering the Human Heart

By Janet Frame

*Læs denne tekst igennem. Når du er færdig, skal du se op og notere det tal som står på tavlen på spørgemarket.*

I looked at the notice. I wondered if I had time before my train left Philadelphia for Baltimore in one hour.

The heart, ceiling-high, occupied one corner of the large exhibition hall, and from wherever you stood in the hall, you could hear its beating thum - thump - thum - thump. It was a popular exhibit, and sometimes, when there were too many children about, the entrance had to be roped off, as the children loved to race up and down the blood vessels and match their cries with the heart's beating. I could see that the heart had already been punished for the day - the floor of the blood vessel was worn and dusty, the chamber walls were covered with marks, and the notice "You Are Now Taking the Path of a Blood Cell Through the Human Heart", hung askew. I wanted to see more of the Franklin Institute and the Natural Science Museum, but a journey through the human heart would be fascinating. Did I have time?

Later. First I would go to the hall of North America, among the bear and bison, and catch up on American flora and fauna.

I made my way to the hall. More children, sitting in rows on canvas chairs. An elementary class from a city school, under the control of an elderly teacher. A museum attendant holding a basket, and all eyes gazing at the basket.

"Oh," I said. "Is this a private lesson? Is it all right for me to be here?"

The attendant was brisk. "Surely. We're having a lesson in snake-handling," he said. "It's something new. Get the children young and teach them that every snake they meet is not to be killed. People seem to think that every snake has to be knocked on the head. So we're getting them young and teaching them."

"May I watch?" I said.

"Surely. This is a common grass snake. No harm, no harm at all. Teach the children to learn the feel of them, to lose their fear."

He turned to the teacher. "Now, Miss - Mrs -," he said.

"Miss Aitcheson."

He lowered his voice. "The best way to get through to the children is to start with the teacher," he said to Miss Aitcheson. "If they see you're not afraid, then they won't be."

She must be near retiring age, I thought. A city woman. Never handled a snake in her life. Her face was pale. She just managed to drag the fear from her eyes to some place in the depths, where it lurked like a dark stain. Surely the attendant and the children noticed?

"It's harmless," the attendant said. He'd been working with snakes for years.

Miss Aitcheson, I thought again. A city woman born and bred. All snakes were creatures to kill, to be protected from, alike the rattler, the copperhead, king snake, grass snake - poison and victims.

Were there not places in the South where you couldn't go into the streets for fear of rattlesnakes?

Her eyes faced the lighted exits. I saw her fear. The exit light blinked, hooded. The children, none of whom had ever touched a live snake, were sitting hushed, waiting for the drama to begin; one or two looked afraid as the attendant withdrew a green snake about three feet long from the basket and with a swift movement, before the teacher could protest, draped it round her neck and stepped back, admiring and satisfied.

"There," he said to the class. "Your teacher has a snake around her neck and she's not afraid."

Miss Aitcheson stood rigid; she seemed to be holding her breath.

"Teacher's not afraid, are you?" the attendant persisted. He leaned forward, pronouncing judgement on her, while she suddenly jerked her head and lifted her hands in panic to get rid of the snake.

Then, seeing the children watching her, she whispered. No, I'm not afraid. Of course not.' She looked around her.

"Of course not," she repeated sharply.

I could see her defeat and helplessness. The attendant seemed unaware. What did she care for the preservation and welfare of copperheads and rattlers and common grass snakes? What did she care about some day walking through the woods or the desert and deciding between killing a snake and setting it free, as if there would be time to decide, when her journey to and from school in downtown Philadelphia held enough danger to occupy her? In two years or so she'd retire and be in that apartment by herself and no doorman, and everyone knew what happened then, and now she'd be afraid to answer the door and to walk after dark and carry her pocketbook in the street. There was enough to think about without learning to handle and love the snakes, harmless and otherwise, by having them draped around her neck for everyone, including the children - most of all the children - to witness the outbreak of her fear.

"See, Miss Aitcheson's touching the snake. She's not afraid of it at all."

As everyone watched, she touched the snake. Her fingers recoiled. She touched it again.

"See, she's not afraid. Miss Aitcheson can stand there with a beautiful snake around her neck and touch it and stroke it and not be afraid."

The faces of the children were full of admiration for the teacher's bravery, and yet there was a cruelly persistent tension; they were waiting, waiting.

"We have to learn to love snakes," the attendant said. "Would someone like to come out and stroke teacher's snake?"

Silence.

