



## QUESTION 1 (14 pts)

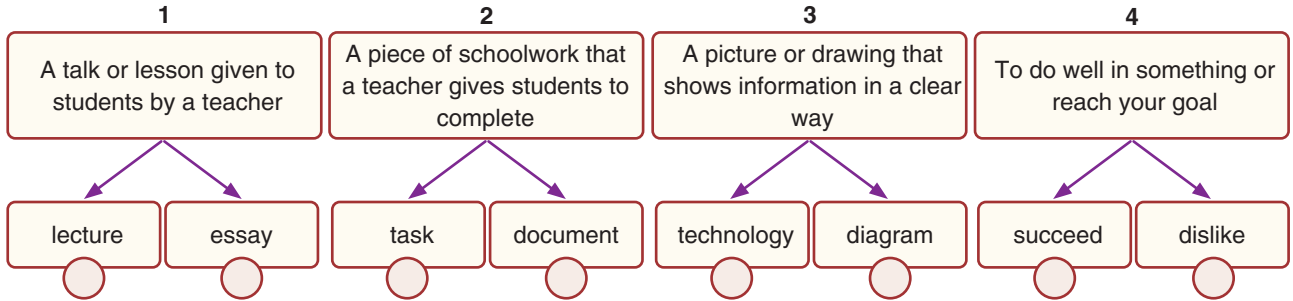
Zeynep is telling her school life in the passage below.

- (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 Next week, we are presenting our assignments on learning technologies.	II Last night, I had to download a related video and a diagram to get ready for my project.
III She can manage her own time successfully.	IV 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)

		
<b>Aruzhan</b> Kazakhstan	<b>Soojin</b> South Korea	<b>Jonas</b> 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

A U G ☺ 🖼

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

A U G ☺ 🖼

## QUESTION 4 (16 pts)

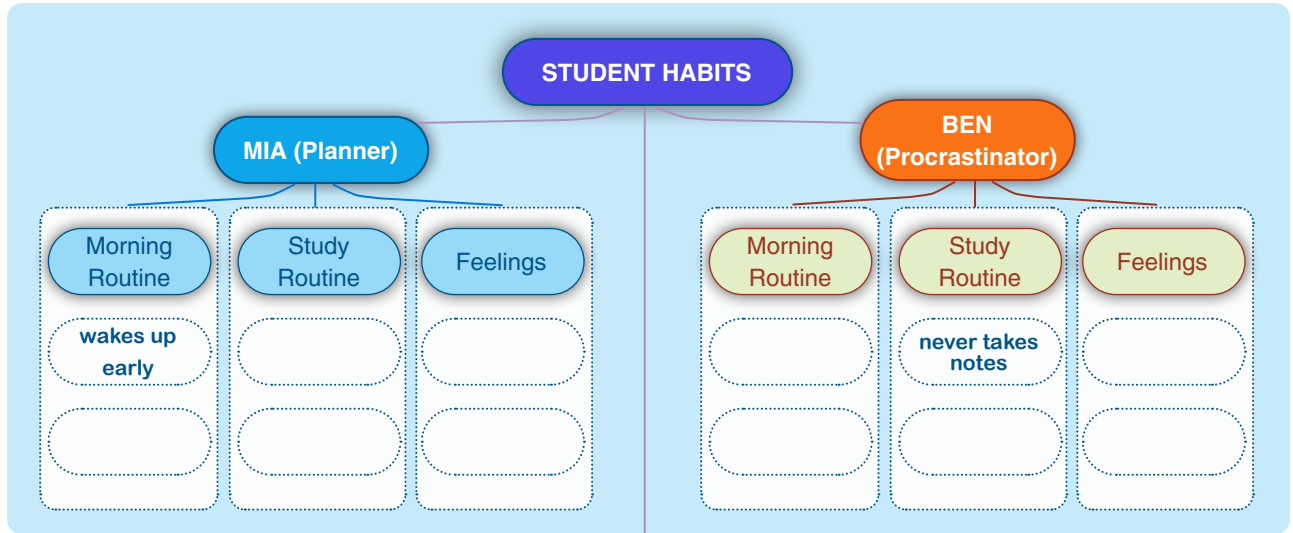
Mia and Ben are giving information about their daily routines and study habits in the passage below.

**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)

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## 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>

**DIGITAL STUDENT HUB** Ms Ashton's Class

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



<b>Kevin</b> "I start my homework immediately. My best friend, Sam, plays soccer first." <b>1</b>	<b>Jen</b> "My sister never forgets to recharge her laptop. I often remember to do it only at night." <b>2</b>	<b>Bill</b> "I always make a study plan. My brother, he does not make a plan; he just begins his work." <b>3</b>
<b>Liz</b> "My mom helps me. I don't ask my dad, but they check the final answers together." <b>4</b>	<b>Sarah</b> "My friends prefer to study in a group. We occasionally work together." <b>5</b>	<b>Mike</b> "I usually start my study session at 4 PM." <b>6</b>
<b>Jamie</b> "My brother and sister study in their quiet rooms." <b>7</b>	<b>Anna</b> "I never put off my English homework. My classmates often leave the writing tasks until the last minute." <b>8</b>	<b>Steve</b> "My sister and I only check our phones after dinner." <b>9</b>

