SSS engelska

Kartläggning av språkfärdigheter: Främmande språk, engelska



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Den här kartläggningen av språkfärdigheter i engelska har utarbetats i projektet OPVA haltuun - Framåt med SSS under åren 2022─2024 (UKM Strategifinansiering 2022) och är en del av SSS campus i aoe.fi.

# 1 Kartläggning av språkfärdigheter

## 1.1 Vem behöver kartläggas

Målgruppen för denna kartläggning är de studerande som deltar i SSS- studier eller studerande som kan ha behov av att handledas till SSS- studier. Det här kartläggningsmaterialet baserar sig inte på den europeiska referensramen, utan är en hjälp för SSS-läraren att få information om språkkunskaperna hos studeranden. Studerande kan inte heller påvisa sitt kunnande eller få den gemensamma examensdelen ”Kommunikation och interaktion på ett främmande språk, engelska” bedömd med hjälp av detta material.

## 1.2 När och varför kartläggs språkkunskaper?

Kartläggning kan göras **i vilket skede som helst** av SSS- studierna. Det är också viktigt att komma ihåg att språkkunskaperna inte alltid förbättras, utan också kan försämras. Också en förändring i livssituationer eller sociala relationer samt stress, oro för nära och kära eller en dålig ekonomisk situation kan påverka lärandet. Längre frånvaro från skolan eller lång semester kan också orsaka tillbakagång i kunskaper.

På basen av den vardagliga samtalsförmågan kan man inte dra slutsatsen att den studerandes språkkunskaper är lika goda inom alla områden. Under utvecklingsfasen av språkkunskaper kan de olika delarna av språket utvecklas i olika takt, t.ex. den muntliga förmågan kan vara flytande men studeranden kan ha stora utmaningar med den skriftliga förmågan.

Den studerandes egen uppfattning om språkkunskaperna och dess betydelse i studierna kan också vara annan än vad som faktiskt krävs i studierna. Kartläggningen ger information om studeranden behöver utveckla sina kunskaper i engelska under SSS- studierna och vilket stöd den studeranden behöver. Kartläggningen ger information om styrkorna i den studerandes språkkunskaper och behovet av stöd inom respektive område.

## 1.3 Basfärdigheter i engelska

Tillräckliga språkfärdigheter i engelska vid yrkesutbildningen varierar från bransch till bransch. För en allmän definition av den språkkunskapsnivå som krävs är det lämpligt att använda skalan för färdighetsnivåer i den europeiska referensramen. Den tillräckliga språkkunskapsnivån bestäms enligt läroanstaltens egna behov.

Allmänt kan man konstatera att studerandena bör kunna uttala förståeligt, behärska vardaglig småprat samt känna till satsstruktur och tempusformer. Att skriva och förstå korta vardagliga meddelanden kan anses också höra till basfärdigheterna i det engelska språket.

# 2 Till läraren

Detta material innehåller instruktioner och facit för skriftlig kartläggning, stöd för bedömning, manus för hörförståelseuppgifterna (för läraren att läsa högt) och alternativa uppgifter för vissa delområden I det andra paketet har vissa delar omarbetats till hörförståelseuppgifter.

## 2.1 Intervju

En intervju är ett snabbt sätt att kartlägga den studerandes språknivå. Intervjuaren ska ha goda kunskaper i engelska (t.ex. lärare i engelska). Intervjun bandas inte in. För intervjun reserveras 10 minuter/studerande. Intervjufrågor med förslag på följdfrågor samt diskussionsämnen följer här nedan.

### 2.1.1 Att ordna en intervjun

Välj ett avskilt utrymme för intervjun samt skapa en lugn stämning. Det är viktigt att lyssna på den studerande och ge tid att svara och reagera. Det är bra att ställa följdfrågor som passar i situationen/diskussionen, så att intervjun ger en korrekt bild av den studerandes språkkunskaper.

Det är inte meningen att intervjuaren ska formulera om frågan om studerande inte kan svara. Det är inte heller nödvändigt att upprepa frågan då den studerande ger ett helt felaktigt svar. Ett helt felaktigt svar är ett tecken på bristande språkkunskaper.

### 2.1.2 Intervjufrågor och -teman

**Börja med en hälsning på engelska**

Den studerande antas svara ändamålsenligt på engelska (Hello, welcome. How are you? You may sit here.)

**Fortsätt med ett bekant enkelt tema:**

Tell me about yourself (ordförråd: jag, familj, fritid)

För att säkerställa att studeranden inte har lärt sig fraser utantill, är det bra att ha tilläggsfrågor::

* What is the best in your family?
* What are you good at?
* Do you speak many languages?

**Inled diskussion om ett mindre bekant tema:**

What kind of work would you like to do in the future?

(Frågan om framtiden kan vara svårt för de yngre, även på deras mådersmål)

**Att berätta och beskriva:**

Your friend has never been to Finland. What would you tell your friend about this country?

How would you welcome visitors to your school or workplace? What would you tell them about your school / workplace.

**Vardagliga situationer**:

A person you know is having a birthday party next weekend, but you must go to work. How would you tell it to your friend.

**Allmänt ordförråd:**

Describe what you see in the picture (tähän opettaja valitsee haluamiaan kuvia kertomisen tueksi)

* Where do you think the person works/persons work?
* How old do you think the person is/persons are?
* Why is the person / are the persons there?
* What is the person/ are the persons doing?

## 2.2 Skriftlig kartläggning

Ttid: 60-90 min.

Max poäng Version 1: 90p – Version 2: 80p

OBS! **Hörförståelseuppgifterna i den andra versionen tar mycket tid**.

### 2.2.1 Beskrivningar av uppgifter

\*uppgiften är en hörförståelse i paket 2

\*\*det finns en alternativ uppgift i lärarguiden

UPPGIFT 1 – välj en reaktion (flerval) \*

UPPGIFT 2 – kombinera bild och ord(skyltar)\*\*

UPPGIFT 3 – veckodagar + månader (flerval)

UPPGIFT 4 – hur skriver du siffror och tal (flerval) \*

UPPGIFT 5 – hur skriver du tid (flerval)\*

UPPGIFT 6 – ersätt med ett pronomen (flerval)

UPPGIFT 7 – lägg till en artikel där det behövs (skriver själv)

UPPGIFT 8 – vilket tempus SVE-EN (flerval)

UPPGIFT 9 – skriv nekande satser och frågesatser SVE-EN (skriftlig produktion)/DIKTAMEN\*\*

UPPGIFT 10 – välj rätta ord (A1 flerval)\*\*

UPPGIFT 11 – läsförståelse (rätt/fel)\*\*

UPPGIFT 12 – skriftlig produktion (50 ord)

### 2.2.2 Hörförståelse och manus till diktamen

**Paket 2: Uppgift 1: Välj ett svar**

Läraren: läs frågan långsamt två gånger. Ge 30s svarstid

1. What’s your name?
2. How are you?
3. Where are you from?
4. Where do you live?
5. How old are you?
6. Do you speak any Finnish?
7. This is John, our new manager.
8. Could you give a hand?
9. DO you have an ID?
10. Thank you for your help!

**Paket 2: Uppgift 2: Siffror och tal**

Läraren: Läs tal två gånger. Svarstid 30s.

