DUBBA · OYSS HAZIRLIK
10. Sınıf İngilizce Dersi 1. Dönem 2. Ortak Yazılı Sınavı · Senaryo 3
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 3)

1. Jonas is a sixteen-year-old student from Germany. This summer, he is staying at an international seaside camp on the Aegean coast of Türkiye. At the camp's Culture Evening, he introduces himself. Read his speech and fill in the blanks (1–5) with the words or phrases in the box. Use each one once. Two are extra. (5x2=10 pts)

> ***Word box:*** *boat ride · castle · fluently · Korean · national day · native language · sightseeing*
>
> *Good evening, everyone! I'm Jonas, and I come from Nuremberg, a big city in the south of Germany. My (1) _____ is German; it is the first language of almost everyone in my family. At the camp, we all talk to each other in English, and after three weeks here, I can speak it (2) _____.*
>
> *Nuremberg isn't the capital of my country; the capital of Germany is Berlin. But many tourists visit Nuremberg, and they love its small sausages and its gingerbread. In the old town, there is an old (3) _____ on a hill. It has high stone walls, and there is a beautiful garden next to it. It is one of the most popular places in the city for visitors.*
>
> *Here at the camp, I'm enjoying every day. We swim in the sea in the mornings, and on free afternoons, we go (4) _____ in a small old town near the camp. We walk through its narrow streets and visit its little museum. Next week, on 30 August, the campers are celebrating Victory Day with a concert on the beach. It is a (5) _____ in Türkiye, and people decorate the streets with red and white flags. Thank you for listening!*

Blank	Your answer	Blank	Your answer
1		4	
2		5	
3			

2. Ceren is a student at a vocational and technical upper secondary school in Gaziantep. Her school is part of an international volunteering project, and she writes for the project's website.

Read her article and answer the questions below.

> ***One Project, Three Schools*** *— by Ceren, 10-B*
>
> ***A*** *— We are a vocational and technical school in Gaziantep, and many of our students want to become cooks. Our school has a large food technology room with six cookers, and we have cooking workshops there three times a week. For the project, our cooking club makes hot lentil soup for the families of*

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patients at the city hospital. Every Tuesday evening, we take the soup to the hospital and serve it in the waiting room. On 19 May, the Commemoration of Atatürk, Youth and Sports Day, we are going to cook a special lunch for the hospital's nurses and doctors.

***B** — Our partner school in Norway is a fine arts high school. Besides their regular lessons, the students study music, painting and drama. The school has a small recording studio, and students record their own songs there. Every Saturday morning, older students go to the town library and read stories with young children there. They call themselves "reading buddies". On 17 May, Constitution Day, the national day of Norway, the older students and the children walk together in the town's parade with small flags.*

***C** — The third school is a science high school in Busan, South Korea. Its robotics lab is open until late in the evening, and the robotics club meets there every day. For the project, the students are teaching elderly people how to use smartphones. Every Sunday, they show their "students" how to send photos to their grandchildren. On Hangul Day, 9 October, a national holiday in South Korea, they organise a handwriting workshop about the Korean alphabet at a community centre in the city.*

***D** — Volunteering is fun, but it isn't always easy. In exam weeks, many students at all three schools feel anxious because they have too much to do. Some of them are perfectionists, so they check their work again and again and never feel ready. Our teachers give us useful tips: plan your week on a calendar, take short breaks, and remember that a small mistake is not the end of the world. Good time management helps us study and help others at the same time.*

2.1. Match the headings (i–v) with the paragraphs (A–D). One heading is extra. (4x2=8 pts)

i. Reading Together on Saturdays

ii. Hot Soup at the Hospital

iii. Busy Weeks and Stress

iv. Planting Trees in the Park

v. Smartphone Lessons for Grandparents

Paragraph	Heading (i–v)
A	
B	
C	
D	

2.2. Scan the article and complete the table. Write short phrases. (3x2=6 pts)

Country	Type of school	One facility	Volunteering activity	National day
Türkiye	vocational and technical school	a food technology room	(1)	19 May
Norway	(2)	a recording studio	reading stories with young children	Constitution Day
South Korea	science high school	a robotics lab	teaching elderly people to use smartphones	(3)

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3. Sam and Ceren are in the same group in their English class. Their group is preparing an English recipe card for the school café. Their teacher asks every student to keep a learning diary.

Read their diaries and answer the questions below.

> ***Ceren's learning diary***
>
> *This week, our group is writing a recipe for carrot cake in English. Before I write anything, I draw a mind map of the recipe in my notebook. I put the name of the cake in the middle and connect the ingredients and the steps to it with coloured lines. I also draw a small picture next to each step, like an egg or a bowl, because pictures help me remember the order. When our teacher explains a new word, I write it on a colourful card and stick it on my desk. Every Wednesday, our group does a role-play in class. This week, I'm the waiter in the café, and Sam is a hungry customer! On Friday, I'm going to upload the final recipe card to our class folder.*
>
> ***Sam's learning diary***
>
> *Reading a long recipe doesn't help me much, and I forget the steps very quickly. I understand a recipe only when I touch the ingredients and do every step myself. So, on Saturday, I'm going to bake the carrot cake at home with my mum and record a short video of each step. After that, I'm going to upload the video to our class folder, too. In class, I enjoy our Wednesday role-plays because I can stand up and move around the room. My notes are my weak point: they are always messy, and sometimes I can't read my own handwriting! Ceren says I should try a mind map, so I'm going to try one next week.*

3.1. Read the sentences (a–d). Write **C** (Ceren), **S** (Sam) or **B** (Both). (4x2=8 pts)

a. This student draws pictures to remember the order of the steps.

b. This student is going to cook the recipe at home.

c. This student takes part in a role-play every week.

d. This student has problems with his or her notes.

