



QUESTION 1 (14 pts)

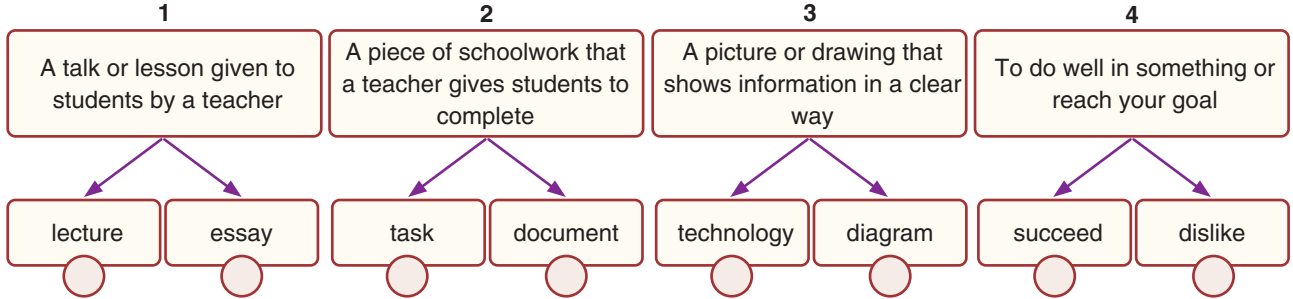
Zeynep is telling her school life in the passage below.

- (I) My name is Zeynep, and I am a ninth-grade student at an Anatolian high school in İstanbul, Türkiye. In our classroom, every student has their own way of learning. According to our English teacher, it is important to understand our individual preferences to succeed in school.
- (II) Some of my classmates enjoy listening to a lecture, while others prefer working on a task or writing an essay. I personally enjoy creative projects with a team because I can express my thoughts well and learn more effectively. My friend Elçin, however, dislikes working in groups. She prefers individual study because she can manage her own time successfully. Some students can't manage their time well in group work, so they prefer studying on their own.
- (III) Next week, we are presenting our assignments on learning technologies. We have to prepare an educational document about how technology supports learning. Last night, I had to download a related video and a diagram to get ready for my project. It was a bit technical, but I think I can achieve good results with enough effort.

a. Read the paragraphs and match each statement with the correct paragraph I–III. (6 pts)

- In paragraph (---), Zeynep talks about how she prepared her project.
- In paragraph (---), Zeynep talks about herself and her school.
- In paragraph (---), Zeynep talks about her and her friends' styles of studying.

b. Read the definitions in the diagram and tick the correct word that matches each one. (4 pts)



c. You see some statements from the text in the table below. Read them and write the number of the correct statement for each question. (10 pts)

I	II
Next week, we are presenting our assignments on learning technologies.	Last night, I had to download a related video and a diagram to get ready for my project.
III	IV
She can manage her own time successfully.	Some students can't manage their time well in group work, so they prefer studying on their own.

- Which sentence tells us about an inability? _____
- Which sentence tells us about an ability? _____
- Which sentence tells us plans or arrangements for the future? _____
- Which sentence tells us about an obligation in the past? _____

QUESTION 2 (9 pts)

Travel & Discover Club at City High School is collecting information from around the world for a project called "Life in Our Cities and Schools". Below, you see some notes for this project.

Aruzhan from Kazakhstan (Astana)

Aruzhan says she loves living in Astana because she can always visit the Bayterek Tower. She thinks it is the best place in the city. She always feels proud of the beauty of Astana. Her school supports this feeling through a weekly Heritage Hour. In the activity, students learn about Kazakh traditions. They also prepare small shows for Independence Day. She enjoys these activities, but she admits that Astana's cold winter mornings make it difficult to walk to school and enjoy the city and activities.

Soojin from South Korea (Seoul)

Soojin explains that Gyeongbok Palace is the greatest place in Seoul because it gives her a sense of peace in the busy city. She also has a favourite place in her school. It is the "Language Exchange Corner". Students meet there and practise Korean, English, and Japanese together. In her article, she says that Seoul's heavy traffic is frustrating for her because it makes her journey to school tiring. But she believes that every rose has its thorn, so she tries to enjoy the beauty of her city despite these challenges.

Jonas from Norway (Oslo)

Jonas says he enjoys spending time along the Akerselva River path the most, as the fresh air there helps him relax after school. His school also often organises nature trips. For example, during the preparations for Constitution Day, his class takes part in small outdoor activities near Akerselva. He mentions that the only difficult part of living in Oslo is the long winter darkness, because it makes him feel sleepy during his morning classes.

a. Read the text above and fill in the table according to the text. (6 pts)



Aruzhan
Kazakhstan



Soojin
South Korea



Jonas
Norway

Her / his favourite place	(1) _____	(3) _____	(5) _____
The disadvantage of the city	(2) _____	(4) _____	(6) _____

b. Complete the sentence with the correct student names. (3 pts)

_____ (1) and _____ (2) mention a national day in their countries, but _____ (3) doesn't mention a national day.

QUESTION 3 (20 pts)

Imagine you have just received the email below from Maya, a member of the Travel & Discover Club at City High School. Write a reply to her email using all the information on the card below.

New message

To global.student@classroom.net Copy Hide copy

Subject Tell me about your school life and city

Hi there,

I'm writing because our class is collecting short texts about school life and daily experiences from students in different countries. I would love to learn more about you and where you live. Could you tell me about your school? I'm also curious about your country and its capital.

I'm looking forward to your reply!

Best wishes,

Maya

Send

Information Card

Name: Diyor

Country: Uzbekistan

Capital: Tashkent

Social activities in school: A robotics club

Language classes in school: Uzbek, Russian, English

A famous place in the capital: Chorsu Bazaar

National day: Independence Day

National day activities: Attend parades

Good side: Lively and warm

Difficult side: Hot summer days

New message

To maya.student@globalclass.net Copy Hide copy

Subject My city and school

Send

QUESTION 4 (16 pts)

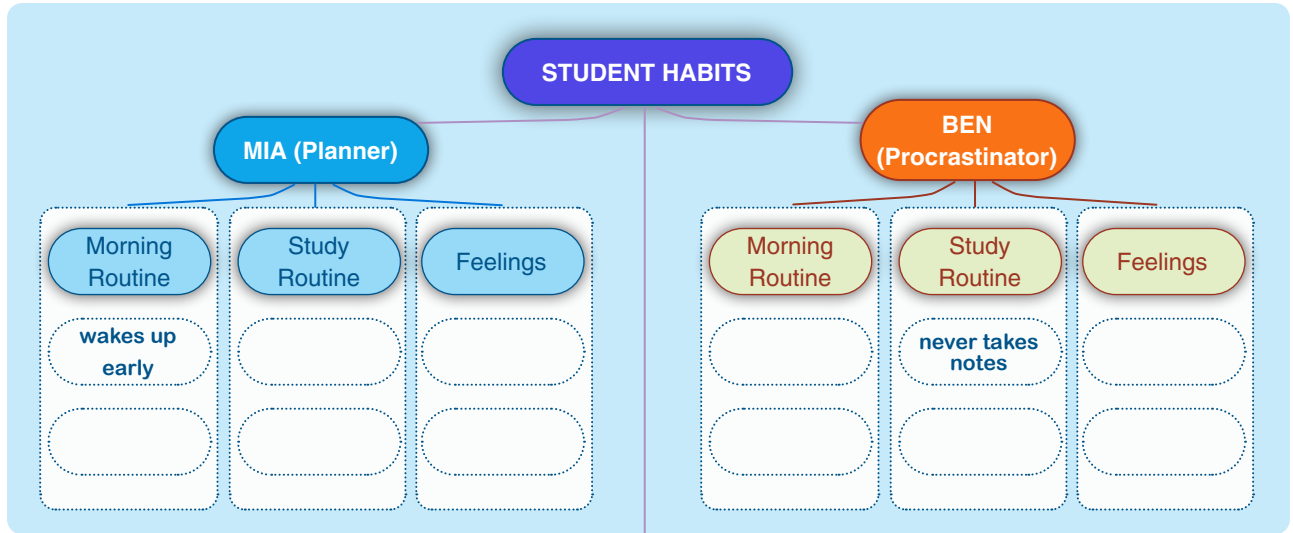
Mia and Ben are giving information about their daily routines and study habits in the passage below.

