DUBBA · OYSS HAZIRLIK
10. 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

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

1. Aylin wrote an article for her school magazine. Read the article and do the activities below.

> ***My Family and the Apple Festival*** *— by Aylin, 10-B*
>
> *Every October, my small town holds an Apple Festival in the main square. It lasts a whole week, and my family is always very busy then.*
>
> *My mother is a psychologist. She works at a small clinic next to the bus station. On normal days, she listens to her patients and gives them advice about their problems. She often works late on Thursdays, because many students and workers can only come in the evening. During the festival, she also helps at the first-aid tent in the square.*
>
> *My father is a digital marketer, and he works at a business office in the town centre. On weekdays, he usually promotes local shops on the Internet. He rarely works at weekends. At the festival, he shares photos of the apple-picking race on the town's social media pages.*
>
> *My cousin is a content creator. She usually shoots short cooking videos in her small home studio. This week, she isn't working in her studio. She is filming at the festival, and she carries her phone everywhere because her followers want a new video every hour.*

1.1. Complete the table with information from the article. Write short phrases. (4x2=8 pts)

Family member	Job	Workplace	Usual work routine
mother	psychologist	(1)	listens to patients and gives advice
father	(2)	a business office in the town centre	(3)
cousin	content creator	(4)	shoots short cooking videos

1.2. Answer the questions. Short phrases are enough. (2x3=6 pts)

a. Why does Aylin's mother often work late on Thursdays?

b. How is the cousin's work different during festival week? Write **one** difference and its reason.

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2. At the Apple Festival, there is an open-air film night every evening. Read the programme and write the correct film genre from the box for each film (A–E). Use each genre once. One genre is extra. (5x2=10 pts)

> ***Genres:*** *comedy · cartoon · documentary · horror · space adventure · time travel*
>
> ***APPLE FESTIVAL — FILM NIGHTS IN THE SQUARE***
>
> ***A — Monday:*** *The crew of a space station near Mars has a big problem: a fire damages their oxygen system. They must repair it quickly, or they can't fly back to Earth.*
>
> ***B — Tuesday:*** *Two clumsy brothers open a bakery, and everything goes wrong! The cakes fly, the oven explodes, and the whole audience laughs all evening. The film has real actors.*
>
> ***C — Wednesday:*** *A girl finds an old clock in her grandmother's house. When she turns it, she goes back two hundred years and meets her own great-great-grandfather.*
>
> ***D — Thursday:*** *There are no actors in this film. Local farmers talk about their work, and the film gives real facts about apple farming in our region.*
>
> ***E — Friday:*** *Everything in this film comes from colourful drawings. It tells the story of a little hedgehog and a brave bee in an apple garden.*

Film	Genre	Film	Genre
A		D	
B		E	
C			

3. Leo is a member of his school's Coding Club. Read his post on the club blog. Use the context to work out the meanings of the highlighted words. Then write the highlighted word that matches each definition in the table. Two highlighted words are extra. (6x2=12 pts)

> ***CODING CLUB BLOG — Week 6*** *— posted by Leo*
>
> *Our Coding Club meets every Wednesday after school in the computer lab. There are twelve members, and we are all tenth graders in the same* ***year group****, so we know each other well. Before the meeting, we usually have a quick snack in the* ***canteen****.*
>
> *This term, we are designing a simple word game for younger students. Our club teacher checks our code in the* ***staffroom*** *during the lunch break and leaves notes on our files. On sunny days, we take our tablets out to the* ***courtyard****, sit on the benches between the school buildings and test the game together.*
>
> *Some members feel* ***anxious*** *about the regional coding competition in March. Their hands shake, and they can't sleep well. Our teacher says good* ***time management*** *can help, so now we plan every task on a big calendar and we never leave work to the last day.*
>
> *Coding is not like* ***classwork****. In lessons, we do the exercises in our textbooks, but in the club, we choose our own projects. Next Friday, our maths teacher is giving us a short* ***quiz****, so this week's meeting is only one hour.*

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#	Definition	Highlighted word
1	a group made of all the students in one school year	
2	a room at school only for teachers, where they can check students' work in their free time	
3	an open area with walls or buildings on every side	
4	worried and nervous about something in the future	
5	the skill of planning and using your hours well	
6	practice exercises that students do in the classroom during a lesson	