Sentence	C / S / B
a	
b	
c	
d	

3.2. Which learning style does each student have: visual, auditory or kinaesthetic? For each student, write the learning style and one reason from the diaries. (2x2=4 pts)

Ceren:

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Sam:

4. Sam is also at the seaside camp on the Aegean coast. He writes a blog about his week there.

Read his blog post and answer the questions below.

> ***No Phone, No Problem!*** *— Sam's camp blog, Day 6*
>
> *I'm writing this post on paper, because my phone is in a box in the camp office! In the last week of this camp, there is one big rule: campers hand in their phones on the first day of the week and get them back on the last day. It's a digital detox week.*
>
> *The first days were difficult. I often put my hand in my pocket, but there was nothing there. In the evenings, I sometimes got a headache because I was bored and a little nervous.*
>
> *Now, on Day 6, I feel much better. At home, I usually go to bed after midnight, but here I fall asleep at ten, and I wake up at seven without an alarm. My eyes don't feel dry any more, and I'm more energetic in the mornings. Every day, we swim in the sea, play beach volleyball and help in the camp kitchen.*
>
> *I also talk to people more. At home, I mostly send messages, but here I listen to my friends face to face. This week, my tent mate, Jonas, has a bad cold with a sore throat and a fever. Every evening, I bring him a bowl of warm soup from the kitchen and tell him about our day. The camp nurse says he should rest for two more days.*
>
> *Tomorrow is the last day of the camp. I'm going to get my phone back, but I have a new plan: no screens after nine in the evening!*

4.1. Write **T** (True) or **F** (False). Correct the false sentences. (4x2=8 pts)

a. Campers keep their phones in their tents.

b. On the first days, Sam sometimes felt bored in the evenings.

c. At the camp, Sam goes to bed later than at home.

d. Jonas has a health problem during the detox week.

#	T / F	Correction
a		
b		
c		
d		

4.2. How does the phone-free week help Sam's well-being? Write **two** changes from the text. (2x2=4 pts)

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5. New volunteers in Ceren's project share their photos on the project website. Read Ceren's instructions and fill in the blanks (1–5) with the words or phrases in the box. Use each one once. Two are extra. (5x2=10 pts)

> ***Word box:*** *delete · homepage · keyboard · log in · log out · switch on · upload*
>
> ***How to Share Your Volunteering Photos***
>
> *Step 1: (1) _____ a computer in the school library and open the internet browser.*
>
> *Step 2: Type the address of the project website. The (2) _____ opens with a big green "Welcome!" sign and the main menu at the top.*
>
> *Step 3: (3) _____ with your school e-mail address and your password. Never tell your password to other people.*
>
> *Step 4: Choose your three best photos from the volunteering day and (4) _____ them to the "Our Photos" gallery.*
>
> *Step 5: When you finish, (5) _____ of your account and switch off the computer.*

Blank	Your answer	Blank	Your answer
1		4	
2		5	
3			

6. Sam and Ceren are at the school café during the lunch break. Read the dialogue and fill in the blanks (1–7) with the words or phrases in the box. Use each one once. One is extra. (7x2=14 pts)

> ***Word box:*** *am waiting · anything · bakes · don't you · isn't he · must · often · them*
>
> ***Ceren:*** *Hi, Sam! What a surprise! You aren't (1) _____ here at lunchtime. You usually eat in the canteen with your friends.*
>
> ***Sam:*** *That's true. But today I (2) _____ for Doruk. We have a robotics club meeting after lunch, and we always walk there together.*
>
> ***Ceren:*** *Doruk? Oh, he (3) _____ be at home today. His desk in the classroom is empty, and his bag isn't in his locker.*
>
> ***Sam:*** *Oh no! Maybe he's ill. Anyway, these cakes look delicious. Who makes them?*
>
> ***Ceren:*** *Our cooking club. The club (4) _____ fresh carrot cakes every Friday morning, and we sell them here at lunchtime.*
>
> ***Sam:*** *Great! I need some energy. I've got a chemistry quiz this afternoon.*
>
> ***Ceren:*** *You look worried. You feel nervous about it, (5) _____?*
>
> ***Sam:*** *Yes, a bit. I always feel anxious before quizzes. Is there (6) _____ warm to drink here?*
>
> ***Ceren:*** *Of course. We've got hot milk and herbal tea. And take a piece of cake, too! I love these carrot*

