



## QUESTION 1 (20 pts)

Read the dialogue and do the activities below.

**Anna:** Hey Ayça, I heard that 29 October is a very important day in Türkiye. What exactly do you celebrate on Republic Day?

**Ayça:** Yes! It's one of our most important national days. On 29 October, we **celebrate** the proclamation of the Turkish Republic in 1923.

**Anna:** Oh, that's interesting! So, what kind of celebrations do you have at school?

**Ayça:** At school, we usually have stage performances.

**Anna:** That sounds amazing! Do the students also prepare the school for the celebration?

**Ayça:** Yes, of course. We always decorate the school with Turkish flags and red balloons. It looks impressive.

**Anna:** Do you have a **ceremony** on Republic Day?

**Ayça:** Yes, we have a flag ceremony at the beginning of the day. We have to arrive on time for the ceremony. Our ceremonies start with a moment of silence and our national anthem. Of course, all people in the ceremony must be silent during that moment of silence. Then, the other activities start.

**Anna:** That's so nice! Do you also have activities outside the school?

**Ayça:** We have various outside school activities, and students can join the activities they wish. We have a tree-planting activity each year on the week of Republic Day, and of course, we cannot **attend** it without our parents' permission. We also visit national museums during the week. Parents can also join all activities.

**Anna:** I see. So, they are not only entertaining but also educational. It seems great to celebrate Republic Day in Türkiye.

1. What is the dialogue about? (3 pts)

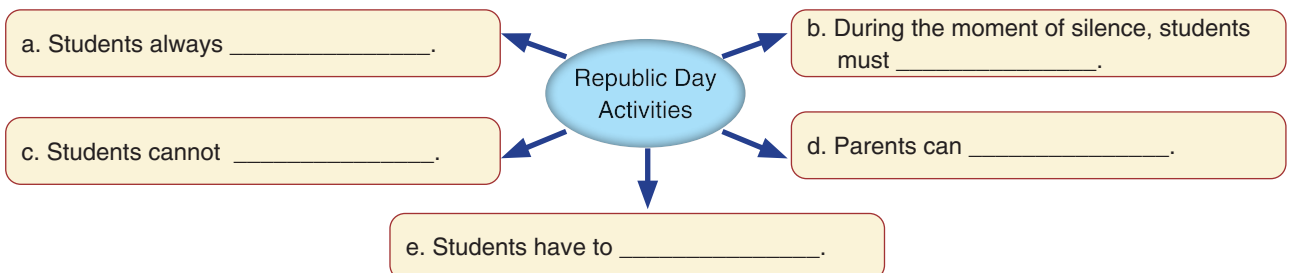
2. Complete the missing activities on the list according to the activities on Republic Day. (4 pts)

In the school	Outside the School
They have stage performances.	They have a tree planting activity.
(a) .....	(b) .....

3. Use the highlighted words in the text for the blanks. (3 pts)

- We will \_\_\_\_\_ my son's birthday this evening with our family members.
- Every year, thousands of people all over the world \_\_\_\_\_ the festival.
- All graduates will join the \_\_\_\_\_ in the school hall.

4. Complete the diagram below with the correct information according to the text. (10 pts)



## QUESTION 2 (15 pts)

Read the text and answer the following questions.



In the past, helping at home used to be a normal part of the day for everyone. Children used to help their parents more. But today, we have a different trouble in families: problem of doing the household chores because teenagers often feel tired from school, and parents feel tired from work. So, they usually have disagreements about the housework.

For example, yesterday afternoon, I was watching a video when my dad came into the living room. He was holding the trash bag and asked me to take it out, but I didn't move. I said I would do it later. He said nothing but didn't wait for me and took it out. I was sure he felt sorry and alone. I was unhappy too. This behaviour shows that our relationship can get stressed because of chores.

Problems can change if families try. To solve this, they should communicate with each other. They should sit down, talk calmly, and really listen to each other — and make fair arrangements, like a weekly chore list. So, everyone feels like part of a team and feels happy.

1. Write the main problem and a solution for it. (4 pts)

Problem: \_\_\_\_\_

Solution: \_\_\_\_\_

2. What is the main idea of the text? (3 pts)

\_\_\_\_\_.

3. Look at the underlined clue words in the expressions in the table and write one word from the text they refer to. (2 pts)

CLUE WORDS / PHRASES / SENTENCES	WORDS FROM THE TEXT
The <u>problem</u> of doing the household chores	_____
They should sit down, <u>talk</u> calmly, and really <u>listen</u> to each other	_____

4. Fill in the blanks with the correct verbs in the text according to the given function as in the example. (6 pts)

	FUNCTIONS	VERBS
e.g.	Talking about a finished action in the past	said / came / asked / moved / took / felt / was / didn't wait
a	Expressing past habits, routines, or states that no longer happen or exist	_____ / _____
b	Talking about daily routines	_____ / _____
c	Describing ongoing actions or events in the past interrupted by another action	_____ / _____

## QUESTION 3 (14 pts)

Read the dialogue and do the activities.