1. fifteen
2. twelve
3. twenty-one
4. sixty
5. thirty-three
6. one hundred and two
7. two thousand and fourteen
8. one hundred and eighty-nine

**Paket 2: Uppgift 3: Diktamen – skriv det du hör**

LÄRAREN: **Välj ett av tre alternativ**. Läs varje påstående två gånger. Pausa en kort stund och läs en gång till. Fäst uppmärksamheten (vid bedömningen) vid delarna med fet stil. Varje påstående är värt 2 p.

**Alternativ 1**

1 My bro**the**r(1p) like**s**  play**ing** (1p) football.

2 I have a (1p) head**ache** (1p).

3 What is you**r**(1p) **favourit**e/favorite hobby(1p)?

4 Do you know (1p) any **celebrities**(1p)?

**Alternativ 2**

1 Have you been(1p) **abroad**(1p)?

2 Dylan speak**s**(1p) **Spanish**(1p)**.**

3 Are you coming(1p) **tonight**(1p)?

4 How **often** (1p) is the train late(1p)?

**Alternativ 3**

1 My **neighbo(u)r**(1p) is an old lady (1p).

2 Can you tell me (1p)about you**r** **childhood**(1p)?

3 I can’t/cannot find my **keys**.

4 We could hear (1p) the **thunderstorm** coming (1p).

**Uppgit 4: VILKEN TID DU HÖR– Hörförståelse (läraren läser)**

LÄRAREN: läs påståendena långsamt två gånger. Svarstid 30s per sats.

1. My school starts **at eight o’clock** on Monday **morning**.
2. The train leaves at **twenty past seven.**
3. We should hurry to be there **at noon**.
4. Are you ready by **half past one**?
5. I want to leave **at quarter to eleven** at the latest.
6. He will arrive **the third of August at midnight.**

## 2.3 Alternativa uppgifter

Läraren kan byta ut uppgifterna i kartläggningspekterna vid behov.

### 2.3.1 Ordförråd

I **paket 1** är språknivån på **A1** (övning 10) och i **paket 2 på B1** (övning 8). Det finns alternativa uppgifter för båda nivåerna.

**Alternativa satser nivå A1 (10 påståenden)**

1. We don’t have time today; we’ll try again **yesterday/tomorrow/ last night/a week.**
2. This soup needs some more **plant/memory/mouth/onion**.
3. We **looked/slept/ordered/watched** TV for three hours.
4. The **local/ready/once/ours** police was there to find the lost dog.
5. I’m not **nearly/well/sure/myself** if I will come to the party tonight.
6. Let’s meet on the **suitcase/platform/social media/ thunderstorm.**
7. Did you **forget/follow/invite/hold** to get the tickets?
8. Can you **look for/look after/ look at/ look out** my missing dog?
9. My sisters and I like to pick up **strawberries/students/storms/spoons** in the farm.
10. This box doesn’t fit in my car, it’s **national/outdoor/poor/huge**!

**KEY Alternativa satser nivå A1 (10 påståenden):**

1. We don’t have time today; we’ll try again yesterday/**tomorrow/** last night/a week**.**

2. This soup needs some more plant/memory/mouth/**onion**.

3. We looked/slept/ordered/**watched** TV for three hours.

4. The **local/**ready/once/ours police was there to find the lost dog.

5. I’m not nearly/well/ **sure/**myself if I will come to the party tonight.

6. Let’s meet on the suitcase/**platform**/social media**/** thunderstorm**.**

7. Did you **forget/**follow/invite/hold to get the tickets?

8. Can you me to **look for**/look after/ look at/ look out my missing dog?

9. My sisters and I like to pick up **strawberries/**students/storms/spoons in the farm.

10. This box doesn’t fit in my car, it’s national/outdoor/poor**/huge**!

**Alternativa satser B1 nivå (15 påståenden)**

1. The tea **kettle/village/waterfall** was on all evening.
2. Please help me to **accept/bake/ lift** this table.
3. You will need a box of **cabbages/eggs/matches** to light a fire.
4. Did you **fancy/hide/notice** anything wrong?
5. It fell **in/off/since** the table.
6. Several birds were flying **down/in/over** the roof of the school.
7. Let’s have a **ink/kiss/piece** of bread.
8. Are you **loudly/plenty/quite** sure?
9. I don’t **behave/recycle/seem** as much as I should.
10. She came **first/ second/third** and won silver.
11. **Cakes/Flowers/Tears** ran down her cheeks.
12. Can you **hear/lead/use** a computer?
13. Is this the original **moment/plastic/version** of your text?
14. Look at those beautiful **blue/green/yellow** sunflowers.
15. We have **relaxed/ugly/zero** tolerance for disturbing others.

**KEY Alternativa satser B1 nivå (15 påståenden)**

1. The tea **kettle/**village/waterfall was on all evening.
2. Please help me to accept/bake**/ lift** this table.
3. You will need a box of cabbages/eggs**/matches** to light a fire.
4. Did you fancy/hide/**notice** anything wrong?
5. It fell in**/off/**since the table.
6. Several birds were flying down/in/**over** the roof of the school.
7. Let’s have a ink/kiss/**piece** of bread.
8. Are you loudly/plenty/**quite** sure?
9. I don’t behave/**recycle/**seem as much as I should.
10. She came first/ **second/**third and won silver.
11. Cakes/Flowers/**Tears** ran down her cheeks.
12. Can you hear/lead/**use** a computer?
13. Is this the original moment/plastic**/version** of your text?
14. Look at those beautiful blue/green/**yellow** sunflowers.
15. We have relaxed/ugly/**zero** tolerance for disturbing others.

### 2.3.2 Läsförståelse

text ***Job description***

* svenska påståenden
* **lätt text och ordförråd**, allmänna substantin och verb
* den studerande som inte känner igen
	+ texten som en jobbannons
	+ förkortningar för veckodagar
	+ saknandet av orden dog/computer/fast
	+ att *May 2nd* är den sista inlämningsdagen för ansökan
* behöver stöd

**Job description** 5p

Position: part-time librarian assistant

Location: Hammersmith Community Library

Your work as a librarian assistant consists of lending books to customers, helping people find books, answering the telephone and replying to emails. You will be also reading books to elderly people every other week on Sat at 10 am. Regular hours at Mon, Wed and Thu from 9 am to 5 pm. In this position it helps if you are polite, social, and interested in books.

Send your application to Ms Leana Biele by email leana.biele@hamslib.com by May 2nd.

Rätt eller fel - markera X

|  |  |  |
| --- | --- | --- |
|  | rätt | fle |
| 1. Det här är en arbetsannons
 |  |  |
| 1. Du behöver inte svara i telefon i det här jobbet.
 |  |  |
| 1. Fredagar är lediga dagar.
 |  |  |
| 1. Det är bra att vara snabb och vara intresserad av datorer.
 |  |  |
| 1. Leana Biele ska börja i sitt jobb i maj.
 |  |  |

KEY

|  |  |  |
| --- | --- | --- |
|  | rätt | fel |
| 1. Det här är en arbetsannons
 | x |  |
| 1. Du behöver inte svara i telefon i det här jobbet.
 |  | x |
| 1. Fredagar är lediga dagar.
 | x |  |
| 1. Det är bra att vara snabb och vara intresserad av datorer.
 |  | x |
| 1. Leana Biele ska börja i sitt jobb i maj.
 |  | x |

Text: ***Sandra is hungry***

KEY Sandra is hungry: 1C, 2C, 3B, 4B, 5A, 6A

* påståendena på engelska
* **både bekanta och svårare ord om måltider och hem**
* svaren kan inte hittas direkt i texten (frågan ” vilket nämns inte -> ordet ”cultery” kan vara obekant, men hittas om man vet andra, lättare ord)

**Sandra is hungry**

Sandra came home. She had had a long day at school. She had a team practice on cheerleading in an hour. She decided to prepare something easy and fast.

