DUBBA · OYSS HAZIRLIK
9. Sınıf İngilizce Dersi 1. Dönem 2. Ortak Yazılı Sınavı · Senaryo 4
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 4)

1. Beren from 9-A wrote this article for the school newspaper. Read it and do the tasks below.

> ***World Food Day at Our School***
>
> *Every year on 16 October, our school celebrates World Food Day. Each class prepares a stand with food from a different country. This year, my class has the Lebanon stand. In Lebanon, a meal often starts with meze: a lot of small (1) _____ in the middle of the table, and everybody shares them. The most popular one is hummus. Its main (2) _____ are chickpeas, lemon juice, garlic and olive oil. It has no meat, so it is a good choice for (3) _____ people. Lebanese people eat it with warm flatbread, not with a spoon.*
>
> *Next to us, 9-B has the Mexico stand. They make tacos with a lot of chilli, so the tacos are very (4) _____. I drink two glasses of water after one taco! In Mexico, tacos are a cheap and popular (5) _____; people buy them from small carts and eat them outside. At the end of the day, our teacher puts the (6) _____ of all the dishes on the school website, so families can cook them at home.*

1.1. Complete the article with the words and phrases from the box. There is one extra. (6x2=12 pts)

> ***Word box:*** *dishes · ingredients · vegetarian · spicy · street food · recipes · sweet*

1.2. Match the cooking verbs with the definitions. Write the verb next to each definition. There is one extra verb. (4x1=4 pts)

> ***Word box:*** *boil · fry · bake · grill · chop*

a. to cook something in hot oil → _____

b. to cook bread or a cake in an oven → _____

c. to cook eggs, pasta or vegetables in very hot water → _____

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d. to cook meat or fish on metal bars over a fire → _____

2. Three students from partner schools introduced themselves for the "Global Classroom" project of 9-E. Read their posts and do the tasks below.

> ***Jakob:*** *Hello from Vienna, the capital of Austria! We speak German here. My favourite place in the city is Schönbrunn Palace. It has more than one thousand rooms, huge gardens and a very old zoo. Tourists usually go there by underground. Our National Day is on 26 October. On that day, many museums are free, and the army gives a big show in Heroes' Square.*
>
> ***Nurul:*** *Hi everyone! I live in Kuala Lumpur, the capital of Malaysia. My first language is Malay, and I also learn English and Chinese at school. If you come here, visit the Petronas Twin Towers. They have 88 floors, and there is a bridge between the two towers. You can walk on it and take amazing photos of the city! On 31 August, we celebrate Merdeka Day, our Independence Day. People watch a long parade, wave flags and shout "Merdeka!". It means "freedom".*
>
> ***Aysel:*** *Salam! I'm from Baku, the capital of Azerbaijan. Baku is on the coast of the Caspian Sea, so I often walk by the sea with my family. Azerbaijani is very similar to Turkish, so I can understand Turkish films! Visitors love the Maiden Tower in the Old City. It is a very old stone tower, and you can see the whole city from the top. Our favourite celebration is Novruz in March. Families grow green wheat, bake sweet pastries and jump over small fires in the garden for good luck.*

2.1. Complete the table with information from the posts. Write ONE to THREE words in each gap (1–8). (8x1=8 pts)

	Jakob	**Nurul**	**Aysel**
Country	Austria	(1) _____	Azerbaijan
Capital	(2) _____	Kuala Lumpur	(3) _____
A tourist attraction	(4) _____	Petronas Twin Towers	Maiden Tower
Celebration	National Day	(5) _____	(6) _____
Date / Month	(7) _____	31 August	(8) _____

2.2. Read the posts again. Write **J** (Jakob), **N** (Nurul) or **A** (Aysel). (4x1=4 pts)

a. This student can understand films in a neighbouring language. → ____

b. This student studies two other languages at school. → ____

c. On this student's national day, people can visit museums without paying. → ____

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d. In this student's capital, you can walk between two buildings high above the street. → ____

