

Exempel på bedömda elevtexter

Exempel 1 **HI OHIO!**

Dear friends,

I am a girl from Sweden. My name is X and I'm about 15 years old.

I live in an apartment whit my mother. My father livs in a hous with his new girlfriend X and hers two kids X and X. And when I allredy talk about the family so have I one sister and she lives by her self in an apartment and that do my brother too.

I live in Sweden that I allready have been told you. And you maybee wonder in whitch city I live! I live then in Z. Z is a beautiful city, that's what I think but other peopel maybee don't like the city. I go in Y school. We have about 600 students. But we don't have a football team like you. We have our own after-school activities.

Like I do, I play handball. I thinks it verry fun to play handball but other thinks that football or a other sport is better. So it is many students who for exampel is playing handball and they go in different clubs like A, B, C and many more.

How our school system is?

You begin in school about 8 o'clock every day. But some days you have "sovmorgon". I don't know if I say sleeping morning or something I hope you understand. And we go home about 3 o'clock. But on fridays we quit earlyer.

We have Mathe, Geografi, Fysik, Swedish, English, Kemi and many other. Whitch is you favourite? I like Sweden. It is very fun in summer when you can bath and play on the beach. And in winter it snows. And it is very fun to have snowballs krig And sometimes it rains a lot in Sweden. Thats not fun, when it rains so the only I want is to go to a worm place.

What we young peopol are interested in are different peopel to peopel. Some like to go on parties and and other like to stay at home to read a book or see on TV. Some are talking about drogs and stuff like that. I don't think that young peopel should smoke and so. I really don't know what other peopel thinks but I think we should live in a good countrie whit out drogs and other shit that's don't are nessasery.

I really don't know so very mutch but I think that are many peopel who don't are so well.

Becaus it were many peopel who died the 11 November. And you are a big countrie with mutch inhabitants. I really don't know what I have for plans for the future. But when I was small I wanted to work whit animals. But I don't know if I want to work with animals know.

I think that I am going on "Y-gymnasiet" and stydy a line who is called "samhäll". And when I am finish with that I think that I must study a few more years. When I am finished i maybe be a Econom or something. What are your plans for the future?

No, now must I go to a other lesson. But have it so good and good luck whit your work. /X

Denna långa och kommunikativa text utstrålar stor berättarglädje. Eleven använder sig av inledande och avslutande hälsningsfraser och markerar ibland att det skrivna är ett svar på ett brev genom att referera till något som nämns i brevet från Ohio. Ibland är det dock oklart vad hon syftar på, och texten blir bitvis osammanhängande – t.ex. när hon skall förklara vad hon själv vet om USA. Eleven är engagerad, uttrycker personliga åsikter, ställer frågor till mottagaren och försöker täcka alla de punkter som efterfrågas. Medvetenhet om mottagaren visar sig även i ett personligt tilltal och i strategin att försöka förklara begreppet "sovmorgon", men det finns också en del svenska ord och begrepp, framför allt när det gäller skola och utbildning, som förblir oförklarade. Språkbehandlingen är osäker, t.ex. när det gäller verbformer och stavning. Ibland stämmer verbform och subjekt överens (är kongruenta)

ibland inte, och det förekommer relativt ofta att bokstaven 'e' har placerats fel eller utelämnats. Ibland använder eleven engelsk ordföljd, men ibland bidrar användning av svensk ordföljd, vissa direktöversatta uttryck samt svenska ord till att texten får en "svengelsk" prägel, speciellt mot slutet. Eleven har utnyttjat uppslagen i brevet från Ohio väl och byggt upp sin text kring dem, men styckeindelningen är oklar och den stora textmängden är i behov av bearbetning. Sammantaget uttrycker eleven en hel del på begriplig engelska och prestationen bedöms motsvara Mål att uppnå.

Bedömning: Godkänd

Nedanstående uppställning visar på en del punkter i den sammanfattande kommentaren men är inte en uttömmande katalog över förtjänster och brister. Klamrar markerar textavsnitt som kommenteras ur en innehållslig aspekt. Understrykningar markerar sådant som kommenteras ur en språklig aspekt – text med heldragen linje kommenteras i plusspalten, medan text med streckad linje kommenteras i minuspalten.

