DUBBA · OYSS HAZIRLIK
9. Sınıf İngilizce Dersi 1. Dönem 2. Ortak Yazılı Sınavı · Senaryo 2
Süre: 40 dakika · Her sorunun puanı yanında yazılıdır.

Adı Soyadı: .....
Sınıf / No: .....
Puan: .....

Telefonda aç: süreli çöz, paylaş

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

1. Asya from 9-C wrote this story for the "Imagine the Future" competition of the school magazine. Read the story and do the tasks below.

> ***A School Trip in 2070***
>
> ***(1)*** *It is seven o'clock on a Monday morning in 2070. A small car without a driver stops in front of my house. My little brother always waves at the empty front seat and laughs! The car knows the way to school, so I don't need to say anything. During the ride, I eat my breakfast and read about our trip on my tablet.*
>
> ***(2)*** *Today our class is visiting the Space Science Centre near the sea. It is two hours away by road, but we are going there on a flying bus. The bus flies over the city, so there are no traffic jams. It runs on solar energy and it is very quiet. From the window, I can see a museum with old cars in its garden. A long time ago, people drove those cars with their own hands!*
>
> ***(3)*** *At the centre, a scientist, Dr Lin, talks to us about life in the universe. "There are billions of planets out there," she says. "We look for two things on them: water and oxygen. These can be signs of life. Today, Earth is the only planet with life that we know. But in the future, people will live on the Moon, and they will grow vegetables in big glass houses there."*
>
> ***(4)*** *In the afternoon, we try the space simulator. It feels like a real rocket trip, and for five minutes we float in the air like astronauts. On the way back, there is a problem with the battery of the flying bus. It lands in a park, and we wait an hour for a new bus. We get home late, but nobody is angry. It is the best trip of the year!*

1.1. Put the events in the order they happen in the story. Write 1–5. (5x2=10 pts)

	Event	Order
a	The class listens to a talk about other planets.	
b	The flying bus lands in a park.	
c	Asya has breakfast in a car.	
d	The students float in the air for a few minutes.	
e	Asya sees some old cars from the window.	

1.2. Answer the questions according to the story. Short answers are enough. (3x2=6 pts)

a. Why are there no traffic jams for the flying bus?

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b. What do scientists look for on other planets? Write **one** thing.

c. Why do the students get home late?

2. Two new students, Ayu and Chloe, meet at the school's International Club. Read their dialogue and do the tasks below.

> ***Chloe:*** *Hi! I'm Chloe, and I'm from Australia. Where are you from?*
>
> ***Ayu:*** *I'm from Indonesia. I live in Jakarta. It's the (1) _____ of my country, and it's huge!*
>
> ***Chloe:*** *Are there many (2) _____ for visitors?*
>
> ***Ayu:*** *Yes, there are! Visitors go (3) _____ in the old town. They see old Dutch buildings and colourful markets. There's also a famous (4) _____ called Monas. It's a tall tower with a gold flame on top. What about your capital? Is it Sydney?*
>
> ***Chloe:*** *No, it isn't! A lot of people think that, but our capital is Canberra. We have a big (5) _____ on 26 January. It's Australia Day. People have picnics and barbecues with their families, and in the evening they watch (6) _____ in the sky.*
>
> ***Ayu:*** *That sounds fun! Our Independence Day is on 17 August. There are flag ceremonies, and children play games in the streets.*

2.1. Complete the dialogue with the words from the box. There is one extra. (6x2=12 pts)

> ***Word box:*** *capital · tourist attractions · sightseeing · monument · national day · fireworks · castle*

2.2. Complete the activities with the verbs from the box. There is one extra. (4x1=4 pts)

> ***Word box:*** *go · watch · visit · speak · eat*

a. _____ a parade on a national day

b. _____ an old palace in the capital

c. _____ Indonesian and English

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d. _____ shopping in a big market

