**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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