4. Read the post on the class blog of 10-B and do the activities below.

> ***A Day at the Science Museum*** *— 10-B Class Blog*
>
> *Last Friday, our class went on a trip to the city's Science Museum. Before the trip, our teacher gave each of us a class code. At the museum, we used this code to log in to the museum's homepage on the tablets at the entrance. After that, we could take photos of the exhibits and upload them to our class file.*
>
> *Leo spent most of the day in the Sound Hall. There, he put on headphones and listened to the audio guide about sound waves. He played some parts twice, and then he repeated the main facts aloud to his friends. "I remember facts better when I hear them," he said.*
>
> *Aylin understands new ideas best through pictures. Her favourite place was the Space Gallery. She looked at the big diagrams of the planets on the walls and copied them into her notebook as small, clear drawings with coloured pencils.*
>
> *Marta can't sit still for a long time. At the Building Lab, she used a small toolkit and built a model bridge with her team. Then they tested it with heavy books. "I only understand something when I try it myself," she said.*
>
> *Our last stop was the Planet Room. There, the guide asked us to switch off our phones, because the room is completely dark and light from screens spoils the star show on the ceiling.*

4.1. Complete the table with information from the blog post. Write short phrases. (6x2=12 pts)

Student	Learning style	Favourite place	What the student used
Leo	(1)	Sound Hall	(2)
Aylin	visual	(3)	(4)
Marta	(5)	(6)	a small toolkit

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4.2. Answer the questions. Short phrases are enough. (2x2=4 pts)

a. What did the students use the class code for?

b. Why did the guide ask the students to switch off their phones in the Planet Room?

5. Aylin and Leo are in the computer lab. Their club is preparing a stand for the Apple Festival. Read the dialogue and fill in the blanks (1–8) with the words or phrases in the box. Use each one once. Two are extra. (8x2=16 pts)

> ***Word box:*** *'ll · 're going to · have to · mustn't · should · May · mine · my · ourselves · myself*
>
> ***Aylin:*** *Leo, the club meeting starts in five minutes, and the projector is still off!*
>
> ***Leo:*** *No problem. I (1) _____ switch it on for you right now.*
>
> ***Aylin:*** *Thanks. So, what's the plan for the festival? Did the club decide?*
>
> ***Leo:*** *Yes, we decided at last week's meeting. We (2) _____ show our word game at the club stand on Saturday.*
>
> ***Aylin:*** *Great! Is there any paperwork?*
>
> ***Leo:*** *Yes. All clubs (3) _____ fill in a form for the town council before Friday. It's a festival rule.*
>
> ***Aylin:*** *OK. And what about our robot? It breaks very easily. Visitors (4) _____ touch it. Let's put a "Do not touch" sign next to it.*
>
> ***Leo:*** *Good idea. Hmm, I'm a bit worried about my speech at the stand. I'm not good at speaking in front of people.*
>
> ***Aylin:*** *Here's my advice: you (5) _____ practise it with your family at home a few times. It isn't a rule, but it really helps.*
>
> ***Leo:*** *Thanks, I will. (6) _____ I borrow your laptop for the stand, please? (7) _____ is very old and slow.*
>
> ***Aylin:*** *Sure. You can take it on Friday evening.*
>
> ***Leo:*** *Great. Oh, and one more thing: visitors don't know our names. At the start, let's introduce (8) _____ to them.*

Blank	Your answer	Blank	Your answer
1		5	
2		6	
3		7	
4		8	

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6. Marta wrote a post for the Health Club blog about her new hobby. Read the post and do the activities below.