ARE YOU A PLANNER OR A PROCRASTINATOR?

Mia is a planner. She organises everything and likes to start the day ready. She wakes up bright and early! Every day, she gets out of bed immediately. First, she makes her bed neatly and then takes a shower. She quickly puts clothes on and combs her hair. Before she leaves home, she checks her messages and recharges her phone. Mia always writes her homework in a small notebook and plans her week carefully. She believes that this habit helps her keep up with her tasks. When she returns home from school, she takes a short break. Then, she hits the books! She works on her tasks for one hour, takes notes carefully, and sometimes repeats them aloud. She finishes all her work early. Mia is never stressed about tests. She is a cheerful, good friend, and she helps Ben sometimes.

Ben is a procrastinator. He waits until the last minute. He likes to sleep late, so he wakes up slowly. He rarely makes his bed. He usually leaves home quickly and walks to school. He often forgets to put his books in his bag. During classes, he participates in activities, but he never takes notes. Ben thinks about homework, but he starts playing games first. He sometimes watches films instead of studying. Ben is a very creative student, but his habits make his life difficult. He puts off his tasks and gets back to studying late in the evening. He usually tries to learn by heart the night before a test, so he feels stressed. When he calls it a day, he is very tired. Mia often tells him, "Work hard, play later!"

- a. Read the text and fill in the missing information in the diagram below about Mia and Ben's morning routines, study habits, and feelings. (10 pts)



- b. Are you a planner or a procrastinator? What can you say about your study habits? Write 3 full sentences. (6 pts)

QUESTION 5 (20 pts)

Ms Ashton asks her students to write on a digital board about their study habits and those of their friends, family members, and themselves.

<http://digitalhubforstudents.com/MsAshton'sclass>

Ms Ashton's Class

DIGITAL STUDENT HUB

Write about your study habits of yourself, your friends and family members.

Kevin
"I start my homework immediately. My best friend, Sam, plays soccer first."

1

Jen
"My sister never forgets to recharge her laptop. I often remember to do it only at night."

2

Bill
"I always make a study plan. My brother, he does not make a plan; he just begins his work."

3

Liz
"My mom helps me. I don't ask my dad, but they check the final answers together."

4

Sarah
"My friends prefer to study in a group. We occasionally work together."

5

Mike
"I usually start my study session at 4 PM."

6

Jamie
"My brother and sister study in their quiet rooms."

7

Anna
"I never put off my English homework. My classmates often leave the writing tasks until the last minute."

8

Steve
"My sister and I only check our phones after dinner."

9

Read the students' posts and answer the questions. Fill in the blanks with the correct post numbers.

- In which post / posts can you find a negative sentence?

- In which post / posts does the verb take an ending because the subject is singular?

- In which post / posts is the subject plural and followed by a verb in the base form?

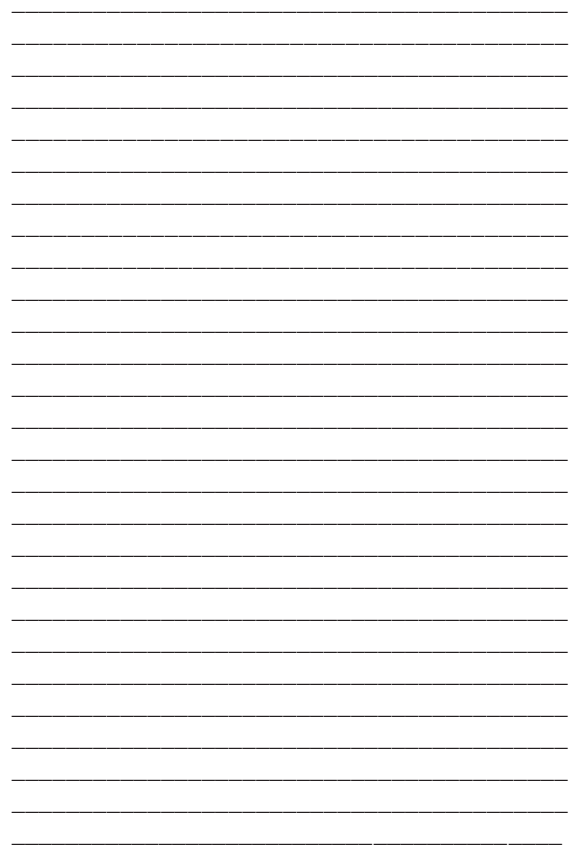
- In which post / posts can you see a verb without an ending, but the subject is singular?

- In which post / posts can you see sentences about the frequency of the action?

QUESTION 6 (12 pts)

Look at the diary page. It has three sections: Morning Routine, School & Activities, and Study Habits & Evening.

1. Choose ONE section (Morning Routine, School & Activities or Study Habits & Evening) that you want to write about.
2. Read the diary notes in that section carefully.
3. Write a short paragraph (at least 3 sentences) describing what the student does during that time of day.
4. Rule: Do not copy the notes exactly. Turn the notes into full sentences and use linking words like *first*, *then*, *after that*, and *finally* to connect your ideas.

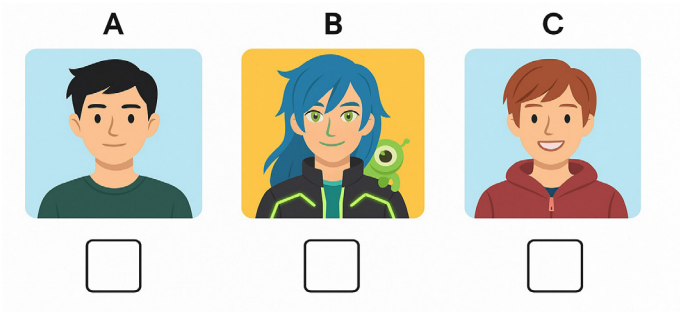


QUESTION 7 (9 pts)

The text below is giving information about Avatar Challenge in Arda's school.

