

# **Mark Scheme for June 2012**

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## 1. Annotations

Annotation	Meaning
	Tick
	Development of point
	incorrect
	Irrelevant (material which doesn't answer the question)
	Caret sign to show omission
	Opinion
	Just / Justification
	Good language
	Poorly expressed
	Past tense correctly used
	Future tense correctly used
	Present tense correctly used
	Accurate language
	Inaccurate language

Abbreviations	Meaning
/	Alternative and acceptable answers for the same marking point
( )	Words which are not essential to gain the mark
—	Underlined words must be included to gain the mark

## 2. Subject-specific Marking Instructions

- You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.
- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker / sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within scoris or email.
- Language marks: These are assessed separately – Grids C1, C2 and F2 – see guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written or the one on the line should be marked.

## Section A: Listening and Writing

## Task 1

Question		Answer	Marks	Guidance
1	(a)	B	1	<b>Multi-choice</b>  <b>either</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.  <b>or</b> This task is scanned in by the page. Marks are awarded individually. No annotations are necessary.
	(b)	A	1	
	(c)	C	1	
	(d)	B	1	
	(e)	B	1	
	(f)	C	1	
	(g)	C	1	
	(h)	B	1	
	(i)	C	1	
	(j)	A	1	
	(k)	A	1	
	(l)	B	1	
	(m)	A	1	
<b>Total</b>			<b>13</b>	

## Task 2

Question		Answer	Marks	Guidance
2	(a)	şakinlerini	1	<p><b>Gap-fill either</b> The elements are scanned in individually. No annotation is necessary. Enter 1,0 or NR as appropriate. Ignore mis-spellings.</p> <p><b>Or</b> The elements are scanned by the page. No annotation is necessary.</p>
	(b)	belirli	1	
	(c)	yasaklanacak/yasak	1	
	(d)	bilinçli	1	
	(e)	türü	1	
	(f)	seçilmelidir	1	
	(g)	mutlu	1	
	(h)	çözüm	1	
	(i)	bireysel	1	
	(j)	yöntemdir	1	
	(k)	yalnız	1	
	(l)	hayat	1	
		<b>Total</b>	<b>12</b>	

## Task 3

## Task specific guidance:

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (x) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in Turkish get no marks.

Question			Answer	Marks	Guidance
3	(a)	(i)	They are students/youth/children/kids/pupils	1	<b>Reject: Town children</b>
		(ii)	They have great interest in the theatre/The cast The cast wrote the story (play)/They wrote the story themselves	1	
	(b)		They were about life in their neighbourhood (district/area/place they live)	1	<b>Reject: Town, village, street, road, estate</b>
	(c)		<b>Either:</b> The <b>children's ball is torn</b> because they broke a window. <b>or</b> The children who sold water in order to buy shoes were <b>arrested</b> (caught) and questioned by officers of the council.	1	
	(d)		The football team <b>won the match.</b>	1	
	(e)		The children's financial situation is not very good (rich). They were poor.	1	<b>Any two of four answers</b>
	(f)	(i)	They prepared the lighting / the décor of the stage/set up/organise the stage, décor of the play	1	
		(iii)	and the costumes.	1	

Question		Answer	Marks	Guidance
	(g) (i)	The personnel (staff, workers) of the youth club.	1	<b>Reject: Youth club/club members/some people/theatre workers</b>
	(ii)	The theatre actresses and actors/ performers/theatre professionals	1	<b>Reject: artist</b>
	(h) (i)	(The support is used for) <b>food and drink</b>	1	<b>Accept: Food Reject: Drink</b>
	(ii)	Transport (travelling/ commuting) arrangements (during the rehearsals)	1	
	(i) (i)	The new project's name is flying broom (flying brush/magic brush/magic broom)	1	<b>Reject: Hoover</b>
	(ii)	It is about visiting places/countries/going to places.	1	
	(j)	They will write about the <b>cultures and social</b> aspects (characteristics, qualities, dimensions, assets, issues) of the place.	1	
		<b>Total</b>	<b>15</b>	



**Task 4 10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)****Task Specific Guidance**

- The candidate response will be scanned in twice. The marks for Communication are awarded the first time. The second image is for you to assess the QoL.
- **Communication:** This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. Key elements of the points are underlined in the mark scheme. For communication / content, assess as a “sympathetic native speaker / sympathetic examiner” and give credit accordingly.