3. Poyraz from 9-E wrote this text for the school magazine. Read it and do the tasks below.

> ***My Desk Mate, Çınar***
>
> ***(1)*** *Çınar and I are desk mates in 9-E at Ihlamur High School. We are best friends, but our routines are completely different. Çınar is an early bird. He gets up at six, goes for a short run and then has a big breakfast. I can't open my eyes before seven, so I usually eat a sandwich on the school bus.*
>
> ***(2)*** *In lessons, Çınar takes notes in three colours: blue for new information, green for examples and red for exam topics. I don't write much. I draw small pictures and mind maps because I remember pictures better than words. Our Biology teacher, Mr Ateş, likes both methods. "There is no single right way to learn," he says.*
>
> ***(3)*** *After school, Çınar studies at the kitchen table for an hour and then stops. He says his brain needs a rest. I study after dinner, but I often study for too long, go to bed late and feel sleepy in the first lesson. Now I am trying Çınar's idea: I set an alarm on my phone and take a ten-minute break every forty minutes.*
>
> ***(4)*** *We don't always agree, but we never argue about homework. When one of us misses a lesson, the other one sends photos of the notes in the evening.*

3.1. Read the sentences. Write **T** (True) or **F** (False). Write the correct information for the false sentences in the box. (4x2=8 pts)

a. Poyraz has breakfast at home before school. → ____

b. Çınar uses the colour red for exam topics. → ____

c. Mr Ateş thinks Çınar's method is better than Poyraz's. → ____

d. Poyraz now takes short breaks when he studies. → ____

3.2. Answer the questions according to the text. (2x2=4 pts)

a. What does "an early bird" mean in paragraph 1? Explain it with information about Çınar.

b. Why does Poyraz feel sleepy in the first lesson on some days?

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4. Sude wrote about her family's routines for her English class. Read her text and do the tasks below.

> ***Two Routines in One House***
>
> *My name is Sude, and I live with my parents and my older brother, Toprak. He is a university student, so our routines are very different. My lessons start at 08.20, so I get up at seven. Toprak (1) _____ (not / get up) before ten because his lessons start in the afternoon. He (2) _____ (study) in the university library until six and then comes home by bus. My parents are nurses. They (3) _____ (work) at night three times a week, so they sleep in the morning on those days. Everybody in our family is busy, but we always (4) _____ (have) dinner together on Sundays. My mother often asks Toprak, "(5) _____ you _____ (eat) enough fruit?" and he just laughs. After dinner, my father (6) _____ (wash) the dishes, and Toprak makes tea for everyone.*

4.1. Complete the text with the correct Simple Present Tense forms of the verbs in brackets. (6x2=12 pts)

4.2. Complete the sentences with the adverb form of the adjectives in brackets. (4x1=4 pts)

a. Toprak reads his books _____ (quiet) in his room at night.

b. My mother speaks English _____ (good) because she watches English series every week.

c. I solve short Maths problems _____ (easy), but long problems take a lot of time.

d. My father writes the shopping list _____ (careful), so he never forgets anything.

5. Serra is a new student. She is joining your class next Monday, and your English teacher asks you to write a welcome note to her. Write a note to Serra (60–80 words).

Use the following criteria:

- the time your school day starts and finishes, and how you get to school;
- **one** classmate who can help Serra, and why (e.g. *She is good at …*);
- **two** things your class often does in lessons or at break (use time expressions like *usually, every Friday*);
- how you study at home after school (use **one** adverb of manner like *quietly, carefully*).

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

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

6. Rüzgar's class plays a "Guess Who?" game. Each student writes clues about a classmate. Read the clues and do the tasks below.

6.1. Complete the clues with the words from the box. There is one extra. (6x1=6 pts)

> ***Word box:*** *curly · medium-height · well-built · forgetful · generous · polite · shy*

a. Bade's hair isn't straight or wavy. It has a lot of small rings. Her hair is _____.

b. Kenan isn't short, and he isn't tall. He is _____.

c. Oktay lifts weights at the gym three times a week. He has a big, strong body. He is _____.

d. Eda often leaves her keys at home and never remembers our birthdays. She is _____.

e. Lal always says "please" and "thank you", and she listens to people with respect. She is _____.

f. Ilay often buys small presents for her friends and shares her lunch with them. She is _____.

6.2. Complete the sentences with the opposites of the words in **bold**. (4x1=4 pts)

a. My grandfather is **elderly**, but my cousin is very _____. She is only five.

b. My father has **fair** hair, but my mother has _____ hair.

c. Oktay isn't **plump**; he is _____.

d. My sister is **outgoing**, but I am _____. I don't talk much at parties.

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7. Melike wrote about her cousins for the class blog. Read the text and do the tasks below.