- (I) This year, many students at our high school joined Avatar Challenge, where you create a digital character that represents you but can also show a different side of you.
- (II) Arda, a seventeen-year-old student, was excited to join. In real life, he has short black hair, dark eyes, and a calm style. He is slim and of medium height because he likes skateboarding. For the challenge, he created an avatar that looks nothing like him. His avatar has long blue hair, bright green eyes, and a glowing jacket because he wanted a more colourful and energetic look.
- (III) Arda is usually thoughtful, polite, and a bit shy with new people. Also, he can sometimes be moody. His avatar, however, looks confident, adventurous, and always ready to have fun. He even added a small digital pet to show a playful side.
- (IV) Arda says the challenge helped him see that he has different sides to his personality. His avatar shows the outgoing version of himself that he sometimes hides in real life.

a. Scan the text and tick the avatar of Arda according to it. (1 pts)



b. Complete the notes about Arda according to the text. (5 pts)

Arda's Physical Appearance:

- Hair: _____
- Eyes: _____
- Body type: _____

Arda's Personality:

- Positive traits: _____
- Negative traits: _____

c. Answer the following questions according to the text. (3 pts)

1. What does Arda add to his avatar to show a playful and outgoing side?

2. Why does Arda choose different hair and eye colours for his avatar?

3. How does Arda's real personality differ from his avatar's personality?

TEMA	SORU NO	ÖĞRENME ÇIKTISI	BECERİLER
Revision 1	1	ENG.8.1.R3. ENG.8.2.R3.Students can make sense of and derive meaning from the current content on “classroom life and learning with preferences for different learning activities; preferences for different learning technologies”. ENG.8.2.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “classroom life and learning with preferences for different learning activities; preferences for different learning technologies” after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.8.2.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 preferences for different learning activities; preferences for different learning technologies”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.	CS2.4. Analysis Skill CS2.6. Information Gathering Skill CS2.13. Structuring Skill CS2.17. Evaluation Skill
School Life	2	ENG.9.1.R3. Students can make sense of and derive meaning from the current content on “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”.	CS2.3. Summarising Skill CS2.4. Analysis Skill CS2.6. Information Gathering Skill CS2.13. Structuring Skill CS2.17. Evaluation Skill CS2.14. Interpretation Skill
	3	ENG.9.1.W3. Students can construct new written content on “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” based on their understanding of the model(s) provided.	CS2.13. Structuring Skill
Classroom Life	4	ENG.9.2.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “classroom life with classmates, friendships, daily and study routines, habits, and activities” in relation to themselves or others, both individually and/or with others.	CS2.4. Analysis Skill CS2.6. Information Gathering Skill CS2.15. Reflective Thinking Skill
	5	ENG.9.2.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “classroom life with classmates, friendships, daily and study routines, habits, and activities”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.	CS2.13. Structuring Skill CS2.20. Synthesis Skill CS3.3. Critical Thinking Skill
	6	ENG.9.2.W4. Students can practise producing written content based on the current theme “classroom life with classmates, friendships, daily and study routines, habits, and activities”.	CS2.13. Structuring Skill CS2.14. Interpretation Skill CS2.20. Synthesis Skill
Personal Life: Physical Appearance & Personality	7	ENG.9.3.R2. Students can bring information together about the current content on “personal life with physical appearance in terms of physical features and personality in terms of personal traits and character” through skimming, scanning and detailed reading.	CS2.4. Analysis Skill CS2.6. Information Gathering Skill CS2.7. Comparison Skill CS2.8. Inquiry Skill

PUANLAMA TABLOSU													
1			2		3	4		5	6	7			TOPLAM
a	b	c	a	b	a	a	b	a	a	a	b	c	
6	4	4	6	3	20	10	6	20	12	1	5	3	100
14			9		20	16		20	12	9			100

ANSWER KEY

SORU 1 (14 puan)

a. TAM PUAN (6 PUAN)

Her soru 2 puan değerindedir. Verilen ifadeleri doğru paragraf ile eşleştiren öğrenci her bir soru için tam puan alır.

1. Paragraph III (2 puan)
2. Paragraph I (2 puan)
3. Paragraph II (2 puan)

KISMİ PUAN (BAREME GÖRE TOPLAM)

Öğrenci, verilen ifadeleri paragraf ile yanlış eşleştirmiş veya boş bırakmış ise her bir soru için 2 puan eksiltir.

SIFIR PUAN

Tüm boşluklara cevap yazılmamış veya tüm eşleştirmeler yanlış yapılmış ise a bölümü 0 puan olarak değerlendirilir.

b. TAM PUAN (4 PUAN)

Her soru 1 puan değerindedir. Diyagramda yer alan her bir sorunun cevabı için doğru ifadeyi bulup altındaki kutucuğa tik atan öğrenci tam puan alır.

1. lecture (1 puan)
2. task (1 puan)
3. diagram (1 puan)
4. succeed (1 puan)

KISMİ PUAN (BAREME GÖRE TOPLAM)

Öğrenci, diyagramda yer alan her bir sorunun cevabı için yanlış ifadenin kutucuğuna tik atmış veya boş bırakmış ise, 1 puan eksiltir.

SIFIR PUAN

Tüm sorularda doğru cevap olan kutucuk işaretlenmemiş veya boş bırakılmış ise a bölümü 0 puan olarak değerlendirilir.

c. TAM PUAN (4 PUAN)

Diyagramda yer alan her soru 1 puan değerindedir. Öğrenci, verilen sorular ile gridde yer alan cümleleri tam ve eksiksiz şekilde eşleştirdiğinde bu bölüm tam puan olarak değerlendirilir.

1. IV (1 puan)
2. III (1 puan)
3. I (1 puan)
4. II (1 puan)

KISMİ PUAN (BAREME GÖRE TOPLAM)

Öğrenci, verilen sorular ile gridde yer alan cümleleri yanlış eşleştirdiğinde veya boş bıraktığında her soru için 1 puan eksiltir.

SIFIR PUAN

Verilen sorular ile gridde yer alan cümleler, yanlış eşleştirilmiş veya boş bırakılmış ise bu bölüm 0 puan olarak değerlendirilir.

SORU 2 (15 puan)**a. TAM PUAN (6 PUAN)**

Her soru 1 puan değerindedir. Tabloda istenen bilgileri eksiksiz ve hatasız şekilde veren öğrenci, her bir soru için tam puan alır. "The" article kullanımları unutulursa, puanlamada göz ardı edilebilir.

1. The Bayterek Tower (1 puan)
2. Cold winter mornings (1 puan)
3. Gyeongbok Palace (1 puan)
4. Heavy traffic (1 puan)
5. The Akerselva River path (1 puan)
6. The long winter darkness (1 puan)

KISMİ PUAN (BAREME GÖRE TOPLAM)

Öğrenci, verilen tabloda istenen bilgileri eksik veya hatalı vermiş ise her soru için 1 puan eksiltir.

SIFIR PUAN

Tabloda istenen bilgiler için verilmiş tüm boşluklara cevap yazılmamış veya tüm boşluklarda yanlış bilgi verilmiş ise bu bölüm 0 puan olarak değerlendirilir.

b. TAM PUAN (3 PUAN)

Her soru 1 puan değerindedir. Öğrenci, verilen boşluğa istenen ismi doğru şekilde ve eksiksiz yerleştirdiğinde her bir boşluk için tam puan alır.

1. Aruzhan (1 puan)
2. Jonas (1 puan)
3. Soojin (1 puan)

KISMİ PUAN (BAREME GÖRE TOPLAM)

Öğrenci, verilen boşluğa istenen ismi yanlış yerleştirmiş veya boş bırakmış ise her bir boşluk için 1 puan eksiltir.