3. Ilgın wrote this text for her class's "Our Routines" board. Read it and do the tasks below.

> ***A Week in My Life***
>
> ***(1)*** *My name is Ilgın. I'm a ninth-grade student at Kızılırmak High School in Kırşehir. On school days, I wake up at half past six, make my bed and put on my uniform. I always have breakfast with my parents before I leave home.*
>
> ***(2)*** *At school, I sit next to my best friend Tuana. She is good at Maths, and I'm good at English, so we help each other. Our English teacher, Mr Demirtaş, often asks us to work in pairs. I like pair work more than studying alone because it is more fun.*
>
> ***(3)*** *After school, I go straight to my room and read my notes from the day. I say new English words out loud because I remember them better that way. Before I go to bed, I write a short plan for the next day. I never leave my homework for the morning.*
>
> ***(4)*** *On Saturdays, Tuana and I meet at the city library. We study together for about two hours, and then we take a short break. Tuana says breaks help her feel fresh, and I agree with her.*

3.1. Read the text quickly. Which paragraph (1–4) talks about these topics? One paragraph is extra. (3x2=6 pts)

a. Ilgın's study habits at the weekend → paragraph ____

b. Ilgın's classroom life and a friend → paragraph ____

c. Ilgın's study routine at home on school days → paragraph ____

3.2. Read the text again and complete the notes about Ilgın. Write one word or a short phrase. (4x2=8 pts)

- Time she wakes up on school days: (1) _____
- The subject Tuana is good at: (2) _____
- The thing Ilgın writes before bed: (3) _____
- How long Ilgın and Tuana study at the library: (4) _____

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4. Students in 9-D made vocabulary cards for the classroom wall. Read the cards and do the tasks below.

> ***Card 1 – focus:*** *I turn off the TV when I do Maths, so I can focus.*
>
> ***Card 2 – underline:*** *Efe underlines the key words in the reading text with a red pen.*
>
> ***Card 3 – participate:*** *Many students in our class participate in the school choir.*
>
> ***Card 4 – organise:*** *I organise my desk every Sunday evening: books on the left, pens on the right.*
>
> ***Card 5 – learn by heart:*** *We learn a short poem by heart for the Children's Day show.*

4.1. Match the definitions with the words on the cards. Write the card number (1–5). There is one extra definition. (5x2=10 pts)

a. to take part in an activity → ____

b. to stop working at the end of the day → ____

c. to learn something so well that you can say it without looking → ____

d. to give all your attention to one thing → ____

e. to draw a line under a word or a sentence → ____

f. to plan things and put them in the right order → ____

4.2. Görkem wrote this post for the class blog. Complete it with the words and phrases from the box. There is one extra. (6x1=6 pts)

> ***Word box:*** *wake up · get dressed · take notes · keep up · hit the books · quickly · carefully*

> ***I'm Not a Morning Person!***
>
> *My alarm rings at 6.45, but I usually (1) _____ at 6.55 because I press the snooze button two or three times. Then I (2) _____ and have a fast breakfast. In lessons, I (3) _____ in my notebook because I forget things easily. During the long break, I sometimes stay in the classroom and read those notes; this helps me (4) _____ with the lessons. After dinner, I (5) _____ for an hour in my room. My handwriting is messy when I write (6) _____, so I always write slowly in exams.*

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5. The Drama Club of the school is choosing actors for its new play, *The Brave Captain*. Read the club teacher's notes and do the tasks below.