Exempel 1 HI OHIO!	+	-
<i>Dear friends,</i>	Hälsningsfras	
<i>I am a girl from Sweden. My name is X and I'm about 15 years old.</i>		
<i>I live in <u>an</u> apartment <u>whit</u> my mother. My father livs in a hous with his new girlfriend X and <u>hers</u> two kids X and X. And <u>when I allredy talk about the family so have I one sister and she lives by her self in an apartment and that do my brother too.</u></i>	Riktig obestämd artikel INLEDNING MED PRESENTATION Kongruent verbform ¹	Vanligt stavfel Felaktig form av pronomen Svengelskt uttryck + svensk ordföljd
<i>I live in Sweden that I allready <u>have been told</u> you. And you maybee wonder in <u>whitch</u> city I live! I live then in Z. Z is a beautiful city, <u>that's what I think</u> but other <u>peopel maybee</u> don't like the city. I go in Y school. We have about 600 students. But we don't have a football team like you. We have our own after-school activities.</i>	MEDVETENHET OM MOTTAGAREN Idiomatiskt uttryck ²	Svengelskt uttryck Osäker verbbehandling Vanligt stavfel Stavfel (vanliga för eleven)
<i>Like I do, I play handball. <u>I thinks it verry fun</u> to play handball but other thinks that football or a other sport is better. So <u>it is</u> many students <u>who for exampel is</u> playing handball and they go <u>in</u> different clubs like A, B, C and many more.</i>	GÖR JÄMFÖRELSE, NYANSERAR OCH BELYSER UR OLIKA SYNVINKLAR Riktigt relativt pronomen	Kongruensfel + utelämnat verb Sammanblandning <i>there/it</i> + kongruensfel ³ Felaktig preposition
<i>How our school system is?</i>	SYFTAR PÅ FRÅGA I BREVET FRÅN OHIO	

<p>You begin in school about 8 o'clock every day. But some days you have "sovmorgon". I don't know if I say sleeping morning or something I hope you understand. And we go home about <u>3 o'clock</u>. But on fridays we quit earlier.</p>	<p>FÖRSÖKER FÖRKLARA SVENSKT ORD Klockslag riktigt uttryckt</p>	
<p>We have Mathe, <u>Geografi</u>, <u>Fysik</u>, Swedish, English, <u>Kemi</u> and many other. <u>Whitch</u> is you favourite? I like Sweden. It is <u>very fun</u> in summer when you can <u>bath</u> and play on the beach.</p>		<p>Svenska ord (som dock kan fungera) Vanligt stavfel Vanligt svengelskt uttryck. Vanligt ordvalsfel</p>
<p>And in winter it snows. And it is very fun to have snowballs <u>krig</u> And <u>sometimes it rains</u> a lot in Sweden. Thats not fun, <u>when it rains so the only I want is to go to a worm place</u>.</p>	<p>Riktig ordföljd</p>	<p>Svenskt ord, förstörande fel Svengelskt uttryck</p>
<p>What we young peopel are <u>interested in</u> <u>are different peopel to peopel</u>. Some like to go on parties and and other like to <u>stay at home</u> to read a book or <u>see on TV</u>. Some are talking about drogs and stuff like that. I don't think that young peopel should smoke <u>and so</u>. I really don't know what other peopel <u>thinks</u> but I think we should live in a good countrie <u>whit out drogs and other shit that's don't are nessasery</u>.</p>	<p>Riktig preposition Idiomatiskt uttryck BELYSER MED EXEMPEL, NYANSERAR OCH FRAMFÖR PERSONLIGA ÅSIKTER. Binder ihop texten</p>	<p>Direktöversatt uttryck som blir svärbegripligt Felaktig preposition Svengelskt uttryck Kongruensfel⁴ Verkar omedveten om stilnivå. Osäker användning av negation (not)</p>
<p>I really don't know so very <u>mutch</u> but I think that are many peopel who don't are so well. <u>Beacaus</u> it were many peopel <u>who</u> died the 11 November. And you are a big countrie with mutch inhabitants. I really don't know <u>what I have for plans</u> for the future. <u>But when I was small I wanted to work whit animals</u>.</p>	<p>Riktigt pronomen Binder ihop texten + riktig ordföljd</p>	<p>Vanligt stavfel REFERENSEN TILL BREVET FRÅN OHIO OKLAR; TEXTEN OSAMMANHÄNGANDE; STYCKEINDELNING SAKNAS. Svengelskt uttryck</p>
<p><u>But</u> I don't know if I want to work with animals <u>know</u>.</p>	<p>Binder ihop texten</p>	<p>Stavfel</p>
<p>I think that I am going on "<u>Y-gymnasiet</u>" and stydy <u>a line</u> who is called "<u>samhäll</u>". And <u>when I am finish with</u> that I think that I must study <u>a few more years</u>. <u>When I am finished i maybe be a Econom</u> or something. What are your plans for the future?</p>	<p>Idiomatiskt uttryck STÄLLER FRÅGA TILL MOTTAGAREN</p>	<p>Svenska ord + direktöversättning Svengelskt uttryck Svengelskt uttryck + felaktig obestämd artikel</p>
<p>No, <u>now must I go</u> to a other lesson. <u>But have it so good</u> and good luck whit your work. /X</p>	<p>AVSLUTNING</p>	<p>Svensk ordföljd; direktöversatt uttryck på gränsen till obegripligt</p>