7.1. Circle the correct options in Melike's text. (5x2=10 pts)

> ***My Twin Cousins***
>
> *My cousins Berrak and Beril are twins, but they (1)* ***don't look / doesn't look*** *exactly the same. Berrak (2)* ***has / have*** *short, wavy hair, and Beril's hair is long and straight. They are only fourteen, but they are already 1.80 metres! They are (3)* ***too / enough*** *tall to sit comfortably in my father's small car. Berrak is (4)* ***enough / extremely*** *outgoing; she talks to everybody on the bus. Beril (5)* ***seem / seems*** *a little shy at first, but she is really funny with her close friends.*

7.2. Write the questions for the answers. Use the words in brackets. (2x2=4 pts)

a. A: _____ ? (Beril)
B: She is very kind and a bit shy.

b. A: _____ ? (your cousins)
B: They are tall and slim, and they have dark eyes.

Cevap anahtarı: çözdükten sonra okut.
Her maddenin tam puan ölçütü, kısmi ve sıfır puan durumu, olası yanıt. Kendini puanla, aynı sayfadan 40 dakikalık sayaçla yeniden çöz.

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DUBBA · OYSS HAZIRLIK **CEVAP ANAHTARI**

9. Sınıf İngilizce Dersi 1. Dönem 2. Ortak Yazılı Sınavı · Senaryo 4

Süre: 40 dakika · Her sorunun puanı yanında yazılıdır.

Anahtar ve sorular çevrim içi

9. Sınıf İngilizce · 1. Dönem 2. Ortak Yazılı (Senaryo 4)

1. Beren from 9-A wrote this article for the school newspaper. Read it and do the tasks below.

> ***World Food Day at Our School***
>
> *Every year on 16 October, our school celebrates World Food Day. Each class prepares a stand with food from a different country. This year, my class has the Lebanon stand. In Lebanon, a meal often starts with meze: a lot of small (1) _____ in the middle of the table, and everybody shares them. The most popular one is hummus. Its main (2) _____ are chickpeas, lemon juice, garlic and olive oil. It has no meat, so it is a good choice for (3) _____ people. Lebanese people eat it with warm flatbread, not with a spoon.*
>
> *Next to us, 9-B has the Mexico stand. They make tacos with a lot of chilli, so the tacos are very (4) _____. I drink two glasses of water after one taco! In Mexico, tacos are a cheap and popular (5) _____; people buy them from small carts and eat them outside. At the end of the day, our teacher puts the (6) _____ of all the dishes on the school website, so families can cook them at home.*

1.1. Complete the article with the words and phrases from the box. There is one extra. (6x2=12 pts)

> ***Word box:*** *dishes · ingredients · vegetarian · spicy · street food · recipes · sweet*

1.2. Match the cooking verbs with the definitions. Write the verb next to each definition. There is one extra verb. (4x1=4 pts)

> ***Word box:*** *boil · fry · bake · grill · chop*

a. to cook something in hot oil → _____

b. to cook bread or a cake in an oven → _____

c. to cook eggs, pasta or vegetables in very hot water → _____

d. to cook meat or fish on metal bars over a fire → _____

2. Three students from partner schools introduced themselves for the "Global Classroom" project of 9-E. Read their posts and do the tasks below.

> ***Jakob:*** *Hello from Vienna, the capital of Austria! We speak German here. My favourite place in the city is Schönbrunn Palace. It has more than one thousand rooms, huge gardens and a very old zoo. Tourists usually go there by underground. Our National Day is on 26 October. On that day, many museums are free, and the army gives a big show in Heroes' Square.*
>
> ***Nurul:*** *Hi everyone! I live in Kuala Lumpur, the capital of Malaysia. My first language is Malay, and I also learn English and Chinese at school. If you come here, visit the Petronas Twin Towers. They have 88 floors, and there is a bridge between the two towers. You can walk on it and take amazing photos of the*

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city! On 31 August, we celebrate Merdeka Day, our Independence Day. People watch a long parade, wave flags and shout "Merdeka!". It means "freedom".