One shamefaced boy came forward. He stood petrified in front of the teacher. "Touch it," the attendant urged. "It's a friendly snake. Teacher's wearing it around her neck and she's not afraid."

The boy darted his hand forward, rested it lightly on the snake, and immediately withdrew his hand. Then he ran back to his seat. The children shrieked with glee.

"He's afraid," someone said. "He's afraid of the snake."

The attendant soothed. "We have to get used to them, you know. Grownups are not afraid of them, but we can understand that when you're small you might be afraid, and that's why we want you to learn to love them. Isn't that right, Miss Aitcheson? Isn't that right? Now who else is going to be brave enough to touch teacher's snake?"

Two girls came out. They stood hand in hand side by side and stared at the snake and then at Miss Aitcheson.

I wondered when the torture would end. The two little girls didn't touch the snake, but they smiled at it and spoke to it and Miss Aitcheson smiled at them and whispered how brave they were.

"Just a minute," the attendant said. "There's really no need to be brave. It's not a question of bravery. The snake is harmless, absolutely harmless. Where's the bravery when it is harmless?"

Suddenly the snake moved around to face Miss Aitcheson and thrust its flat head towards her cheek.

She gave a scream, flung up her hands, and tore the snake from her throat and threw it on the floor, and, rushing across the room, she collapsed into a small canvas chair beside the Bear Cabinet and started to cry.

I didn't feel I should watch any longer. Some of the children began to laugh, some to cry. The attendant picked up the snake and nursed it. Miss Aitcheson, recovering, sat helplessly exposed by the small piece of useless torture. It was not her fault she was city-bred, her eyes tried to tell us. She looked at the children, trying in some way to force their admiration and respect; they were shut against her. She was evicted from them and from herself and even from her own fear-infested tomorrow, because she could not promise to love and preserve what she feared. She had nowhere, at that moment, but the small canvas chair by the Bear Cabinet of the Natural Science Museum.

I looked at my watch. If I hurried, I would catch the train from Thirtieth Street. There would be no time to make a journey through the human heart.

I hurried out of the museum. It was freezing cold. The icebreakers would be at work on the Delaware and Susquehanna; the mist would have risen by the time I arrived home. Yes, I would just catch the train from Thirtieth Street. The journey through the human heart would have to wait until some other time.

Navn:

Klasse:

Sluttid:

A

1.2 og 1.3

You Are Now Entering the Human Heart

*Besvar de følgende spørgsmål ved at sætte ring om det rigtige svar.*

*Skriv herefter et ca. 10 liniers resume af teksten på engelsk på bagsiden af papiret. Du må begynde at besvare spørgsmålene og derefter skrive referatet, så snart du har læst teksten og noteret den tid, som står på tavlen.*

1. The story takes place in
  - a) Australia
  - b) England
  - c) The United States
  - d) New Zealand
2. The narrator is visiting
  - a) the Zoo
  - b) the Natural Science Museum
  - c) a school
  - d) a playground with animals
3. The narrator
  - a) goes through the heart
  - b) goes to the bear and bison exhibit
  - c) sees pictures of American flowers and animals
  - d) notices a school class with a teacher
4. The snake experience is
  - a) planned by the teacher and attendant together
  - b) the children's idea
  - c) part of the museum's educational programme
  - d) planned by the teacher
5. The teacher is
  - a) from the country
  - b) quite young
  - c) a keen zoologist
  - d) in the last years of her teaching career

NAVN:

KLASSE:

6. The snake is

- a) a boa constrictor
- b) a worm
- c) a poisonous snake
- d) a harmless grass snake

7. The narrator

- a) feels sorry for the teacher
- b) tells the attendant to stop
- c) touches the snake
- d) removes the snake

8. The teacher

- a) is interested in the preservation of rattlesnakes
- b) is scared to death
- c) tells the attendant to remove the snake
- d) remains unaffected

9. The children

- a) are used to snakes
- b) are interested in natural science
- c) are waiting for something exciting to happen
- d) feel sorry for the teacher

