DUBBA · OYSS HAZIRLIK **CEVAP ANAHTARI**

9. Sınıf İngilizce Dersi 1. Dönem 2. Ortak Yazılı Sınavı · Senaryo 3

Süre: 40 dakika · Her sorunun puanı yanında yazılıdır.

Anahtar ve sorular çevrim içi

9. Sınıf İngilizce · 1. Dönem 2. Ortak Yazılı (Senaryo 3)

1. Tuğra wrote a short text about his grandmother and screens for the class newsletter. Read the text and do the tasks below.

> ***Grandma's Screen Rules***
>
> *My grandmother is sixty-eight years old. When she was a teenager, nobody had a mobile phone. She (1) _____ (write) letters to her friends every month. Her family (2) _____ (watch) films on a phone – there were no smartphones then, only an old television in the living room! On Saturday evenings, she and her sister (3) _____ (go) to the little cinema in their town. Tickets (4) _____ (be) very cheap then.*
>
> *Today, I spend about four hours a day on my phone. I often watch videos in bed until midnight, and I feel tired at school. Grandma is worried about me. She says I (5) _____ (use) my phone in bed because it is bad for my sleep. She also says I (6) _____ (watch) films with my family, not alone in my room. Now we have a "Family Film Night" every Saturday, and Grandma always chooses the first film!*

1.1. Complete the text with the correct form of the verbs in brackets. Use **used to / didn't use to** for past habits and **should / shouldn't** for advice. (6x1.5=9 pts)

1.2. Read the situations and give **one piece of advice** for each person. Use **should** or **shouldn't** in a complete sentence. (2x2=4 pts)

a) Ayça plays games on her phone during lessons. Her marks are getting worse.

b) Serkan listens to music with very loud headphones every day. His ears hurt in the evening.

2. The school newspaper of Kardelen High School wrote about two exchange students. Read the article and do the tasks below.

> ***Two New Friends in Class 9-A***
>
> *This term, two exchange students are studying in Class 9-A at Kardelen High School.*
>
> *Sanne comes from Amsterdam, the capital of the Netherlands. Her mother tongue is Dutch, and she speaks English very well, too. Amsterdam has more than one hundred kilometres of canals, so many tourists take boat trips there. Sanne's favourite place in her city is the Rijksmuseum, a big museum with famous paintings. The Netherlands celebrates King's Day, usually on 27 April. On that day, people wear orange clothes and sell their old toys and books at street markets.*
>
> *Riku is from Helsinki, the capital of Finland. Finnish is his mother tongue, but he can speak Swedish, too, because Swedish is also an official language in his country. Visitors to Helsinki often go to the Market Square near the harbour. They eat fresh fish there and buy handmade gifts. Finland celebrates Independence Day on 6 December. In the evening, many Finnish families light two candles in their windows.*

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2.1. Answer the questions according to the article. Short answers are enough. (4x2=8 pts)

a) What is Sanne's mother tongue?

b) Why do many tourists take boat trips in Amsterdam?

c) Why can Riku speak Swedish?

d) What do people in the Netherlands wear on King's Day?

2.2. Complete the table with information from the article. (5x1=5 pts)

	Sanne	**Riku**
Country	(1) _____	Finland
Capital city	Amsterdam	(2) _____
A place to visit	(3) _____	Market Square
National day	(4) _____	Independence Day
Date of the national day	27 April	(5) _____

3. Gizem wrote a blog post about her study partner. Read the blog post and do the tasks below.

> ***Study Buddies in Class 9-D***
>
> *(1) Every month, our English teacher, Ms Karaca, puts the students in pairs. My study buddy this month is Alper. We sit next to each other, check each other's homework and help each other before quizzes. Alper is good at Maths, and I am good at English, so we learn a lot from each other.*
>
> *(2) Our routine is simple. On Mondays and Wednesdays, we stay at school after the last lesson and study in the library for an hour. Alper always plans our session: first we revise the day's lessons, and then we do our homework. On Fridays, we test each other on new English words.*
>
> *(3) Of course, we have some problems, too. Alper works very quickly, but sometimes he makes careless mistakes. I work slowly and carefully, so I sometimes cannot finish my homework on time. Now I use a timer, and Alper checks his answers twice. We are both getting better!*