5.1. Complete the notes with **too** or **enough** and the adjectives in brackets. (6x2=12 pts)

> ***Drama Club – Notes on the Actors***
>
> - *The captain in the play is a tall woman, and Yağmur is 1.75 metres. She is (1) _____ (tall) to play the captain.*
> - *Batu wants to play the king, but his voice is (2) _____ (quiet). People at the back of the hall can't hear him.*
> - *Alp tells jokes all the time, and everybody laughs at them. He is (3) _____ (funny) to play the clown.*
> - *Lina learns her lines very well, but she is (4) _____ (shy) to speak in front of three hundred people.*
> - *Ozan is only 1.50 metres, so he isn't (5) _____ (tall) to wear the giant's costume.*
> - *The old sailor's jacket is (6) _____ (small) for Aras. He can't put it on.*

5.2. Rewrite the sentences with the words in brackets. Do not change the meaning. (3x2=6 pts)

a. Batu is very weak. He can't carry the heavy box of costumes. (too)

b. Yağmur is very brave. She can climb the tall ladder on the stage. (enough)

c. The stage is small. Twenty dancers can't stand on it together. (not … enough)

6. Your new e-pal, Ruby, sent you this message: *"What is a normal school day like for you? How do you study at home?"* Write a reply to Ruby (60–80 words).

Use the following criteria:

- the time you wake up and **two** things you do before school;
- your best friend in class and **one** thing you do together at school;
- **two** of your study habits at home (use time expressions like *always, often, every day*);
- **one** adverb of manner (*slowly, carefully, quickly* etc.).

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Start with a greeting (Hi / Dear Ruby) and finish with a closing (Write soon / Best wishes) and your name. (20 pts)

Your reply — write it on the lines below (60–80 words). Start with a greeting and finish with a closing and your name.

Cevap anahtarı: çözdükten sonra okut.
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DUBBA · OYSS HAZIRLIK **CEVAP ANAHTARI**

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

Süre: 40 dakika · Her sorunun puanı yanında yazılıdır.

Anahtar ve sorular çevrim içi

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

1. Asya from 9-C wrote this story for the "Imagine the Future" competition of the school magazine. Read the story and do the tasks below.

> ***A School Trip in 2070***
>
> ***(1)*** *It is seven o'clock on a Monday morning in 2070. A small car without a driver stops in front of my house. My little brother always waves at the empty front seat and laughs! The car knows the way to school, so I don't need to say anything. During the ride, I eat my breakfast and read about our trip on my tablet.*
>
> ***(2)*** *Today our class is visiting the Space Science Centre near the sea. It is two hours away by road, but we are going there on a flying bus. The bus flies over the city, so there are no traffic jams. It runs on solar energy and it is very quiet. From the window, I can see a museum with old cars in its garden. A long time ago, people drove those cars with their own hands!*
>
> ***(3)*** *At the centre, a scientist, Dr Lin, talks to us about life in the universe. "There are billions of planets out there," she says. "We look for two things on them: water and oxygen. These can be signs of life. Today, Earth is the only planet with life that we know. But in the future, people will live on the Moon, and they will grow vegetables in big glass houses there."*
>
> ***(4)*** *In the afternoon, we try the space simulator. It feels like a real rocket trip, and for five minutes we float in the air like astronauts. On the way back, there is a problem with the battery of the flying bus. It lands in a park, and we wait an hour for a new bus. We get home late, but nobody is angry. It is the best trip of the year!*

1.1. Put the events in the order they happen in the story. Write 1–5. (5x2=10 pts)

	Event	Order
a	The class listens to a talk about other planets.	
b	The flying bus lands in a park.	
c	Asya has breakfast in a car.	
d	The students float in the air for a few minutes.	
e	Asya sees some old cars from the window.	

1.2. Answer the questions according to the story. Short answers are enough. (3x2=6 pts)

a. Why are there no traffic jams for the flying bus?

b. What do scientists look for on other planets? Write **one** thing.

c. Why do the students get home late?

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2. Two new students, Ayu and Chloe, meet at the school's International Club. Read their dialogue and do the tasks below.