First she took some ham and cream from the fridge and some pasta from an lower kitchen cabinet. She put some water in a small pan. When the water was boiling, she added pasta into the water. For the sauce, she put some butter and ham in the pan. After few minutes she stirred the pasta. Then Sandra added the cream on the ham and let it cook for two minutes. After nine minutes the pasta was cooked, she poured the water out and mixed the pasta with the sauce.

She placed a plate, a fork, a knife, and a glass on the kitchen table and sliced some tomatoes to go with the pasta. Lisa always adds some parmesan cheese on top of a pasta dish, but today she didn’t have any. Lisa sat on the kitchen chair and started to eat. After eating she packed her training bag: sneakers, shorts, and water bottle. She put her jacket on and went out. Sandra made sure she had her keys in the bag and locked the door. She was on time!

* 1. What food was cooked?
		1. eggs
		2. soup
		3. ham
		4. potatoes
	2. How long did the pasta boil?
1. 7 min
2. 8 min
3. 9 min
4. 10 min

* 1. What ingredient did Sandra **not** use?
1. ham
2. parmesan cheese
3. pasta
4. tomatoes
	1. Where did she eat her meal?
5. restaurant
6. kitchen
7. living room
8. garden
	1. What did she put on the kitchen table?
9. cutlery
10. salad
11. chair
12. water
	1. Why did she pack her bag?
13. She was going to train with her team.
14. She was just cleaning.
15. She was going for a trip.
16. She is going to sell some of her clothes.

**KEY: 1C, 2C, 3B, 4B, 5A, 6A**

3.Bedömning

## 3.1 Skriftlig produktion

(ett exempel av ett helt korrekt svar finns i KEY delen)

**9-10p** *se exempelsvaret till A, B och C*

*Svaret* motsvararheltuppgiftsbeskrivningen *–* budskapetframförsklart eller någorlunda klart*.*

* behärskarar plural, personliga pronomen och tidsformer
* känner till nekande satser och tidsuttryck
* uttrycker sig artigt på engelska och använder orden på rätt sätt

(could, would)

* behärskar skiljetecken och inleder ny mening med stor bokstav
* inleder och avslutar meddelandet på ett lämligt sätt

**7-8p** se exempel: *I (have) lost key****s****/ I don’t have* ***my*** *phone/ I* ***am*** *late’from school/* ***Can*** *you help me/ I would like to…/ I speak English and Finnish*

*Svaret* motsvarar i huvudsak uppgiftbeskrivningen – budskapet framförs tillfredställande

* behärskar plural, personliga pronomen men inte

alla tidssformer,

* behärskar nekande satser
* behärskar skiljetecknen och inleder ny mening med stor bokstav
* uttrycker sig artigt på engelska (can)
* inleder och avslutar meddelandet

**6-7p** se exempel: *I(don’t) have no keys/ I (don’t) have no phone./ My phone is home./ I’m late/ you help me?/ I work in a hotel/ I need a summerjob/*

*Svaret* motsvarar bara delvis uppgiftsbeskrivning – budskapet framförs bara oklart

* har utmaningar med (stavning, tidsformer)
* behärskar plural och personliga pronomen
* behärskar skiljetecknen och inleder ny mening med stor bokstav
* uttrycker önskemål men inte på ett artigt sätt (I want…)

**4-5p** se exempel: *me lost key****s/****I no**phone home****/*** *can**you help me/ me problem/ I want work/ I work in house/ I am very good worker/ I learn english and I want to come.*

*Svaret* motsvarar uppgiftsbeskrivningen bristfälligt – budskapet är svårt att förstå

* behärskar inte personliga pronomen (former och stavning)
* behärskar inte det ordförråd som använts (fel innebörd, upprepningar etc)
* bildar nekande satser med ordet *no*
* kan inte producera mer är ett fåtal meningsliknande uttryck

**1-3p** se exempel: *i no key / me no key/ me no phone/ late/ you help me/ me problem /i summerjob/ i like summerjob/ I work house/ esim. lopetus: thank you*

*Svaret* motsvarar inte alls eller nästan inte alls uppgiftsbeskrivningen – budskapet framförs inte

* texten består av enstaka ord
* meningar utan verb
* har inte ordförråd för att producera 50 ord
* stor bokstav och skiljetecken saknas
* (försöker översätta uppgiftten)

## 3.2 För läraren KEY - paket 1

**1 Ringa in rätt svar. KEY**

1. What is your name?
2. **My name is Chris**
3. I call Chris.
4. This is Chris.
5. His name is Chris.

1. How are you?
2. I am at school.
3. **I am fine, thanks.**
4. I live in Finland.
5. I am a student.

1. Where are you from?
	1. I live in Sweden.
	2. I am in Sweden.
	3. **I am from Sweden**
	4. I come from school.
2. Where do you live now?
3. **I live in Helsinki**
4. I love Helsinki.
5. I move to Helsinki.
6. I lived in Helsinki.
7. How old are you?
8. I have 20 years.
9. **I am 20 years old.**
10. I live 20 years.
11. It is 20 years old.

1. Do you speak any Finnish?
2. Excellent work!
3. **I do.**
4. Well done!
5. Excuse me, can you help me?
6. This is John, our new manager.
7. **Hello John, nice to meet you.**
8. I do not know you.
9. How did you get here?
10. Don’t worry, we are not late.
11. Could you help me with this?
12. I have no idea.
13. **Of course, just a minute.**
14. How are you?
15. I’ll be back.
16. Do you have an ID?
17. **No, but here’s my passport.**
18. Yes, her name is Angelina.
19. Where do I go?
20. I have seen it before.
21. Do you mind helping me with these heavy boxes?
	1. Absolutely.
	2. **Of course not**.
	3. Please.
	4. Here you are.

**2. Kombinera orden med rätt bild. 6x1p = 6p KEY**

****A. toilets \_**B**\_\_\_ \_\_**E**\_\_

B. exit

C. pedestrian crossing \_**A**\_\_\_ \_\_**C**\_\_

D. stairs

E. no parking

F. no smoking \_**D**\_\_\_ \_\_**F**\_\_

bilderna: iStockphoto.com

**3.Vilket ord kommer efter? Välj rätt alternativ 6x1p = 6p KEY**

Monday, Tuesday, ?

* 1. Saturday
	2. **Wednesday**
	3. Friday
	4. Saturday

Wednesday, Thursday, ?

1. **Friday**
2. Sunday
3. Saturday
4. Tuesday

Friday, Saturday, ?

1. Thursday
2. Monday
3. **Sunday**
4. Tuesday

April, May,… ?

1. July
2. August
3. September
4. **June**
	* + 1. January, February, ?
5. **March**
6. April
7. May
8. October
9. June, July,..?
10. September
11. **August**
12. December
13. November

**4.Hur skriver du siffran/talet? Ringa in rätt alternativ. 8x1p =  8p KEY**

* 1. **5**
1. four
2. fifteen
3. seven
4. **five**

* 1. **12**
1. eleven
2. twenty
3. eighteen
4. **twelve**

* 1. **21**
1. twelve
2. twenty
3. eleven
4. **twenty-one**
	1. **16**
5. **sixteen**
6. eighteen
7. sixty
8. six
	1. **53**
9. thirteen
10. forty
11. thirty-five
12. **fifty-three**
	1. **102**
13. one hundred and twenty
14. one hundred and twelve
15. **one hundred and two**
16. two hundred and one

* 1. **274**
1. two hundred and seven
2. two hundred and four
3. **two hundred and seventy-four**
4. two thousand and seventy-four.