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> *cakes. I buy two of (7) _____ every Friday.*

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

7. Ceren's school has an English wall magazine, and this month's corner is "Our Homes". Read Ceren's paragraph below as a model. Then write a similar paragraph of **60–80 words** about your own home. Do not copy Ceren's sentences. (14 pts)

> ***My Home** — by Ceren*
>
> *I live in a terraced house in an old neighbourhood of Gaziantep. All the houses in our street are joined together, and they have stone walls. Downstairs, there is a kitchen, a small bathroom and a sitting room with a big carpet and floor cushions. My bedroom is upstairs, and it is my favourite room. There is a wardrobe, a desk and a bookcase next to the window. Every evening, my family drinks tea together in the sitting room. At the moment, my little brother is playing with our cat on the stairs. Our neighbourhood is lively and friendly, and there is a small bakery at the end of the street.*

In your paragraph, include:

- the **type** of your house or flat
- the **rooms** in your home
- your **favourite room** and **two pieces of furniture** in it
- one **activity** in your home (what your family usually does or what someone is doing now)
- one sentence about your **neighbourhood**

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8. Your English teacher is starting a class blog called "How I Learn Best". Write a post of **60–80 words** for the blog. (14 pts)

In your post, write about:

- your **learning style** and why you think so
- **two classroom activities** that help you learn
- one way you use **technology** to learn
- your **plan** for a project or an exam next week
- one piece of **advice** for a classmate

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DUBBA · OYSS HAZIRLIK **CEVAP ANAHTARI**

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

Süre: 40 dakika · Her sorunun puanı yanında yazılıdır.

Anahtar ve sorular çevrim içi

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

1. Jonas is a sixteen-year-old student from Germany. This summer, he is staying at an international seaside camp on the Aegean coast of Türkiye. At the camp's Culture Evening, he introduces himself. Read his speech and fill in the blanks (1–5) with the words or phrases in the box. Use each one once. Two are extra. (5x2=10 pts)

> ***Word box:*** *boat ride · castle · fluently · Korean · national day · native language · sightseeing*
>
> *Good evening, everyone! I'm Jonas, and I come from Nuremberg, a big city in the south of Germany. My (1) _____ is German; it is the first language of almost everyone in my family. At the camp, we all talk to each other in English, and after three weeks here, I can speak it (2) _____.*
>
> *Nuremberg isn't the capital of my country; the capital of Germany is Berlin. But many tourists visit Nuremberg, and they love its small sausages and its gingerbread. In the old town, there is an old (3) _____ on a hill. It has high stone walls, and there is a beautiful garden next to it. It is one of the most popular places in the city for visitors.*
>
> *Here at the camp, I'm enjoying every day. We swim in the sea in the mornings, and on free afternoons, we go (4) _____ in a small old town near the camp. We walk through its narrow streets and visit its little museum. Next week, on 30 August, the campers are celebrating Victory Day with a concert on the beach. It is a (5) _____ in Türkiye, and people decorate the streets with red and white flags. Thank you for listening!*

Blank	Your answer	Blank	Your answer
1		4	
2		5	
3			

2. Ceren is a student at a vocational and technical upper secondary school in Gaziantep. Her school is part of an international volunteering project, and she writes for the project's website.

Read her article and answer the questions below.

> ***One Project, Three Schools*** *— by Ceren, 10-B*
>
> ***A*** *— We are a vocational and technical school in Gaziantep, and many of our students want to become cooks. Our school has a large food technology room with six cookers, and we have cooking workshops there three times a week. For the project, our cooking club makes hot lentil soup for the families of*

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patients at the city hospital. Every Tuesday evening, we take the soup to the hospital and serve it in the waiting room. On 19 May, the Commemoration of Atatürk, Youth and Sports Day, we are going to cook a special lunch for the hospital's nurses and doctors.

***B** — Our partner school in Norway is a fine arts high school. Besides their regular lessons, the students study music, painting and drama. The school has a small recording studio, and students record their own songs there. Every Saturday morning, older students go to the town library and read stories with young children there. They call themselves "reading buddies". On 17 May, Constitution Day, the national day of Norway, the older students and the children walk together in the town's parade with small flags.*

***C** — The third school is a science high school in Busan, South Korea. Its robotics lab is open until late in the evening, and the robotics club meets there every day. For the project, the students are teaching elderly people how to use smartphones. Every Sunday, they show their "students" how to send photos to their grandchildren. On Hangul Day, 9 October, a national holiday in South Korea, they organise a handwriting workshop about the Korean alphabet at a community centre in the city.*

***D** — Volunteering is fun, but it isn't always easy. In exam weeks, many students at all three schools feel anxious because they have too much to do. Some of them are perfectionists, so they check their work again and again and never feel ready. Our teachers give us useful tips: plan your week on a calendar, take short breaks, and remember that a small mistake is not the end of the world. Good time management helps us study and help others at the same time.*

2.1. Match the headings (i–v) with the paragraphs (A–D). One heading is extra. (4x2=8 pts)

i. Reading Together on Saturdays

ii. Hot Soup at the Hospital

iii. Busy Weeks and Stress

iv. Planting Trees in the Park

v. Smartphone Lessons for Grandparents

Paragraph	Heading (i–v)
A	
B	
C	
D	

2.2. Scan the article and complete the table. Write short phrases. (3x2=6 pts)

Country	Type of school	One facility	Volunteering activity	National day
Türkiye	vocational and technical school	a food technology room	(1)	19 May
Norway	(2)	a recording studio	reading stories with young children	Constitution Day
South Korea	science high school	a robotics lab	teaching elderly people to use smartphones	(3)

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3. Sam and Ceren are in the same group in their English class. Their group is preparing an English recipe card for the school café. Their teacher asks every student to keep a learning diary.