> ***My New Yoga Class*** *— by Marta*
>
> *Last month, I joined a yoga class at the community centre near my flat. Before that, I tried running in the park, but it was hard for me, and I often stopped after ten minutes. Yoga is slow and calm, and it is good for my back. The centre has a morning class and an evening class. I go to the evening class because the teacher plays soft music. On Saturdays, my mother comes with me. She is fifty, but she can do all the moves easily!*

6.1. Complete the sentences about Marta's yoga class with the correct form of the words in brackets. (4x2=8 pts)

a. For me, yoga is _____ than running. (easy)

b. The evening class is _____ than the morning class, because of the soft music. (enjoyable)

c. My mother is fifty, but she is _____ me! (as … as / fit)

d. My yoga mat and my mother's yoga mat are both 180 cm long. My mat is _____ hers. (the same … as / length)

6.2. Choose the correct option and write it on the line. (3x2=6 pts)

a. After my first class, my legs hurt. The class was very (tired / tiring), but I loved it. _____

b. The centre's new swimming course (starts / is starting) at 6 p.m. next Monday. The day and time are on the centre's official timetable. _____

c. This Sunday, my mother and I (go / are going) to a yoga event in the park. We bought the tickets yesterday. _____

7. Your class is going on a trip to an apple farm tomorrow, but you are ill and you can't go. Write an email of **60–80 words** to your classmate Leo. (18 pts)

In your email:

- say how you **feel** and describe **two symptoms**
- say **when** the illness started
- say what you are **doing** to feel better
- make **one polite request** to Leo about the trip
- write about **one plan** for next week

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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**

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

Süre: 40 dakika · Her sorunun puanı yanında yazılıdır.

Anahtar ve sorular çevrim içi

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

1. Aylin wrote an article for her school magazine. Read the article and do the activities below.

> ***My Family and the Apple Festival*** *— by Aylin, 10-B*
>
> *Every October, my small town holds an Apple Festival in the main square. It lasts a whole week, and my family is always very busy then.*
>
> *My mother is a psychologist. She works at a small clinic next to the bus station. On normal days, she listens to her patients and gives them advice about their problems. She often works late on Thursdays, because many students and workers can only come in the evening. During the festival, she also helps at the first-aid tent in the square.*
>
> *My father is a digital marketer, and he works at a business office in the town centre. On weekdays, he usually promotes local shops on the Internet. He rarely works at weekends. At the festival, he shares photos of the apple-picking race on the town's social media pages.*
>
> *My cousin is a content creator. She usually shoots short cooking videos in her small home studio. This week, she isn't working in her studio. She is filming at the festival, and she carries her phone everywhere because her followers want a new video every hour.*

1.1. Complete the table with information from the article. Write short phrases. (4x2=8 pts)

Family member	Job	Workplace	Usual work routine
mother	psychologist	(1)	listens to patients and gives advice
father	(2)	a business office in the town centre	(3)
cousin	content creator	(4)	shoots short cooking videos

1.2. Answer the questions. Short phrases are enough. (2x3=6 pts)

a. Why does Aylin's mother often work late on Thursdays?

b. How is the cousin's work different during festival week? Write **one** difference and its reason.

2. At the Apple Festival, there is an open-air film night every evening. Read the programme and write the correct film genre from the box for each film (A–E). Use each genre once. One genre is extra. (5x2=10 pts)

> ***Genres:*** *comedy · cartoon · documentary · horror · space adventure · time travel*
>
> ***APPLE FESTIVAL — FILM NIGHTS IN THE SQUARE***
>
> ***A — Monday:*** *The crew of a space station near Mars has a big problem: a fire damages their oxygen system. They must repair it quickly, or they can't fly back to Earth.*
>
> ***B — Tuesday:*** *Two clumsy brothers open a bakery, and everything goes wrong! The cakes fly, the oven explodes, and the whole audience laughs all evening. The film has real actors.*
>
> ***C — Wednesday:*** *A girl finds an old clock in her grandmother's house. When she turns it, she goes back*

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two hundred years and meets her own great-great-grandfather.

D — Thursday: *There are no actors in this film. Local farmers talk about their work, and the film gives real facts about apple farming in our region.*

E — Friday: *Everything in this film comes from colourful drawings. It tells the story of a little hedgehog and a brave bee in an apple garden.*

Film	Genre	Film	Genre
A		D	
B		E	
C			

3. Leo is a member of his school's Coding Club. Read his post on the club blog. Use the context to work out the meanings of the highlighted words. Then write the highlighted word that matches each definition in the table. Two highlighted words are extra. (6x2=12 pts)

CODING CLUB BLOG — Week 6 *— posted by Leo*

Our Coding Club meets every Wednesday after school in the computer lab. There are twelve members, and we are all tenth graders in the same ***year group****, so we know each other well. Before the meeting, we usually have a quick snack in the* ***canteen****.*