* 1. **1080**
1. one hundred and eight
2. one hundred and eighteen
3. one thousand and eight
4. **one thousand and eighty**

**5 Ringa in rätt klockslag. 6x1p = 6p KEY**

1 My school starts **at eight o’clock** on Monday **morning**.

* 1. 18:00 (6:00 pm)
	2. **8:00 (8:00 am)**
	3. 12:00 (12:00 pm)
	4. 20:00 (8:00 pm)

2 The train to Manchester leaves **at twenty past seven.**

1. 20:07 (8:07 pm)
2. **19:20 (7:20 pm)**
3. 20:20 (8;20 pm)
4. 19:07 (7:07 pm)

2 We should hurry to be there **at noon**.

* 1. 00:30 (12:30 am)
	2. **12:00 (12:00 pm)**
	3. 12:30 (12:30 pm)
	4. 13:00 (1:00 pm)

4 Are you ready by **half past one**?

1. 12:30 (2:30 pm)
2. **13:30 (1:30 pm)**
3. 13:00 (1:00 pm)
4. 12:50 (12:50 pm)

5 I want to leave **at quarter to eleven** at the latest.

1. 23:15 (11:15 pm)
2. 23:45 (11:45 pm)
3. **22:45 (10:45 pm)**
4. 22:30 (10:30 pm)

6 He will arrive **on the third of August at midnight.**

1. **3.8. at 00:00**
2. 8.4. at 12:00
3. 13.8. at 01:00
4. 30.8. at 13:00

**6 Byt ut de understreckade orden mot rätt pronomen. Ringa in rätt alternativ. 8 x1p = 8p KEY**

1 John and I are learning English.

It/ He/ They**/ We** are learning English.

2 Mr. Bronson is eating lunch.

You /Him/ Our/ **He** is eating lunch.

3 A dog is barking.

He/ **It/** We/ She is barking.

4 My sister is moving.

**She/** He/ Her/ Him is moving.

5 My granpa is named Julius.

Him/ We /You/ **He** is named Julius.

6 Lisa’s bag is missing.

She/ **Her/** Hers/ Our bag is missing.

7 Have you heard from the Johnson brothers?

Have your heard from they**/ them/** him/ your?

8 This is not Linda’s pen. That is Linda’s.

This is not Linda’s pen. That is her**/hers/**its/his.

**7 Skriv artiklarna A eller AN framför orden. eller et sträck (-) om ordet inte har en artikel (A/AN) 20 x0,5p=10p KEY**

\_\_\_ boxes \_**A**\_ house \_\_\_ schools \_\_\_ money

-

\_**A**\_ potato \_\_\_ jobs \_\_\_ students \_**A**\_ family

-

\_**A**\_ bus \_**A**\_ patient \_**A**\_ radio ­­­\_\_\_ sisters

\_\_\_ knives \_**A**\_ table \_\_\_ pizzas \_**AN** egg

\_\_\_ children \_**A**\_ window \_**A**\_ nurse \_**AN**\_ elevator

**8 Välj rätt översättning. 5 x 1p = 5p. KEY**

1 Lex **bor** I Danmark.

1. Lex lived in Denmark.
2. **Lex is living in Denmark**.
3. Lex has lived in Denmark.
4. Lex had lived in Denmark.

**2** Jag **talade** finska med honom.

1. I speak Finnish with him.
2. I have spoken Finnish with him.
3. **I spoke Finnish with him.**
4. I am speaking Finnish with him.

**3** Vi **köpte** några äpplen.

1. We caught some apples.
2. We taught some apples.
3. **We bought some apples.**
4. We thought some apples.

4 Vad **gör** du?

* + - 1. What will you do?
			2. What have you done?
			3. **What are you doing?**
			4. What did you do?

5Jag **gick** i skolan i Irland.

1. I go to school in Ireland.
2. **I went to school in Ireland.**
3. I have been to school in Ireland.
4. I have gone to school I Ireland.

**9 Skriv meningarna på engelska enligt instruktionerna. 6x1p = 6p KEY**

Skriv **nekande satser.**

* + - * 1. Jag äter inte kött. \_\_***I DON’T / DO NOT EAT MEAT.***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
				2. Katten är inte inte vit. \_\_***A / THE CAT IS NOT / ISN’T WHITE***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
				3. Min bror gillar inte regn.\_***MY BROTHER DOES NOT / DOESN’T LIKE (THE) RAIN***\_\_\_\_\_\_\_

Skriv **frågesatser.**

* + - * 1. Ser du den där hunden?\_\_\_\_***DO YOU SEE THAT DOG?***\_\_\_\_\_\_\_\_\_\_\_?
				2. När börjar filmen?\_\_\_***WHEN DOES THE FILM/ MOVIE START***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
				3. Är den där väskan ny? \_\_\_\_\_\_ **IS THIS BAG NEW?\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**10 Ringa in det ord som passar i meningen. A1 ordförråd. 10x1p = 10p**

**KEY**

1. When you mix yellow and red, you will get banana/ apple/ **orange/** pear.
2. I found a new jacket for £2; it was so **cheap/** empty/expensive/delicious.
3. Look at this **balloon/** badminton/language/century, it has the shape of the number seven.
4. We have a summer cottage in the **coast**/ elevator/breakfast/country of Turku.
5. The lamp wasn’t working, and I couldn’t see **anything/** nothing/ everything/ something.
6. Liam followed/ downloaded**/ earned**/ gave some money from his summerjob.
7. The class went drawing /boring**/ camping/** seeing to the forest for two nights.
8. Did you eat your bathtub/ furniture/ bottle**/ breakfast** already?
9. The London Marathon is today and the whole city is **crowded/** careful/ national/ modern.
10. Lisa had an **empty/** dark/ broken/ fast bottle she filled with water.

**11 Läsförståelse. 5x1p = 5p**

**Transport and parking instructions for workers at St Georges Hospital**

Do not use the Car park D, because it will make way for a new bus park. The bus line 56D from the city centre will be replaced by two new bus service 57A and 62A. The new line will be available to staff, patients and visitors.

* Line 57A will run from: Hebdon Town centre - Portchester City Centre - the hospital. The service will run 24 hours a day every 20 minutes between 7am and 7pm and once an hour during the night.
* Line 62A will run from Oldgrave Town Centre to the hospital every 15 minutes between 7.30 am and 7.00 pm and once every 30 minutes thereafter.

The buses will cost £1 per journey. Staff will be able to buy a bus pass valid for 20 trips for just £15, available on the bus.

Staff can also buy a *Go!* parking pass from the company’s website. The *Go!* pass costs £45 and entitles users to park at any of the city’s park and ride services for just £2 a day. It is valid for one year.