Read their diaries and answer the questions below.

> ***Ceren's learning diary***
>
> *This week, our group is writing a recipe for carrot cake in English. Before I write anything, I draw a mind map of the recipe in my notebook. I put the name of the cake in the middle and connect the ingredients and the steps to it with coloured lines. I also draw a small picture next to each step, like an egg or a bowl, because pictures help me remember the order. When our teacher explains a new word, I write it on a colourful card and stick it on my desk. Every Wednesday, our group does a role-play in class. This week, I'm the waiter in the café, and Sam is a hungry customer! On Friday, I'm going to upload the final recipe card to our class folder.*
>
> ***Sam's learning diary***
>
> *Reading a long recipe doesn't help me much, and I forget the steps very quickly. I understand a recipe only when I touch the ingredients and do every step myself. So, on Saturday, I'm going to bake the carrot cake at home with my mum and record a short video of each step. After that, I'm going to upload the video to our class folder, too. In class, I enjoy our Wednesday role-plays because I can stand up and move around the room. My notes are my weak point: they are always messy, and sometimes I can't read my own handwriting! Ceren says I should try a mind map, so I'm going to try one next week.*

3.1. Read the sentences (a–d). Write **C** (Ceren), **S** (Sam) or **B** (Both). (4x2=8 pts)

a. This student draws pictures to remember the order of the steps.

b. This student is going to cook the recipe at home.

c. This student takes part in a role-play every week.

d. This student has problems with his or her notes.

Sentence	C / S / B
a	
b	
c	
d	

3.2. Which learning style does each student have: visual, auditory or kinaesthetic? For each student, write the learning style and one reason from the diaries. (2x2=4 pts)

Ceren:

Sam:

4. Sam is also at the seaside camp on the Aegean coast. He writes a blog about his week there.

Read his blog post and answer the questions below.

> ***No Phone, No Problem!*** *— Sam's camp blog, Day 6*

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I'm writing this post on paper, because my phone is in a box in the camp office! In the last week of this camp, there is one big rule: campers hand in their phones on the first day of the week and get them back on the last day. It's a digital detox week.

The first days were difficult. I often put my hand in my pocket, but there was nothing there. In the evenings, I sometimes got a headache because I was bored and a little nervous.

Now, on Day 6, I feel much better. At home, I usually go to bed after midnight, but here I fall asleep at ten, and I wake up at seven without an alarm. My eyes don't feel dry any more, and I'm more energetic in the mornings. Every day, we swim in the sea, play beach volleyball and help in the camp kitchen.

I also talk to people more. At home, I mostly send messages, but here I listen to my friends face to face. This week, my tent mate, Jonas, has a bad cold with a sore throat and a fever. Every evening, I bring him a bowl of warm soup from the kitchen and tell him about our day. The camp nurse says he should rest for two more days.

Tomorrow is the last day of the camp. I'm going to get my phone back, but I have a new plan: no screens after nine in the evening!

4.1. Write **T** (True) or **F** (False). Correct the false sentences. (4x2=8 pts)

a. Campers keep their phones in their tents.

b. On the first days, Sam sometimes felt bored in the evenings.

c. At the camp, Sam goes to bed later than at home.

d. Jonas has a health problem during the detox week.

#	T / F	Correction
a		
b		
c		
d		

4.2. How does the phone-free week help Sam's well-being? Write **two** changes from the text. (2x2=4 pts)

5. New volunteers in Ceren's project share their photos on the project website. Read Ceren's instructions and fill in the blanks (1–5) with the words or phrases in the box. Use each one once. Two are extra. (5x2=10 pts)

Word box: *delete · homepage · keyboard · log in · log out · switch on · upload*

How to Share Your Volunteering Photos

Step 1: (1) _____ a computer in the school library and open the internet browser.

Step 2: Type the address of the project website. The (2) _____ opens with a big green "Welcome!" sign and the main menu at the top.

Step 3: (3) _____ with your school e-mail address and your password. Never tell your password to other people.

Step 4: Choose your three best photos from the volunteering day and (4) _____ them to the "Our Photos" gallery.

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Step 5: When you finish, (5) _____ of your account and switch off the computer.