3.1. Match the headings (A–D) with the paragraphs (1–3). Write the paragraph number next to each heading. There is **one extra** heading. (3x2=6 pts)

Heading	**Paragraph**
A. Our weekly study plan	
B. A school trip with our class	
C. Meeting my study partner	
D. Problems and solutions	

3.2. Complete Gizem's notes with information from the blog post. Short answers are enough. (4x1.5=6 pts)

1. Days in the library: _____
2. Time in the library each day: _____
3. Our Friday activity: _____
4. Something I use now to finish my homework on time: _____

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4. Alper is preparing a vocabulary page called "Words for Busy Students" for the new students in his class. Read the definitions and write the correct word or phrase from the box. There are **two extra** words. (5x2=10 pts)

> ***Word box:*** *take notes · revise · comb · on time · carefully · timetable · quietly*

No	Definition	Word / Phrase
1	to write down the important points while the teacher is speaking	
2	to study a lesson again before a test	
3	a table with the days, lessons and their times	
4	not late; at the correct time	
5	without making any noise	

5. Eylül is a 9th-grade student. She wrote a short paragraph about her daily and study routines for the class blog, but there are **four** underlined errors in it. Read the paragraph and do the tasks below.

> *My name is Eylül and I am in class 9-C. My brother and I (1) wakes up at 6.45 every morning. I usually (2) arrives at school at 8.00. In our English lessons, we (3) discuss often different topics in groups. After school, I (4) repeat my notes quick before dinner. I think good study habits help me a lot.*

5.1. Write the wrong form and the correct form for each underlined error. (4x2=8 pts)

Error No	Wrong Form	Correct Form
(1)		
(2)		
(3)		
(4)		

5.2. Write **two** sentences about your own study routine in the Simple Present Tense. Use an **adverb of manner** (e.g. *carefully*) in the first sentence and a **time expression** (e.g. *every weekend*) in the second sentence. (2x2=4 pts)

6. Read the text about two classmates and do the tasks below.

> ***Different on the Outside, Similar on the Inside***
>
> *Aslı is a fifteen-year-old student at Birlik High School. She is tall and slim, with straight light brown hair and bright green eyes. She always wears colourful clothes, so her classmates can see her from far away. Aslı looks confident, but she is actually quite shy when she meets new people. When she gets to know someone, she becomes cheerful and talkative. Her teachers say she is hardworking and reliable – she always finishes her projects on time.*
>
> *Koray is Aslı's classmate. He is medium-height and a little plump. He has short, curly, dark hair and dark brown eyes. Koray looks relaxed and calm, and he really is a calm person – he never panics in difficult situations. His friends say he is generous and always ready to help. Like Aslı, he is very determined: when*

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he has a goal, he works hard for it.

Aslı and Koray look very different, but they have some similar personality traits. Maybe that is why they are good friends.

6.1. Decide whether each sentence is **True (T)** or **False (F)**. If the sentence is false, write the correct information in the Correction column. Leave the Correction column empty for true sentences. (4x2=8 pts)

	Sentence	T / F	Correction
a	Aslı has dark, curly hair.		
b	Aslı's teachers think she is hardworking and reliable.		
c	Koray looks nervous when people first meet him.		
d	Both Aslı and Koray are determined people.		

6.2. Complete the table with information from the text. Write one word or a short phrase in each empty cell. (4x1=4 pts)

	Aslı	Koray
Height	tall	(1) _____
Hair colour	(2) _____	dark
Eye colour	green	(3) _____
One positive personality trait	(4) _____	generous

7. Hande and Volkan are talking in the school corridor about two new students. Read their conversation and do the tasks below.