**Emre:** Did you hear about the big forest fire in Türkiye last week? The sky was orange, and people were afraid.

**Justin:** Yes, I saw it on TV. It was very destructive because the fire destroyed trees, and animals lost their **habitats**. Many families also became homeless.

**Emre:** If people continue to leave their **campfires** burning or throw plastic in forests, nature will always suffer.

**Justin:** True. But if we plant more trees and protect the environment, forests will grow again and animals will survive.

**Emre:** That's right. After **disasters**, many charities provide food and **shelter**. On November 11, National Tree Planting Day, thousands of volunteers plant trees. If we support these activities, the balance of nature will certainly return.

**Justin:** That's true. The **volunteers** are doing a great job, but still... I feel very sad. I wish the fire hadn't burned so many trees. I wish people had been more careful in the forest.

**Emre:** Exactly. But if everyone does something small, we will bring back the **balance** of nature. We should make a change together and prevent future disasters.

1. What natural disaster is mentioned in the text? (3 pts)

\_\_\_\_\_.

2. In which sentence can we see Justin's sadness? Write this sentence. (3 pts)

\_\_\_\_\_.

3. Which highlighted words in the text best describe the pictures? Find and write under the pictures. One word is extra. (5 pts)



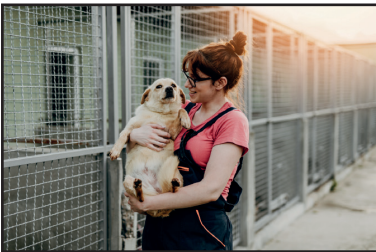
1



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4



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4. Complete the following sentence according to the text. (3 pts)

If we leave campfires burning and throw plastic in forests, \_\_\_\_\_.

## QUESTION 4 (20 pts)

*Hello! My name is Damla and I am from Türkiye. For my English project, I want to introduce three different countries: Thailand, Ireland, and Russia. I think it is exciting to learn about new cultures, languages, and celebrations.*

## Thailand

Thailand is in Asia and the capital city is Bangkok. People are Thai and they speak Thai. Thailand is famous for its beautiful beaches, ancient temples, and delicious food. Tourists can visit the Grand Palace in Bangkok or take a trip to the floating markets. Thai people celebrate the Songkran Festival in April, which is also known as the water festival.

## Ireland

Ireland is an island country in Europe. Its capital city is Dublin. People are Irish and they speak English and Irish Gaelic. Ireland is famous for its green landscapes and castles. Tourists can visit the Cliffs of Moher or Dublin Castle. Irish people celebrate St. Patrick's Day on March 17th with parades and music.

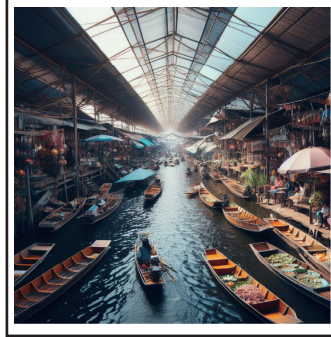
## Russia

Russia is the largest country in the world. The capital city is Moscow. People are Russian and they speak Russian. Russia is famous for the Kremlin, Red Square, and the Hermitage Museum in St. Petersburg. Tourists can take a train journey on the Trans-Siberian Railway. Russian people celebrate Victory Day on May 9th with fireworks and parades.

1. Read the text about Damla's English project. Then look at the pictures. Which country does each picture belong to? Write the name of the country under each picture. (10 pts)



1



3



2



4



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2. Read the text again and complete the table with the information about each country. (10 pts)

	THAILAND	IRELAND	RUSSIA
Capital city	----	Dublin	Moscow
Nationality/ Language	Thai/Thai	----	Russian/Russian
Tourist attractions & activities	The Grand Palace, taking a trip to the floating markets	----	The Kremlin, Red Square, and the Hermitage Museum
National days & celebrations	----	St. Patrick's Day	----

## QUESTION 5 (16 pts)

**Country:** Montenegro**Capital:** Podgorica**Nationality:** Montenegrin**Language:** Montenegrin**Tourist attractions:** Kotor Old Town, Budva, Durmitor National Park, Adriatic Coast**Activities:** Swimming in the Adriatic Sea, taking a boat ride in the Bay of Kotor**Celebration:** Independence Day on May 21

Look at the information about Montenegro on the card. Then complete the sentences with the correct form of “to be” or “can”.