Blank	Your answer	Blank	Your answer
1		4	
2		5	
3			

6. Sam and Ceren are at the school café during the lunch break. Read the dialogue and fill in the blanks (1–7) with the words or phrases in the box. Use each one once. One is extra. (7x2=14 pts)

Word box: *am waiting · anything · bakes · don't you · isn't he · must · often · them*

Ceren: *Hi, Sam! What a surprise! You aren't (1) _____ here at lunchtime. You usually eat in the canteen with your friends.*

Sam: *That's true. But today I (2) _____ for Doruk. We have a robotics club meeting after lunch, and we always walk there together.*

Ceren: *Doruk? Oh, he (3) _____ be at home today. His desk in the classroom is empty, and his bag isn't in his locker.*

Sam: *Oh no! Maybe he's ill. Anyway, these cakes look delicious. Who makes them?*

Ceren: *Our cooking club. The club (4) _____ fresh carrot cakes every Friday morning, and we sell them here at lunchtime.*

Sam: *Great! I need some energy. I've got a chemistry quiz this afternoon.*

Ceren: *You look worried. You feel nervous about it, (5) _____?*

Sam: *Yes, a bit. I always feel anxious before quizzes. Is there (6) _____ warm to drink here?*

Ceren: *Of course. We've got hot milk and herbal tea. And take a piece of cake, too! I love these carrot cakes. I buy two of (7) _____ every Friday.*

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

7. Ceren's school has an English wall magazine, and this month's corner is "Our Homes". Read Ceren's paragraph below as a model. Then write a similar paragraph of **60–80 words** about your own home. Do not copy Ceren's sentences. (14 pts)

My Home *— by Ceren*

I live in a terraced house in an old neighbourhood of Gaziantep. All the houses in our street are joined together, and they have stone walls. Downstairs, there is a kitchen, a small bathroom and a sitting room with a big carpet and floor cushions. My bedroom is upstairs, and it is my favourite room. There is a

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> *wardrobe, a desk and a bookcase next to the window. Every evening, my family drinks tea together in the sitting room. At the moment, my little brother is playing with our cat on the stairs. Our neighbourhood is lively and friendly, and there is a small bakery at the end of the street.*

In your paragraph, include:

- the **type** of your house or flat
- the **rooms** in your home
- your **favourite room** and **two pieces of furniture** in it
- one **activity** in your home (what your family usually does or what someone is doing now)
- one sentence about your **neighbourhood**

8. Your English teacher is starting a class blog called "How I Learn Best". Write a post of **60–80 words** for the blog. (14 pts)

In your post, write about:

- your **learning style** and why you think so
- **two classroom activities** that help you learn
- one way you use **technology** to learn
- your **plan** for a project or an exam next week
- one piece of **advice** for a classmate

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.9.1. V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations” after recognising them in context and developing their conscious and inductive vocabulary learning skills.	CS2.4. Analysis Skill, CS2.10. Inference Skill
2	ENG.10.1. R2. Students can bring information together about the current content on "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" through skimming, scanning and detailed reading.	CS2.6. Information Gathering Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill
3	ENG.10.2. R3. Students can make sense of and derive meaning from the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom".	CS2.7. Comparison Skill, CS2.10. Inference Skill
4	ENG.10.3. R3. Students can make sense of and derive meaning from the current content on "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".	CS2.4. Analysis Skill, CS2.10. Inference Skill
5	ENG.10.2. V1. Students can select and use target vocabulary 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 vocabulary learning skills.	CS2.4. Analysis Skill, CS2.10. Inference Skill
6	ENG.10.1. G1. Students can select and use target grammatical language items 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 grammaring skills through consciousness-raising and discovery.	CS2.5. Classification Skill, CS2.4. Analysis Skill
7	ENG.9.5. W3. Students can construct new written content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" based on their understanding of the model(s) provided.	CS2.13. Structuring Skill, CS2.20. Synthesis Skill
8	ENG.10.2. W4. Students can practise producing written content based on the current theme "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom".	CS2.13. Structuring Skill, CS2.20. Synthesis Skill

Puanlama Tablosu

1	2.1	2.2	3.1	3.2	4.1	4.2	5	6	7	8	Toplam
10	8	6	8	4	8	4	10	14	14	14	100

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Çözümler ve Puanlama Anahtarı

1. TAM PUAN (10 PUAN)

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

Boşluk	Beklenen cevap	İpucu (metinde)
1	native language	"My … is German; it is the first language of almost everyone in my family" → ana dil
2	fluently	"we all talk to each other in English, and after three weeks here, I can speak it …" → fiili niteleyen zarf (akıcı biçimde)
3	castle	"an old … on a hill. It has high stone walls" → kale (tepedeki taş surlu eski yapı)
4	sightseeing	"we go … in a small old town … walk through its narrow streets and visit its little museum" → go sightseeing (gezip görmek)
5	national day	"Victory Day … It is a … in Türkiye" → millî gün (30 Ağustos Zafer Bayramı)

Extra: boat ride, Korean (hiçbir boşluğa oturmaz: "go boat ride" ve "an old boat ride on a hill" kurulamaz; "My Korean is German" anlamsızdır, Jonas Almandır).