¹ Verbet/predikatet (*lives*) är riktigt böjt i förhållande till subjektet (*she*)

² Idiomatisk (= riktig) användning av ett engelskt uttryck

³ Verbet/predikatet (*is*) är inte riktigt böjt i förhållande till subjektet (*students*), ska vara *are*.

⁴ Ska vara *think*

Exempel 2 **HI OHIO!**

Dear friends

My name is X, and I am from Stockholm the capital of Sweden. I am in the 9:th grade in school. Here in Sweden we go to school in nine years after that we go to a gymnasium for three years and last there are highschoools. We start school one year later than in your country, but after kindergarden and before school we have something called "sexårsverksamhet", and that is an introduction for school, that is a mix of work and play. As you say, the highschoools in USA has about 1000 students, but in Sweden the highschoools are much smaller and they don't have any big football teams or bands, but I think we have more sport gymnasiums. The kids go to school and have the sport that they hav chosen. For an exampel if you are going to a soccer gymnasium you will maybe have soccer three times in your day while you only will have a few ordinary lessons every day. Here in sweden almost every school is a kommunal school. Because of all the schools and the free healtcare for children, the taxes are wery high, but it's not so bad because you get so much from it. I think that the people here are more interested in politics than you are, and a lot of young people are active in political organisations. What I think about life in the US is that you have a very good middleclass but a lot of people are very poor instead, and that you got to have an insurance for every thing because you can't get medical help if you don't have one and are poor. For my dream job I will maybe go to a gymnasium first and then I might join the army and do the "lumpen" that 50% of the 18 years old kids have to do, because after "lumpen" if you stay with the army they can fix you a very good highschoool education and then when you leave the army with a good education it will be easy to get a good job

I denna text väljer eleven att förklara och fördjupa en del av de ämnen som föreslås i brevet från de amerikanska eleverna. Han visar god medvetenhet om svenska och amerikanska förhållanden och gör jämförelser. Texten inleds som ett brev men saknar avslutning och är skriven i ett enda svep utan styckeindelning vilket gör att det inte är så lätt för läsaren att orientera sig. Medvetenhet om mottagaren visar sig i att eleven använder uttryck som t.ex. *As you say*. Det finns en hel del exempel på ett gott ordförråd och god idiomatik (*insurance; a few ordinary lessons; free healthcare; interested in politics*), men det förekommer också "svengelska" uttryck. Språket flyter på med sammanhang och viss variation i meningsbyggnaden, och eleven visar ibland strategier för att förklara svenska ord och begrepp. Detta fungerar säkert när det gäller "sexårsverksamhet" och "lumpen", där eleven tydligt markerar att han använder svenska ord och antingen ger en förklaring eller använder ordet på ett sådant sätt att det av sammanhanget blir begripligt vad som menas. Men det är tveksamt om sättet att använda orden *gymnasium* och *highschool* kan skapa den avsedda förståelsen hos en engelskspråkig mottagare. De stavfel som finns är inte särskilt störande och kommunikationen fungerar väl. Sammantaget bedöms denna text motsvara kriterierna för betyget Vål godkänd.