**Navn:**

**Klasse:**

A

## **II.1 Orddiktat**

*Læreren læser hver sætning højt og gentager det ord, som skal skrives*

1. She felt \_\_\_\_\_ after hearing those strong words
2. The children were eating \_\_\_\_\_ ice-creams
3. He has just \_\_\_\_\_ himself some new clothes
4. We \_\_\_\_\_ that you must have tried this before
5. The baby threw \_\_\_\_\_ food on the floor
6. I have not \_\_\_\_\_ that story before
7. She \_\_\_\_\_ that he would phone again the next day
8. He will be \_\_\_\_\_ next week
9. Go \_\_\_\_\_ the city centre if you want to find a new dress
10. We \_\_\_\_\_ a lot of Christmas presents last year
11. \_\_\_\_\_ were many people in the park
12. They never get \_\_\_\_\_ to eat
13. I have lived \_\_\_\_\_ for many years
14. Will the prince \_\_\_\_\_ into a frog?
15. She \_\_\_\_\_ the ball into the net
16. I should like to \_\_\_\_\_ the lark sing
17. She has read four detective stories, I have only read \_\_\_\_\_
18. I wonder precisely when it \_\_\_\_\_

19. Try again, you may never have another \_\_\_\_\_
20. Men and \_\_\_\_\_ are born equal
21. Doctors are \_\_\_\_\_ people
22. Have you ever been abroad? Yes, \_\_\_\_\_
23. \_\_\_\_\_ is thicker than water
24. We have no reason to \_\_\_\_\_ her story
25. They all wanted to go to the cinema, so I went \_\_\_\_\_
26. Ask him \_\_\_\_\_ platform the train leaves from
27. I did it \_\_\_\_\_ he told me to
28. I have never \_\_\_\_\_ in a situation like this before
29. She was \_\_\_\_\_ to read the news
30. The \_\_\_\_\_ must be informed

Navn:  
Masse:

A

### II.3 Grammatiske indsætningsøvelser

Sæt ring om det ord i parentes du mener skal sættes ind i sætningen.

Eksempel: I have seen that they have \_\_\_\_\_ hands at the party (*hold/held*)

Du har 1 D min. til opgaven.

#### 1. Kongruens

- Several friends \_\_\_\_\_ asked about my trip to England. (has/ have)
- There \_\_\_\_\_ a big spelling mistake in your essay. (is/ are)
- The furniture \_\_\_\_\_ a present from my parents. (was/ were)
- A cat and a dog \_\_\_\_\_ been seen playing with each other next door. (has/ have)
- Most people \_\_\_\_\_ to watch good comedy shows on TV. (loves/ love)
- The relationship between the USA and Iraq \_\_\_\_\_ to be very bad. (continue /continues)
- My little brother \_\_\_\_\_ more English than I do. (know /*knows*)
- Smoking cigarettes or cigars in the canteen \_\_\_\_\_ not allowed. (is/ are)
- \_\_\_\_\_ the girls left for Australia? (have /has)
- A lot of the cheese \_\_\_\_\_ left. (was/were)

#### 2. Uregelmæssige udsagnsord

- My best friend has been \_\_\_\_\_ to hospital. (took/ taken)
- The scientists thought they had \_\_\_\_\_ the answer. (find/found)
- The husband had \_\_\_\_\_ the wedding anniversary. (forgot /forgotten)
- The author \_\_\_\_\_ his manuscript to the publisher. (send /sent)
- Anne has \_\_\_\_\_ a book about her time as an au pair in Australia. (wrote /written)
- The bird has \_\_\_\_\_ its wing. (broke / broken)
- He \_\_\_\_\_ his glasses on the bedside table. (lay / laid)
- The lazy student finally \_\_\_\_\_ a doctor of medicine. (became/ become)
- In the race Peter had \_\_\_\_\_ as fast as he could. (ran /run)
- "The Titanic" \_\_\_\_\_ off the Canadian coast. (sank/ sunk)

#### 3. Tillægsord/biord

- It has been a very \_\_\_\_\_ winter. (mild / mildly)
- She read the instructions \_\_\_\_\_. (careful/ carefully)
- The soldier looked very \_\_\_\_\_, but he was very nervous. (calm / calmly)
- The footballer played \_\_\_\_\_ in the match at Wembley. (good/ well)
- It was an \_\_\_\_\_ tough Latin test. (extreme / extremely)
- This was a most \_\_\_\_\_ answer to my question. (unusual/ unusually)
- The soprano sang \_\_\_\_\_. (beautiful / beautifully)
- The boxer knocked his opponent \_\_\_\_\_. (unconscious / unconsciously)
- Tonight we are going to watch an \_\_\_\_\_ good movie. (incredible /incredibly)
- \_\_\_\_\_ the plane tickets arrived in time (Fortunate / Fortunately)