Rätt eller fel.Markera X **KEY**

|  |  |  |
| --- | --- | --- |
|  | rätt | fel |
| 1. De ska bygga en ny parkering på platsen.
 |  | X |
| 1. Bussarna 57A och 62A ersätter busslinje 56D
 | X |  |
| 1. Buss 57A avgår kl. 7:30 på morgonen.
 |  | X |
| 1. Buss 62A avgår kl. 7:30 på morgonen.
 | X |  |
| 1. En enkelbiljett kostar 2£.
 |  | X |

**12 Skriftlig produktion: Skrivförmåga. max 10p – hjälp för bedömningen**

**A** Du har tappat dina nycklar och du har glömt din telefon hem. Du hinner inte i tid till skolan. Skriv ett meddelande på engelska till vän och be om hjälp. Du kan själv hitta på vilken hjälp du behöver. Skriv minst 50 ord.

**A:exempelsvar 9-10p**

Hi Tim! I **have lost my keys**, and my phone is inside/**at home**. I am not going to be on time at school/ I’m late/ **I will be late from school**. I need you to/**Could you tell our teacher** that I will come a bit late. I cannot call my parents because I don’t have my phone. Can you come and get me with your car? I really need your help. Call me!

**B** Skriv ett meddelande till en arbetsgivare och berätta att du söker sommarjobb. Berätta vilka arbeten du har haft tidigare och vilka språk du talar. Börja och avsluta meddelandet på ett artigt sätt. Skriv minst 50 ord

**B. exempelsvar 9-10p**

Dear Mr Lahti. My name is Harry and am 25-year-old student from Turku. I am looking for a summer job. I have worked in a shop for two summers and I speak English. Now I would like to work in a hotel reception. I hope you will invite me for an interview. I am looking forward to work in your company. Best wishes, XX

**C** Du har bott i Finland några år. Skriv och berätta åt din vän hur du är att bo i Finland. Skriv minst 50 ord.

**C: exempelsvar 9-10p**

Finland is a beautiful country. The nature is nice. Finnish people are friendly. Winter is cold but summer is warm. Finnish people like to go to sauna on Saturdays. They also swim in the frozen lake. I don’t like Finnish food so much. I have many Finnish friends. I like Finnish school; the teachers are helpful, and we get a free lunch.

## 3.3 Till läraren KEY - paket 2

**1 Ringa in rätt svar. 10 x 1p= 10p KEY**

1

1. **My name is Chris**
2. I call Chris.
3. This is Chris.
4. His name is Chris.

2

* 1. I am at school.
	2. **I am fine, thanks.**
	3. I live in Finland.
	4. I am a student.

3

1. I live in Sweden.
2. I am in Sweden.
3. **I am from Sweden**
4. I come from school.

4

1. **I live in Helsinki**
2. I love Helsinki.
3. I move to Helsinki.
4. I lived in Helsinki.

5

1. I have 20 years.
2. **I am 20 years old**.
3. I live 20 years.
4. It is 20 years old.

6

1. Excellent work!
2. **I do.**
3. Well done!
4. Excuse me, can you help me?

7

1. **Hello John, nice to meet you.**
2. I do not know you.
3. How did you get here?
4. Don’t worry, we are not late.

8

1. I have no idea.
2. **Of course, just a minute.**
3. How are you?
4. I’ll be back.

9

1. **No, but here’s my passport.**
2. Yes, her name is Angelina.
3. Where do I go?
4. I have seen it before.

10

1. Absolutely.
2. Of course not.
3. Please.
4. **You are welcome.**

**2 Ringa in det tal du hör. 8x1p= 8p**

**KEY**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 Vad hör du? | 16 | **15** | 50 | 60 |
| 2 Vad hör du? | 20 | **12** | 13 | 11 |
| 3 Vad hör du? | 201 | **21** | 41 | 61 |
| 4 Vad hör du? | **60** | 16 | 18 | 88 |
| 5 Vad hör du? | 100 | 300 | 43 | **33** |
| 6 Vad hör du? | 2002 | **102** | 1002 | 202 |
| 7 Vad hör du? | 1014 | 214 | **2014** | 414 |
| 8 Vad hör du? | 19 | 109 | 1089 | **189** |

**3 Ringa in den meningen som du hör. 6x 1p = 6p**

**KEY:**

1. My school starts at 18:00 (6:00 pm) on Monday.
2. **My school starts at 8:00 (8:00 am) on Monday.**
3. My school starts at 12:00 (12:00 pm) on Monday.
4. My school starts at 20:00 (8:00 pm) on Monday.
5. The train to Manchester at leaves at 20:07 (8:07 pm)
6. **The train to Manchester at leaves at 19:20 (7:20 pm)**
7. The train to Manchester at leaves at 20:20 (8;20 pm)
8. The train to Manchester at leaves at 19:07 (7:07 pm)
9. We should hurry to be there at 12:30 (12:30 am)
10. **We should hurry to be there at 12:00 (12:00 pm)**
11. We should hurry to be there at 12:30 (12:30 pm)
12. We should hurry to be there at 13:00 (1:00 pm)
13. Are you ready by 12:30 (2:30 pm)?
14. **Are you ready by 13:30 (1:30 pm)?**
15. Are you ready by 13:00 (1:00 pm)?
16. Are you ready by 12:50 (12:50 pm)?
17. I want to leave at 23:15 (11:15 pm) at the latest.
18. I want to leave at 23:45 (11:45 pm) at the latest.
19. **I want to leave at 22:45 (10:45 pm) at the latest.**
20. I want to leave at 22:30 (10:30 pm) at the latest.
21. **He will arrive on 3.8. at 00:00**
22. He will arrive on 8.4. at 12:00
23. He will arrive on 13.8. at 01:00
24. He will arrive on 30.8. at 13:00

**4.Vilket ord kommer efter? Ringa in rätt alternativ.6x1p = 6p KEY**

* 1. Monday, Tuesday,- ?
1. Saturday
2. **Wednesday**
3. Friday
4. Sunday

* 1. Wednesday, Thursday, - ?
		1. **Friday**
		2. Sunday
		3. Saturday
		4. Tuesday
	2. Friday, Saturday,- ?
1. Thursday
2. Monday
3. **Sunday**
4. Tuesday

* 1. April, May,- ?
1. July
2. August
3. February
4. **June**
	1. January, February,- ?
5. **March**
6. April
7. May
8. October
	1. June, July, -?
9. September
10. **August**
11. December
12. November

**5.Kombinera orden med rätt bild. 6x1p= 6p KEY**

A. seat belt

B. exit \_B\_\_\_ \_E\_\_\_

C. map

D. stairs

E. emergency number \_A\_\_\_ \_C\_\_\_

F. attention



 \_\_D\_\_ \_F\_\_\_

bilder: papunet: kuvako, Paxtoncraft Charitable Trust, Sergio Palao

**7 Byt ut de understrukna orden mot ett pronomen – ringa in rätt alternativ bland orden. 8x 1p = 8p KEY**

* + - 1. John and I are learning English.

**It / They / He / We** are learning English.

* + - 1. Mr. Bronson is eating lunch.

**You /Him/ Our/ He** is eating lunch.

* + - 1. A dog is barking.

**He/ It/ We/ She** is barking.

* + - 1. My sister is moving.

**She/ He/ Her/ Him** is moving.

* + - 1. My granpa is named Julius.

**Him/ We /You/ He** is named Julius.

* + - 1. Lisa’s bag is missing.

**She/ Her/ Hers/ Our** bag is missing.

* + - 1. Have you heard from the Johnson brothers?

Have your heard from **they/ them/ him/ your**?

* + - 1. This is not Linda’s pen. That is Linda’s.

This is not Linda’s pen. That is **her/hers/its/his**.

