

CEVAPLI KİTAPÇIK

Soru	1	2	3	4	5	6	Toplam
Puan	16	12	16	19	12	25	100

6 açık uçlu / kısa cevaplı soru · 100 puan. Yanıtlarında istenen işlem, gerekçe ve kanıt göster.

Yazılı provasıdır. Okulunun seçtiği senaryoyu kontrol et.

1. A greener school festival · 16 puan

At West School's spring festival, the drama club performed a play about waste. Visitors brought reusable cups, and the gardening club sold plants in reused containers. Ticket money paid for new recycling boxes. The festival committee said that a single enjoyable afternoon was only the beginning: each class would check its waste every Friday for the rest of the term.

What was the festival's shared environmental purpose? Explain how one activity supported it. Why did the committee call the festival "only the beginning"?

Örnek yanıt

Its purpose was to reduce waste/develop more sustainable habits. Reusable cups or reused plant containers reduced single-use waste; ticket money also funded recycling boxes. It was only the beginning because classes would continue checking waste every Friday.

- Etkinlikleri atık azaltma ortak amacı altında birleştirir.
- Bir somut etkinliği amacıyla ilişkilendirir.
- Cuma kontrollerini tek günlük etkinliğin devamı olarak yorumlar.

Dikkat: Festivalin tek amacını para kazanmak sanmak.

2. Choosing learning tools · 12 puan

A class uses an interactive whiteboard to move words and pictures on a large screen. It uses an online quiz to receive an immediate score. Students without internet at home use printed worksheets.

Write three recommendations for a new pupil. Use "interactive whiteboard", "online quiz" and "worksheet" once each. Explain the purpose or suitable situation for each tool.

Örnek yanıt

Use the interactive whiteboard to move pictures in class. Try an online quiz if you want an immediate score. Use a printed worksheet when you cannot go online.

- Araç adını işleviyle birlikte seç.
- Her aracı yeni öğrenciye yönelik anlamlı öneri cümlesinde kullan.

Dikkat: Worksheet sözcüğünü çevrim içi cihaz sanmak.

3. Making room for everyone · 16 puan

The Demir family lives in a small flat. Elif needs a quiet place to study, but her brother practises the violin in the living room after dinner. They first argue about the noise. Then they agree that he will practise before dinner and Elif will use the living room afterwards. At weekends, they both use headphones when watching videos.

What caused the conflict? Explain the weekday solution and how it considers both children's needs.

Örnek yanıt

Elif needed quiet study time while her brother practised the violin. He now practises before dinner, and she studies in the living room afterwards. They both keep their activities but use the room at different times.

- Çatışmayı aynı oda/zamanda farklı ihtiyaçların çakışması olarak belirle.
- Yeni zaman planındaki iki payı göster.
- Çözümün iki etkinliği de sürdürmeye izin verdiğini açıkla.

Dikkat: Kemanın tamamen yasaklandığını söylemek.

4. More than flags · 19 puan

For country day, some pupils first suggested putting flags on the walls. Then an exchange student said, "A flag tells you where I come from, but not what school life is like there." The group changed its plan. Beside each flag, pupils displayed a school timetable, a short account of a favourite local activity and a question visitors could answer. Visitors stayed longer and asked about everyday life.

Why did the group change its original plan? Give two additions that made the displays more informative, and explain what the visitors' behaviour suggests.

Örnek yanıt

Flags alone did not explain everyday school life. Timetables and accounts of local activities added detail; visitor questions also encouraged participation. Visitors staying longer and asking about daily life suggests greater interest/engagement.

- Bayrağın sunduğu bilgi ile günlük yaşam bilgisini ayır.
- Eklenen iki farklı öğeyi belirle.
- Ziyaretçi davranışından destekli çıkarım yap.

Dikkat: Ziyaretçilerin kendi ülkelerini beğenmediği gibi metinde olmayan bir yargı eklemek.

5. Introduce visiting pupils · 12 puan

Visitors: Aya and Ken / country: Japan / language ability: Japanese and English

Host: Ece / country: Türkiye / language ability: Turkish and English

Write three sentences: introduce Aya and Ken's country using "they" and the correct form of "be"; state their language abilities using "can"; and state Ece's language abilities using "can".

Örnek yanıt

They are from Japan. They can speak Japanese and English. Ece can speak Turkish and English.

- Çoğul ziyaretçiler için they are yapısını kur.
- Dil becerilerini can + speak ile ifade et; tekil özne can biçimini değiştirmez.

Dikkat: They is veya Ece can speaks kullanmak.

6. Build a new student profile · 25 puan

MODEL

Hello, I am Mira from Türkiye. I speak Turkish. Ankara is the capital of my country. Visitors can see Anıtkabir there. At our school's country day, I share photographs of the city.

NEW NOTES

Leo / Italy / Italian / capital: Rome / visitors: explore historic buildings / country day: show a city map

Use the model's organisation to write a new five-sentence profile for Leo. Adapt all the personal and country details. Do not copy Mira's details.

Örnek yanıt

Hello, I am Leo from Italy. I speak Italian. Rome is the capital of my country. Visitors can explore historic buildings there. At our school's country day, I show a city map.

- Modelin tanıtım-dil-başkent-ziyaret-okul katkısı sırasını çıkar.
- Leo notlarını bu yapıyla yeni bir metne dönüştür.

Dikkat: Mira, Türkiye veya Ankara bilgilerini yeni profile taşımak.