SIFIR PUAN

Öğrenci, verilen tüm boşluklara istenen ismi yanlış yerleştirmiş veya boş bırakmış ise bu bölüm 0 puan olarak değerlendirilir.

SORU 3 (20 puan)**TAM PUAN (20 PUAN)**

Bu beceriden tam puan alınabilmesi için öğrencinin istenen her bilgi için 1 cümle kurması gerekmektedir. Her bir cümle 2 puan ile değerlendirilecektir. Tam puan alınabilmesi için cümlelerin dilbilgisi bakımından doğru, anlaşılır ve istenilen bilgiler kullanılarak kurulması gerekmektedir. Bu bölüm yazma bölümü olduğu için öğrencilerin cümleleri birbirinden farklı olabilir. Ancak kilit kelimelere (student's name, country, her / his country's capital city, social activities at her / his school, a famous place in her / his country's capital, national day in her / his country, what people do in national day celebrations, a good side of her / his capital city and a difficult side of her / his country's capital) yönelik cümlelerin kurulması gerekmektedir.

New message

To :maya.student@globalclass.net
Copy
Hide copy

Subject: My city and school

Örnek Cevap:

Hi Maya,

My name is Diyor, and I'm from Uzbekistan.

Our capital city is Tashkent.

At my school, we have a robotics club as a social activity.

We study Uzbek, Russian, and English in our language classes.

A famous place in our capital is Chorsu Bazaar.

Our national day is Independence Day.

On that day, people usually attend parades.

My city is lively and warm, which I really like.

The only difficult side is the very hot summer days.

Best wishes,

Diyor

Send

A
📎
🔗
😊
🖼️

⋮
🗑️

KISMİ PUAN (BAREME GÖRE TOPLAM)

Yönergede yer alan 10 maddeden eksiksiz ve hatasız bahsedilmiş ise doğru cevap 2 puan olarak değerlendirilecektir. Her bir eksik cümle için puanlamadan 2 puan düşülecektir. Cümlelerde yer alan anlamsal ve yapısal bozukluklar için puanlamada birer puan eksiltme yapılacaktır.

SIFIR PUAN

Yönergede yer alan her bir madde için hiçbir cümle yazılmamış (boş bırakılmış), dilbilgisi bakımından tüm cümleler tamamen yanlış yazılmış ve bu cümleler anlaşılır değil ise bu bölüm 0 puan olarak değerlendirilir.

SORU 4 (16 puan)**a. TAM PUAN (10 PUAN)**

Diyagramdaki her boşluk 1 puan değerindedir. Öğrenci, parçadan istenen bilgiyi diyagramdaki kutucuklara doğru ve eksiksiz şekilde yazmış ise, her bir boşluk için tam puan alır.

LEFT SIDE: MIA**Morning Routine:**

Wakes up early. (diyagramda örnek olarak verilen cevap, puanlamaya dahil edilmez.)

Makes her bed neatly. (1 puan)

Study Routine:

Plans her week carefully. (1 puan)

Hits the books / Takes notes carefully. (1 puan)

Feeling:

Never stressed. (1 puan)

Finishes work early. (1 puan)

RIGHT SIDE: BEN**Morning Routine:**

Sleeps late / Wakes up slowly. (1 puan)

Rarely makes his bed. (1 puan)

Study Routine:

Never takes notes. (diyagramda örnek olarak verilen cevap, puanlamaya dahil edilmez.)

Starts playing games first / Learns by heart. (1 puan)

Feeling:

Stressed. (1 puan)

Very tired. (1 puan)

KISMİ PUAN (BAREME GÖRE TOPLAM)

Öğrenci, parçadan istenen bilgiyi diyagramdaki kutucuklara hatalı veya eksik şekilde yazmış ise, her bir boşluk için 2 puan eksiltir.

SIFIR PUAN

Parçadan istenen bilgi diyagramdaki kutucuklara hatalı yazılmış veya boş bırakılmış ise bu bölüm 0 puan olarak değerlendirilir.

b. TAM PUAN (6 PUAN)

Öğrencinin bu bölümde 3 cümle yazması beklenir. Her bir cümle 2 puan değerindedir. Yazılan her cümle anlamca ve dilbilgisi bakımından doğru ve eksiksiz ise 2 tam puan verilir.

Örnek Cevap:

1. I am definitely a planner because I like organising my tasks and finishing them on time. (2 puan)

2. My study habits are quite disciplined; I usually make a weekly schedule and review my lessons regularly. (2 puan)

KISMİ PUAN (BAREME GÖRE TOPLAM)

Öğrenci, yazacağı üç cümlenin her biri için yanlış bir yapı veya anlam bakımından yanlış ifadeler kullanmış ve boş bırakmış ise her bir cümle için 2 puan eksiltir.

SIFIR PUAN

Öğrenci, bu bölümü boş bırakmış ya da yazdığı tüm cümlelerde yanlış yapı kullanmış veya anlamlı olmayan ifadeler kullanmış ise bu bölüm 0 puan olarak değerlendirilir.

SORU 5 (20 puan)**TAM PUAN (10 PUAN)**

Doğru cevabı temsil eden her bir numara 1 puan değerindedir. Öğrenci, soruların altına doğru cevapları içeren numaraları eksiksiz ve doğru şekilde yazdığında bu bölümden tam puan alır.

1. 3, 4

2. 1,2,4

3. 4,5,7,8,9

4. 1,2,3,6,8

5. 2,3,5,6,8

KISMİ PUAN (BAREME GÖRE TOPLAM)

Öğrenci, soruların altına yanlış cümleyi temsil eden numara yazmış veya boş bırakmış ise her bir soru için 1 puan eksiltilir.

SIFIR PUAN

Tüm soruların altına yanlış cümleyi temsil eden numara yazılmış veya tüm sorular boş bırakılmış ise bu bölüm 0 puan olarak değerlendirilir.

SORU 6 (12 puan)**TAM PUAN (12 PUAN)**

Yönergede belirtilen School Activities veya Study Habits & Evening bölümünden bir bölüm seçen öğrencinin, o bölüme dair en az 3 cümle kurması gerekmektedir. Her doğru ve tam cümle 4 puan değerindedir. Tüm cümleler dilbilgisi açısından doğru, anlaşılır ve bilgi kartında verilen bilgiler kullanılarak oluşturulmalıdır. Günlük sayfasında yer alan bilgilere yönelik cümlelerin mutlaka bulunması gerekir.

Option 1: Morning Routine

My day generally starts at 6:45. I wake up and make my bed immediately. After that, I have a shower at around 7:00. I immediately get dressed and check my backpack after the shower. Then, I leave home at 7:30 and walk to school with my friend, Sarah.

Option 2: School & Activities – Example Paragraph

During the school day, I have classes like Math and History, and I always try to take careful notes. After school, I never skip writing down my homework so I can stay organised. Then, I usually play basketball, and sometimes I run small errands for the teacher. Finally, when I arrive home at 15:30, I relax and recharge for fifteen minutes before continuing with my day.