Word box: *cheerful · curly · slim · medium-height · honest · moody · brunette*

Hande: *Did you meet the new students in 9-B today?*

Volkan: *Yes, I did. They are two girls, Yasemin and Elvan. Yasemin has long (1) _____ hair. She is (2) _____ – she is thin like a dancer. She isn't tall or short; she is (3) _____.*

Hande: *What is she like?*

Volkan: *She is really (4) _____. She smiles all the time and makes everyone laugh.*

Hande: *And Elvan?*

Volkan: *She has long dark brown hair, so she is a (5) _____. She looks a bit (6) _____ today.*

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> *She didn't talk to anyone and seemed upset.*
>
> ***Hande:*** *Maybe she is just nervous. It is her first day, after all.*

7.1. Complete the conversation with the words from the box. There is **one extra** word. (6x1.5=9 pts)

7.2. Write the **extra** word from the box. Then write **one** complete sentence about a person you know with this word. (3 pts)

8. Your school magazine has a page called "People I Admire". Write a paragraph (60–80 words) about a friend or a family member. (16 pts)

Use the following criteria:

- the person's name and who he/she is (e.g. my cousin, my best friend);
- **three** physical features (e.g. height, hair, eyes);
- **two** personality traits and **one** example for one of them;
- **too** or **enough** at least **once** (e.g. *He is tall enough to …*);
- the Simple Present Tense.

Start with a topic sentence and finish with a closing sentence.

Your paragraph — write it on the lines below (60–80 words).

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Soru – Öğrenme Çıktısı – Beceri

Soru	Öğrenme çıktısı	Beceri
1	ENG.8.3. G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.	Grammar: used to / should in context, giving advice
2	ENG.9.1. R3. Students can make sense of and derive meaning from the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations".	Reading: short answers, table completion
3	ENG.9.2. R2. Students can bring information together about the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" through skimming, scanning and detailed reading.	Reading: matching headings (skimming), completing notes (scanning)
4	ENG.9.2. V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "classroom life with classmates, friendships, daily and study routines, habits, and activities" after recognising them in context and developing their conscious and inductive vocabulary learning skills.	Vocabulary: matching definitions and words
5	ENG.9.2. G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "classroom life with classmates, friendships, daily and study routines, habits, and activities", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.	Grammar: error correction (Simple Present, adverbs), sentence writing
6	ENG.9.3. R2. Students can bring information together about the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" through skimming, scanning and detailed reading.	Reading: true/false with correction, table completion
7	ENG.9.3. V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" after recognising them in context and developing their conscious and inductive vocabulary learning skills.	Vocabulary: gap filling in a dialogue
8	ENG.9.3. W4. Students can practise producing written content based on the current theme "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character".	Writing: a descriptive paragraph with given criteria

Puanlama Tablosu

1.1	1.2	2.1	2.2	3.1	3.2	4	5.1	5.2	6.1	6.2	7.1	7.2	8	Toplam
9	4	8	5	6	6	10	8	4	8	4	9	3	16	100

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Çözümler ve Puanlama Anahtarı

1.1. TAM PUAN (9 PUAN)

Her boşluk 1,5 puan: (1) **used to write** (2) **didn't use to watch** / did not use to watch (3) **used to go** (4) **used to be** (5) **shouldn't use** / should not use (6) **should watch**

KISMİ PUAN: Yapı doğru seçilmiş ama biçim hatalıysa (ör. *used to wrote, didn't used to watch, should to watch*) o boşluk 0,5 puan. Olumlu/olumsuz tercihi bağlama aykırıysa (ör. (2) *used to watch,* (5) *should use*) o boşluk 0 puan. **SIFIR PUAN:** Geçmiş alışkanlık boşluğuna *should*, öğüt boşluğuna *used to* yazılması; boş bırakılan boşluk.

1.2. TAM PUAN (4 PUAN)

Her madde 2 puan. Örnek cevaplar: a) *She shouldn't play games during lessons.* / *She should listen to the teacher in class.* b) *He shouldn't listen to loud music.* / *He should turn down the volume.* Duruma uygun, *should/shouldn't* + yalın fiil içeren her tam cümle kabul edilir.

KISMİ PUAN: Öğüt duruma uygun ama küçük bir dil hatası var (ör. *She should not plays…, should to*) 1 puan. **SIFIR PUAN:** *should/shouldn't* kullanılmamış, durumla ilgisiz, Türkçe ya da boş cevap.

