10. 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.

Learning Outcome: E10.3.R1. Students will be able to scan a short story to fill in the timelines with events and dates.

1. Complete the timeline according to the text below.

Throughout history, the Turkish people have used different alphabets. The Gokturk alphabet, used by the Gokturks between the 7th and the 10th century, was the first. After the 8th century, the Uighur Alphabet was created by the Uighur people and used until the 15th century in some regions. The Turks embraced the Islam in the 10th century, and then they started using the Arabic alphabet. In 1928, Mustafa Kemal Atatürk introduced the Latin alphabet in Türkiye to make it easier to read and write. Today, it is still used in Türkiye and many other Turkish-speaking countries.



Learning Outcome: E10.3.R2. Students will be able to answer the questions about past events given in a reading text.

2. Read the information about Remziye Hisar and complete the table.

Magazine

A LIFE DEDICATED TO SCIENCE



Remziye Hisar was born in Skopje, Macedonia in 1902. She was one of Türkiye's first female chemists and one of Marie Curie's students. Remziye Hisar studied at İstanbul University. She earned a PhD in chemistry from Sorbonne University in Paris. She contributed greatly to the development of chemistry in Türkiye. She received several awards during her career, including the Order of Academic Palms in 1955 from France and the TÜBİTAK Service Award in 1991. She died in İstanbul in 1992.

Remziye HİSAR	
Date of birth	
Place of birth	
Education	
Famous as	
Rewards	
Date of death	

Learning Outcome: E10.3.W1. Students will be able to write the end of a given unfinished story.

3. Read the story below and write down at least three sentences to continue it.

It was a busy day, and the outside was very hot. I was so tired that I couldn't even eat dinner. I fell asleep on the sofa. After a while, I woke up because of a noise coming from the kitchen. I went to the kitchen and turned on the light. Suddenly, I saw ----.

Learning Outcome: E10.4.R1. Students will be able to answer the questions about short texts on social, educational, and technological lives of people in the past around the world.

4. Complete the statements according to the text below.



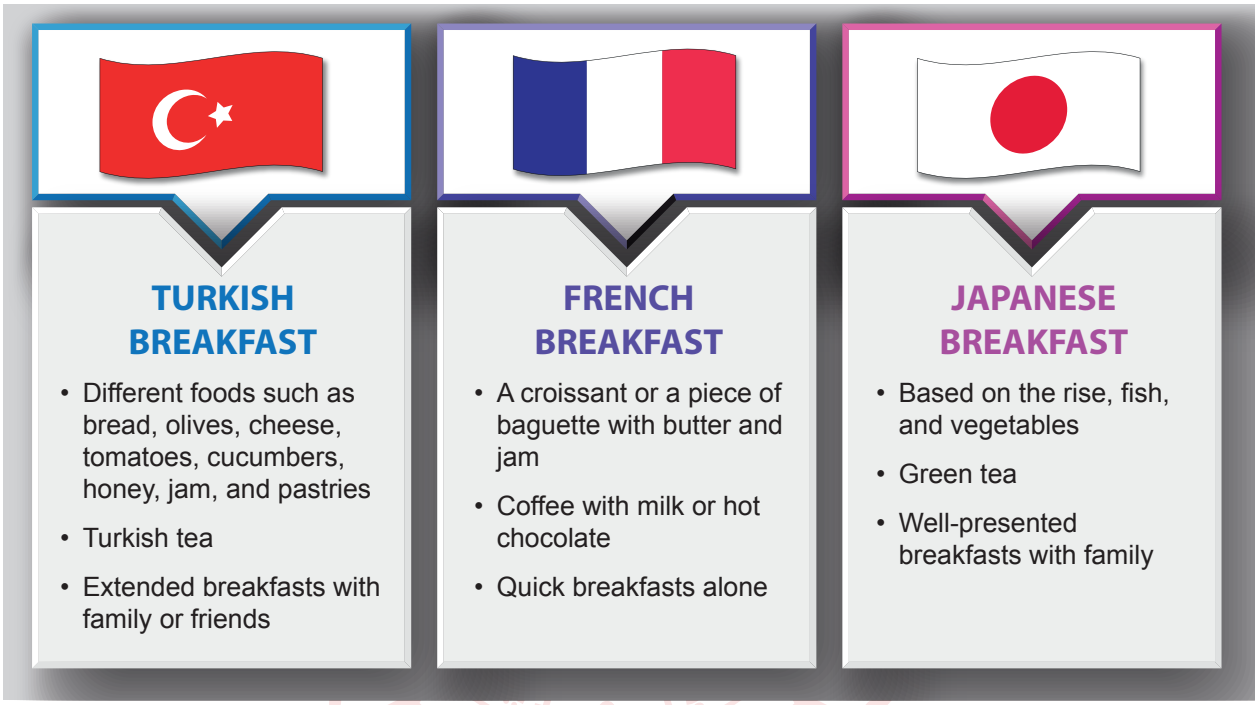
a. Pigeons were useful to communicate in the past because ----------.

b. Today, we use different types of communication such as ----------, ----------, and ----------.

c. Modern technology has made communication ---------- than in the past.