> ***Chloe:*** *Hi! I'm Chloe, and I'm from Australia. Where are you from?*
>
> ***Ayu:*** *I'm from Indonesia. I live in Jakarta. It's the (1) _____ of my country, and it's huge!*
>
> ***Chloe:*** *Are there many (2) _____ for visitors?*
>
> ***Ayu:*** *Yes, there are! Visitors go (3) _____ in the old town. They see old Dutch buildings and colourful markets. There's also a famous (4) _____ called Monas. It's a tall tower with a gold flame on top. What about your capital? Is it Sydney?*
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> ***Chloe:*** *No, it isn't! A lot of people think that, but our capital is Canberra. We have a big (5) _____ on 26 January. It's Australia Day. People have picnics and barbecues with their families, and in the evening they watch (6) _____ in the sky.*
>
> ***Ayu:*** *That sounds fun! Our Independence Day is on 17 August. There are flag ceremonies, and children play games in the streets.*

2.1. Complete the dialogue with the words from the box. There is one extra. (6x2=12 pts)

> ***Word box:*** *capital · tourist attractions · sightseeing · monument · national day · fireworks · castle*

2.2. Complete the activities with the verbs from the box. There is one extra. (4x1=4 pts)

> ***Word box:*** *go · watch · visit · speak · eat*

a. _____ a parade on a national day

b. _____ an old palace in the capital

c. _____ Indonesian and English

d. _____ shopping in a big market

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3. Ilgın wrote this text for her class's "Our Routines" board. Read it and do the tasks below.

> ***A Week in My Life***
>
> ***(1)*** *My name is Ilgın. I'm a ninth-grade student at Kızılırmak High School in Kırşehir. On school days, I wake up at half past six, make my bed and put on my uniform. I always have breakfast with my parents before I leave home.*
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> ***(2)*** *At school, I sit next to my best friend Tuana. She is good at Maths, and I'm good at English, so we help each other. Our English teacher, Mr Demirtaş, often asks us to work in pairs. I like pair work more than studying alone because it is more fun.*
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> ***(3)*** *After school, I go straight to my room and read my notes from the day. I say new English words out loud because I remember them better that way. Before I go to bed, I write a short plan for the next day. I never leave my homework for the morning.*
>
> ***(4)*** *On Saturdays, Tuana and I meet at the city library. We study together for about two hours, and then we take a short break. Tuana says breaks help her feel fresh, and I agree with her.*

3.1. Read the text quickly. Which paragraph (1–4) talks about these topics? One paragraph is extra. (3x2=6 pts)

a. Ilgın's study habits at the weekend → paragraph ____

b. Ilgın's classroom life and a friend → paragraph ____

c. Ilgın's study routine at home on school days → paragraph ____

3.2. Read the text again and complete the notes about Ilgın. Write one word or a short phrase. (4x2=8 pts)

- Time she wakes up on school days: (1) _____
- The subject Tuana is good at: (2) _____
- The thing Ilgın writes before bed: (3) _____
- How long Ilgın and Tuana study at the library: (4) _____

4. Students in 9-D made vocabulary cards for the classroom wall. Read the cards and do the tasks below.

> ***Card 1 – focus:*** *I turn off the TV when I do Maths, so I can focus.*
>
> ***Card 2 – underline:*** *Efe underlines the key words in the reading text with a red pen.*
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4.1. Match the definitions with the words on the cards. Write the card number (1–5). There is one extra definition. (5x2=10 pts)

a. to take part in an activity → ____

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d. to give all your attention to one thing → ____

e. to draw a line under a word or a sentence → ____

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4.2. Görkem wrote this post for the class blog. Complete it with the words and phrases from the box. There is one extra. (6x1=6 pts)

> ***Word box:*** *wake up · get dressed · take notes · keep up · hit the books · quickly · carefully*

> ***I'm Not a Morning Person!***
>
> *My alarm rings at 6.45, but I usually (1) _____ at 6.55 because I press the snooze button two or three times. Then I (2) _____ and have a fast breakfast. In lessons, I (3) _____ in my notebook because I forget things easily. During the long break, I sometimes stay in the classroom and read those notes; this helps me (4) _____ with the lessons. After dinner, I (5) _____ for an hour in my room. My handwriting is messy when I write (6) _____, so I always write slowly in exams.*

5. The Drama Club of the school is choosing actors for its new play, *The Brave Captain*. Read the club teacher's notes and do the tasks below.