Option 2: Study Habits & Evening – Example Paragraph

In the afternoon, I start studying at 16:00 by focusing on my English tasks. First, I work on my lessons in the living room and sometimes read vocabulary aloud to stay focused. After that, I do a few household chores like washing the dishes or tidying my room. Then, I have dinner and watch a documentary for a short break. Finally, at 22:00, I check my messages quickly and go to bed, reminding myself to read more silently the next day.

KISMİ PUAN (BAREME GÖRE TOPLAM)

Yönergede belirtilen School Activities veya Study Habits & Evening bölümünden bir bölüm seçen öğrencinin, o bölüme dair en az 3 cümle kurması gerekmektedir. Her doğru ve tam cümle 4 puan değerindedir. Eğer 3'ten az cümle varsa yazdığı her cümle 2 puan üzerinden değerlendirilir. Her cümlede dilbilgisi bakımından bir veya en fazla iki hata varsa 1 puan eksiltilir. Günlük sayfasında yer alan bilgilere yönelik cümlelerin mutlaka bulunması gerekir. Tam bir cümle niteliğinde olmayan ifadelerden 1 puan eksiltilir.

SIFIR PUAN

Yönergede yer alan her bir bilgi için hiçbir cümle yazılmamış (boş bırakılmış), dilbilgisi bakımından tamamen yanlış cümleler yazılmış ve tüm cümleler anlaşılır değil ise bu bölüm 0 puan olarak değerlendirilir.

SORU 7 (9 puan)**a. TAM PUAN (1 PUAN)**

Soru 1 puan değerindedir. Metne göre doğru görseli işaretleyen öğrenci tam puan alır.

Cevap: II (1 puan)

KISMİ PUAN (BAREME GÖRE TOPLAM)

Öğrenci, metne göre doğru görseli seçmemiş veya boş bırakmış ise 1 puan eksiltilir.

SIFIR PUAN

Metne göre doğru görsel seçilmemiş veya soru boş bırakılmış ise bu bölüm 0 puan olarak değerlendirilir.

b. TAM PUAN (5 PUAN)

Her bir istenen bilgi, 1 puan değerindedir. Öğrenci, metne göre doğru ve eksiksiz bilgi vermiş ise tam puan alır. Doğru cevapta kilit kelimelere yer vermiş ise ekstra kullanılan kelimeler veya yapılardan puan eksiltilmez. Öğrencilerin uygun bir sıfat kullanması durumunda tam puanla değerlendirme yapılır.

Arda's physical appearance:

Hair: short, black (1 puan)

Eyes: dark (1 puan)

Body type: slim and of medium height (1 puan)

Arda's personality:

Positive traits: thoughtful, polite (1 puan)

Negative traits: a bit shy, sometimes moody (1 puan)

KISMİ PUAN (BAREME GÖRE TOPLAM)

Öğrenci, istenen bilgileri yanlış vermiş veya boş bırakmış ise 1 puan eksiltilir.

SIFIR PUAN

İstenen kelime yanlış verilmiş veya soru boş bırakılmış ise bu bölüm 0 puan olarak değerlendirilir.

c. TAM PUAN (3 PUAN)

Her sorunun değeri, 1 puandır. Öğrenci, metne göre istenen bilgiyi vermiş ise tam puan alır. Öğrenci, tam cümle kurmadan istenen bilgiyi kısa ve doğru şekilde ifade etmiş ise yine tam puan alır.

1. He adds a small digital pet to his avatar to show a playful and outgoing side. (1 puan)

2. Because he wants his avatar to have a more colourful and energetic look. (1 puan)

3. In real life, Arda is thoughtful, polite, and a bit shy, while his avatar looks confident, adventurous, and always ready to have fun. (1 puan)

KISMİ PUAN (BAREME GÖRE TOPLAM)

Öğrenci, metne göre anlam ve dilbilgisi bakımından yanlış ve eksik bilgi vermiş ise 1 puan eksiltilir. Öğrenci, tam cümle kurmadan istenen bilgiyi eksik ve yanlış ifade etmiş veya tamamen boş bırakmış ise yine 1 puan eksiltilir.

SIFIR PUAN

İstenen bilgi, eksik ve yanlış ifade edilmiş veya soru tamamen boş bırakılmış ise bu bölüm 0 puan olarak değerlendirilir.

9. SINIF İNGİLİZCE DERSİ

1. DÖNEM 2. ORTAK YAZILI SENARYOLARINA YÖNELİK SORU ÖRNEKLERİ

Senaryolar, okul genelinde yapılacak ortak sınavlara yönelik oluşturulabilecek farklı yazılı örneklerini ifade eder. Genel Müdürlüğümüzce eğitim kurumu sınıf/alan zümrelerine örnek oluşturması açısından konu soru dağılım tablosunda verilen örnek senaryolarda yer alan kazanımlardan bazılarına yönelik soru örnekleri hazırlanmıştır.

Okul genelinde uygulanacak ortak sınavlar, eğitim kurumu sınıf/alan zümreleri tarafından ilan edilen konu soru dağılım tabloları göz önünde bulundurularak açık uçlu veya açık uçlu ve kısa cevaplı sorulardan oluşacak şekilde yapılacaktır. Çoktan seçmeli, eşleştirme, doğru/yanlış gibi diğer soru türleri kesinlikle kullanılmayacaktır.



1. dönem konu soru dağılım tablolarına ulaşmak için karekodu okutunuz.



Soru çözümlerine ulaşmak için karekodu okutunuz.

Not: Soru örneklerinin kazanımları, öğretmenlerimizin kazanım ve soruları eşleştirmesi için verilmiş; bilgilendirme amaçlıdır. Yapılacak olan yazılı sınavlarda bu kazanım ifadelerine sınav kâğıtlarında yer verilmeyecektir.



2. SINAV

İNGİLİZCE 9

Learning Outcome: E9.3.R1. Students will be able to scan film reviews on blogs to decide which movie to see.

1. Answer the questions according to the given blogs.

Andy's Blog

The Dimprose is a movie for all ages. It tells the story of a brave girl named Rose who finds an old map. Rose and her friends go on a journey to find a hidden box with this map. The movie is funny, and it has many exciting scenes. I think the movie is a must-see. If you like adventure and fun, you will enjoy this movie. I give it 4 out of 5 stars.

👍 Helpful: 40

👎 Not helpful: 340

Wendy's Blog

The Magic Garden is a beautiful movie about friendship and nature. A young boy named Leo discovers a secret garden in his neighbourhood. In this garden, flowers and animals can talk. Leo and his friend, a talking rabbit named Benny, go on fun adventures and learn important lessons about taking care of the environment. I think the movie is perfect for families. I give it 5 out of 5 stars.

👍 Helpful: 360

👎 Not helpful: 20

- What type of movie is the Dimprose?
- Which blog do people think is more useful?
- Who suggests watching the movie on the blog?



Learning Outcome: E9.3.R2.Students will be able to find the main idea of a text about movies.

2. Read the conversation below and write down the main idea of it.

Interviewer : Ms. White, you have directed lots of movies so far. What inspires you to make movies?

Ms. White : I love creating a world that helps people widen their experience. Each movie has a different story, and these stories help us understand life.

Interviewer : Do you mean movies help us learn?

Ms. White : Yes, they can teach us about different cultures, ideas, and experiences.

Interviewer : Thank you for sharing your thoughts.

Ms. White : You're welcome!





2. SINAV

İNGİLİZCE 9

Learning Outcome: E9.3.W1. Students will be able to write their opinions on a blog.