KISMİ PUAN (BAREME GÖRE TOPLAM): Her boşluk ayrı puanlanır; doğru yazılan her boşluk 2 puan. Öbeğin yalnız bir sözcüğü yazılmışsa (1'de yalnız "language", 5'te yalnız "day") o boşluk 1 puan.

SIFIR PUAN: Boş, fazla seçenek (boat ride, Korean), kutu dışı sözcük ya da yanlış boşluğa yazılan seçenek.

2.1. TAM PUAN (8 PUAN)

Her doğru eşleştirme 2 puan (4x2).

Paragraf	Beklenen cevap	Dayanak
A	ii	aşçılık kulübü her salı akşamı hastanedeki hasta yakınlarına mercimek çorbası götürür
B	i	büyük öğrenciler her cumartesi kasaba kütüphanesinde küçük çocuklarla hikâye okur
C	v	öğrenciler yaşlılara akıllı telefonla torunlarına fotoğraf göndermeyi öğretir
D	iii	sınav haftalarında kaygı, mükemmeliyetçilik, zaman yönetimi önerileri

Extra: iv (metinde ağaç dikme yok).

KISMİ PUAN (BAREME GÖRE TOPLAM): Her satır ayrı puanlanır; doğru başlık yazılan her satır 2 puan. Numara yerine başlığın kendisi yazılmışsa ve doğruysa kabul edilir.

SIFIR PUAN: Boş, yanlış başlık, aynı satıra birden çok başlık ya da iv yazılan satır 0 puan.

2.2. TAM PUAN (6 PUAN)

Her doğru hücre 2 puan (3x2). Kısa ifadeler ve tam cümleler kabul edilir; anlamı bozmayan küçük yazım hatalarında puan kırılmaz.

Hücre	Beklenen cevap
(1)	making / cooking (hot lentil) soup for patients' families (at the city hospital) / taking soup to the hospital
(2)	(a) fine arts high school / fine arts school
(3)	Hangul Day (9 October)

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KISMİ PUAN (BAREME GÖRE TOPLAM): Her hücre ayrı puanlanır; doğru her hücre 2 puan. (1) için etkinlik ya da yardım edilen yer/kişiler eksikse (yalnız "soup", yalnız "the hospital", "cooking") 1 puan; (3) için yalnız "9 October" yazılmışsa 1 puan.

SIFIR PUAN: Boş, başka okula ait bilgi (ör. (1) için "teaching smartphones", (2) için "science high school", (3) için "Constitution Day" ya da "19 May") ya da metinde olmayan bilgi.

3.1. TAM PUAN (8 PUAN)

Her doğru harf 2 puan (4x2).

#	Beklenen cevap	Dayanak
a	C	Ceren: "I also draw a small picture next to each step … pictures help me remember the order"
b	S	Sam: "on Saturday, I'm going to bake the carrot cake at home with my mum"
c	B	Ceren: "Every Wednesday, our group does a role-play"; Sam: "I enjoy our Wednesday role-plays"
d	S	Sam: "My notes are my weak point: they are always messy"

KISMİ PUAN (BAREME GÖRE TOPLAM): Her satır ayrı puanlanır; doğru harf yazılan her satır 2 puan. Harf yerine ad (Ceren / Sam / Both) yazılmışsa ve doğruysa kabul edilir.

SIFIR PUAN: Boş, yanlış harf ya da aynı satıra birden çok harf yazılan satır 0 puan (c için yalnız C ya da yalnız S yazılmışsa da 0 puan).

3.2. TAM PUAN (4 PUAN)

Her öğrenci 2 puan (2x2): öğrenme stili 1 puan + metinden doğru gerekçe 1 puan. Kısa ifadeler ve tam cümleler kabul edilir; anlamı bozmayan küçük yazım hatalarında puan kırılmaz.

Öğrenci	Öğrenme stili	Kabul edilen gerekçeler (biri yeter)
Ceren	visual (learner)	draws a mind map / connects ideas with coloured lines / draws pictures next to each step / writes new words on colourful cards
Sam	kinaesthetic (learner)	learns when he touches the ingredients and does every step himself / bakes the cake at home / likes role-plays because he can stand up and move around

Not: Kitaptaki VAK modeline göre görsel öğrenen bilgiyi görerek ve düzenleyerek (mind map, renkli not), kinestetik öğrenen dokunarak ve yaparak öğrenir. Metinde iki öğrenciye de dinleme–konuşmaya dayalı (auditory) ipucu verilmez.

KISMİ PUAN (BAREME GÖRE TOPLAM): Her öğrenci ayrı puanlanır. Stil doğru, gerekçe yok ya da yanlışsa 1 puan; stil yazılmamış ya da yanlış, ama metinden doğru gerekçe yazılmışsa 1 puan.

SIFIR PUAN: Boş, iki öğrenci için de "auditory" ya da metinle ilgisiz gerekçe; stil ve gerekçenin ikisi de yanlışsa o öğrenci 0 puan.

4.1. TAM PUAN (8 PUAN)

Her madde 2 puan (4x2). Doğru (T) maddede doğru işaret 2 puan; yanlış (F) maddede doğru işaret 1 puan + doğru düzeltme 1 puan.