Bedömning: Vål godkänd

Exempel 3 **HI OHIO!**

Dear friends,

My name is X. I'm 15 years old and I go to Y-skolan in Z, Sweden. I'm in the 9:th grade right now, that is to say, I'm in the last year of the obligatory school. In Sweden you attend school at the age of 6 or sometimes 7 and you spend 3 years in the 3 lowest grades, then 3 years in the middle grades and the following 3 years in the highest grades. After that, you don't have to go to school, but to get a good job, you ought to proceed for at least 3 years in the 'gymnasium'. Then you can attend a university, a college. Most Swedish schools don't have any special activities for their students after school, but since the government or different companies offer activities such as dancing, playing hockey, playing the guitar a.s.o. at a low cost, the majority of all Swedish teenagers do such things on their sparetime. My school has about 900 students, and some of them have special courses in dancing. I think it's mostly ballet, but also some modern dancing.

Sweden is a cold country with a long, dark winter that brings lots of snow. But in the summer time, depending on where you live, it's hot and you can go roller-skating, swimming or sun-bathing. There are no waves big enough to surf on though, as in California, and it's not as hot in the water. We cannot cultivate things such as oranges, grapes or cotton but we do cultivate apples and cucumbers in the Southern part of Sweden. In Sweden, people is not so poor, but we're not so rich either. It's not a very big gap between people and people. Families in Sweden often consist of parents and two kids, but many people divorce. The man and wife both have fulltime jobs, but the wife often works at home with the householdings too, even though the Swedish husbands help their wives more and more. To live as a teenager in Sweden is kind of boring. If you don't do sports or music, there's never any place to hang out. You just go to cafés and spend all your money. Many teenagers also get criminal, because there's nothing to do. But isn't that a worldwide problem? Having nothing fun to do, I mean, is a part of being young, as well as having lots of boring things you should do.

I spend my times looking for clothes in the 50's style, listening to Elvis, cleaning my room or just hanging out with my pals. I love Elvis and the 50's, everything about it is just swell! Except that black people and women had even less worth in the society than today. As a part of my 'loving-the-50's-thing', I also like the US a lot. Many of the teenagers in Sweden just hate the US, because of your politics. They condemn the whole US life style, because of George W. Bush and the war in Israel. I think that is to make things kind of easy for yourself. By refusing to like the US at all, you see everything in black and white. That's not the reality, right?

In the US lives 280 million people. All of you just can't be bad. To pull everyone over the same edge, isn't any good and can lead to very bad situations. Often, these teenagers believe that they themselves are very liberal and openminded and maybe they are, but unfortunately not to Americans. I think it's important to realise that it's not the people, it's the politics. I like the US, I like the American Dream, I think it's the land of possibilities. The inhabitants is a mix of people from all different countries, and I believe that creates great cultural bases for development. When I've finished 9:th grade, I'll attend an English speaking school and then continue to study (maybe to become a doctor) in the US. I'd like to live in the South, because of the culture, the climate and the people. And of course because Elvis is from the South! I wish you the best luck with your project, and I do hope that my letter has been to any help.