This term, we are designing a simple word game for younger students. Our club teacher checks our code in the ***staffroom*** *during the lunch break and leaves notes on our files. On sunny days, we take our tablets out to the* ***courtyard****, sit on the benches between the school buildings and test the game together.*

Some members feel ***anxious*** *about the regional coding competition in March. Their hands shake, and they can't sleep well. Our teacher says good* ***time management*** *can help, so now we plan every task on a big calendar and we never leave work to the last day.*

Coding is not like ***classwork****. In lessons, we do the exercises in our textbooks, but in the club, we choose our own projects. Next Friday, our maths teacher is giving us a short* ***quiz****, so this week's meeting is only one hour.*

#	Definition	Highlighted word
1	a group made of all the students in one school year	
2	a room at school only for teachers, where they can check students' work in their free time	
3	an open area with walls or buildings on every side	
4	worried and nervous about something in the future	
5	the skill of planning and using your hours well	
6	practice exercises that students do in the classroom during a lesson	

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4. Read the post on the class blog of 10-B and do the activities below.

> ***A Day at the Science Museum*** *— 10-B Class Blog*
>
> *Last Friday, our class went on a trip to the city's Science Museum. Before the trip, our teacher gave each of us a class code. At the museum, we used this code to log in to the museum's homepage on the tablets at the entrance. After that, we could take photos of the exhibits and upload them to our class file.*
>
> *Leo spent most of the day in the Sound Hall. There, he put on headphones and listened to the audio guide about sound waves. He played some parts twice, and then he repeated the main facts aloud to his friends. "I remember facts better when I hear them," he said.*
>
> *Aylin understands new ideas best through pictures. Her favourite place was the Space Gallery. She looked at the big diagrams of the planets on the walls and copied them into her notebook as small, clear drawings with coloured pencils.*
>
> *Marta can't sit still for a long time. At the Building Lab, she used a small toolkit and built a model bridge with her team. Then they tested it with heavy books. "I only understand something when I try it myself," she said.*
>
> *Our last stop was the Planet Room. There, the guide asked us to switch off our phones, because the room is completely dark and light from screens spoils the star show on the ceiling.*

4.1. Complete the table with information from the blog post. Write short phrases. (6x2=12 pts)

Student	Learning style	Favourite place	What the student used
Leo	(1)	Sound Hall	(2)
Aylin	visual	(3)	(4)
Marta	(5)	(6)	a small toolkit

4.2. Answer the questions. Short phrases are enough. (2x2=4 pts)

a. What did the students use the class code for?

b. Why did the guide ask the students to switch off their phones in the Planet Room?

5. Aylin and Leo are in the computer lab. Their club is preparing a stand for the Apple Festival. Read the dialogue and fill in the blanks (1–8) with the words or phrases in the box. Use each one once. Two are extra. (8x2=16 pts)

> ***Word box:*** *'ll · 're going to · have to · mustn't · should · May · mine · my · ourselves · myself*
>
> ***Aylin:*** *Leo, the club meeting starts in five minutes, and the projector is still off!*
>
> ***Leo:*** *No problem. I (1) _____ switch it on for you right now.*
>
> ***Aylin:*** *Thanks. So, what's the plan for the festival? Did the club decide?*
>
> ***Leo:*** *Yes, we decided at last week's meeting. We (2) _____ show our word game at the club stand on Saturday.*
>
> ***Aylin:*** *Great! Is there any paperwork?*
>
> ***Leo:*** *Yes. All clubs (3) _____ fill in a form for the town council before Friday. It's a festival rule.*
>
> ***Aylin:*** *OK. And what about our robot? It breaks very easily. Visitors (4) _____ touch it. Let's put a*

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> *"Do not touch" sign next to it.*
>
> ***Leo:*** *Good idea. Hmm, I'm a bit worried about my speech at the stand. I'm not good at speaking in front of people.*
>
> ***Aylin:*** *Here's my advice: you (5) _____ practise it with your family at home a few times. It isn't a rule, but it really helps.*
>
> ***Leo:*** *Thanks, I will. (6) _____ I borrow your laptop for the stand, please? (7) _____ is very old and slow.*
>
> ***Aylin:*** *Sure. You can take it on Friday evening.*
>
> ***Leo:*** *Great. Oh, and one more thing: visitors don't know our names. At the start, let's introduce (8) _____ to them.*