3. Imagine that you have watched the movie on the poster. Write a paragraph that includes the theme, setting, cast, type of movie, and your opinion about it.





Learning Outcome: E9.4.R1. Students will be able to identify specific information in a simple written material such as short newspaper articles on effects of natural events.

4. Read the text below and answer the questions.

Local Flooding Causes Damage

Last weekend, heavy rain caused serious flooding in our town. The streets were covered with water. Volunteers and emergency services worked together to clean the streets and help people. Experts say that climate change is making storms more intense, which could lead to more flooding in the future. It's important to be ready for these natural events.

- What caused the flooding in the town?
- Why did the volunteers and emergency services need to work together?
- What will increase the intensity of storms in the future?



2. SINAV

İNGİLİZCE 9

Learning Outcome: E9.4.R2. Students will be able to scan reading passages about people to find out different/unusual abilities.

5. Read the text and complete the sentences.

Some people have unusual abilities that make them special. David is one of them, and he can remember every detail of his life. This is called 'hyperthymesia'. It is a very rare condition, and only a few people have it. People with hyperthymesia can remember specific events, dates, and even feelings from many years ago. For example, they might remember what they did on a certain day, how they felt, or what the weather was like.

- David can remember every detail of his life because he has
- Hyperthymesia is a, so there aren't many people with this unusual ability.
- Hyperthymesia allows people to remember not only what happened but also at that time.



Learning Outcome: E9.4.W1. Students will be able to write about their friend's daily life and frequencies of their activities.

6. Nancy fills out a form about her daily routine. Write a paragraph about Nancy's daily routine including all the information on the form and using frequency adverbs.

MY ROUTINE

Name: Nancy

Age: 15

Stars show the frequency of the routines.

1. I get up early.	★★★★★
2. I have breakfast at home.	★★★★☆
3. I brush my teeth three times a day.	★☆☆☆☆
4. I take a shower twice a week.	★★★☆☆
5. I go to school on foot.	★★☆☆☆
6. I read books before going to bed.	★★★★★
7. I sleep at 11 pm.	☆☆☆☆☆

★★★★★
Always

★★★★☆
Usually

★★★☆☆
Often

★★☆☆☆
Sometimes

★☆☆☆☆
Rarely

☆☆☆☆☆
Never



2. SINAV

İNGİLİZCE 9

Learning Outcome: E9.4.W2. Students will be able to write a short paragraph about love for nature.

7. Imagine that you are going to participate in the contest below. Look at the poster, create a slogan about the contest's theme, and write a paragraph including at least five sentences about the theme.

While writing your paragraph, you may mention the following topics:

- the importance of nature for all living beings,
- the beauty of nature and its emotional impact on humans,
- the importance of protecting nature,
- ways to protect nature.

TEENS' EYES ON EARTH

Take a photo of nature
Create a slogan
Write a paragraph about the theme
Participate in the contest

THEME : I love nature, I protect nature
DEADLINE: May 23rd, 2025
PRIZE : Visit the Louvre Museum in Paris



9. SINIF 1. DÖNEM 2. ORTAK YAZILI KONU SORU DAĞILIM TABLOSU VE ÖRNEK SENARYOLAR

Konu soru dağılım tablosu, öğretim programında yer alan konu ve kazanımlarla ortak sınavlardaki soru dağılımlarının gösterildiği tabloyu ifade eder. Konu soru dağılım tabloları, sınavların kapsam geçerliğinin artırılması ve öğrencilerin sınavlara daha bilinçli hazırlanması için her sınavda hangi konu/kazanımdan kaç soru sorulacağını önceden öğrencilere bildirildiği tablolardır. Millî Eğitim Bakanlığı Ölçme ve Değerlendirme Yönetmeliği'ne göre konu soru dağılım tabloları öğretim yılı başında her sınav için il sınıf/alan zümreleri ve Ölçme ve Değerlendirme Merkezi Müdürlüğü ile birlikte oluşturulacak, ardından öğrencilerle paylaşılacaktır. Ölçme, Değerlendirme ve Sınav Hizmetleri Genel Müdürlüğü olarak il sınıf/alan zümrelerine yardımcı olmak üzere örnek konu soru dağılım tabloları hazırlanmıştır.

9. Sınıf İngilizce Dersi Konu Soru Dağılım Tablosu

Tema	Kazanımlar	2. Sınav	
		Okul Genelinde Yapılacak Ortak Sınav	
		1. Senaryo	2. Senaryo
Studying Abroad	E9.1.L1. Students will be able to identify frequently used vocabulary for greetings and conversations in a simple recorded text.	*	*
	E9.1.L2. Students will be able to detect specific information about jobs/countries/nationalities.	*	*
	E9.1.P1. Students will be able to recognize contracted forms of “am, is, are” and “have/has”.	*	*
	E9.1.S1. Students will be able to introduce themselves and their family members.	*	*
	E9.1.S2. Students will be able to ask and answer about their personal belongings.	*	*
	E9.1.S3. Students will be able to ask for and give simple directions in simple phrases.	*	*
	E9.1.R1. Students will be able to recognize familiar names, words and very basic phrases in simple texts such as postcards, greeting cards and emails.		1
	E9.1.R2. Students will be able to find specific information in a simple text about jobs/nationalities/countries.	1	
My Environment	E9.1.W1. Students will be able to write simple sentences and phrases (a postcard, an e-mail or a hotel registration form).		
	E9.2.L1. Students will be able to respond to the questions related to the topic of a recorded text/video.	*	*
	E9.2.L2. Students will be able to locate the things as they listen to information about the instructions.	*	*
	E9.2.P1. Students will be able to differentiate /ɪ/ and /i:/ sounds.Eg. sit /sɪt/ seat /si:t/	*	*
	E9.2.S1. Students will be able to ask about and describe their neighbourhood.	*	*
	E9.2.S2. Students will be able to compare people, places and objects around them.	*	*
	E9.2.S3.Students will be able to ask and answer questions about location of things and places.	*	*
	E9.2.R1. Students will be able to read a simple text for specific information about their neighbourhood/city etc.		1
	E9.2.W1. Students will be able to fill in a chart comparing cities in different countries/Turkey.	1	