Montenegro \_\_\_\_\_<sup>1</sup> a small country in Europe. Its capital city \_\_\_\_\_<sup>2</sup> Podgorica. People in Montenegro \_\_\_\_\_<sup>3</sup> Montenegrin and they speak Montenegrin. There \_\_\_\_\_<sup>4</sup> many tourist attractions, such as Kotor Old Town, Budva, Durmitor National Park, and the Adriatic Coast. Tourists \_\_\_\_\_<sup>5</sup> swim in the Adriatic Sea. They \_\_\_\_\_<sup>6</sup> also take a boat ride in the Bay of Kotor. Independence Day \_\_\_\_\_<sup>7</sup> on May 21, and the Montenegrin people celebrate it every year. Visitors \_\_\_\_\_<sup>8</sup> enjoy parades and concerts that day.

**QUESTION 6** (15 pts)

Think that you are a student or a partner school in an eTwinning project. You are going to write a short introduction about Türkiye to your new friends. They do not know a lot about your country, so give them some basic information.

Use the following criteria and mention:

- the name of the country and the capital city
- the nationality and language(s)
- tourist attractions and activities
- one of the national celebrations
- your opinion about Türkiye

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is a vertical margin line on the left side, creating a narrow left margin. The paper appears to be from a notebook or a standard sheet of stationery.



TEMA	SORU NO	ÖĞRENME ÇIKTISI	BECERİLER
REVISION 1	1	<b>ENG.8.1.R3.</b> Students can make sense of and derive meaning from the current content on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations”.	<b>CS2.3.</b> Summarising Skill <b>CS2.4.</b> Analysis Skill <b>CS2.10.</b> Inference Skill
		<b>ENG.8.1.V1.</b> Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations” after recognising them in context and developing their conscious and inductive vocabulary learning skills.	<b>CS2.4.</b> Analysis Skill
		<b>ENG.8.1.G1.</b> Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.	<b>CS2.12.</b> Data-Based Prediction Skill <b>CS2.13.</b> Structuring Skill
	2	<b>ENG.8.4. R3.</b> Students can make sense of and derive meaning from the current content on “family life and home with relationships, problems and solutions in the family; different houses and living styles”.	<b>CS2.5.</b> Classification Skill <b>CS2.4.</b> Analysis Skill <b>CS2.10.</b> Inference Skill
		<b>ENG.8.4.V1.</b> Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “family life and home with relationships, problems and solutions in the family; different houses and living styles” after recognising them in context and developing their conscious and inductive vocabulary learning skills.	<b>CS2.8.</b> Inquiry Skill <b>CS2.16.2.</b> Deductive Reasoning Skill <b>CS2.16.3.</b> Analogical Reasoning Skill
		<b>ENG.8.4.G1.</b> Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “family life and home with relationships, problems and solutions in the family; different houses and living styles”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.	<b>CS2.4.</b> Analysis Skill <b>CS2.13.</b> Structuring Skill <b>CS2.20.</b> Synthesis Skill
REVISION 2	3	<b>ENG.8.7.R3.</b> Students can make sense of and derive meaning from the current content on “life in nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives”.	<b>CS2.16.1.</b> Inductive Reasoning Skill <b>CS2.8.</b> Inquiry Skill
		<b>ENG.8.7.V1.</b> Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives” after recognising them in context and developing their conscious and inductive vocabulary learning skills.	<b>CS2.16.1.</b> Inductive Reasoning Skill <b>CS2.17.</b> Evaluation Skill

		<b>ENG.8.7.G1.</b> Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people's lives", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.	<b>CS2.13.</b> Structuring Skill <b>CS2.20.</b> Synthesis Skill
SCHOOL LIFE	4	<b>ENG.9.1.R4.</b> Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about 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" in relation to themselves or others, both individually and/or with others.	<b>CS2.4.</b> Analysis Skill <b>CS2.10.</b> Inference Skill
	5	<b>ENG.9.1.G1.</b> Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.	<b>CS2.4.</b> Analysis Skill <b>CS2.13.</b> Structuring Skill <b>CS2.20.</b> Synthesis Skill
	6	<b>ENG.9.1.W4.</b> Students can practise producing written content based on the current theme "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".	<b>CS3.3.</b> Critical Thinking Skill <b>CS2.20.</b> Synthesis Skill <b>CS3.1.</b> Decision-Making Skill

PUANLAMA TABLOSU																
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20				15				14				20		16	15	100