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#	Beklenen cevap	Düzeltme / dayanak
a	F	Their phones are **in a box in the camp office**. / Campers **hand in their phones** on the first day.
b	T	"In the evenings, I sometimes got a headache because I was bored and a little nervous."
c	F	He goes to bed **earlier** (at ten); at home he goes to bed after midnight.
d	T	Jonas has a bad cold with a sore throat and a fever.

KISMİ PUAN (BAREME GÖRE TOPLAM): Her madde ayrı puanlanır. F maddesinde yalnız "F" yazılmış, düzeltme yoksa ya da düzeltme yanlışsa 1 puan. Kısa düzeltmeler ("in the camp office", "earlier", "at ten") tam puan alır.

SIFIR PUAN: Yanlış işaret yazılan madde (düzeltme doğru görünse bile) 0 puan; boş madde 0 puan.

4.2. TAM PUAN (4 PUAN)

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

Kabul edilen değişiklikler (herhangi ikisi):

- He goes to bed / falls asleep earlier (at ten). / He sleeps better.
- He wakes up at seven without an alarm.
- His eyes don't feel dry any more.
- He is more energetic in the mornings.
- He talks to people more / listens to his friends face to face.

KISMİ PUAN (BAREME GÖRE TOPLAM): Her değişiklik ayrı puanlanır; doğru her değişiklik 2 puan. Değişikliği eksik ya da belirsiz anlatan ifade ("he sleeps", "his eyes") 1 puan. Aynı değişiklik iki kez farklı sözcüklerle yazılmışsa (ör. "goes to bed at ten" + "falls asleep early") yalnız bir kez puanlanır.

SIFIR PUAN: Boş, ilk günlerin durumu ("he got a headache", "he was bored") ya da metinde olmayan değişiklik.

5. TAM PUAN (10 PUAN)

Her doğru boşluk 2 puan (5x2). Küçük yazım hatalarından puan kırılmaz; büyük–küçük harf farkı puanı etkilemez.

Boşluk	Beklenen cevap	İpucu (metinde)
1	switch on	"… a computer … and open the internet browser" → bilgisayarı açmak; sonda "switch off the computer" karşıtı
2	homepage	"The … opens with a big green 'Welcome!' sign and the main menu" → sitenin ana sayfası
3	log in	"… with your school e-mail address and your password" → hesaba giriş yapmak
4	upload	"… them to the 'Our Photos' gallery" → dosyayı siteye yüklemek
5	log out	"… of your account" → hesaptan çıkış yapmak

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Extra: delete, keyboard ("delete them to the gallery" kurulamaz; keyboard bir ad, hiçbir boşluğa anlamca oturmaz).

KISMİ PUAN (BAREME GÖRE TOPLAM): Her boşluk ayrı puanlanır; doğru yazılan her boşluk 2 puan. 3 ile 5'te yalnız "log" yazılmışsa ya da 1'de yalnız "switch" yazılmışsa o boşluk 1 puan.

SIFIR PUAN: Boş, fazla seçenek, kutu dışı sözcük ya da 3 ile 5'in yer değiştirmesi (iki boşluk da 0 puan).

6. TAM PUAN (14 PUAN)

Her doğru boşluk 2 puan (7x2). Öğrenci seçeneği kutudaki biçimiyle yazar; küçük yazım hatalarından puan kırılmaz.

Boşluk	Beklenen cevap	Gerekçe (Theme 1 kural kutusu)
1	often	Sıklık zarfı, olumsuz "be" fiilinden sonra; "You usually eat in the canteen" → kafede sık bulunmaz (Adverbs of Frequency)
2	am waiting	"today" → şu anki, geçici eylem (Present Continuous); karşıtı "we always walk there together"
3	must	Kanıta dayalı mantıksal çıkarım: sıra boş, çanta dolapta değil → evde olmalı (Must / Can't)
4	bakes	"every Friday morning" → düzenli etkinlik (Simple Present, üçüncü tekil -s)
5	don't you	Olumlu Simple Present cümle "You feel nervous" → olumsuz soru eki (Question Tags)
6	anything	Soru cümlesi "Is there … warm to drink?" → belirsiz zamir (Indefinite Pronouns); "something" kutuda yok, yazılmışsa da kabul edilir
7	them	"these carrot cakes" yerine nesne zamiri (Object Pronouns)

Extra: isn't he (5'teki özne "you" ve fiil "feel" olduğu için oturmaz; diyalogda "he" öznesiyle kurulmuş olumlu "be" cümlesi boşluğu yok).

KISMİ PUAN (BAREME GÖRE TOPLAM): Her boşluk ayrı puanlanır; doğru yazılan her boşluk 2 puan. 2'de yalnız "waiting" yazılmışsa 1 puan.

SIFIR PUAN: Boş, fazla seçenek (isn't he), kutu dışı sözcük ya da yanlış boşluğa yazılan seçenek.

7. TAM PUAN (14 PUAN)

Analitik rubrik: İçerik 10 + Dil bilgisi 2 + Düzen 2 = 14 puan.