#### 4. Henførende stedord

- We had a fine talk, \_\_\_\_\_ I enjoyed very much. (who /which)
- My new car, \_\_\_\_\_ colour was picked by my wife, is very good. (which /whose)
- Will you still marry Arthur, \_\_\_\_\_ has been your boyfriend for four years?(there /who)
- My neighbour, \_\_\_\_\_ wife is from Australia, is planning to emigrate. (who's/ whose)

**Navn:**  
**Klasse**

A

**II.4 Oversættelse af sætninger fra dansk til engelsk**

*Oversæt nedenstående sætninger fra dansk til engelsk. Skriv den engelske sætning under den danske. Du har 5 minutter til opgaven.*

1. Tom vidste ikke, om han havde gjort det rigtige.
  
2. Følte du dig træt?
  
3. Er De ikke lige kommet tilbage fra Australien?
  
4. Han er lærer.
  
5. Han var nødt til at smide mange af møblerne ud.
  
6. Oversæt sætningen til engelsk.
  
7. For et år siden valgte hun at gå ud af skolen.
  
8. Pigernes nye sko er blevet væk.
  
9. Hun havde altid nydt at gå lange ture.
  
10. Han behandler hende dårligt.



## Til læreren: Punktumprøve

**B**

I.1

Antal punktummer: 9

Antallet af manglende punktummer samt af evt. forkert satte punktummer skal registreres. Nemmeste rettemetode er følgende: Lav en overhead af elevarket med indsatte skråstreger. Læg den over elevens besvarelse. Optæl antal:

- 1) manglende punktummer
- 2) forkert satte punktummer

og skriv det samlede antal fejl.

He spent most of his time at home/ He got up late in the morning or early in the afternoon and dressed in his bathing suit/ After breakfast he went out to the pool/ Unless it rained he floated all afternoon and right up until it was time for dinner on an old rubber raft he had found which had not been used for a long time/ Each evening he ate dinner with his parents/ Since his father insisted that he should wear more than his bathing suit to the table he put on a shirt and rolled up its sleeves around his elbows/ After dinner he took a can of beer with him into the den and watched television/ Then when it was later and his parents had gone to bed he usually poured himself a glassful of bourbon to drink as he watched the movies that came on after the comedy programs had ended/ Once or twice he fell asleep in his chair and woke up hours later just as it was beginning to get light outside, but usually the movies kept him awake/

## Lærervejledning til læsescreening

### B

#### I.2

Eleverne får udleveret teksten *You Are Now Entering the Human Heart* samt opgaveark hertil. Dette opgaveark udfyldes af eleverne, når de har læst teksten. Den enkelte elev går i gang med at besvare spørgsmålene og herefter at skrive resume, så snart den pågældende har læst teksten færdig og noteret sin læsetid fra tavlen. Eleverne må ikke se opgavearket, før de læser. Ved besvarelsen af opgaverne må man ikke gå tilbage til teksten. Opgaverne består af 10 multiple choice spørgsmål og et resume på ca. 10 linier på engelsk. Medens eleverne læser, skriver læreren hvert halve minut det antal sekunder, der er gået. Når et nyt diktat skal skrives, streges det forrige ud. Et stopur er meget nemmere at anvende end et armbåndsur. Det tal, som nyligst er skrevet på tavlen, når eleven ser op efter endt læsning, skal eleven notere i feltet hertil på opgavearket.

Besked til eleverne:

*"I har nu fået udleveret en novelletekst. Når jeg siger, "værsgo", skal I læse teksten. I må ikke skrive navn på, gøre notater eller understrege i teksten. Når I er færdige, skal I på det løse opgaveark notere sluttid, dvs. det tal, der på det pågældende tidspunkt står på tavlen. I må ikke se på arket forinden eller notere på det, mens I læser. Derefter skal I besvare spørgsmålene på opgavearket og straks herefter skrive et kort resume af novellen på bagsiden af opgavearket. Resuméet må fylde ca. 10 linier og skal skrives på engelsk."*

Teksten har i alt 1432 ord, og det giver følgende antal ord pr. minut:

Sekunder/halve minutter	Læsehastighed ord/min.
3 minutter=180 sek.	477
3½=210	409
4=240	358
4½=270	318
5=300	286
5½=330	260
6=360	239
6½=390	220
7=420	205

7½=450	191
8=480	179
8½ =510	168
9=540	159
9½=570	151
10=600	143
10½=630	136
11=660	130
11½=690	125
12=720	119
12½=750	115
13=780	110

Et lavere antal ord pr. min noteres blot som "færre end 110 ord pr. min."