5.1. Complete the notes with **too** or **enough** and the adjectives in brackets. (6x2=12 pts)

> ***Drama Club – Notes on the Actors***
>
> - *The captain in the play is a tall woman, and Yağmur is 1.75 metres. She is (1) _____ (tall) to play the captain.*
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> - *The old sailor's jacket is (6) _____ (small) for Aras. He can't put it on.*

5.2. Rewrite the sentences with the words in brackets. Do not change the meaning. (3x2=6 pts)

a. Batu is very weak. He can't carry the heavy box of costumes. (too)

b. Yağmur is very brave. She can climb the tall ladder on the stage. (enough)

c. The stage is small. Twenty dancers can't stand on it together. (not … enough)

6. Your new e-pal, Ruby, sent you this message: *"What is a normal school day like for you? How do you study at home?"* Write a reply to Ruby (60–80 words).

Use the following criteria:

- the time you wake up and **two** things you do before school;
- your best friend in class and **one** thing you do together at school;
- **two** of your study habits at home (use time expressions like *always, often, every day*);
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Start with a greeting (Hi / Dear Ruby) and finish with a closing (Write soon / Best wishes) and your name. (20 pts)

Your reply — write it on the lines below (60–80 words). Start with a greeting and finish with a closing and your name.

Puanlama anahtarı ve örnek cevaplar Dubba'nın hazırladığı örneklerdir; resmî değerlendirme ölçütleri ODSGM ve okulun tarafından belirlenir.

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Soru – Öğrenme Çıktısı – Beceri

Soru	Öğrenme çıktısı	Beceri
1	ENG.8.8 R3. Students can make sense of and derive meaning from the current content on "life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future".	Reading: ordering events, short answers
2	ENG.9.1 V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "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" after recognising them in context and developing their conscious and inductive vocabulary learning skills.	Vocabulary: gap filling in a dialogue, verb–noun collocations
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: skimming (paragraph topics), scanning (note completion)
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, gap filling in context
5	ENG.9.3 G1. Students can select and use target grammatical language items 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 grammaring skills through consciousness-raising and discovery.	Grammar: too / enough with adjectives, sentence transformation
6	ENG.9.2 W4. Students can practise producing written content based on the current theme "classroom life with classmates, friendships, daily and study routines, habits, and activities".	Writing: reply message about daily and study routines (criteria-based)

Puanlama Tablosu

1.1	1.2	2.1	2.2	3.1	3.2	4.1	4.2	5.1	5.2	6	Toplam
10	6	12	4	6	8	10	6	12	6	20	100

Çözümler ve Puanlama Anahtarı

1.1. TAM PUAN (10 PUAN)

Her doğru sıra numarası 2 puan: a) **3**, b) **5**, c) **1**, d) **4**, e) **2**. (Sıra: c – e – a – d – b.) **KISMİ PUAN:** Her satır ayrı puanlanır; doğru numara yazılan her satır 2 puan. Aynı numara birden fazla satıra yazılmışsa o satırlar 0 puan. **SIFIR PUAN:** Boş ya da tümü yanlış.

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1.2. TAM PUAN (6 PUAN)

Her cevap 2 puan; kısa ifade yeterlidir. a) **Because it flies over the city.** ("It flies in the air / above the roads." de kabul edilir.) b) **Water** ya da **oxygen**. (Biri yeterlidir; "signs of life" tek başına 1 puan.) c) **Because there is a problem with the battery of the flying bus (and they wait for a new bus).** ("The bus lands in a park and they wait an hour." de kabul edilir.) **KISMİ PUAN:** Doğru bilgi var ancak dil hatası anlamı zorlaştırıyorsa 1 puan; c maddesinde yalnız "The bus lands in a park." yazılmışsa 1 puan. **SIFIR PUAN:** Boş, yanlış bilgi (ör. a maddesinde "because it is quiet") ya da metinle ilgisiz cevap.