Learning Outcome: E10.4.W1. Students will be able to write a short paragraph of comparing traditions around the world.

5. Choose two countries and compare their breakfast habits. Write down a short paragraph about these countries including all the given information.



Learning Outcome: E10.4.R2. Students will be able to identify the differences between the lifestyles and customs of people in the past and the ones in the 21st century in a written text.

6. Read the conversation between Alex and his grandfather, Jack, and answer the questions.

Jack : Did you know that when I was your age, we used horses for travel?

Alex : Really? How long did it take to travel by a horse?

Jack : It took many hours, sometimes even days, to reach another town. However, the journey was slow and peaceful. Horses needed just food and water, and you could enjoy the scenery.

Alex : Today, planes can take you to another country in just a few hours.

Jack : Yes, I remember the first time I flew on a plane. It was two years ago. I felt nervous and frightened because of the speed. Although planes are scary, they save time and can take you across the world.

a. What is the main difference between travelling by horse and travelling by plane?

b. When did Jack first fly on a plane?

c. How did Jack feel about travelling by plane for the first time?

Learning Outcome: E10.4.W2. Students will be able to write the things they used to do when they were children.

7. Imagine that you are going to participate in the activity on the visual. Fill out the participation form according to the given information.



Participation Form

Name :
Surname :
Age :

Write your favourite street game.

Write a paragraph including at least four sentences about what you used to play in the streets when you were a child.

10. 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 sorulacağının 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.

10. Sınıf İngilizce Dersi Konu Soru Dağılım Tablosu

Tema	Kazanımlar	2. Sınav	
		Okul Genelinde Yapılacak Ortak Sınav	
		1. Senaryo	2. Senaryo
School Life	E10.1.L1. Students will be able to identify expressions related to school/ everyday life and free time activities.	*	*
	E10.1.P1. Students will be able to practice intonation in asking and answering questions in daily conversations.	*	*
	E10.1.S1. Students will be able to introduce themselves and others individually/ in pairs or small groups.	*	*
	E10.1.S2. Students will be able to exchange personal information in both formal and informal situations.	*	*
	E10.1.R1. Students will be able to diagrammatize a text about everyday life into a graphic organizer.		
	E10.1.W1. Students will be able to describe themselves, their family and their habits in a short descriptive paragraph with the help of cues and/or guiding questions.	1	1
Plans	E10.2.L1. Students will be able to catch the details of future plans and arrangements in a recorded text/video.	*	*
	E10.2.P1. Students will be able to practice intonation in asking and answering questions in daily conversations.	*	*
	E10.2.S1. Students will be able to talk about their own plans for the future.	*	*
	E10.2.S2. Students will be able to express their ideas in unplanned situations.	*	*
	E10.2.R1. Students will able to identify specific information about people's future plans and arrangements in a text.	1	
	E10.2.R2. Students will be able to skim a text to draw a conclusion.		1
	E10.2.W1. Students will be able to write an opinion paragraph about their plans.		1

Legendary Figure	E10.3.L1. Students will be able to put the events in the correct order by listening to a story.	*	*
	E10.3.P1. Students will be able to practice uttering "–ed" sounds in V2. Eg. Wanted /wɒntɪd/ injured /ɪndʒərd/	*	*
	E10.3.S1. Students will be able to act out a story as a legendary figure.	*	*
	E10.3.S2. Students will be able to retell a story by describing characters and places.	*	*
	E10.3.S3. Students will be able to talk about a historical legendary figure in Turkish history.	*	*
	E10.3.R1. Students will be able to scan a short story to fill in the timelines with events and dates.		1
	E10.3.R2. Students will be able to answer the questions about past events given in a reading text.		
	E10.3.W1. Students will be able to write the end of a given unfinished story.	1	
Traditions	E10.4.L1. Students will be able to locate specific information about traditions in charts by watching short documentaries.	*	*
	E10.4.P1. Students will be able to practice /t/ and /Ø/ sounds. Eg. three /θriː/ tree /triː/	*	*
	E10.4.S1. Students will be able to deliver a short speech using visuals on traditions.	*	*
	E10.4.S2. Students will be able to talk about several things they used to do when they were children.	*	*
	E10.4.R1. Students will be able to answer the questions about short texts on social, educational, and technological lives of people in the past around the world.	1	
	E10.4.R2. Students will be able to identify the differences between the lifestyles and customs of people in the past and the ones in the 21st century in a written text.		1
	E10.4.W1. Students will be able to write a short paragraph of comparing traditions around the world.	1	
	E10.4.W2. Students will be able to write the things they used to do when they were children.		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.