**8 Ringa in det ord som passar i meningen. Ordförråd B1. 10x1p = 10p  KEY**

1. The movie was **absolutely/**cheerfully/enjoyably awful.
2. The game is above/**over/**under – you’re too late!
3. I’ll make an exception in this **case/**face/ice.
4. First, we need to pay a **deposit/**jeans/knowledge
5. We should make an **exchange/**label/maximum visit to Oulu next spring.
6. You have very nice **furniture/**name/ocean in your house.
7. Your tie and shirt don’tbe/do/**go** together.
8. The song was a great **hit/**pair/queen.
9. She **inspired/**recorded/saved him to become an actor.
10. We all want this **job/**toilet/umbrella because the company is world famous.

**9 Välj rätt översättning. 5x1p = 5p. KEY**

1.Lex **bor** I Danmark.

1. Lex lived in Denmark.
2. **Lex is living in Denmark**.
3. Lex has lived in Denmark.
4. Lex had lived in Denmark.

**2.**Jag **talade** finska med honom.

1. I speak Finnish with him.
2. I have spoken Finnish with him.
3. **I spoke Finnish with him.**
4. I am speaking Finnish with him.

**3.**Vi **köpte** några äpplen.

1. We caught some apples.
2. We taught some apples.
3. **We bought some apples.**
4. We thought some apples.

4.Vad **gör** du?

* + - 1. What will you do?
			2. What have you done?
			3. **What are you doing?**
			4. What did you do?

**5.** Jag **gick** i skolan i Irland.

1. I go to school in Ireland.
2. **I went to school in Ireland.**
3. I have been to school in Ireland.
4. I have gone to school I Ireland.

**10 Skriv meningarna på engelska enligt instruktionerna. 6x1p = 6p KEY**

**Skriv negativa satser**.

1.Jag äter inte kött. \_\_I DON’T / DO NOT EAT MEAT.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.Katten är inte inte vit. \_\_A / THE CAT IS NOT / ISN’T WHITE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Min bror gillar inte regn.\_MY BROTHER DOES NOT / DOESN’T LIKE (THE) RAIN\_\_\_\_\_\_\_

**Skriv frågesatser.**

4. Ser du den där hunden?\_\_\_\_DO YOU SEE THAT DOG?\_\_\_\_\_\_\_\_\_\_\_?

5.När börjar filmen?\_\_\_WHEN DOES THE FILM/ MOVIE START\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

6.Är den här väskan ny? \_\_\_\_\_\_ IS THIS BAG NEW?\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**11 Läsförståelse, 5x1p = 5p**

teksti ***Plastics***

* påståendena på engelska
* **både temat och ordförråd är svårare och obekantare**: för att lyckas i den här uppgiften, bör studeranden ha goda kunskaper i engelska

Read the text and mark X if the sentence is TRUE or FALSE.

**Plastics**

We should take care of our planet. Things made from plastic can be useful for people but bad for the planet. Some plastics can last for a long time in the nature and can be difficult to get rid of when they are not needed. They can stay in rubbish dumps called landfill sites for hundreds of years. Landfills can be smelly, ugly, and harmful to our planet. Recycling is a good way to get rid of unwanted plastics. Recycled waste materials can be used again to make new products, like bags, bottles, or clothing.

Another way to protect the environment is to use canvas bags for shopping rather than plastic ones. A lot of plastic objects can also be reused. Plastic bottles can be refilled many times, rather than throwing them away once they are empty. Unwanted plastic goods such as CDs and toys can be sold or given away to people who are in need.

KEY True or false – mark X

|  |  |  |
| --- | --- | --- |
|  | TRUE | FALSE |
| 1) Materials like plastic are harmful to our planet | x |  |
| 2) Plastic takes many years to disappear | x |  |
| 3) Bags, bottles, and clothing are unwanted |  | x |
| 4) Plastic bottles can be reused.  | x |  |
| 5) We can sell plastic things we don’t need.  | x |  |

# 4 Till studeranden

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ points \_\_\_ / 90p

**1 Ringa in rätt svar. 10p**

1. What is your name?
2. My name is Chris
3. I call Chris.
4. This is Chris.
5. His name is Chris.

1. How are you?
2. I am at school.
3. I am fine, thanks.
4. I live in Finland.
5. I am a student.

1. Where are you from?
2. I live in Sweden.
3. I am in Sweden.
4. I am from Sweden
5. I come from school.

1. Where do you live now?
2. I live in Helsinki
3. I love Helsinki.
4. I move to Helsinki.
5. I lived in Helsinki.
6. How old are you?
7. I have 20 years.
8. I am 20 years old.
9. I live 20 years.
10. It is 20 years old.

1. Do you speak any Finnish?
2. Excellent work!
3. I do.
4. Well done!
5. Excuse me, can you help me?
6. This is John, our new manager.
7. Hello John, nice to meet you.
8. I do not know you.
9. How did you get here?
10. Don’t worry, we are not late.
11. Could you help me with this?
12. I have no idea.
13. Of course, just a minute.
14. How are you?
15. I’ll be back.
16. Do you have an ID?
17. No, but here’s my passport.
18. Yes, her name is Angelina.
19. Where do I go?
20. I have seen it before.
21. Than you for your help.
	1. Absolutely.
	2. Of course not.
	3. Please.
	4. You are welcome.

**2 Kombinera orden med rätt bild. 6p**

A. toilets \_\_\_\_\_ \_\_\_\_

B. exit

C. pedestrian crossing

D. stairs \_\_\_\_\_ \_\_\_\_

E. no parking

F. no smoking

Bilderna: iStockphoto.com \_\_\_\_\_ \_\_\_\_\_

**3 Vilket ord kommer efter? Ringa in rätt alternativ. 6p**

1. Monday, Tuesday, ?
2. Saturday
3. Wednesday
4. Friday
5. Saturday

1. Wednesday, Thursday, ?
2. Friday
3. Sunday
4. Saturday
5. Tuesday
6. Friday, Saturday, ?
7. Thursday
8. Monday
9. Sunday
10. Tuesday

1. April, May,… ?
2. July
3. August
4. September
5. June
6. January, February, ?
7. March
8. April
9. May
10. October
11. June, July
12. September
13. August
14. December
15. November

**4 Hur skriver du siffrorna/talen? Ringa in rätt alternativ 8p**

* 1. **5**
1. four
2. fifteen
3. seven
4. five

* 1. **12**
1. eleven
2. twenty
3. eighteen
4. twelve

* 1. **21**
1. twelve
2. twenty
3. eleven
4. twenty-one

* 1. **16**
1. sixteen
2. eighteen
3. sixty
4. six

* 1. **53**
1. thirteen
2. forty
3. thirty-five
4. fifty-three

* 1. **102**
1. one hundred and twenty
2. one hundred and twelve
3. one hundred and two
4. two hundred and one

* 1. **274**
1. two hundred and seven
2. two hundred and four
3. two hundred and seventy-four
4. two thousand and seventy-four.