Blank	Your answer	Blank	Your answer
1		5	
2		6	
3		7	
4		8	

6. Marta wrote a post for the Health Club blog about her new hobby. Read the post and do the activities below.

> ***My New Yoga Class*** *— by Marta*
>
> *Last month, I joined a yoga class at the community centre near my flat. Before that, I tried running in the park, but it was hard for me, and I often stopped after ten minutes. Yoga is slow and calm, and it is good for my back. The centre has a morning class and an evening class. I go to the evening class because the teacher plays soft music. On Saturdays, my mother comes with me. She is fifty, but she can do all the moves easily!*

6.1. Complete the sentences about Marta's yoga class with the correct form of the words in brackets. (4x2=8 pts)

a. For me, yoga is _____ than running. (easy)

b. The evening class is _____ than the morning class, because of the soft music. (enjoyable)

c. My mother is fifty, but she is _____ me! (as … as / fit)

d. My yoga mat and my mother's yoga mat are both 180 cm long. My mat is _____ hers. (the same … as / length)

6.2. Choose the correct option and write it on the line. (3x2=6 pts)

a. After my first class, my legs hurt. The class was very (tired / tiring), but I loved it. _____

b. The centre's new swimming course (starts / is starting) at 6 p.m. next Monday. The day and time are on the centre's official timetable. _____

c. This Sunday, my mother and I (go / are going) to a yoga event in the park. We bought the tickets yesterday. _____

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7. Your class is going on a trip to an apple farm tomorrow, but you are ill and you can't go. Write an email of **60–80 words** to your classmate Leo. (18 pts)

In your email:

- say how you **feel** and describe **two symptoms**
- say **when** the illness started
- say what you are **doing** to feel better
- make **one polite request** to Leo about the trip
- write about **one plan** for next week

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.9.4. R3. Students can make sense of and derive meaning from the current content on “family life with family members’ jobs, work routines, work activities, and workplaces”.	CS2.6. Information Gathering Skill, CS2.10. Inference Skill
2	ENG.9.8. V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the universe and future with films, film genres, futuristic films with	CS2.4. Analysis Skill, CS2.10. Inference Skill
3	ENG.10.1. V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" after recognising them in context and developing their conscious and inductive vocabulary learning skills.	CS2.4. Analysis Skill, CS2.10. Inference Skill
4	ENG.10.2. R2. Students can bring information together about the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" through skimming, scanning and detailed reading.	CS2.6. Information Gathering Skill, CS2.5. Classification Skill
5	ENG.10.2. G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.	CS2.5. Classification Skill, CS2.4. Analysis Skill
6	ENG.10.3. 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 body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.	CS2.5. Classification Skill, CS2.4. Analysis Skill
7	ENG.10.3. W4. Students can practise producing written content based on the current theme "personal life and well-being with body parts, human illnesses and diseases; human nature and	CS2.13. Structuring Skill, CS2.20. Synthesis Skill

Puanlama Tablosu

1.1	1.2	2	3	4.1	4.2	5	6.1	6.2	7	Toplam
8	6	10	12	12	4	16	8	6	18	100

Çözümler ve Puanlama Anahtarı

1.1. TAM PUAN (8 PUAN)

Her doğru hücre 2 puan (4x2). Kısa ifadeler ve tam cümleler kabul edilir; anlamı bozmayan küçük yazım hatalarında puan kırılmaz.

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Hücre	Beklenen cevap
(1)	a (small) clinic (next to the bus station)
(2)	(a) digital marketer
(3)	(usually) promotes local shops on the Internet (on weekdays)
(4)	her (small) home studio / at home

KISMİ PUAN (BAREME GÖRE TOPLAM): Her hücre ayrı puanlanır; doğru her hücre 2 puan. (1) için yalnız "next to the bus station" (iş yerinin türü yok) 1 puan; (2) için yalnız "marketer" 1 puan; (3) için yalnız "promotes shops" ya da "works on the Internet" (ne / nerede eksik) 1 puan; (4) için yalnız "a studio" 1 puan.