2.1. TAM PUAN (12 PUAN)

Her boşluk 2 puan: (1) **capital**, (2) **tourist attractions**, (3) **sightseeing**, (4) **monument**, (5) **national day**, (6) **fireworks**. Fazladan seçenek: *castle* (Monas bir anıt kuledir; diyalogda kale anlatılmıyor). **KISMİ PUAN:** Her doğru boşluk 2 puan; anlamı bozmayan tek harflik yazım hatası (ör. "sightseing", "monumant") kabul edilir; (2) için "tourist attraction" (tekil) yazılmışsa 1 puan. **SIFIR PUAN:** Boş ya da tümü yanlış.

2.2. TAM PUAN (4 PUAN)

Her doğru fiil 1 puan: a) **watch**, b) **visit**, c) **speak**, d) **go**. Fazladan seçenek: *eat*. **KISMİ PUAN:** Her doğru fiil 1 puan; fiil çekimli yazılmışsa (ör. "watches", "visiting") da 1 puan. **SIFIR PUAN:** Boş ya da tümü yanlış.

3.1. TAM PUAN (6 PUAN)

Her doğru paragraf numarası 2 puan: a) **4**, b) **2**, c) **3**. Fazladan paragraf: **1** (sabah rutini). **KISMİ PUAN:** Her doğru numara 2 puan; bir maddeye birden fazla numara yazılmışsa o madde 0 puan. **SIFIR PUAN:** Boş ya da tümü yanlış.

3.2. TAM PUAN (8 PUAN)

Her doğru not 2 puan: (1) **half past six** (6.30 / six thirty) (2) **Maths** (3) **a short plan for the next day** ("a plan" de kabul edilir) (4) **about two hours** ("two hours" de kabul edilir) **KISMİ PUAN:** Bilgi doğru ancak eksik ya da yazım hatası anlamı zorlaştırıyorsa 1 puan (ör. (3) için yalnız "short"; (1) için "seven" ya da (2) için "English" 0 puan). **SIFIR PUAN:** Boş ya da metinle uyuşmayan bilgi.

4.1. TAM PUAN (10 PUAN)

Her doğru eşleştirme 2 puan: a) **3** (participate), c) **5** (learn by heart), d) **1** (focus), e) **2** (underline), f) **4** (organise). Fazladan tanım: **b** (bu tanım "call it a day" ifadesine aittir; kartlarda yoktur, boş kalır ya da çizgi çekilir). **KISMİ PUAN:** Her doğru eşleştirme 2 puan; b maddesine numara yazılması diğer maddelerin puanını etkilemez, ancak aynı kart numarası iki maddeye yazılmışsa o iki madde 0 puan. **SIFIR PUAN:** Boş ya da tümü yanlış.

4.2. TAM PUAN (6 PUAN)

Her boşluk 1 puan: (1) **wake up**, (2) **get dressed**, (3) **take notes**, (4) **keep up**, (5) **hit the books**, (6) **quickly**. Fazladan seçenek: *carefully* (dikkatli yazınca el yazısının bozulması anlamca çelişir). **KISMİ PUAN:** Her doğru boşluk 1 puan; anlamı bozmayan tek harflik yazım hatası kabul edilir; ifade eksik yazılmışsa (ör. (4) için yalnız "keep", (5) için "hit books") 0 puan. **SIFIR PUAN:** Boş ya da tümü yanlış.