2. SINAV

İNGİLİZCE 9

My Environment	E9.2.W2. Students will be able to describe different environments in simple sentences and phrases.		
Movies	E9.3.L1. Students will be able to detect familiar words/phrases about likes/dislikes and hobbies in a recorded text or video.	*	*
	E9.3.L2. Students will be able to reorder a recorded conversation about making invitations/ offers.	*	*
	E9.3.P1. Students will be able to differentiate /t/ sound from / θ / sound. Eg. ten /ten/ thin / θin/	*	*
	E9.3.S1. Students will be able to express their opinions about free time activities.	*	*
	E9.3.S2. Students will be able to ask about and tell the time and the date.	*	*
	E9.3.S3. Students will be able to talk about their preferences of hobbies and free time activities.	*	*
	E9.3.S4. Students will be able to act out a dialogue about accepting and refusing an invitation.	*	*
	E9.3.R1. Students will be able to scan film reviews on blogs to decide which movie to see.	1	
	E9.3.R2. Students will be able to find the main idea of a text about movies.		1
	E9.3.W1. Students will be able to write their opinions on a blog.	1	
	E9.3.W2. Students will be able to write short text messages to invite their friends for a movie.		1
Human in Nature	E9.4.L1. Students will be able to identify the subject of a text with the help of familiar words.	*	*
	E9.4.L2. Students will be able to identify time expressions of daily routines.	*	*
	E9.4.P1. Students will be able to pronounce /s/ , /z/ and / ɪz/ sounds. Eg. runs /rʌns/ brings /brɪŋz/ watches /wɒtʃɪz/	*	*
	E9.4.S1. Students will be able to talk about their abilities.	*	*
	E9.4.S2. Students will be able to talk about their daily activities and the frequencies of those activities.	*	*
	E9.4.R1. Students will be able to identify specific information in a simple written material such as short newspaper articles on effects of natural events.	1	
	E9.4.R2. Students will be able to scan reading passages about people to find out different/unusual abilities.		1
	E9.4.W1. Students will be able to write about their friend's daily life and the frequencies of their activities.		1
	E9.4.W2. Students will be able to write a short paragraph about love for nature.	1	

*Dinleme ve konuşma becerisine yönelik uygulama sınavı MEB Ölçme ve Değerlendirme Yönetmeliği uyarınca ders öğretmenlerince yapılacaktır.

- Okul genelinde yapılacak sınavlarda açık uçlu sorular sorulacağı göz önünde bulundurularak örnek senaryolar tabloda gösterilmiştir.



Senaryolar, okul genelinde yapılacak ortak sınavlara yönelik oluşturulabilecek farklı yazılı örneklerini ifade eder. Genel Müdürlüğümüzce il sınıf/alan zümrelerine örnek oluşturması açısından konu soru dağılım tablosunda verilen örnek senaryolara uygun yazılı kâğıdı örnekleri hazırlanmıştır. İl sınıf/alan zümreleri de verilen örnek senaryoları inceleyerek kendileri benzer tablolar hazırlayıp öğretmenlerin kullanımına sunacaklardır. Örnek senaryolardaki soruların sayı ve kurgularındaki fark, sorularda ölçülen bilişsel düzeylere göre şekillendirilmiştir.

Bilişsel düzey, öğrenme-öğretme sürecinde öğrencilerin bilişsel alanda ulaşacağı hedef davranışların basitten karmaşığa olacak şekilde sıralanmasıyla tanımlanan düzeylerdir.

Basit bilişsel süreçleri ölçmeye yönelik sorular; ders içeriğinde öğretilen içeriğe benzer şekilde tanımlanmasını, gösterilmesini, bulunmasını, örneklendirilmesini, listelenmesini, basit bir şekilde yorumlanmasını vb. içerir.

Karmaşık bilişsel süreçleri ölçmeye yönelik sorular; öğretilen içeriğin yeni durumlar veya günlük yaşam durumları çerçevesinde kullanılmasını, ilişkilendirilmesini, çözümlenmesini, karşılaştırılmasını, çıkarım yapılmasını, değerlendirilmesini, yeni bakış açılarının sunulmasını vb. içerir.

Okul genelinde uygulanacak ortak sınavlar, il/alan zümreleri tarafından ilan edilen konu soru dağılım tabloları göz önünde bulundurularak açık uçlu veya açık uçlu ve kısa cevaplı sorulardan oluşacak şekilde yapılacaktır. Çoktan seçmeli, eşleştirme, doğru/yanlış gibi diğer soru türleri kesinlikle kullanılmayacaktır.

Konu soru dağılım tablolarında soru dağılımları verilen örnek senaryoların her biri, örnek yazılı kâğıdı olacak şekilde verilmiştir.



Soru çözümlerine ulaşmak için karekodu okutunuz.

Not: Örnek senaryolardaki kazanımlar, öğretmenlerimizin kazanım ve soruları eşleştirmesi için verilmiş; bilgilendirme amaçlıdır. Yapılacak olan yazılı sınavlarda bu kazanım ifadelerine sınav kâğıtlarında yer verilmeyecektir.



2. SINAV

İNGİLİZCE 9

Örnek Senaryo 1

Soru Sayısı	Ölçülen Bilişsel Düzey
4 soru	Basit bilişsel süreçleri ölçmeye yönelik sorular <i>Senaryo 1'deki 1, 2, 3 ve 5. sorular</i>
2 soru	Karmaşık bilişsel süreçleri ölçmeye yönelik sorular <i>Senaryo 1'deki 4 ve 6. sorular</i>





Adı ve Soyadı:

Sınıfı:

Numarası:

SENARYO 1

E9.1.R1. Students will be able to recognize familiar names, words and very basic phrases in simple texts such as postcards, greeting cards and emails.

1. Read the email below and answer the questions.

Dear Sam,
My name is Kate. I am fourteen years old, and
I am from France. How old are you?
My favourite sport is swimming.
I have a dog, and its name is Almond.
Do you have a pet?
Best wishes
Kate

Send

- How old is Kate?
- Where is Kate from?
- What is Kate's favourite sport?
- Does Kate have a pet?



2. SINAV

İNGİLİZCE 9

SENARYO 1

E9.2.R1. Students will be able to read a simple text for specific information about their neighbourhood/city etc.

2. Read the text and answer the questions.

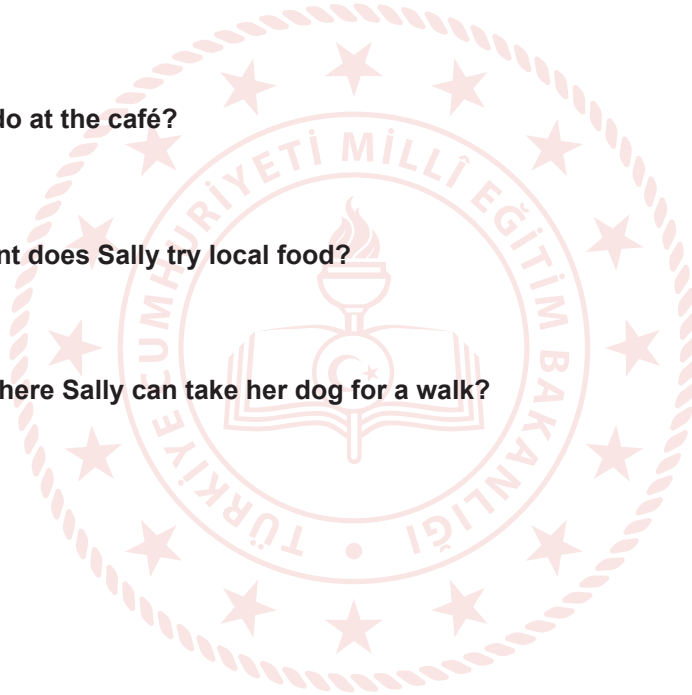
Sally is an exchange student in İzmir, Türkiye. There is a café near her apartment. She reads a book and has a cup of coffee there. There is a big park near the café, so she can take her dog for a long walk. There is a big supermarket near her apartment where she can find fresh vegetables. There is Güneş Restaurant near the supermarket. She can try local food there.

a. Where does Sally live?

b. What does Sally do at the café?

c. In which restaurant does Sally try local food?

d. Is there a place where Sally can take her dog for a walk?