* 1. **1080**
1. one hundred and eight
2. one hundred and eighteen
3. one thousand and eight
4. one thousand and eighty

**5 Ringa in rätt klockslag. 6p**

1. My school starts **at eight o’clock** on Monday **morning**.
	1. 18:00 (6:00 pm)
	2. 8:00 (8:00 am)
	3. 12:00 (12:00 pm)
	4. 20:00 (8:00 pm)
2. The train to Manchester leaves **at twenty past seven.**
	1. 20:07 (8:07 pm)
	2. 19:20 (7:20 pm)
	3. 20:20 (8;20 pm)
	4. 19:07 (7:07 pm)
3. We should hurry to be there **at noon**.
	1. 00:30 (12:30 am)
	2. 12:00 (12:00 pm)
	3. 12:30 (12:30 pm)
	4. 13:00 (1:00 pm)
4. Are you ready by **half past one**?
	1. 12:30 (2:30 pm)5.
	2. 13:30 (1:30 pm
	3. 13:00 (1:00 pm)
	4. 12:50 (12:50 pm)
5. I want to leave **at quarter to eleven** at the latest.
	1. 23:15 (11:15 pm)
	2. 23:45 (11:45 pm)
	3. 22:45 (10:45 pm)
	4. 22:30 (10:30 pm)
6. He will arrive **on the third of August at midnight.**
	1. 3.8. at 00:00
	2. 8.4. at 12:00
	3. 13.8. at 01:00
	4. 30.8. at 13:00

**6 Byt ut de understrukna orden mot ett pronomen - ringa in rätt alternativ bland orden. 8p**

1. John and I are learning English.

**It/ He/ They/ We** are learning English.

1. Mr. Bronson is eating lunch.

**You /Him/ Our/ He** is eating lunch.

1. A dog is barking.

**He/ It/ We/ She** is barking.

1. My sister is moving.

**She/ He/ Her/ Him** is moving.

1. My granpa is named Julius.

**Him/ We /You/ He** is named Julius.

1. Lisa’s bag is missing.

**She/ Her/ Hers/ Our** bag is missing.

1. Have you heard from the Johnson brothers?

Have your heard from **they/ them/ him/ your**?

1. This is not Linda’s pen. That is Linda’s.

This is not Linda’s pen. That is **her/hers/its/his**.

**7 Skriv artiklarna A eller AN framför orden, eller ett streck (-) om ordet inte har en artikel (A/AN). 10p**

\_\_\_ boxes \_\_\_ house \_\_\_ schools \_\_\_ money

\_\_\_ potato \_\_\_ jobs \_\_\_ students \_\_\_ family

\_\_\_ bus \_\_\_ patient \_\_\_ radio ­­­\_\_\_ sisters

\_\_\_ knives \_\_\_ table \_\_\_ pizzas ­­­­\_\_\_ egg

\_\_\_ children \_\_\_ window \_\_\_ nurse \_\_\_ elevator

**8 Välj rätt översättning. 5p**.

* + - 1. Lex **bor** i Danmark.
1. Lex lived in Denmark.
2. Lex is living in Denmark.
3. Lex has lived in Denmark.
4. Lex had lived in Denmark.
	* + 1. Jag **talade** finska med honom.
5. I speak Finnish with him.
6. I have spoken Finnish with him.
7. I spoke Finnish with him.
8. I am speaking Finnish with him.
	* + 1. Vi **köpte** några äpplen.
9. We caught some apples.
10. We taught some apples.
11. We bought some apples.
12. We thought some apples.
	* + 1. Vad **gör** du?
13. What do you do?
14. What have you done?
15. What are you doing?
16. What did you do?
	* + 1. Jag **gick** i skolan o Irland.
17. I go to school in Ireland.
18. I went to school in Ireland.
19. I have been to school in Ireland.
20. I have gone to school I Ireland.

**9 Skriv meningarna på engelska enligt instruktionerna. 6p**

Skriv **nekande satser**.

* + - * 1. Jag äter inte kött. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
				2. Katten är inte vit. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
				3. Min bror gillar inte regn.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Skriv **frågesatser.**

* + - * 1. Ser du den där hunden?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
				2. När börjar filmen?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
				3. Är den här väskan ny? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

 **10 Ringa in det ord som passar i meningen.10p**

1. When you mix yellow and red, you will get **banana/ apple/orange/ pear**.
2. I found a new jacket for £2; it was so **cheap/empty/expensive/delicious**.
3. Look at this **balloon/badminton/language/century**, it has the shape of the number seven.
4. We have a summer cottage in the **coast/elevator/breakfast/country** of Turku.
5. The lamp wasn’t working, and I couldn’t see **anything/nothing/everything/something**.
6. Liam **followed/downloaded/earned/gave** some money from his summerjob.
7. The class went **drawing/boring/camping/seeing** to the forest for two nights.
8. Did you eat your **bathtub/furniture/ bottle/ breakfast** already?
9. The London Marathon is today and the whole city is **crowded/careful/national/modern**.
10. Lisa had an **empty/dark/broken/fast** bottle she filled with water.

**11 Läsförståelse. 5 p**

*Transport and parking instructions for workers at St Georges Hospital*

Do not use the Car park D, because it will make way for a new bus park. The bus line 56D from the city centre will be replaced by two new bus service 57A and 62A. The new line will be available to staff, patients and visitors.

* Line 57A will run from: Hebdon Town centre - Portchester City Centre - the hospital. The service will run 24 hours a day every 20 minutes between 7am and 7pm and once an hour during the night.
* Line 62A will run from Oldgrave Town Centre to the hospital every 15 minutes between 7.30 am and 7.00 pm and once every 30 minutes thereafter.

The buses will cost £1 per journey. Staff will be able to buy a bus pass valid for 20 trips for just £15, available on the bus.

Staff can also buy a *Go!* parking pass from the company’s website. The *Go!* pass costs £45 and entitles users to park at any of the city’s park and ride services for just £2 a day. It is valid for one year.

Välj rätt eller fel.

* 1. De ska bygga en ny parkering på platsen. RÄTT - FEL
	2. Bussarna 57A ja 62A ska ersätta busslinje 56D. RÄTT - FEL
	3. Buss 57A avgår kl. 7:30 på morgonen. RÄTT - FEL
	4. Buss 63A avgår kl. 7:30 på morgonen. RÄTT - FEL
	5. En enkelbiljett kostar 2£. RÄTT - FEL

**12 Skriftlig uppgift – välj en av uppgifterna och skriv minst 50 ord. 10 p**

Markera (ringa in) den uppgiften som du väljer (A,B,C).

**A** Du har tappat dina nycklar och du har glömt din telefon hemma. Du hinner inte i tid till skolan. Skriv ett meddelande på engelska till din vän och be om hjälp. Du kan själv hitta på vilken hjälp du behöver. Skriv minst 50 ord.

**B** Skriv ett meddelande till en arbetsgivare och berätta att du söker sommarjobb. Berätta vilka arbeten du har haft tidigare och vilka språk du talar. Börja och avsluta meddelandet på ett artigt sätt. Skriv minst 50 ord.

**C** Du har bott i Finland några år. Skriv ett brev till en vän och berätta om hur det är att bo i Finland. Skriv minst 50 ord.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ points \_\_\_ / 80p

**1 Lyssna och välj rätt svar till frågorna. 10p**

1. My name is Chris
2. I call Chris.
3. This is Chris.
4. His name is Chris.

1. I am at school.
2. I am fine, thanks.
3. I live in Finland.
4. I am a student.

1. I live in Sweden.
2. I am in Sweden.
3. I am from Sweden
4. I come from school.

1. I live in Helsinki
2. I love Helsinki.
3. I move to Helsinki.
4. I lived in Helsinki.
	* 1.
5. I have 20 years.
6. I am 20 years old.
7. I live 20 years.
8. It is 20 years old.
9. Excellent work!
10. I do.
11. Well done!
12. Excuse me, can you help me?
13. Hello John, nice to meet you.
14. I do not know you.
15. How did you get here?
16. Don’t worry, we are not late.
17. I have no idea.
18. Of course, just a minute.
19. How are you?
20. I’ll be back.
21. No, but here’s my passport.
22. Yes, her name is Angelina.
23. Where do I go?
24. I have seen it before.
25. Absolutely.
26. Of course not.
27. Please.
28. You are welcome.