Aysel: *Salam! I'm from Baku, the capital of Azerbaijan. Baku is on the coast of the Caspian Sea, so I often walk by the sea with my family. Azerbaijani is very similar to Turkish, so I can understand Turkish films! Visitors love the Maiden Tower in the Old City. It is a very old stone tower, and you can see the whole city from the top. Our favourite celebration is Novruz in March. Families grow green wheat, bake sweet pastries and jump over small fires in the garden for good luck.*

2.1. Complete the table with information from the posts. Write ONE to THREE words in each gap (1–8). (8x1=8 pts)

	Jakob	**Nurul**	**Aysel**
Country	Austria	(1) _____	Azerbaijan
Capital	(2) _____	Kuala Lumpur	(3) _____
A tourist attraction	(4) _____	Petronas Twin Towers	Maiden Tower
Celebration	National Day	(5) _____	(6) _____
Date / Month	(7) _____	31 August	(8) _____

2.2. Read the posts again. Write **J** (Jakob), **N** (Nurul) or **A** (Aysel). (4x1=4 pts)

a. This student can understand films in a neighbouring language. → ____

b. This student studies two other languages at school. → ____

c. On this student's national day, people can visit museums without paying. → ____

d. In this student's capital, you can walk between two buildings high above the street. → ____

3. Poyraz from 9-E wrote this text for the school magazine. Read it and do the tasks below.

My Desk Mate, Çınar

(1) *Çınar and I are desk mates in 9-E at Ihlamur High School. We are best friends, but our routines are completely different. Çınar is an early bird. He gets up at six, goes for a short run and then has a big breakfast. I can't open my eyes before seven, so I usually eat a sandwich on the school bus.*

(2) *In lessons, Çınar takes notes in three colours: blue for new information, green for examples and red for exam topics. I don't write much. I draw small pictures and mind maps because I remember pictures better than words. Our Biology teacher, Mr Ateş, likes both methods. "There is no single right way to learn," he says.*

(3) *After school, Çınar studies at the kitchen table for an hour and then stops. He says his brain needs a rest. I study after dinner, but I often study for too long, go to bed late and feel sleepy in the first lesson. Now I am trying Çınar's idea: I set an alarm on my phone and take a ten-minute break every forty minutes.*

(4) *We don't always agree, but we never argue about homework. When one of us misses a lesson, the other one sends photos of the notes in the evening.*

3.1. Read the sentences. Write **T** (True) or **F** (False). Write the correct information for the false sentences in the box. (4x2=8 pts)

a. Poyraz has breakfast at home before school. → ____

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b. Çınar uses the colour red for exam topics. → ____

c. Mr Ateş thinks Çınar's method is better than Poyraz's. → ____

d. Poyraz now takes short breaks when he studies. → ____

3.2. Answer the questions according to the text. (2x2=4 pts)

a. What does "an early bird" mean in paragraph 1? Explain it with information about Çınar.

b. Why does Poyraz feel sleepy in the first lesson on some days?

4. Sude wrote about her family's routines for her English class. Read her text and do the tasks below.

> ***Two Routines in One House***
>
> *My name is Sude, and I live with my parents and my older brother, Toprak. He is a university student, so our routines are very different. My lessons start at 08.20, so I get up at seven. Toprak (1) _____ (not / get up) before ten because his lessons start in the afternoon. He (2) _____ (study) in the university library until six and then comes home by bus. My parents are nurses. They (3) _____ (work) at night three times a week, so they sleep in the morning on those days. Everybody in our family is busy, but we always (4) _____ (have) dinner together on Sundays. My mother often asks Toprak, "(5) _____ you _____ (eat) enough fruit?" and he just laughs. After dinner, my father (6) _____ (wash) the dishes, and Toprak makes tea for everyone.*

4.1. Complete the text with the correct Simple Present Tense forms of the verbs in brackets. (6x2=12 pts)

4.2. Complete the sentences with the adverb form of the adjectives in brackets. (4x1=4 pts)

a. Toprak reads his books _____ (quiet) in his room at night.

b. My mother speaks English _____ (good) because she watches English series every week.

c. I solve short Maths problems _____ (easy), but long problems take a lot of time.

d. My father writes the shopping list _____ (careful), so he never forgets anything.

5. Serra is a new student. She is joining your class next Monday, and your English teacher asks you to write a welcome note to her. Write a note to Serra (60–80 words).

Use the following criteria:

- the time your school day starts and finishes, and how you get to school;
- **one** classmate who can help Serra, and why (e.g. *She is good at …*);
- **two** things your class often does in lessons or at break (use time expressions like *usually, every Friday*);
- how you study at home after school (use **one** adverb of manner like *quietly, carefully*).

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

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

6. Rüzgar's class plays a "Guess Who?" game. Each student writes clues about a classmate. Read the clues and do the tasks below.