**Annotations:**

- In the body of text, use a tick (✓) to show that a point has been fully and successfully conveyed.
- If an element of the point has been omitted, use the caret sign (^).
- If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.
- Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
- The annotations will give a global impression to help you apply Grid H.1 accurately and consistently.
- Grid H.1: The ticks will show the number of points successfully conveyed. These will normally correspond with the marks you award.

## Task 4 Communication points

Question			Answer	Marks	Guidance	
					Accept	Do not accept
4	1		Ziyaret etmek için <b>yurt dışında bir yer</b> seçebilir miyiz?	2	<b>başka ülkeler</b>	<b>yer</b>
	2		Gitmek istediğimiz yer ile ilgili bilgileri nereden toplayabiliriz?	2		
	3		Yazmamız beklenen oyunun senaryosunun uzunluğu nedir?	2		
	4		Daha önce hiç oyun yazmadım bu konuda nereden yardım alabilirim?	2		
	5		Yazdığımız oyun senaryosunu ne zaman ve nereye göndermeliyiz?	2		
			<b>Total</b>	<b>10</b>		

<b>GRID H.1</b>	<b>COMMUNICATION</b> <b>10 marks AO2</b>
<b>9–10</b>	<b>Most or all</b> of the information successfully conveyed.
<b>7–8</b>	<b>Three quarters</b> of the points conveyed.
<b>5–6</b>	<b>Half</b> of the information successfully conveyed.
<b>3–4</b>	Only <b>a quarter</b> of the points conveyed.
<b>0–2</b>	<b>Very little</b> or no information conveyed.

**QoL: Read response again and assess for language.**

- **Annotations:** you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. At AS level, one year beyond GCSE, the only complexity of language that is expected is that required by the task. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9–10	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.
7–8	<b>Language generally accurate.</b> Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas.</b>
5–6	Shows evidence of <b>fair understanding of grammatical usage.</b> <b>Generally accurate use of simple sentence</b> structures. Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b>
3–4	Evidence of gaps in basic grammar. <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures.</b> Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0–2	<b>Little evidence of grammatical awareness.</b> <b>Persistent,</b> serious and <b>elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.

## Task 5

Question		Answer	Marks	Guidance	
5	(a)	5	1	<p><b>1 mark for each correct answer</b></p> <p>This task is scanned in by the page. The marks are awarded individually. No annotations are necessary.</p> <p>If candidate answers “b” reduce the total mark by one mark.</p>	
	(b)	-			
	(c)	4	1		
	(d)	9	1		
	(e)	10	1		
	(f)	6	1		
	(g)	1	1		
	(h)	7	1		
	(i)	3	1		
	(j)	8	1		
	(k)	2	1		
		<b>Total</b>	<b>10</b>		

## Task 6

Question		Answer	Marks	Guidance
<b>6</b>	(a)	B	1	<b>Multi-choice</b> The elements are scanned by the page. No annotation is necessary.
	(b)	A	1	
	(c)	C	1	
	(d)	B	1	
	(e)	C	1	
	(f)	B	1	
	(g)	B	1	
	(h)	B	1	
	(i)	C	1	
	(j)	A	1	
		<b>Total</b>	<b>10</b>	

**Task 7****Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate). The entire page will then appear on the screen for you to assess the QoL.
- Familiarise yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
  - Marks are awarded on a point by point basis, according to the mark scheme.
  - Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
  - For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.