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5.1. TAM PUAN (12 PUAN)

Her boşluk 2 puan (doğru too / enough seçimi 1 puan + doğru sözcük sırası 1 puan: *too* sıfattan önce, *enough* sıfattan sonra): (1) **tall enough**, (2) **too quiet**, (3) **funny enough**, (4) **too shy**, (5) **tall enough** (olumsuz cümle: "isn't tall enough"), (6) **too small**. **KISMİ PUAN:** too / enough doğru seçilmiş ancak sıra yanlışsa (ör. "enough tall") 1 puan; sıra doğru ancak seçim yanlışsa (ör. (2) için "quiet enough") 0 puan, çünkü anlam bozulur. **SIFIR PUAN:** Boş, sıfat kullanılmadan yazılmış ya da too / enough yerine başka sözcük (ör. "very") kullanılmış cevap.

5.2. TAM PUAN (6 PUAN)

Her cümle 2 puan (yapının doğru kullanımı 1 puan + anlamı koruyan, dil bilgisi açısından doğru tam cümle 1 puan). Beklenen cümleler: a) **Batu is too weak to carry the heavy box of costumes.** b) **Yağmur is brave enough to climb the tall ladder (on the stage).** c) **The stage isn't (is not) big enough for twenty dancers.** ("… for twenty dancers to stand on it together" ya da "… big enough to hold twenty dancers" de kabul edilir.) **KISMİ PUAN:** Yapı doğru seçilmiş ancak tek bir biçim hatası varsa 1 puan (ör. "too weak for carry", "enough brave to climb", "isn't enough big"); c maddesinde "The stage is too small for twenty dancers." yazılmışsa anlam korunduğu hâlde istenen yapı kullanılmadığından 1 puan. **SIFIR PUAN:** Parantezdeki yapı kullanılmamış, anlam değişmiş (ör. a maddesinde "Batu is strong enough to carry …") ya da cümle boş.

6. TAM PUAN (20 PUAN)

Analitik dereceli puanlama anahtarı:

Ölçüt	Tam puan	Açıklama
İçerik (Content)	8	İstenen dört bilgi kümesi (kalkış saati ve okuldan önce yapılan iki şey; sınıftaki en iyi arkadaş ve okulda birlikte yapılan bir şey; zaman ifadesiyle evde iki çalışma alışkanlığı; bir durum zarfı – adverb of manner) için her biri 2 puan.
Düzen (Organisation)	4	Hitap ve kapanış–ad (2); bilgilerin bütünlüklü bir cevap mesajı hâlinde verilmesi ve 60–80 kelime sınırı (2).
Dil bilgisi (Grammar)	4	Simple Present Tense (üçüncü tekil şahıs -s dâhil), sıklık zarflarının yeri, cümle yapısı, büyük harf ve noktalama. 4: hatasız ya da anlamı bozmayan 1–2 hata; 2: anlaşılır ancak birkaç yapısal hata; 1: sık hata, anlam yer yer kopuyor.
Kelime (Vocabulary)	4	Günlük ve ders çalışma rutinleri sözcükleri (wake up, get dressed, take notes, revise, plan vb.) ve zaman ifadeleri. 4: doğru ve çeşitli; 2: sınırlı ama doğru; 1: yanlış/yetersiz sözcük seçimi.

Örnek cevap (77 kelime): *Hi Ruby, On school days, I wake up at seven. I have a shower and eat toast with cheese before school. My best friend in class is Duygu. We always do science experiments together in the lab. At home, I do my homework every day after dinner. I often make notes on small cards and read them on the bus. I write my essays slowly because I don't want to make mistakes. Write soon! Best wishes, Kerim* **KISMİ PUAN:** Her ölçüt ayrı puanlanır; bir bilgi kümesinin yalnız yarısı verilmişse (ör. okuldan önce tek bir etkinlik, zaman ifadesi olmadan yazılmış çalışma alışkanlığı) o kümeden 1 puan; 40 kelimenin altında ya da 100 kelimenin üstünde ise Düzen ölçütünden 2 puan kırılır; hitap ya da kapanış yoksa Düzen ölçütünden 1 puan kırılır. **SIFIR PUAN:** Boş, konu dışı ya da Türkçe yazılmış cevap.

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