SIFIR PUAN: Boş, başka aile üyesine ait bilgi (ör. (1) için "business office"), festival işi (ör. (1) için "first-aid tent", (3) için "shares photos of the apple-picking race", (4) için "the festival" — olağan iş yeri / rutin değildir) ya da metinde olmayan bilgi.

1.2. TAM PUAN (6 PUAN)

Her soru 3 puan (2x3). Kısa ifadeler ve tam cümleler kabul edilir; anlamı bozmayan küçük yazım hatalarında puan kırılmaz.

- **a.** Because many students and workers can only come (to the clinic) in the evening. (3 puan)
- **b.** Fark: She isn't working in her (home) studio; she is filming at the festival (2 puan). Neden: Her followers want a new video every hour (1 puan). "She carries her phone everywhere because her followers want a new video every hour." de tam puan alır.

KISMİ PUAN (BAREME GÖRE TOPLAM): a: yalnız "students and workers" / "because of her patients" (akşam gelebilmeleri yok) 2 puan. b: yalnız fark doğru (neden yok) 2 puan; yalnız neden doğru ("her followers want a video every hour") 1 puan. İki maddenin puanı toplanır.

SIFIR PUAN: Boş, festivalle ilgili ama soruya cevap vermeyen bilgi (a için "because of the festival" / "she helps at the first-aid tent"), başka aile üyesine ait bilgi ya da metinle çelişen cevap.

2. TAM PUAN (10 PUAN)

Her doğru eşleştirme 2 puan (5x2). Küçük yazım hatalarından puan kırılmaz.

Film	Beklenen cevap	İpucu (metinde)
A	space adventure	the crew of a space station near Mars, fire, fly back to Earth → uzayda geçen tehlikeli macera
B	comedy	clumsy brothers, everything goes wrong, the audience laughs; "real actors" → çizgi film değil
C	time travel	she goes back two hundred years
D	documentary	no actors, real facts about apple farming
E	cartoon	everything comes from colourful drawings

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Extra: horror (hiçbir filmde korkutucu sahne ya da korkunç karakter yok).

KISMİ PUAN (BAREME GÖRE TOPLAM): Her satır ayrı puanlanır; doğru tür yazılan her satır 2 puan. "space adventure" yerine yalnız "space" ya da "adventure" yazılmışsa 1 puan.

SIFIR PUAN: Boş, fazla seçenek (horror), kutu dışı tür ya da aynı türün iki filme yazılması (iki satır da 0 puan).

3. TAM PUAN (12 PUAN)

Her doğru eşleştirme 2 puan (6x2). Küçük yazım hatalarından puan kırılmaz.

#	Beklenen cevap	İpucu (metinde)
1	year group	"we are all tenth graders in the same …"
2	staffroom	"Our club teacher checks our code in the … during the lunch break"
3	courtyard	"sit on the benches between the school buildings"
4	anxious	"about the regional coding competition in March … hands shake … can't sleep well"
5	time management	"we plan every task on a big calendar … never leave work to the last day"
6	classwork	"In lessons, we do the exercises in our textbooks"

Extra: canteen, quiz (canteen yemek yeridir, öğretmenlere özel değildir → 2'ye uymaz; quiz alıştırma değil kısa sınavdır → 6'ya uymaz; tablodaki tanımların hiçbirine oturmaz).

KISMİ PUAN (BAREME GÖRE TOPLAM): Her satır ayrı puanlanır; doğru sözcük yazılan her satır 2 puan. Öbeğin yalnız bir sözcüğü yazılmışsa (1'de "group", 5'te "management") 1 puan.

SIFIR PUAN: Boş, vurgulanmamış sözcük (ör. 2 için "computer lab", 6 için "exercises"), fazla seçenek ya da aynı sözcüğün iki satıra yazılması (iki satır da 0 puan).

4.1. TAM PUAN (12 PUAN)

Her doğru hücre 2 puan (6x2). Kısa ifadeler ve tam cümleler kabul edilir; anlamı bozmayan küçük yazım hatalarında puan kırılmaz.