**Annotations:**

- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

## Task 7

Question			Answer	Marks	Guidance	
					Accept	Do not accept
7	(a)	(i)	Urfa ve yöresindekiler tarafından	1	aynı yaş grubundan/Urfalılar	
		(ii)	Haftada bir kez yapılır.	1	<b>her hafta/haftalık</b>	<b>kışın/ hafta başı</b>
	(b)	(i)	Gençler toplumda konuşmayı / Büyüklere saygıyı	1	in any order	
		(ii)	Konuşanı dinlemeyi / Gelenek ve görenekleri öğrenirler.	1	in any order	
	(c)	(i)	Sıra arkadaşları iyi ve kötü (acı ve mutlu) gün dostudur.	1	<b>Sadece iyi ya da sadece kötü derse</b>	
		(ii)	Sıra arkadaşlarından birinin ihtiyacı olduğunda / Veya dışardan birine yardım amaçlı para toplanır.	1	in any order	
	(d)	(i)	Genç müzisyenler ustalardan <b>birçok şey (müzik çalma) öğrenirler. (çırak usta ilişkisi)</b>	1		
		(ii)	Müziğin yaygınlaşmasına katkı sağlar.	1	<b>Key word: Müziğin gelişmesi (Urfa müziğinin gelişmesi)</b>	
	(e)	(i)	kültürel /mesleki durumları/ öğrenim	1		
		(ii)	/hobiler/ ilgi alanları/ merak durumlarına bağlıdır.	1	<b>any of two from 'i' and 'ii'</b>	
	(f)		Arkadaşlar paylaştıkları hobiler hakkında konuşurlar.	1	<b>Aynı hobilere/ ilgi alanlarına/ ortak meraklara sahip kişiler/arkadaşlar ilgi alanlarıyla ilgili bilgilerini paylaşırlar</b>	



Question		Answer	Marks	Guidance	
				Accept	Do not accept
	(g)	Gecelere konunun uzmanı konuşmacılar davet edilir.	1		
	(h)	Gecelerde kitap ve şiirler okunur / Edebi tartışmalar yapılır.	1	<b>Edebi bilgilerini geliştiriyorlar.</b>	<b>Bilgilerini geliştiriyorlar</b>
	(i)	(i) Sıra gecelerine geç gelinmemelidir.	1	<b>Geç gelenlere para cezası verilir.</b>	
		(ii) Oturma yerleri yaş durumlarına göre belirlenir.	1		
	(j)	(i) Konuklar herkese tanıştırılır.	1	<b>Misafirler kapıda karşılanır.</b>	
		(ii) Odanın üst kısmına oturtulur.	1		
	(k)	Müzik başladığında çiğ köfte yoğrulmaya başlanır.	1	<b>Gecenin başında</b>	<b>Çiğ köfte</b>
	(l)	Kahve içildikten sonra fincan, kahveyi sunan kişiye verilir./ Eğer kahveyi sunan kişi bekarsa fincanı yere koyan kişi onu evlendirmek zorundadır.	1	<b>Fincanı yere koymamak gerekir.</b>	
	(m)	Fincan <b>altınla</b> doldurulup, sunana verilir.	1	<b>Gold is the key word</b>	
<b>Total</b>			<b>20</b>		

### Assessing Quality of Language

- You will get a separate screen which will be the whole page (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.2. but it is not essential.
- Apply Grid C.2 and enter the mark.
- When candidates have left several questions unanswered, click on “fit height” to have an overall view.
  - If only 1/3 of the questions have been answered, the maximum mark for C2 is the 5/6 band
  - If only 2/3 of the questions have been answered, the maximum mark for C2 is the 7/8 band

<b>GRID C.2</b>	<b>QUALITY OF LANGUAGE – ACCURACY</b> <b>10 marks AO3</b>
<b>9–10</b>	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.
<b>7–8</b>	<b>Language generally accurate.</b> Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas.</b>
<b>5–6</b>	Shows evidence of <b>fair understanding of grammatical usage.</b> <b>Generally accurate use of simple sentence</b> structures. Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b>
<b>3–4</b>	Evidence of <b>gaps in basic grammar.</b> <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures.</b> Vocabulary and structures may be quite strongly influenced by the candidate’s first language.
<b>0–2</b>	<b>Little evidence of grammatical awareness.</b> <b>Persistent,</b> serious and <b>elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.

**Task 8****Task specific guidance**

Have a copy of the text to hand and familiarize yourself with it, so that you can easily spot instances of lifting from the original. Only the candidates' work will appear on the screen. You will have three successive screens 8a, 8b and then 8a + 8b again, but without the annotations in order to assess QoL.

**Task 8(a) Comprehension. Grid I [10 marks]****a. Annotations:**

- In the body of text, use a green tick ✓ to show that a point from the mark scheme below has been fully and successfully conveyed.
- If an element of the point has been omitted, use the caret sign (∧).
- If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.