Best wishes, X

Denna långa text är mycket väl sammanhållen och väldisponerad. Strukturen med inledning, avslutning och styckeindelning gör texten läsvänlig. Det finns en personlig ton rakt igenom det skrivna, och eleven visar hela tiden att hon har sin mottagare i tankarna genom att förklara och nyansera beskrivningarna både av svenska och av amerikanska förhållanden. Hon väjer inte för komplicerade frågor och kan exemplifiera och diskutera på en generell nivå, t.ex. när det gäller jordbruk, ekonomi och familjeliv. Det finns ett utmärkt flyt i språket. Det är varierat och intressant, och t.ex. ett eget uttryck som *As a part of my 'loving-the-50's-thing'* visar att eleven har ett säkert grepp om sitt sätt att uttrycka sig. Ord- och frasförrådet är avancerat och nyanserat (*attend; ought to proceed; household; worldwide; condemn; open-minded; cultural bases for development*), och språkbehandlingen är i stort sett riktig även om det förekommer enstaka fel och någon oidiomatisk (oengelsk) formulering som t.ex. *to pull everyone over the same edge* – ett uttryck som är svårbegripligt för en läsare utan kännedom om svenska. Sammantaget bedöms denna prestation klart motsvara kriterierna för betyget Mycket väl godkänd.

Bedömning: Mycket väl godkänd

Exempel 4 **ONE MOMENT IN TIME**

*A special moment in my life most be when i start to dance! I start to dance when i was ten years old and it's be more than more fun! I don't know something more fun. I start to dance with X but after one year he stop to dance and i start to dance with Y! We start to compitision, And we won the first compitison! It was a special moment in my life! My parents was happy and we eat on resturang! The years has go fast and the prices has be many!
My dancetime with Y is over and i have a new dancepartner, Z! He live in W. I love to dance with him because we have always fun together! The first time i met him was in May this year! Now we had dance together in 4 months and we are best friends...! In November this year, me and some friends dance Team Sm in W. It was very fun, but we didn't sleep on this night so i was very tired on the compitisionsday. I thanks my mom and dad that they told me to start to practice dance! When i have grow up, i will like to work with dance! The dance i practice is Bugg, Dubbelbugg, Rock'n Roll, Boogie Woogie, Lindy hop, Street funk and so on...
Dance like water if i didn't get it i can't live!*

Med denna text lyckas eleven förmedla en känsla av stark glädje. Hon skriver om ett fritidsintresse som har haft stor betydelse för henne, men texten är en serie utrop och påståenden snarare än en sammanhängande berättelse med exemplifieringar och förklaringar. Antydning till styckeindelning tillsammans med tekniken att blicka både framåt och bakåt ger en viss struktur åt det skrivna, och det avslutande utropet blir ett effektivt sätt att runda av texten. Eleven klarar av att använda rätt ordföljd i de flesta fall där engelskan skiljer sig från svenskan (t.ex. efter tidsuttryck som *the first time* och *in November this year*), men innehållet uttrycks för det mesta på ett mycket enkelt och något enahanda språk både vad gäller meningsbyggnad och ordförråd. Texten har en ”svengelsk” prägel och verbanvändningen är tämligen osäker (*I start to dance when i was; after one year he stop to dance; my parents was happy and we eat on resturang; the years has go fast*). Även om vissa ord och begrepp står oförklarade på svenska lyckas eleven i stort sett göra sig förstådd, och texten bedöms därför motsvara Mål att uppnå om än med viss tvekan.

Bedömning: Godkänd (det nedre skiktet)

Exempel 5 **ONE MOMENT IN TIME**

The 25th July in 1994, I was real scared before my first time to fly in a plane. I were going on the toilet every 5th minute and I were silenced all the time sitting for the gates to open. It was my grandmother and grandfather, my Mum and my dad also me and my sister, that were going on a vacation to Mallorca for two weeks. My sister were to little to be scared so I was the only one. And then they shouted in the speakers that the gate for our plane were open. And then I was so scared. So scared, in that room on Sturup, Malmö, that I'm never gonna forget just that moment. It was a big hall with alot of chairs to sit on they were blue and red, in one side it was a wall with a window so you could see straight down to the entrance, and on the other side it was alot of windows that you could see all the planes through. And then we started to go against the gate, but I was so scared that I just wanted to go back to the car and drive home again, I didn't want to go in to that suicide machine who stood on the ground and just waited to take us up in the air and then just stop working so we all should die. And then we were in the plane sitting in the chairs, that felt so small and uncomfortable that I just wanted to run away from the plane with blue chairs and out from that plane. But then the pilot said that we were going to start in a few minutes, and everyone told me to take it easy because it was no danger it will not stop in the middle of the air, they told me. But I didn't listenend to them, they didn't understand that we were going to die if the plane started. Then the plane started to move to get to the starting field. I was so scared, so scared, and i chewed gum so I didn't should get stuffed in the airs, I chewed like a horse that didn't have seen food for five days. And when we came on the right way the heart started slowly to turn back to normal, I had been wrong the plane didn't lost an engine or something it felt wonderful to be high up in the air flying like a bird. Then we ofcourse came to Mallorca and had a great vacation.