**Lærerkark: *You Are Now Entering the Human Heart***

**B**

**I.2**

*Besvar de følgende spørgsmål ved at sætte ring om det rigtige svar.*

*Skriv herefter et ca. 10 liniers resume af teksten på engelsk på bagsiden af papiret. Du må begynde at besvare spørgsmålene og derefter skrive referatet, så snart du har læst teksten og noteret den tid, som står på tavlen.*

1. The story takes place in
  - a) Australia
  - b) England
  - c) **The United States**
  - d) New Zealand
  
2. The narrator is visiting
  - a) the Zoo
  - b) **the Natural Science Museum**
  - c) a school
  - d) a playground with animals
  
3. The narrator
  - a) goes through the heart
  - b) goes to the bear and bison exhibit
  - c) sees pictures of American flowers and animals
  - d) **notices a school class with a teacher**
  
4. The snake experience is
  - a) planned by the teacher and attendant together
  - b) the children's idea
  - c) **part of the museum's educational programme**
  - d) planned by the teacher
  
5. The teacher is
  - a) from the country
  - b) quite young
  - c) a keen zoologist
  - d) **in the last years of her teaching career**

6. The snake is
  - a) a boa constrictor
  - b) a worm
  - c) a poisonous snake
  - d) **a harmless grass snake**
  
7. The narrator
  - a) feels **sorry for the teacher**
  - b) tells the attendant to stop
  - c) touches the snake
  - d) removes the snake
  
8. The teacher
  - a) is interested in the preservation of rattlesnakes
  - b) **is scared to death**
  - c) tells the attendant to remove the snake
  - d) remains unaffected
  
9. The children
  - a) are used to snakes
  - b) are interested in natural science
  - c) **are waiting for something exciting to happen**
  - d) feel sorry for the teacher

## Lærerark til orddiktat

### B

#### II.1

Læreren læser hver sætning højt og gentager de(t) ord, som skal skrives

1. She felt **hurt** after hearing those strong words
2. The children were eating **their** ice-creams
3. He has just **bought** himself some new clothes
4. We **know** that you must have tried this before
5. The baby threw **its** food on the floor
6. I have not **heard** that story before
7. She **thought** that he would phone again the next day
8. He will be **coming** next week
9. Go **through** the city centre if you want to find a new dress
10. We **received** a lot of Christmas presents last year
11. **There** were many people in the park
12. They never get **enough** to eat
13. I have lived **here** for many years
14. Will the prince **change** into a frog?
15. She **threw** the ball into the net
16. I should like to **hear** the lark sing
17. She has read four detective stories, I have only read **two**
18. I wonder precisely when it **happened**
19. Try again, you may never have another **chance**
20. Men and **women** are born equal
21. Doctors are **busy** people
22. Have you ever been abroad? Yes, **of course**
23. **Blood** is thicker than water
24. We have no reason to **doubt** her story
25. They all wanted to go to the cinema, so I went **too**
26. Ask him **which** platform the train leaves from
27. I did it **because** he told me to
28. I have never **been** in a situation like this before
29. She was **disappointed** to read the news
30. The **police** must be informed

## Lærerark til grammatiske indsætningsøvelser

### B

#### II.3

##### 1. Kongruens

- a) Several friends have asked about my trip to England.
- b) There is a big spelling mistake in your essay.
- c) The furniture was a present from my parents.
- d) A cat and a dog have been seen playing with each other next door.
- e) Most people love to watch good comedy shows on TV.
- f) The relationship between the USA and Iraq continues to be very bad.
- g) My little brother knows more English than I do.
- h) Smoking cigarettes or cigars in the canteen is not allowed.
- i) Have the girls left for Australia?
- j) A lot of the cheese was left.

##### 2. Uregelmæssige udsagnsord

- a) My best friend has been taken to hospital.
- b) The scientists thought they had found the answer.
- c) The husband had or forgotten the wedding anniversary.
- e) The author sent his manuscript to the publisher.
- f) Anne has written a book about her time as an au pair in Australia.
- g) The bird has broken its wing.
- h) He laid his glasses on the bedside table.
- i) The lazy student finally became a doctor of medicine.
- j) In the race Peter had run as fast as he could.
- k) "The Titanic" sank off the Canadian coast.

##### 3. Tillægsord/biord

- a) It has been a very mild winter.
- b) She read the instructions carefully.
- c) The soldier looked very calm, but he was very nervous.
- d) The footballer played well in the match at Wembley.
- e) It was an extremely tough Latin test.
- f) This was a most unusual answer to my question.
- g) The soprano sang beautifully.
- h) The boxer knocked his opponent unconscious.
- i) Tonight we are going to watch an incredibly good movie.
- j) Fortunately the plane tickets arrived in time.