The annotations will give a global impression to help you apply Grid I accurately and consistently.

b. **Grid I:** Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark.

c. **Copying / lifting:** If chunks of the text are simply copied, award marks for comprehension but there is a limit of 3 4 marks for (a) if the entire answer is lifted (see Grid I). Verbatim copying of the stimulus text results in no marks. Use the highlighting tool (.....) to show lifted language. Only phrases of 5 words or more should be counted as lifted language.

## Task 8(a)

Question		Indicative content	Marks	Guidance	
				Content	Levels of Response
8	(a)	<ul style="list-style-type: none"> <li>• <b>16 yaşında olan bir öğrenci okulda başarılıdır.</b></li> <li>• Haftada iki gün spor yapan bu öğrenci hafta sonları çalışmak ister.</li> <li>• <b>Fakat anne ve babası ona izin vermezler.</b></li> <li>• Çünkü derslerini ihmal edebileceğini düşünürler.</li> <li>• <b>Öğrencinin hem hafta sonları çalışan hem de başarılı olan okul arkadaşları vardır.</b></li> <li>• Öğrenci sporu bırakıp orada harcadığı zamanını derslerine ayırırsa ailesini ikna edebileceğini bile düşündüğünü belirtir.</li> <li>• <b>Danışmandan ailesini ikna etmek konusunda yardım ister.</b></li> <li>• Danışman iş deneyiminin sağladığı yararları bahseder.</li> <li>• <b>Ailesinden bir aylık deneme süresi istemesini önerir.</b></li> <li>• Aile bir ay sonunda onun okul durumuna göre karar verebilir.</li> <li>• <b>Başlangıçta kendini daha iyi organize edebilmesi için sadece Cumartesi olmak üzere bir gün çalışmasını önerir.</b></li> <li>• Fiziksel ve ruhsal yararları yüzünden sporu bırakmamasını ister.</li> </ul>		<p><b>11–12 facts ‘10 marks’</b></p> <p><b>9–10 facts ‘9 marks’</b></p> <p><b>Note:</b></p> <p><b>2 points for repeating/ summarising as a first person</b></p> <p><b>and</b></p> <p><b>for writing the summary as a counsellor.</b></p>	<p><b>Grid I</b></p> <p><b>COMPREHENSION OF TEXT</b></p> <p><b>11–12</b></p> <p><b>9–10</b></p> <p><b>Consistently relevant</b> information. Includes <b>nearly all the points</b> from the original passage. Shows a <b>very clear understanding</b> of the text</p> <p><b>7–8</b></p> <p><b>Relevant information</b> showing understanding of <b>up to two thirds</b> of the points from the original passage. There <b>may be one or two instances of lifting</b> from the original passage.</p> <p><b>5–6</b></p> <p><b>Some relevant</b> information showing understanding of <b>up to half</b> of the points. There <b>may be instances of lifting</b> from the original passage.</p> <p><b>3–4</b></p> <p><b>Little relevant information.</b> Includes <b>up to a third</b> of the points, showing understanding of some of the points. <b>Over-reliance on phrases lifted from the original passage.</b></p> <p><b>0–2.</b></p> <p><b>No relevant information</b> or supplies <b>one or two relevant points</b> from the original passage.</p>
		<b>Total</b>	<b>10</b>		

## Task 8(b) Response Grid J [20 marks]

Question		Answer	Marks	Guidance	
				Content	Levels of Response
8	(b)	No Indicative Content – personal response	20	<p><b>Grid J:</b> Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively. The number of ticks you have awarded will indicate a mark band. You must then use your professional judgement to fine tune your marking. You may look at the quality of the candidate’s points and go down a mark or two if they seem rather pedestrian or repetitive. Similarly an attempt at originality or humour could gain an extra mark or two. Enter your mark.</p> <ul style="list-style-type: none"> <li>Use the green tick (✓) in the body of the text to show each opinion / personal response and a green tick (✓+) in body of text to show a development / extension of the opinion. NB: one opinion may have several extensions.</li> </ul>	<p><b>GRID J RESPONSE TO TEXT</b></p> <p><b>16–20</b> Responds with well developed points of view which show insight, originality and imagination.</p> <p><b>12–15</b> Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination</p> <p><b>8–11</b> Expresses points of view which respond to the requirements of the task. Some of these may be developed and there may be some originality and/or imagination.</p> <p><b>4–7</b> Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points.</p> <p><b>0–3</b> Very short. May not go beyond points of view already expressed in the original text.</p>