6.1. Complete the clues with the words from the box. There is one extra. (6x1=6 pts)

> ***Word box:*** *curly · medium-height · well-built · forgetful · generous · polite · shy*

a. Bade's hair isn't straight or wavy. It has a lot of small rings. Her hair is _____.

b. Kenan isn't short, and he isn't tall. He is _____.

c. Oktay lifts weights at the gym three times a week. He has a big, strong body. He is _____.

d. Eda often leaves her keys at home and never remembers our birthdays. She is _____.

e. Lal always says "please" and "thank you", and she listens to people with respect. She is _____.

f. Ilay often buys small presents for her friends and shares her lunch with them. She is _____.

6.2. Complete the sentences with the opposites of the words in **bold**. (4x1=4 pts)

a. My grandfather is **elderly**, but my cousin is very _____. She is only five.

b. My father has **fair** hair, but my mother has _____ hair.

c. Oktay isn't **plump**; he is _____.

d. My sister is **outgoing**, but I am _____. I don't talk much at parties.

7. Melike wrote about her cousins for the class blog. Read the text and do the tasks below.

7.1. Circle the correct options in Melike's text. (5x2=10 pts)

> ***My Twin Cousins***
>
> *My cousins Berrak and Beril are twins, but they (1)* ***don't look / doesn't look*** *exactly the same. Berrak (2)* ***has / have*** *short, wavy hair, and Beril's hair is long and straight. They are only fourteen, but they are already 1.80 metres! They are (3)* ***too / enough*** *tall to sit comfortably in my father's small car. Berrak is (4)* ***enough / extremely*** *outgoing; she talks to everybody on the bus. Beril (5)* ***seem / seems*** *a little shy at first, but she is really funny with her close friends.*

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7.2. Write the questions for the answers. Use the words in brackets. (2x2=4 pts)

a. A: _____ ? (Beril)

B: She is very kind and a bit shy.

b. A: _____ ? (your cousins)

B: They are tall and slim, and they have dark eyes.

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

Soru – Öğrenme Çıktısı – Beceri

Soru	Öğrenme çıktısı	Beceri
1	ENG.8.6 V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the world and culture with different cooking styles and preferences in the world; different food cultures in the world" after recognising them in context and developing their conscious and inductive vocabulary learning skills.	Vocabulary: gap filling in an article, cooking verbs and definitions
2	ENG.9.1 R2. Students can bring information together about 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" through skimming, scanning and detailed reading.	Reading: scanning three posts (table completion), detailed reading (who says what)
3	ENG.9.2 R3. Students can make sense of and derive meaning from the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities".	Reading: true/false with correction, meaning from context, cause
4	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: Simple Present Tense forms in context, adverbs of manner
5	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: welcome note about school day and study routines (criteria-based)
6	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 with clues, opposites
7	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: Simple Present for describing people, too / enough / degree words, "What is … like?" / "What does … look like?"

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Puanlama Tablosu

1.1	1.2	2.1	2.2	3.1	3.2	4.1	4.2	5	6.1	6.2	7.1	7.2	Toplam
12	4	8	4	8	4	12	4	20	6	4	10	4	100

Çözümler ve Puanlama Anahtarı

1.1. TAM PUAN (12 PUAN)

Her boşluk 2 puan: (1) **dishes**, (2) **ingredients**, (3) **vegetarian**, (4) **spicy**, (5) **street food**, (6) **recipes**. Fazladan seçenek: *sweet* (acı biberle yapılan taco tatlı olmaz; diğer boşluklarda da anlam vermez). **KISMİ PUAN:** Her doğru boşluk 2 puan; anlamı bozmayan tek harflik yazım hatası (ör. "ingrediens", "vegeterian") kabul edilir; (1), (2) ya da (6) tekil yazılmışsa (ör. "dish", "recipe") 1 puan. **SIFIR PUAN:** Boş, kutuda olmayan sözcük ya da tümü yanlış. Aynı sözcük iki boşluğa yazılmışsa yanlış yerdeki boşluk 0 puan.

1.2. TAM PUAN (4 PUAN)

Her doğru eşleştirme 1 puan: a) **fry**, b) **bake**, c) **boil**, d) **grill**. Fazladan seçenek: *chop* (küçük parçalara kesmek; pişirme değildir). **KISMİ PUAN:** Her doğru fiil 1 puan; fiil çekimli yazılmışsa (ör. "frying", "baked") da 1 puan. **SIFIR PUAN:** Boş ya da tümü yanlış; aynı fiil birden fazla tanıma yazılmışsa yanlış eşleşen maddeler 0 puan.