Med denna relativt långa text visar eleven mycket god vilja att berätta och förmedla känslor. Han beskriver ingående sin upplevelse av rädsla inför den första gången han skulle flyga. Beskrivningen av miljön samt av de egna känslorna innehåller många detaljer, och här finns en del exempel som tyder på ett gott ordförråd (*vacation; gates; speakers; entrance*) och förmåga att skapa såväl slående som humoristiska bilder (*suicide machine; I chewed like a horse*). Elevens förmåga att binda samman satser och skapa variation i meningsbyggnaden och därigenom få flyt i språket är dock begränsad. Satserna radas på varandra på ett ganska enkelt och ofta likartat sätt (*And then... ; I was...*), och det finns en hel del formella problem framför allt vad gäller verbanvändningen. Stavningen är genomgående god även om *I were silenced* i stället för *I was silent* och *airs* i stället för *ears* kan verka störande och eventuellt leda till missuppfattningar. Sammantaget bedöms denna prestation gott och väl motsvara Mål att uppnå.

Bedömning: Godkänd (det övre skiktet)

Exempel 6 **ONE MOMENT IN TIME**

When I was about 13 years old I was going to play some soccer. It was in the year 2000 and the footballseason was almost over. Me and my soccerteam, X IS, were going to meet Y IS in a very important game. In the last three or four matches I had played pretty bad. So I thought;

Now I have to show them that I really can play. I was going to play in a different position and I wasn't so happy about it. But either way, they let me at least. So there I stood in my totally new position. And the game was on! The first half was over before it even had began, or so I felt. We hadn't done one single goal and neither had the other team. There was a lot of pressure and we felt stressed. Something have to happen, our coach said. We were going to loose if we didn't get the ball in to the goal. We understood the situation and knew we had to work harder out there. We herd the sound of the whistle and took our places on the field. We were ready. And the game was on! The other team was really close to score and everybody got crazy because of the exitement. Then I saw my chance. My team had the control. I started to run forward to the goal. I saw that Z were about to pass the ball to me as I got closer and closer to the goal. As soon as the ball got close enough to me, I shot. GOAL! The feeling of making a goal is fantastic! I could't belive it myself. The goalkeeper didn't have a chance to stop it. After this lucky shot I'm still in that position but I haven't done any goals sins then... Even that this was two years ago, my team still talks about it sometimes. And my coach said it was the best goal ever! I guess I have to do another one someday that I can brag about to... Maybe someday, at least in my dreams.

Eleven visar med denna rätt korta text god förmåga att bygga upp en spännande och koncentrerad berättelse samtidigt som hon lyckas förmedla glädjen i en personlig upplevelse. Eleven verkar utnyttja hela sin språkliga kapacitet – hon berättar och beskriver sina tankar och känslor. Texten har ett bra flyt i en ganska rapp, lite korthuggen stil, som passar innehållet väl, och hon skapar närvarokänsla genom att använda sig av utrop och indirekt tal. Ord- och frasförrådet är relativt varierat och adekvat för ämnesområdet (*soccer; game, first half; goal; coach; whistle; field; score*) och för det eleven vill förmedla. Det förekommer dock enstaka oidiomatiska uttryck (*my team had the control*), och texten har på några ställen en viss ”svengelsk” prägel. Eleven klarar av att använda de flesta oregelbundna verb rätt i imperfekt, men verbbehandlingen är ibland lite osäker, t.ex. med avseende på kongruens, vilket dock inte är störande för förståelsen. Stavningen är oftast god, och de fel som finns verkar mest vara sådana som eleven skulle kunna göras uppmärksam på och som skulle vara lätta att åtgärda. Med en bearbetning i form av en tydlig styckeindelning hade strukturen i texten dessutom kunnat göras tydligare. Sammantaget bedöms texten gott och väl motsvara kriterierna för betyget Väl godkänd.