## Task 8(a) + 8(b) – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 8a+b	Assess for Quality of Language using Grids C2 and F2 Appendix 1	20	<p>a. Read the whole response again and assess for Range (Grid F2) first – ie vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C2, because vocabulary and structures have already been assessed under Grid F2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p>b. Ignore language lifted from the text when assessing language (See <b>Task 8a</b> above). Lifted language is not credited for QoL – only content points and/or personal response.</p>

## APPENDIX 1

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
9–10	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.	9–10	<b>Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.</b>
7–8	<b>Language generally accurate.</b> Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas.</b>	7–8	<b>Effective use of a range of vocabulary and structures</b> appropriate to the task, with <b>little repetition.</b> <b>A positive attempt to introduce variety</b> and to use a <b>range of complex sentence structures</b> (though not always able to maintain correct usage).
5–6	Shows evidence of <b>fair understanding of grammatical usage.</b> <b>Generally accurate use of simple sentence structures.</b> Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b>	5–6	<b>Attempts to extend the range</b> of vocabulary, though still rather repetitive. <b>Attempts to use more complex language with some success</b> in producing a range of syntax and sentence structures appropriate to the task.
3–4	Evidence of <b>gaps in basic grammar.</b> <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures.</b> (Vocabulary and structures may be quite strongly influenced by the candidate's first language).	3–4	Use of a <b>restricted range of vocabulary and structures.</b> <b>Frequent repetition</b> of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
0–2	<b>Little evidence of grammatical awareness.</b> <b>Persistent, serious and elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.	0–2	<b>Only simple sentence patterns.</b> Very limited vocabulary. <b>Very limited</b> range of structures.

## APPENDIX 2

## Transcripts of Listening Texts

## Alıştırma 1: Dinleme

## SÜTLÜCE GEMİSİ

Yoğun nüfusu nedeniyle gün geçtikçe artan trafik sorununa karşı, İstanbul'da ulaşım yönünden çeşitli gelişmeler oluyor. Yol yapımlarının yanı sıra, deniz ulaşımından yararlanmak için yeni gemi seferleri başlıyor. Bunlardan biri Haliç tersanesinde Türk mühendis ve işçileri tarafından yapılan, Haliç – Üsküdar arası seferler yapacak olan Sütlüce gemisidir. 600 kişilik kapasitesi ile gemi hem yolcu taşımacılığı hem de turistik amaçla kullanılacak. Geniş ve rahat geminin iç mekânları, engellilerin tekerlekli sandalyelerinin, çocuk arabalarının rahatlıkla geçebileceği şekilde otomatik kapılara sahiptir. İçinde klima, bir bebek bakım masası ve hayvan barınağı bulunan gemi 12 deniz mili hız yapabiliyor. Haliç köprülerinin altından rahatlıkla geçebilecek biçimde tasarlanmış ve geniş görüş açısına sahip gemi, yolcularına Haliç'in tarih boyu göz kamaştıran güzellikte zamanımıza ulaşmış binalarını ve güzelliklerini görme fırsatı verecek.

Gemiye semtlerinin adının verilmesinden gurur duyan Sütlüce sakinleri, açılış törenine katılıp, gemide gönüllü olarak temizlik yaptılar ve yaptırdıkları plaketi geminin giriş bölümüne astılar. Törenden sonra semt sakinleri, Sütlüce – Üsküdar hattında yolculuk yaptılar.

## Alıştırma 2: Dinleme

## MÜZİK

**Sema:** Gelecek yaz beldemizdeki eğlence yerlerinde çalınan müzik, belediye kararı ile daha erken saatte bitmek zorunda kalacak.

**Ozan:** Neden?

**Sema:** Çünkü esnaf, turistler ve en çok da belde halkı özellikle merkezdeki bar ve kulüplerde geç saatlere kadar yüksek sesle çalınan müzikten rahatsız oluyorlarmış. Değişik tür müziğin aynı anda ortalığa yayılması gürültü kirliliğine yol açıyormuş.