Hücre	Beklenen cevap	Dayanak
(1)	auditory	Çıkarım: kulaklıkla sesli rehberi dinler, bölümleri iki kez dinler, bilgileri yüksek sesle tekrar eder; "I remember facts better when I hear them"
(2)	headphones / the audio guide	"put on headphones and listened to the audio guide"
(3)	the Space Gallery	"Her favourite place was the Space Gallery."
(4)	(her) notebook (and) coloured pencils	"copied them into her notebook … with coloured pencils"
(5)	kinaesthetic	Çıkarım: uzun süre yerinde oturamaz, alet çantasıyla köprü modeli kurup dener; "I only understand something when I try it myself"
(6)	the Building Lab	"At the Building Lab, she used a small toolkit"

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KISMİ PUAN (BAREME GÖRE TOPLAM): Her hücre ayrı puanlanır; doğru her hücre 2 puan. (1) ve (5) için stil adı yerine doğru açıklama ("learns by listening", "learns by doing / by trying things") 1 puan. (2) ve (4) için iki araçtan biri yeterlidir (tam puan). Kinaesthetic sözcüğündeki yazım farkı (kinesthetic) puan kırdırmaz.

SIFIR PUAN: Boş, başka öğrenciye ait bilgi (ör. (3) için "Sound Hall", (6) için "Planet Room") ya da yanlış stil (ör. (1) için "visual").

4.2. TAM PUAN (4 PUAN)

Her soru 2 puan (2x2). Kısa ifadeler ve tam cümleler kabul edilir; anlamı bozmayan küçük yazım hatalarında puan kırılmaz.

- **a.** To log in to the museum's homepage (on the tablets) (so they could upload photos to the class file).
- **b.** Because the room is (completely) dark and light from screens spoils the star show (on the ceiling).

KISMİ PUAN (BAREME GÖRE TOPLAM): a: yalnız "to upload photos" (oturum açma yok) 1 puan. b: yalnız "the room is dark" ya da yalnız "the star show" (ışığın gösteriyi bozduğu ilişkisi yok) 1 puan. İki maddenin puanı toplanır.

SIFIR PUAN: Boş, başka salona ait bilgi ya da metinde olmayan neden (ör. "phones are not allowed in museums").

5. TAM PUAN (16 PUAN)

Her doğru boşluk 2 puan (8x2). Küçük yazım hatalarından puan kırılmaz.

Boşluk	Beklenen cevap	Gerekçe (Theme 2 kural kutusu)
1	'll	Konuşma anında verilen karar / yardım teklifi ("Don't worry … right now") → will; "I 're going to" dil bilgisi bakımından olmaz
2	're going to	Önceden verilmiş karar, plan ("we decided at last week's meeting") → be going to
3	have to	Dışarıdan gelen zorunluluk (town council, festival rule) → have to
4	mustn't	Yasak ("Do not touch" sign) → mustn't
5	should	Tavsiye ("Here's my advice", "It isn't a rule, but it really helps") → should; "have to" zorunluluk bildirir, "It isn't a rule" ile çelişir
6	May	Kibar rica / izin isteme ("…, please?") → may
7	Mine	Ad tekrarını önler (Mine = my laptop), ardından ad gelmez → possessive pronoun
8	ourselves	Özne ve nesne aynı kişiler ("let's" = let us → introduce ourselves), "visitors don't know our names" → reflexive pronoun

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Extra: my (possessive adjective; ardından ad gelmeden boşluğa oturmaz: "My is very old."), myself (öznesi "I" olan reflexive boşluk yok; 8'de "let's" = biz).

KISMİ PUAN (BAREME GÖRE TOPLAM): Her boşluk ayrı puanlanır; doğru her boşluk 2 puan. 1 ile 2'nin yer değiştirmesi iki boşlukta da 0 puandır.

SIFIR PUAN: Boş, fazla seçenek (my, myself), kutu dışı sözcük ya da bir boşluğa iki seçenek birden yazılması.

6.1. TAM PUAN (8 PUAN)

Her doğru boşluk 2 puan (4x2). Küçük yazım hatalarından puan kırılmaz.

#	Beklenen cevap	Kural (Theme 3)
a	easier	Kısa (iki heceli, -y ile biten) sıfat → -er (y → i) + than
b	more enjoyable	Uzun sıfat → more + sıfat + than
c	as fit as	Eşitlik / benzerlik → as … as
d	the same length as	Tam aynılık → the same (+ ad) … as

KISMİ PUAN (BAREME GÖRE TOPLAM): Her boşluk ayrı puanlanır; doğru her boşluk 2 puan. a'da "easyer" ya da "more easy" (karşılaştırma doğru, biçim yanlış) 1 puan; b'de "enjoyabler" 1 puan; c'de bir "as" eksikse 1 puan; d'de "the same length" ("as" eksik) ya da "the same as" ("length" eksik) 1 puan.