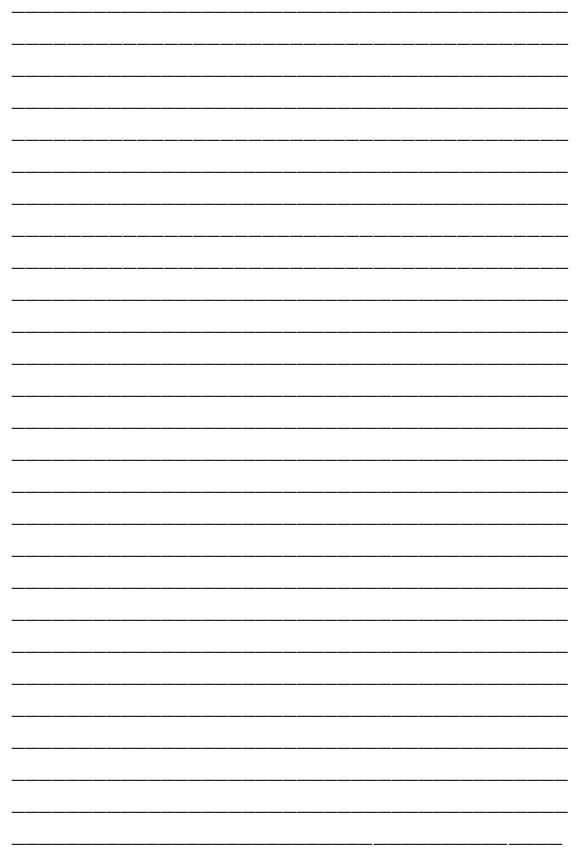
Read the students' posts and answer the questions. Fill in the blanks with the correct post numbers.

- 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.

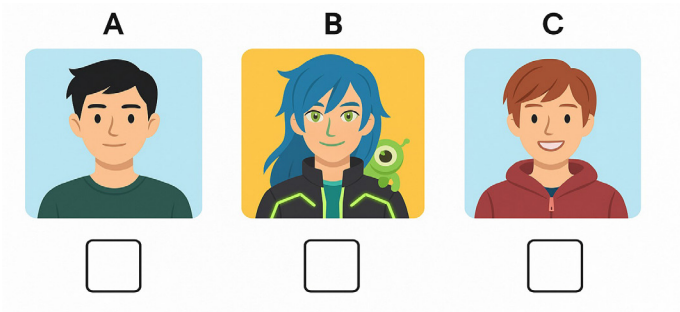


## QUESTION 7 (9 pts)

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	<p><b>ENG.8.1.R3.</b> 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”.</p> <p><b>ENG.8.2.V1.</b> 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.</p> <p><b>ENG.8.2.G1.</b> 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.</p>	<p><b>CS2.4.</b> Analysis Skill</p> <p><b>CS2.6.</b> Information Gathering Skill</p> <p><b>CS2.13.</b> Structuring Skill</p> <p><b>CS2.17.</b> Evaluation Skill</p>
School Life	2	<p><b>ENG.9.1.R3.</b> 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”.</p>	<p><b>CS2.3.</b> Summarising Skill</p> <p><b>CS2.4.</b> Analysis Skill</p> <p><b>CS2.6.</b> Information Gathering Skill</p> <p><b>CS2.13.</b> Structuring Skill</p> <p><b>CS2.17.</b> Evaluation Skill</p> <p><b>CS2.14.</b> Interpretation Skill</p>
	3	<p><b>ENG.9.1.W3.</b> 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.</p>	<p><b>CS2.13.</b> Structuring Skill</p>
Classroom Life	4	<p><b>ENG.9.2.R4.</b> 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.</p>	<p><b>CS2.4.</b> Analysis Skill</p> <p><b>CS2.6.</b> Information Gathering Skill</p> <p><b>CS2.15.</b> Reflective Thinking Skill</p>
	5	<p><b>ENG.9.2.G1.</b> 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.</p>	<p><b>CS2.13.</b> Structuring Skill</p> <p><b>CS2.20.</b> Synthesis Skill</p> <p><b>CS3.3.</b> Critical Thinking Skill</p>
	6	<p><b>ENG.9.2.W4.</b> Students can practise producing written content based on the current theme “classroom life with classmates, friendships, daily and study routines, habits, and activities”.</p>	<p><b>CS2.13.</b> Structuring Skill</p> <p><b>CS2.14.</b> Interpretation Skill</p> <p><b>CS2.20.</b> Synthesis Skill</p>
Personal Life: Physical Appearance & Personality	7	<p><b>ENG.9.3.R2.</b> 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.</p>	<p><b>CS2.4.</b> Analysis Skill</p> <p><b>CS2.6.</b> Information Gathering Skill</p> <p><b>CS2.7.</b> Comparison Skill</p> <p><b>CS2.8.</b> Inquiry Skill</p>

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 eksiltilir.

## 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 eksiltilir.

## 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 eksiltilir.

## 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
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⋮
🗑️

**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.