2.1. TAM PUAN (8 PUAN)

Her madde 2 puan (short answers are enough): a) **Dutch.** b) Because Amsterdam has **a lot of canals** (more than one hundred kilometres of canals). c) Because Swedish is **(also) an official language in Finland**. d) **Orange clothes.**

KISMİ PUAN: b) maddesinde yalnız "canals" yazılmışsa 2 puan; c) maddesinde yalnız "official language" yazılıp ülkeye bağlanmamışsa 1 puan. Anlamı bozmayan yazım hataları puan kırdırmaz. **SIFIR PUAN:** Metinle çelişen ya da soruyla ilgisiz bilgi; boş cevap.

2.2. TAM PUAN (5 PUAN)

Her boş hücre 1 puan: (1) **the Netherlands** (Holland da kabul edilir) (2) **Helsinki** (3) **the Rijksmuseum** (canals / boat trips da kabul edilir) (4) **King's Day** (5) **6 December**

KISMİ PUAN: Her hücre ayrı değerlendirilir; büyük/küçük harf ya da küçük yazım hatası puanı düşürmez. **SIFIR PUAN:** Öbür öğrencinin bilgisini yazmak (ör. (2) için *Amsterdam*); boş hücre.

3.1. TAM PUAN (6 PUAN)

Her doğru eşleştirme 2 puan: A → **2** · C → **1** · D → **3** · B → fazladan başlık (boş kalır)

KISMİ PUAN: Her doğru eşleştirme ayrı puanlanır; fazladan başlığa (B) numara yazılması ayrıca puan kırdırmaz. **SIFIR PUAN:** Yanlış ya da boş eşleştirme.

3.2. TAM PUAN (6 PUAN)

Her not 1,5 puan:

1. **Mondays and Wednesdays** 2. **(for) an hour** / one hour 3. **They test each other on new English words.** 4. **a timer**

KISMİ PUAN: 1. notta iki günden yalnız biri yazılmışsa 0,5 puan; 3. notta yalnız "a test" / "words" gibi eksik bilgi 0,5 puan. **SIFIR PUAN:** Metinde olmayan bilgi (ör. 4. not için *Alper checks his answers*); boş not.

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4. TAM PUAN (10 PUAN)

Her doğru kelime 2 puan:

1. **take notes** 2. **revise** 3. **timetable** 4. **on time** 5. **quietly** Fazladan kelimeler: *comb*, *carefully*.

KISMİ PUAN: Anlamı bozmayan küçük yazım hatası (ör. *timetabel*) 1 puan; 1. maddede yalnız *notes* 1 puan. **SIFIR PUAN:** Kutuda olmayan ya da tanıma uymayan kelime; boş satır.

5.1. TAM PUAN (8 PUAN)

Her satır 2 puan:

Error No	Wrong Form	Correct Form
(1)	wakes up	wake up (özne çoğul: *my brother and I*)
(2)	arrives	arrive (özne *I*)
(3)	discuss often	often discuss (sıklık zarfı fiilden önce)
(4)	quick	quickly (fiili niteleyen hâl zarfı) — *repeat my notes quickly*

KISMİ PUAN: Doğru biçim yazılmış ama "Wrong Form" sütunu boşsa tam puan; yanlış biçim doğru gösterilip düzeltme hatalıysa (ör. (1) *waking up*) 0,5 puan. **SIFIR PUAN:** Altı çizili olmayan bir sözcüğün değiştirilmesi; yanlış düzeltme; boş satır.

5.2. TAM PUAN (4 PUAN)

Her cümle 2 puan. Örnek cevaplar:

- *I read my notes carefully after school.* (hâl zarfı)
- *I revise my English words every weekend.* (zaman ifadesi) Simple Present Tense'te, çalışma rutinini anlatan ve istenen öğeyi içeren her tam cümle kabul edilir.

KISMİ PUAN: İstenen öğe (hâl zarfı / zaman ifadesi) var ama cümlede bir dil hatası var (ör. *I studies carefully*) 1 puan; cümle doğru ama istenen öğe yoksa 1 puan. **SIFIR PUAN:** Tam cümle olmayan cevap; Simple Present dışında bir zaman; 5. sorudaki paragrafın cümlesinin aynen kopyası; Türkçe ya da boş cevap.