SIFIR PUAN: Boş, sıfatın yalın hâli ("easy", "enjoyable", "fit") ya da karşılaştırma bildirmeyen yapı.

6.2. TAM PUAN (6 PUAN)

Her doğru seçim 2 puan (3x2).

#	Beklenen cevap	Kural (Theme 3)
a	tiring	Duyguya yol açan şeyi niteler (özne "the class") → -ing adjective; "tired" kişinin duygusudur ("I was tired")
b	starts	Resmî tarifeli / programlı gelecek olay ("the centre's official timetable") → Simple Present
c	are going	Kişisel, ayarlanmış yakın gelecek planı ("We bought the tickets yesterday") → Present Continuous

KISMİ PUAN (BAREME GÖRE TOPLAM): Her madde ayrı puanlanır; doğru her madde 2 puan. Kısmi puan yoktur (iki seçenekli madde).

SIFIR PUAN: Boş, yanlış seçenek ya da iki seçeneğin birden yazılması.

7. TAM PUAN (18 PUAN)

Analitik rubrik: İçerik 10 + Dil bilgisi 4 + Sözcük 2 + Düzen 2 = 18 puan.

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Beklenen yapılar: Present Simple / Present Continuous (I feel …, I have a …, I'm resting), can't, could (kibar rica: "Could you …?"), Present Continuous for plans ya da be going to (next week), should isteğe bağlı; e-posta açılışı ve kapanışı (Hi Leo, … / See you soon, …).

Boyut	Ölçüt ve puan
İçerik (10)	Beş ögenin her biri 2 puan: duygu + iki belirti · hastalığın ne zaman başladığı · iyileşmek için yaptığı şey · Leo'dan gezi ile ilgili kibar bir rica · gelecek hafta için bir plan. Öge var ama eksikse 1 puan (tek belirti; zaman belirsiz; rica emir cümlesiyle ve gezi dışı; plan zamansız). Öge yoksa 0 puan.
Dil bilgisi (4)	4: Beklenen yapılar doğru, hata yok ya da anlamı bozmayan tek hata · 3: birkaç küçük hata, anlam açık · 2: sık hata ama anlam çoğunlukla anlaşılıyor · 1: hatalar anlamı zorlaştırıyor · 0: beklenen yapılar kullanılmamış ya da anlam kurulamıyor.
Sözcük (2)	2: Theme 3 sağlık ve vücut sözcükleri (headache, sore throat, fever, cough, cold, flu, stomach ache vb.) doğru ve çeşitli · 1: sınırlı ya da yer yer yanlış · 0: tema sözcüğü yok.
Düzen (2)	2: 60–80 sözcük, e-posta biçimi (selamlama + kapanış), mantıklı sıra, bağlaçlar (and, so, because, but) · 1: 40–59 ya da 81–100 sözcük, selamlama/kapanış eksik ya da bağlantı zayıf · 0: 40 sözcükten az, 100 sözcükten fazla ya da kopuk tek tük cümleler.

Örnek tam puan yanıtı: *Hi Leo, I'm sorry, but I can't come on the farm trip tomorrow. I feel awful. I have a high fever and a bad cough, and my back hurts. It all started on Monday evening. Now I'm resting in bed and drinking warm water with honey. Could you take some photos of the apple trees for me, please? Next Tuesday, I'm visiting the doctor, and I hope to come back to school on Wednesday. See you soon!* (77 sözcük)

KISMİ PUAN (BAREME GÖRE TOPLAM): Dört boyut ayrı ayrı puanlanır ve toplanır. Anlamı bozmayan küçük yazım hatalarında Dil bilgisi puanı kırılmaz. Öğrenci kendi adını ya da uydurma bir ad kullanabilir.

SIFIR PUAN: Boş, İngilizce yazılmamış, soru yönergesinin kopyası ya da beş ögeden hiçbiri karşılanmamış.

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