Bedömning: Väl godkänd (*det övre skiktet*)

Nedanstående uppställning visar på en del punkter i den sammanfattande kommentaren, men är inte en uttömmande katalog över förtjänster och brister. Klamrar markerar textavsnitt som kommenteras ur en innehållslig aspekt. Understrykningar markerar sådant som kommenteras ur en språklig aspekt – text med heldragen linje kommenteras i plusspalten, medan text med streckad linje kommenteras i minuspalten.

Exempel 6 ONE MOMENT IN TIME	+	-
<p><i>When I was about 13 years old I was going to play some soccer. It was in the year 2000 and the footballseason was almost over. Me and my soccerteam, X IS, <u>were</u> going to meet Y IS in a very important game. In the last three or</i></p>	}	}
	EFFEKTIV INLEDNING Kongruent verbform ¹	

<p>four matches I had played pretty <u>bad</u>. So I thought; Now I have to show them that I really can play. I was going to play in a different position and I <u>wasn't</u> so happy about it. But either way, they let me at least. So there I stood in my <u>totally</u> new position. And the game was on! The first half was over <u>before</u> it <u>even had begun</u>, or so I felt. We hadn't done one single goal and <u>neither had the other team</u>. There was a lot of pressure and we felt <u>stressed</u>. Something <u>have</u> to happen, our coach said. We were going to <u>lose</u> if we didn't get the ball in to the goal. We <u>understood</u> the situation and <u>knew</u> we had to work harder out there. We <u>heard</u> the sound of the whistle and <u>took</u> our places on the field. We were ready. And the game was on! The other team was really close to score and everybody got crazy because of the excitement. Then I saw my chance. <u>My team had the control</u>. I started to run forward to the goal. I saw that <u>Z were about to pass the ball to me</u> as I got closer and closer to the goal. As soon as the ball got close enough to me, I shot. GOAL! The feeling of making a goal is fantastic! I couldn't <u>believe</u> it myself. The goalkeeper didn't have a chance to stop it. After this lucky shot I'm still in that position but I haven't done any goals since then... <u>Even that</u> this was two years ago, my team still talks about it sometimes. And my coach said <u>it was the best goal ever!</u> I guess I have to do another one someday that I can brag about to... Maybe someday, at least in my dreams.</p>	PERSONLIG; DELGER SINA TANKAR	Avsaknad av lyändelse på adverb (dock vanligt i många typer av engelska)
	Idiomatiskt uttryck ²	
	Riktig adverbsform	Ordföljd och verbform felaktiga ³
	EFFEKTFULLT MITT I HANDLINGEN	
	Idiomatiskt uttryck	
	Träffande uttryck	
	DRAMATISK EFFEKT MED INDIREKT TAL	Kongruensfel ⁴ Stavfel
	Riktiga imperfekter av oregelbundna verb	Stavfel
	EFFEKTFULL BESKRIVNING; SKAPAR SPORTREPORTAGEKÄNSLA.	Svengelskt uttryck (som dock fungerar)
	Idiomatiskt uttryck	
SUMMERAR UPPLEVELSEN	Vanligt stavfel	
RUNDAR AV FRÅN ETT NU-PERSPEKTIV	Oidiomatiskt uttryck ⁵	
Indirekt tal, sammanfattar känslan		
AVSLUTNING SOM VISAR SJÄLVINSIKT		

¹ Verbet/predikatet (*were*) är riktigt böjt i förhållande till subjektet (*me and my soccerteam*)

² Idiomatiskt (= riktig) användning av ett engelskt uttryck

³ Ska vara *before it had even begun*

⁴ Verbet/predikatet (*have*) är inte riktigt böjt i förhållande till subjektet (*something*), ska vara *has*

⁵ Oidiomatiskt (= oengelskt) sätt att uttrycka sig, ska vara *even though*