2.1. TAM PUAN (8 PUAN)

Her doğru boşluk 1 puan: (1) **Malaysia** (2) **Vienna** (3) **Baku** (4) **Schönbrunn Palace** ("Schonbrunn" / "the palace" da kabul edilir) (5) **Merdeka Day** ("Independence Day" da kabul edilir) (6) **Novruz** (7) **26 October** (8) **March**. **KISMİ PUAN:** Her doğru boşluk 1 puan; özel adlarda anlamı bozmayan tek harflik yazım hatası kabul edilir; (4) için "zoo" ya da "gardens", (5) için "parade" yazılmışsa 0 puan (istenen bilgi değildir). **SIFIR PUAN:** Boş ya da metinle uyuşmayan bilgi.

2.2. TAM PUAN (4 PUAN)

Her doğru harf 1 puan: a) **A** (Azerbaijani Türkçeye çok benzer; Türk filmlerini anlıyor), b) **N** (okulda İngilizce ve Çince öğreniyor), c) **J** (Ulusal Gün'de birçok müze ücretsiz), d) **N** (iki kule arasındaki köprü). **KISMİ PUAN:** Her doğru harf 1 puan; bir maddeye birden fazla harf yazılmışsa o madde 0 puan. **SIFIR PUAN:** Boş ya da tümü yanlış.

3.1. TAM PUAN (8 PUAN)

Her satır 2 puan (doğru T/F 1 puan + doğru düzeltme ya da doğru cümlede düzeltme alanını boş/çizgi bırakma 1 puan): a) **F** — He usually eats a sandwich on the school bus. b) **T** — (düzeltme yok) c) **F** — Mr Ateş likes both methods. / He says there is no single right way to learn. d) **T** — (düzeltme yok) **KISMİ PUAN:** F doğru işaretlenmiş ancak düzeltme yanlış ya da eksikse 1 puan; doğru (T) cümleye gereksiz ama metinle çelişmeyen bir düzeltme yazılmışsa 1 puan. **SIFIR PUAN:** T/F yanlış işaretlenmişse (düzeltme ne olursa olsun) o satır 0 puan; boş satır 0 puan.

3.2. TAM PUAN (4 PUAN)

Her cevap 2 puan: a) **A person who gets up early (in the morning). Çınar gets up at six (and goes for a run).** (Anlam 1 puan + Çınar'dan örnek 1 puan; "someone who wakes up early" da kabul edilir.) b) **Because he often studies for too long and goes to bed late.** ("He goes to bed late." de kabul edilir.) **KISMİ PUAN:** a

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maddesinde yalnız anlam ya da yalnız Çınar örneği verilmişse 1 puan; b maddesinde yalnız "He studies after dinner." yazılmışsa 1 puan (neden eksik). **SIFIR PUAN:** Boş, metinle çelişen cevap (ör. a için "a person who likes birds", b için "because he eats on the bus").

4.1. TAM PUAN (12 PUAN)

Her boşluk 2 puan: (1) **doesn't get up** (does not get up), (2) **studies**, (3) **work**, (4) **have**, (5) **Do … eat**, (6) **washes**. **KISMİ PUAN:** Yardımcı fiil/özne uyumu doğru ancak tek bir biçim hatası varsa 1 puan (ör. (1) "doesn't gets up", (2) "studys", (6) "washs", (5) "Does … eat"); (5) için yalnız "Do" yazılıp "eat" boş bırakılmışsa 1 puan. **SIFIR PUAN:** Boş, Simple Present dışında bir zaman (ör. "is working", "ate") ya da özne uyumu tümden yanlış (ör. (3) "works", (4) "has").

4.2. TAM PUAN (4 PUAN)

Her doğru zarf 1 puan: a) **quietly**, b) **well**, c) **easily**, d) **carefully**. **KISMİ PUAN:** Her doğru zarf 1 puan; yazım kuralı hatası (ör. "easyly", "carefuly", "goodly") 0 puan, çünkü madde zarf yapım kuralını ölçer. **SIFIR PUAN:** Boş ya da sıfat biçimi değiştirilmeden yazılmış (ör. "quiet", "good").