6.1. TAM PUAN (8 PUAN)

Her satır 2 puan: a) **F** – Aslı has **straight light brown** hair. b) **T** – (Correction boş) c) **F** – Koray looks **relaxed and calm**. d) **T** – (Correction boş)

KISMİ PUAN: F satırlarında (a, c) işaret doğru ama düzeltme eksik ya da yanlışsa 1 puan. T satırlarında (b, d) işaret doğruysa 2 puan. **SIFIR PUAN:** T/F işareti yanlışsa (düzeltme yazılmış olsa bile) o satır 0 puan; boş satır 0 puan.

6.2. TAM PUAN (4 PUAN)

Her boş hücre 1 puan: (1) **medium-height** (2) **light brown** (3) **dark brown** (4) **hardworking / reliable / cheerful / talkative / determined** (biri yeterli)

KISMİ PUAN: Her hücre ayrı değerlendirilir; (2) için yalnız *brown*, (3) için yalnız *brown* yazılmışsa 0,5 puan. Anlamı bozmayan yazım hatası puan kırdırmaz. **SIFIR PUAN:** Metinde olmayan ya da olumsuz özellik (ör. (4) için *shy*); boş hücre.

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7.1. TAM PUAN (9 PUAN)

Her boşluk 1,5 puan: (1) **curly** (2) **slim** (3) **medium-height** (4) **cheerful** (5) **brunette** (6) **moody**

KISMİ PUAN: Doğru kelime küçük bir yazım hatasıyla yazılmışsa (ör. *cheerfull*) 1 puan. **SIFIR PUAN:** Bağlama uymayan ya da kutuda olmayan kelime; boş boşluk.

7.2. TAM PUAN (3 PUAN)

Fazladan kelime: **honest** (1 puan). Örnek cümle (2 puan): *My uncle is honest; he never tells lies.* / *My best friend is very honest with me. honest* sözcüğünü bir kişiyi anlatmak için doğru anlamda kullanan her tam cümle kabul edilir.

KISMİ PUAN: Kelime doğru, cümlede anlamı bozmayan bir dil hatası var 1 + 1 = 2 puan; yalnız kelime yazılmış 1 puan. **SIFIR PUAN:** Yanlış kelime ve o kelimeyle kurulan cümle; Türkçe ya da boş cevap.

8. TAM PUAN (16 PUAN)

Analitik dereceli puanlama anahtarı:

Ölçüt	Tam puan	Açıklama
İçerik (Content)	7	Kişinin adı ve yakınlığı (1); üç fiziksel özellik (her biri 1 = 3); iki kişilik özelliği ve birine örnek (2); *too* ya da *enough* ile doğru bir yapı (1).
Düzen (Organisation)	3	Konu cümlesi (1); kapanış cümlesi (1); bilgilerin bütünlüklü bir paragraf hâlinde ve 60–80 kelime aralığında verilmesi (1).
Dil bilgisi (Grammar)	3	Simple Present, *to be / have got / has*, *too / enough* sırası. 3: hatasız ya da anlamı bozmayan 1–2 hata; 2: anlaşılır ancak birkaç yapısal hata; 1: sık hata, anlam yer yer kopuyor; 0: anlaşılmıyor.
Kelime (Vocabulary)	3	Dış görünüş ve kişilik sözcükleri (ör. *medium-height, curly, slim, cheerful, honest, generous*). 3: doğru ve çeşitli; 2: doğru ama sınırlı; 1: sık yanlış sözcük seçimi; 0: yetersiz.

Örnek cevap (73 kelime): *The person I admire most is my cousin Oya. She is twenty years old. She is tall and slim, and she has short curly hair and big brown eyes. Oya is very patient and generous. For example, she always helps me with my Maths homework at the weekend. She is also brave enough to travel alone to new cities. I love spending time with her because she makes me feel happy and calm.*

KISMİ PUAN: Her ölçüt ayrı puanlanır. İçerikte eksik her öge kendi puanını kaybeder; *too/enough* yanlış sırada kullanılmışsa (ör. *enough brave*) İçerikten 0,5 puan verilir. Metin 40 kelimenin altında ya da 100 kelimenin üstündeyse Düzen ölçütünden 1 puan kırılır (Düzen en az 0). **SIFIR PUAN:** Boş, konu dışı ya da Türkçe yazılmış metin; 6. ya da 7. sorudaki metinlerin kopyası.

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