##### 4. Henførende stedord

- a) We had a fine talk, which I enjoyed very much.
- b) My new car, whose colour was picked by my wife, is very good.
- c) Will you still marry Arthur, who has been your boyfriend for four years?
- d) My neighbour, whose wife is from Australia, is planning to emigrate.

## Til læreren: Oversættelse af sætninger fra dansk til engelsk

**B**

**II.4**

*Oversæt nedenstående sætninger fra dansk til engelsk. Skriv den engelske sætning under den danske. Du har 5 minutter til opgaven.*

1. Tom vidste ikke, om han havde gjort det rigtige.  
Tom didn't know whether he had done the right thing.
2. Følte du dig træt? Did you feel tired?
3. Er De ikke lige kommet tilbage fra Australien?  
Haven't you just come back from Australia?
4. Han er lærer. He is a teacher.
5. Han var nødt til at smide mange af møblerne ud. He had to throw out much of the furniture.
6. Oversæt sætningen til engelsk. Translate the sentence into English.
7. For et år siden valgte hun at gå ud af skolen. A year ago she chose to leave school.
8. Pigernes nye sko er blevet væk. The girls' new shoes have disappeared.
9. Hun havde altid nydt at gå lange ture. She had always enjoyed taking long walks.
10. Han behandler hende dårligt.  
He treats her badly.



## Til læreren: Opgørelsesark for den enkelte elev

Navn:

Klasse:

### I.1 Punktumprøve

Antal forkerte og forkert satte punktummer:

### 1.2 Læsetest

Læsehastighed: \_\_\_\_\_ ord/minut

Spørgsmål til teksten: \_\_\_\_\_ forkerte svar

### 1.3 Resume, fri skr. fremstilling

Vurdering: *meget tilfredsstillende / tilfredsstillende / ikke tilfredsstillende*

### 11.1 Orddiktat

Antal fejl \_\_\_\_\_ af 30 mulige

### 11.3 Grammatiske indsætningsøvelser

1. *Kongruens*: antal rigtige: \_\_\_\_\_ af 10 sætninger

2. *Uregelmæssige udsagnsord*: antal rigtige: \_\_\_\_\_ af 10 sætninger

3. *Tillægsord / biord*: antal rigtige: \_\_\_\_\_ af 10 sætninger

4. *Henførende stedord*: antal rigtige: \_\_\_\_\_ af 4 sætninger

### 11.4 Oversættelse af enkeltstående sætninger

Antal fejl: \_\_\_\_\_ af 21 mulige

**C Til læreren: Oversættelse af sætninger fra dansk til engelsk  
II.4**

Det er kun de angivne fejltypen, der skal medtælles

Sætning	Testområde	Antal fejl
1	do-omskrivning, sammensat tid, støtteord	
2	do-omskrivning, hovedverbets form	
3	sammensat tid, personligt pronomener	
4	kongruens ruens, artikel	
5	utælleligt substantiv	
6	præposition, stort begyndelsesbogstav	
7	tidspræposition, ordstilling, uregelmæssigt verbum, artikel	
8	genitiv, sammensat tid	
9	ing-form efter "enjoy"	
9		
10	kongruens, adverbium	
Fejl i alt		



### I.3 Fri skr. Fremstilling:

Vurdering:	Meget tilfredsstillende	Tilfredsstillende	Ikke tilfredsstillende
Antal elever:			

### II.1: Orddiktat:

Antal fejl:	0	1-3	4-7	8-10	11-15	16-20	21-25	26-30	
Antal elever:									

### II.3: Grammatiske indsætningsøvelser:

#### *1. Kongruens:*

Antal rigtige:	0	1-3	4-5	6-7	8-9	10	
Antal elever:							

#### *2. Uregelmæssige udsagnsord:*

Antal rigtige:	0	1-3	4-5	6-7	8-9	10	
Antal elever:							

3. Tillægsord/biord:

Antal rigtige:	0	1-3	4-5	6-7	8-9	10	
Antal elever:							

4. Henførende stedord:

Antal rigtige:	0	1	2	3	4		
Antal elever:							

II.4: Oversættelse af sætninger fra dansk til engelsk:

Antal fejl:	0	1-3	4-5	6-10	11-15	16-21	
Antal elever:							