5. TAM PUAN (20 PUAN)

Analitik dereceli puanlama anahtarı:

Ölçüt	Tam puan	Açıklama
İçerik (Content)	8	İstenen dört bilgi kümesi (okul gününün başlama–bitiş saati ve okula geliş yolu; Serra'ya yardım edebilecek bir sınıf arkadaşı ve nedeni; zaman ifadesiyle derste ya da teneffüste sık yapılan iki şey; bir durum zarfıyla – adverb of manner – evde çalışma biçimi) için her biri 2 puan.
Düzen (Organisation)	4	Hitap ve kapanış–ad (2); bilgilerin bütünlüklü bir karşılama notu hâlinde verilmesi ve 60–80 kelime sınırı (2).
Dil bilgisi (Grammar)	4	Simple Present Tense (üçüncü tekil şahıs -s dâhil), zaman ifadelerinin ve zarfların yeri, 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	Okul ve ders çalışma rutinleri sözcükleri (start, finish, take notes, revise, break, homework vb.) ve zaman ifadeleri. 4: doğru ve çeşitli; 2: sınırlı ama doğru; 1: yanlış/yetersiz sözcük seçimi.

Örnek cevap (79 kelime): *Hi Serra, Welcome to 9-C! Our lessons start at 8.30 and finish at 15.10. I come to school by bike, but most students take the bus. You can ask Doğa for help with Chemistry because she is very good at it. We usually do group work in English lessons, and every Friday we play volleyball at break. After school, I read my notes carefully and then do my homework at my desk. See you on Monday! Best wishes, Tan* **KISMİ PUAN:** Her ölçüt ayrı puanlanır; bir bilgi kümesinin yalnız yarısı verilmişse (ör. yalnız başlama saati, nedeni yazılmamış arkadaş, zaman ifadesi olmayan etkinlik, zarfsız çalışma biçimi) 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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6.1. TAM PUAN (6 PUAN)

Her doğru boşluk 1 puan: a) **curly**, b) **medium-height**, c) **well-built**, d) **forgetful**, e) **polite**, f) **generous**. Fazladan seçenek: *shy*. **KISMİ PUAN:** Her doğru boşluk 1 puan; anlamı bozmayan tek harflik yazım hatası kabul edilir ("medium height" tiresiz de kabul edilir). **SIFIR PUAN:** Boş, kutuda olmayan sözcük ya da tümü yanlış.

6.2. TAM PUAN (4 PUAN)

Her doğru karşıt anlam 1 puan: a) **young**, b) **dark** ("black" / "brown" da kabul edilir), c) **slim** ("thin" da kabul edilir), d) **shy** ("quiet" da kabul edilir). **KISMİ PUAN:** Her doğru sözcük 1 puan; anlamı bozmayan tek harflik yazım hatası kabul edilir. **SIFIR PUAN:** Boş, eş anlamlı ya da ilgisiz sözcük (ör. a için "old", c için "fat").

7.1. TAM PUAN (10 PUAN)

Her doğru seçim 2 puan: (1) **don't look** (özne çoğul: they), (2) **has** (üçüncü tekil şahıs), (3) **too** (… too tall to sit …: istenen sonucu engelleyen fazlalık), (4) **extremely** (derece belirten zarf; *enough* sıfattan önce gelmez), (5) **seems** (üçüncü tekil şahıs). **KISMİ PUAN:** Her doğru seçim 2 puan; bir boşlukta iki seçenek birden işaretlenmişse o boşluk 0 puan. **SIFIR PUAN:** Boş ya da tümü yanlış.

7.2. TAM PUAN (4 PUAN)

Her soru 2 puan (doğru soru kalıbı 1 puan + yardımcı fiil/özne uyumu 1 puan): a) **What is Beril like?** ("What's Beril like?" da kabul edilir; kişilik sorusu.) b) **What do your cousins look like?** (dış görünüş sorusu.) **KISMİ PUAN:** Doğru kalıp seçilmiş ancak tek biçim hatası varsa 1 puan (ör. "What does your cousins look like?", "What is Beril look like?", "What your cousins look like?"); kalıplar yer değiştirmişse (a için "What does Beril look like?", b için "What are your cousins like?") 1 puan. **SIFIR PUAN:** Boş, cevapla ilgisiz soru (ör. "Who is Beril?") ya da Türkçe yazılmış soru.

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