SENARYO 1

E9.3.R2. Students will be able to find the main idea of a text about movies.

3. Read the conversation and answer the questions.

Brain : Hi, Rose. Do you like watching movies?

Rose : Yes, sure.

Brain : What kind of movies do you like?

Rose : Science fiction movies are my favourite. What about you?

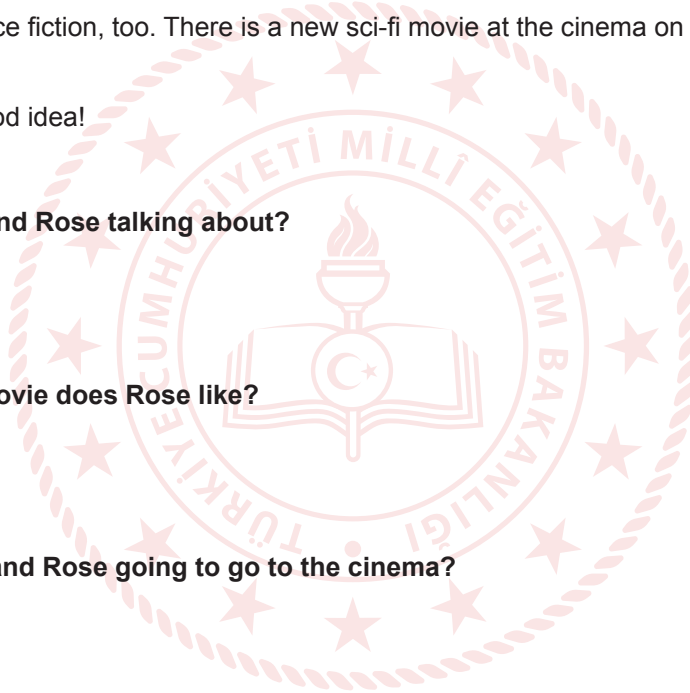
Brain : I love science fiction, too. There is a new sci-fi movie at the cinema on Sunday. Would you like to see it?

Rose : Really? Good idea!

a. What are Brian and Rose talking about?

b. What genre of movie does Rose like?

c. When are Brian and Rose going to go to the cinema?





2. SINAV

İNGİLİZCE 9

SENARYO 1

E9.3.W2. Students will be able to write short text messages to invite their friends for a movie.

4. Look at the ticket and write a text message including the movie's name, time, place and duration to invite one of your friends to the cinema.



E9.4.R2. Students will be able to scan reading passages about people to find out different/unusual abilities.

5. Read the text and answer the questions.

Some people have unusual abilities. One of those people is Natasha Demkina. She claims she can see people's bones and organs without using any machines. This ability helps her understand if people are healthy or not. The other person is Prahlad Jani. He could survive without food and water for ten days.

a. What makes Prahlad Jani unusual?

b. How can Natasha understand whether people are healthy or not?



SENARYO 1

E9.4.W2. Students will be able to write a short paragraph about love for nature.

6. Read the text and find out the title, supporting idea, topic sentence, and concluding sentence of the text. Write them down in the blanks.

Nature: Our Playground of Joy	} a.
Nature is like a big and beautiful playground for us to explore and enjoy.	} b.
When we go outside, we can see lots of different plants and animals.	} c.
Trees stand tall and strong, providing shade for us on sunny days.	
Flowers come in many pretty colours and make the world charming.	
Nature gives us clean air to breathe and fresh water to drink.	} d.
We can show our love for nature by picking up litter and not wasting resources. When we love and protect nature, it will always be there for us to enjoy and explore.	



2. SINAV

İNGİLİZCE 9

Örnek Senaryo 2

Soru Sayısı	Ölçülen Bilişsel Düzey
3 soru	Basit bilişsel süreçleri ölçmeye yönelik sorular <i>Senaryo 2'deki 1, 3 ve 5. sorular</i>
3 soru	Karmaşık bilişsel süreçleri ölçmeye yönelik sorular <i>Senaryo 2'deki 2, 4 ve 6. sorular</i>





Adı ve Soyadı:

Sınıfı:

Numarası:

SENARYO 2

E9.1.R2. Students will be able to find specific information in a simple text about jobs/nationalities/countries.

1. Read the text and complete the table with the correct information.

I am Jasper. I am a fashion designer. I am from Spain, and I am Spanish. My roommate, George, is a journalist from Sweden, and he is Swedish.

	Job	Country	Nationality
Jasper			
George			

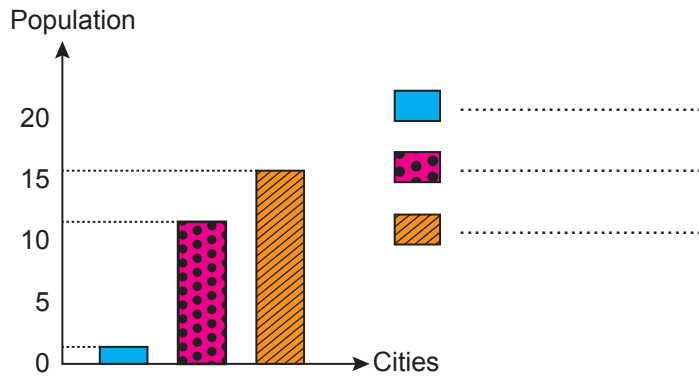
E9.2.W1. Students will be able to fill in a chart comparing cities in different countries/Turkey.

2. Read the text and write down the names of the cities in the correct places.

*Moscow is more crowded than Stockholm.

*İstanbul is the most crowded city of all.

Chart: Population of the Cities





2. SINAV

İNGİLİZCE 9

SENARYO 2

E9.3.R1. Students will be able to scan film reviews on blogs to decide which movie to see.

3. Answer the questions according to the comments below.

Comment on the Movie

Ella : The story is too boring. I don't think that I will watch it.



Tom : I didn't like the actors in the movie, and the story was not interesting to me.



Eric : I think it is too long to watch, so I'm not going to watch it.



Jane : I'm into psychological stories, so I am going to see it tomorrow.



a. Who is going to watch the movie?

b. Who talks about the duration of the movie?

c. How many people have negative comments about the movie?

SENARYO 2

E9.3.W1. Students will be able to write their opinions on a blog.

4. Imagine that you watched one of the movies below. Write down at least two sentences about your comments on the movie.

Movie	Ice Age 2	120
Type	animation	war/history
Duration	91 min	120 min
Points	7,9/10	7,6/10

E9.4.R1. Students will be able to identify specific information in a simple written material such as short newspaper articles on effects of natural events.

5. Complete the sentences with the correct information according to the text below.

Natural disasters, such as floods, landslides, avalanches, droughts, fires, hurricanes etc, kill tens of thousands each year. They occur almost daily, so their effects on human life are numerous. These disasters can cause loss of life and damage to property. According to research, flood is the most common type of natural disaster in 2022 in the world.

- a. Floods, landslides, avalanches, droughts, fires, and hurricanes are different types of
- b. The most common type of natural disaster in 2022 is



2. SINAV

İNGİLİZCE 9

SENARYO 2

E9.4.W1. Students will be able to write about their friend's daily life and the frequencies of their activities.

6. Write down at least two sentences about Pamela's free time activities and the frequency of them.

Pamela's Free Time Activities				
Frequency	always	often	sometimes	rarely
Activities				