**Ozan:** Tahmin edebiliyorum. Geçen yaz gittiğimiz tatil köyünde müzik yüzünden annem ve babam çok rahatsız oldular.

**Sema:** Neden? Ben müzik dinlemekten hiç rahatsız olmam.

**Ozan:** Bu ne tür müziği ne zaman dinlediğine bağlı sanırım. Sabahın erken saatlerinde ya da öğleden sonra havuz kenarında kitap okurken ya da deniz kenarında tam uykuya dalmak üzereyken biri yüksek seste bir dans müziği çalarsa bu pek hoşuna gitmez sanırım.

**Sema:** Tabii haklısın. Zaten şimdi bazı kulüplerde değişik uygulamalar varmış. Geç saatlere kadar açık olan yerlerde müşterilere kulaklık dağıtıyorlarmış ve herkes duyduğu müziğe göre dans edip eğleniyormuş. Böylece çevrede yaşayanlar da hiç rahatsız olmuyorlarmış.

**Ozan:** Bence bu iyi bir fikir değil çünkü bu tip eğlence yerlerinde paylaşım da önemli. Arkadaşlarıyla konuşabilmek, çalınan şarkılar hakkında yorum yapmak ve birlikte dans etmek çok önemli.

**Sema:** Çok haklısın. Ben kulaklıkla müzik dinlemekten hiç hoşlanmam. Ayrıca bunu dışarıda yürürken yapmak çok tehlikeli oluyor. Geçenlerde bir genç kız, yolda kulaklıkla müzik dinlerken araba sesini duymamış ve çok kötü bir kaza geçirmiş. Neredeyse yaşamından oluyormuş.



**Task 3: Listening****MY NEIGHBORHOOD**

**Sunucu:** Bugünkü konuğumuz gençlik kulübü tiyatro bölümü yöneticisi Ayhan Yıldız. Bize en son çalışmalarınızdan bahseder misiniz lütfen?

**Yönetmen:** En son çalışmamız benim yönettiğim ve mahallemizdeki okullardan tiyatroya ilgi duyan gençlerin yazıp, başarıyla oynadıkları bir oyun oldu.

**Sunucu:** Oyunun konusu neydi?

**Yönetmen:** Konu, yaşadıkları bölgedeki hayatın olumlu ve olumsuz yönlerini tanıtmaktı. Oyun başlamadan önce müzik bölümü öğrencileri mahalleleriyle ilgili yaptıkları şarkılardan oluşan bir konser verdiler.

**Sunucu:** Oyun içerik olarak nasıldı?

**Yönetmen:** Mahallede yaşanan üzücü ve mutlu olaylar vurgulandı. Örneğin: Parkları olmadığından sokakta top oynayan mahalleli çocukların, komşunun camını kırdıkları için ortak toplarının parçalanması; ayakkabı almak için sokakta su satan çocukların belediye görevlileri tarafından yakalanıp, sorgulanması; kız ve erkeklerden oluşan futbol takımlarının kötü koşullarına rağmen, dayanışmaları sayesinde komşu mahalle ile yaptıkları maçı kazanmalarından duydukları sevinç gibi konuları ele aldılar.

**Sunucu:** Çok güzel. Dekor ve kostümleri kimler hazırladı?

**Yönetmen:** Çocuklar aralarında iş bölümü yaparak, sahne düzeni ve ışıklandırma dahil her şeyi kendileri yaptılar. Tabii biz gençlik kulübü elemanları ve bazı tiyatro sanatçıları da onlara destek oldu.

**Sunucu:** Çalışmalar için maddi desteği kim sağladı?

**Yönetmen:** Belediye. Hatta çocukların provalar sırasındaki yiyecek ve ulaşım gereksinimlerini de karşıladı.

**Sunucu:** Bundan sonraki projeniz nedir?

**Yönetmen:** Bu yıl tamamımız 'Uçan süpürge'. Çocuklar " Sihirli bir süpürgeyle gitmek istediğim ülke" başlıklı bir oyun yazacaklar. Oyunda gitmek istedikleri yerin kültürel ve sosyal özelliklerini anlatacaklar. Bu kez farklı mahallelerden de projeler kabul edeceğiz. Oyunlar kişiler ya da guruplar tarafından yazılabilir.

**Sunucu:** Başarılar dilerim.

**[END]**

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