Örnek Senaryo 1	
Soru Sayısı	**Ölçülen Bilişsel Düzey**
2 soru	Basit bilişsel süreçleri ölçmeye yönelik sorular *Senaryo 1'deki 2 ve 4. sorular*
3 soru	Karmaşık bilişsel süreçleri ölçmeye yönelik sorular *Senaryo 1'deki 1, 3 ve 5. sorular*

İNGİLİZCE 10

2. SINAV

Adı ve Soyadı: Sınıfı: Numarası:

SENARYO 1

E10.2.W1. Students will be able to describe themselves, their family and their habits in a short descriptive paragraph with the help of cues and/or guiding questions.

1. Write down a paragraph about Jack including his job, age, and hobbies.



Jack

Job : Web designer
Age : 25
Hobbies: Cycling and swimming

SENARYO 1

E10.2.R1. Students will able to identify specific information about people's future plans and arrangements in a text.

2. Answer the questions according to the text.

I am going to fly to India in September. I really want to experience its culture because it has a lot of different beliefs and traditions. I bought my ticket on the Internet last weekend.

I cannot wait for the big day!



Jane

a. Where is Jane going to fly?

b. When did Jane buy her ticket?

c. Why does Jane want to see India?

SENARYO 1

E10.3.W1. Students will be able to write the end of a given unfinished story.

3. Read the story below and write down at least two sentences to continue it.

It was nighttime in the museum, and the security guards were enjoying their coffee. It was a really tiring day for them because there were a lot of visitors from all around the world. The chief, John, went out to check the entrance of the museum. Suddenly, - - - -

TÜRKİYE CUMHURİYETİ MİLLÎ EĞİTİM BAKANLIĞI

SENARYO 1

E10.4.R1. Students will be able to answer the questions about short texts on social, educational, and technological lives of people in the past around the world.

4. Answer the questions according to the text below.

When I was a child, we used to design our own toys. Everywhere was safer, so we used to play outside with our friends until late hours. The children have a lot of toys now, but they are not happy. They always spend time on the Internet at home, so they have fewer friends. We didn't use to have many technological devices at home such as computers, laptops, and smartphones. We used to go to the library to do our homework.



Leo

a. Where did Leo use to play when he was a child?

b. Why do children have fewer friends now?

c. Did Leo use to have many technological devices at his home?

d. What did Leo use to do in the library?

SENARYO 1

E10.4.W1. Students will be able to write a short paragraph of comparing traditions around the world.

5. Choose two countries from the table. Write down a short paragraph about these countries' superstitions that bring good luck and bad luck.

Table: Superstitions of Different Countries			
	Türkiye	**Spain**	**China**
Good luck	Having a blue bead	Eating a dozen grapes	Wearing red
Bad luck	Seeing a black cat	Putting hats on the bed	Having beard

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

İNGİLİZCE 10

2. SINAV

Adı ve Soyadı: Sınıfı: Numarası:

SENARYO 2

E10.1.W1. Students will be able to describe themselves, their family and their habits in a short descriptive paragraph with the help of cues and/or guiding questions.

1. Write down a paragraph about Kate including her occupation, hometown, and hobbies.

Name	Occupation	Hometown	Hobbies
Kate	Astronaut	London	Playing chess and camping

E10.2.R2. Students will be able to skim a text to draw a conclusion.

2. Read the text below and answer the questions.

I am going to move to Miami this summer after my retirement. I have been working as a director for a big company. I bought a new house by the seaside in Miami last year. What I want most after my retirement is to live a peaceful life.



Orlando

a. What does Orlando do?

b. Where is Orlando going to move?

c. What does Orlando want most after his retirement?

SENARYO 2

E10.2.W1. Students will be able to write an opinion paragraph about their plans.

3. Write a paragraph including at least four sentences about your future plans.

Plans about
• Education life • Future job • Dream places to visit or live • Any other future dreams

SENARYO 2

E10.3.R1. Students will be able to scan a short story to fill in the timelines with events and dates.

4. Read the text and write down the correct days in the blanks.

It is going to be a busy week for Katie. She is going to have a final exam on Monday. On Tuesday, she is going to take her cat, Blue, to the vet. She is going to join an online meeting on Wednesday. She is going to visit her grandparents on Thursday. On Friday, she is going to clean her house.



SENARYO 2

E10.4.R2. Students will be able to identify the differences between the lifestyles and customs of people in the past and the ones in the 21st century in a written text.

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

In the past, there weren't so many technological devices in schools. There were blackboards in the classes. It was not easy to get information, so students used to go to the libraries to do some research about their homework and project works. Nowadays, students can find a lot of information on the Internet easily.

a. Today, there are……. in schools.

b. In the past, students used to go to the libraries because……

E10.4.W2. Students will be able to write the things they used to do when they were children.

6. Answer each question in one full sentence.

a. Did you use to play outside when you were a child?

b. How did you use to spend your free time when you were a child?