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Beklenen yapılar (9. sınıf Theme 5): there is / there are, have got / has got, Simple Present (aile rutinleri), Present Continuous (şu anki etkinlik), yer edatları (next to, upstairs, downstairs, at the end of); ev tipi, oda ve mobilya sözcükleri (flat, block of flats, detached / semi-detached / terraced house, cottage, bungalow; sitting room, kitchen, bathroom; wardrobe, sofa, bookcase, bedside table, carpet …).

Boyut	Ölçüt ve puan
İçerik (10)	Beş ögenin her biri 2 puan: ev tipi · odalar · en sevilen oda + iki mobilya · evde bir etkinlik · mahalle hakkında bir cümle. Öge var ama eksikse 1 puan (ev tipi yerine yalnız "a nice house"; tek oda; sevilen oda var, tek mobilya ya da hiç yok; etkinlik evle ilgisiz; mahalle yalnız adla geçiyor). Öge yoksa 0 puan.
Dil bilgisi (2)	2: Beklenen yapılar doğru, anlamı bozan hata yok · 1: sık hata ama anlam çoğunlukla anlaşılıyor · 0: beklenen yapılar kullanılmamış ya da anlam kurulamıyor.
Düzen (2)	2: 50–90 sözcük, mantıklı sıra, bağlaçlarla bağlantılı (and, but, so) · 1: 30–49 sözcük ya da 90'dan fazla sözcük ya da bağlantı zayıf · 0: 30 sözcükten az ya da birbirinden kopuk sözcük listesi.

Örnek tam puan yanıtı: *I live in a semi-detached house in Eskişehir. There are two bedrooms, a kitchen, a bathroom and a sitting room. My favourite room is the sitting room. There is a soft sofa and a coffee table in front of the TV. On Friday evenings, we usually watch a film together. Right now, my mum is cooking in the kitchen. My neighbourhood is busy, and there is a park next to our house.* (72 sözcük)

KISMİ PUAN (BAREME GÖRE TOPLAM): Üç boyut ayrı ayrı puanlanır ve toplanır. Ceren'in model metninden aynen aktarılan cümle İçerik boyutunda sayılmaz (ör. "Our neighbourhood is lively and friendly, and there is a small bakery at the end of the street" değiştirilmeden yazılmışsa o öge 0). Anlamı bozmayan küçük yazım hatalarında puan kırılmaz.

SIFIR PUAN: Boş, İngilizce yazılmamış, model metnin tamamen kopyası ya da beş ögeden hiçbiri karşılanmamış.

8. TAM PUAN (14 PUAN)

Analitik rubrik: İçerik 10 + Dil bilgisi 2 + Düzen 2 = 14 puan. Model ve şablon verilmez; öğrenci metni kendisi kurar.

Beklenen yapılar (Theme 2): be going to (gelecek hafta planı; Present Continuous for arrangements da kabul), should / ought to (tavsiye), Simple Present (öğrenme alışkanlığı); can / have to / will isteğe bağlı. Sözcük: visual / auditory / kinaesthetic, mind mapping, note-taking, repetition, brainstorming, role-play, self-assessment, summarise; PC, keyboard, homepage, file, log in, upload, click, AI …

Boyut	Ölçüt ve puan
İçerik (10)	Beş ögenin her biri 2 puan: öğrenme stili + neden · iki sınıf etkinliği · teknolojiyle öğrenme yolu · gelecek hafta için plan · bir sınıf arkadaşına tavsiye. Öge var ama eksikse 1 puan (stil var, neden yok; tek etkinlik; araç adı var, ne yapıldığı yok; plan zamansız ya da öğrenmeyle ilgisiz; tavsiye kendine). Öge yoksa 0 puan.
Dil bilgisi (2)	2: Beklenen yapılar (be going to, should / ought to) doğru, anlamı bozan hata yok · 1: sık hata ama anlam çoğunlukla anlaşılıyor · 0: beklenen yapılar kullanılmamış ya da anlam kurulamıyor.
Düzen (2)	2: 50–90 sözcük, mantıklı sıra, bağlaçlarla bağlantılı (and, because, so, but) · 1: 30–49 sözcük ya da 90'dan fazla sözcük ya da bağlantı zayıf · 0: 30 sözcükten az ya da birbirinden kopuk sözcük listesi.

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Örnek tam puan yanıtı: *I think I am an auditory learner because I remember new words when I say them aloud. In class, brainstorming and role-plays help me a lot. At home, I log in to an English app on my PC and listen to short stories. Next week, I'm going to prepare a presentation about healthy food with my group. My advice for my classmates: you should repeat new words aloud every day.* (70 sözcük)

KISMİ PUAN (BAREME GÖRE TOPLAM): Üç boyut ayrı ayrı puanlanır ve toplanır. 3. sorudaki günlüklerden aynen aktarılan cümle İçerik boyutunda sayılmaz. Anlamı bozmayan küçük yazım hatalarında puan kırılmaz.

SIFIR PUAN: Boş, İngilizce yazılmamış, 3. sorudaki metinlerin kopyası ya da beş ögeden hiçbiri karşılanmamış.

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