**2 Vilken siffra/tal hör du? Ringa in rätt alternativ. 8p**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 Vad hör du? | 16 | 15 | 50 | 60 |
| 2 Vad hör du? | 20 | 12 | 13 | 11 |
| 3 Vad hör du? | 201 | 21 | 41 | 61 |
| 4 Vad hör du? | 60 | 16 | 18 | 88 |
| 5 Vad hör du? | 100 | 300 | 43 | 33 |
| 6 Vad hör du? | 2002 | 102 | 1002 | 202 |
| 7 Vad hör du? | 1014 | 214 | 2014 | 414 |
| 8 Vad hör du? | 19 | 109 | 1089 | 189 |

**3 Diktamen – skriv det du hör. 10p**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4 Vad säger de? Lyssna och ringa in rätt mening. 6p**

1. My school starts at 18:00 (6:00 pm) on Monday.
2. My school starts at 8:00 (8:00 am) on Monday.
3. My school starts at 12:00 (12:00 pm) on Monday.
4. My school starts at 20:00 (8:00 pm) on Monday.
5. The train to Manchester leaves at 20:07 (8:07 pm)
6. The train to Manchester leaves at 19:20 (7:20 pm)
7. The train to Manchester leaves at 20:20 (8;20 pm)
8. The train to Manchester leaves at 19:07 (7:07 pm)
9. We should hurry to be there at 12:30 (12:30 am)
10. We should hurry to be there at 12:00 (12:00 pm)
11. We should hurry to be there at 12:30 (12:30 pm)
12. We should hurry to be there at 13:00 (1:00 pm)
13. Are you ready by 12:30 (2:30 pm)?
14. Are you ready by 13:30 (1:30 pm)?
15. Are you ready by 13:00 (1:00 pm)?
16. Are you ready by 12:50 (12:50 pm)?
	1. I want to leave at 23:15 (11:15 pm) at the latest.
	2. I want to leave at 23:45 (11:45 pm) at the latest.
	3. I want to leave at 22:45 (10:45 pm) at the latest.
	4. I want to leave at 22:30 (10:30 pm) at the latest.
17. He will arrive on 3.8. at 00:00
18. He will arrive on 8.4. at 12:00
19. He will arrive on 13.8. at 01:00
20. He will arrive on 30.8. at 13:00

**5 Vilket ord kommer efter? Ringa in rätt alternativ. 6p**

1. Monday, Tuesday,- ?
2. Saturday
3. Wednesday
4. Friday
5. Sunday

1. Wednesday, Thursday, - ?
2. Friday
3. Sunday
4. Saturday
5. Tuesday
6. Friday, Saturday,- ?
7. Thursday
8. Monday
9. Sunday
10. Tuesday

1. April, May,- ?
2. July
3. August
4. February
5. June
6. January, February,- ?
7. March
8. April
9. May
10. October
11. June, July, -?
12. September
13. August
14. December
15. November

**6 Kombinera orden med rätt bild. 6p**

A. seat belt

B. exit \_\_\_\_ \_\_\_\_

C. map

D. stairs

E. emergency number \_\_\_\_ \_\_\_\_

F. attention

bilderna: papunet: \_\_\_\_ \_\_\_\_

kuvako, Paxtoncraft Charitable Trust, Sergio Palao

**7 Byt ut de understreckade orden mot rätt pronomen. Ringa in rätt alternativ. 8p.**

* 1. John and I are learning English.

**It / They / He / We** are learning English.

* 1. Mr. Bronson is eating lunch.

**You /Him/ Our/ He** is eating lunch.

* 1. A dog is barking.

**He/ It/ We/ She** is barking.

* 1. My sister is moving.

**She/ He/ Her/ Him** is moving.

* 1. My granpa is named Julius.

**Him/ We /You/ He** is named Julius.

* 1. Lisa’s bag is missing.

**She/ Her/ Hers/ Our** bag is missing.

* 1. Have you heard from the Johnson brothers?

Have your heard from **they/ them/ him/ your**?

* 1. This is not Linda’s pen. That is Linda’s.

This is not Linda’s pen. That is **her/hers/its/his**.

**8 Ringa in det ord som passar i meningen. 10p**

1. The movie was **absolutely/ cheerfully/ enjoyably** awful.
2. The game is **above/ over/ under** – you’re too late!
3. I’ll make an exception in this **case/ face/ ice**.
4. First, we need to pay a **deposit/ jeans/ knowledge**
5. We should make an **exchange/ label/ maximum** visit to Oulu next spring.
6. You have very nice **furniture/ name/ ocean** in your house.
7. Your tie and shirt don’t **be/ do/ go** together.
8. The song was a great **hit/ pair/ queen**.
9. She **inspired/ recorded/ saved** him to become an actor.
10. We all want this **job/ toilet/ umbrella** because the company is world famous.

**9 Skriv meningarna på engelska enligt instruktionerna. 6p**

Skriv **nekande satser**.

A Jag äter inte kött. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B Katten är inte vit. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C Min bror gillar inte regn. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Skriv **frågesatser.**

D Ser du den där hunden? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

E När börjar filmen? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

F Är den här väskan ny? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

**10 Välj rätt översättning. 5p**.

1.Lex **bor** I Danmark.

A Lex lived in Denmark.

B Lex is living in Denmark.

C Lex has lived in Denmark.

D Lex had lived in Denmark.

**2.**Jag **talade** finska med honom.

A I speak Finnish with him.

B I have spoken Finnish with him.

C I spoke Finnish with him.

D I am speaking Finnish with him.

**3.**Vi **köpte** några äpplen.

A We caught some apples.

B We taught some apples.

C We bought some apples.

D We thought some apples.

4.Vad **gör** du?

A What will you do?

B What have you done?

C What are you doing?

D What did you do?

**5.** Jag **gick** i skolan i Irland.

A I go to school in Ireland.

B I went to school in Ireland.

C I have been to school in Ireland.

D I have gone to school I Ireland.

**11 Läs texten och välj true / false 5p**

**Plastics**

We must protect our planet. Things made from plastic can be useful for people but bad for the planet. Some plastics can last for a long time in the nature and can be difficult to get rid of when they are not needed. They can remain in rubbish dumps called landfill sites for hundreds of years. Landfills can be smelly, ugly, and harmful to our planet. Recycling is a good way to get rid of unwanted plastics. Recycled waste materials can be used again to make new products, like bags, bottles or clothing.

Another way to protect the environment is to use canvas bags for shopping rather than plastic ones. A lot of plastic objects can also be reused. Plastic bottles can be refilled many times, rather than throwing them away once they are empty. Unwanted plastic goods such as CDs and toys can be sold or given away to people who are in need.

True or false – mark X

|  |  |  |
| --- | --- | --- |
|  | TRUE | FALSE |
| 1. Materials like plastic are harmful to our planet
 |  |  |
| 1. Plastic takes many years to disappear
 |  |  |
| 1. Bags, bottles, and clothing are unwanted
 |  |  |
| 1. Plastic bottles can be reused.
 |  |  |
| 1. We can sell plastic things we don’t need.
 |  |  |