



11. 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.

11. Sınıf İngilizce Dersi Konu Soru Dağılım Tablosu

Tema	Kazanımlar	2. Sınav	
		Okul Genelinde Yapılacak Ortak Sınav	
		1. Senaryo	2. Senaryo
Future Jobs	E11.1.L1. Students will be able to detect factual information about job related topics in a recorded text.	*	*
	E11.1.P1. Students will be able to practice contraction of “will” and “am/is/are, going to” in positive and negative sentences.	*	*
	E11.1.S1. Students will be able to talk about future plans and predictions.	*	*
	E11.1.S2. Students will be able to make an appointment on the phone.	*	*
	E11.1.R1.Students will be able to analyze different job ads from newspapers/ websites to match them with CVs.		
	E11.1.R2. Students will be able to find the main idea of a text on successful entrepreneurs of the 21st century.		
	E11.1.W1. Students will be able to write CVs/Letters of intent for different job applications.		1
Hobbies and Skills	E11.2.L1: Students will be able to build relationships between the conversations in a recorded text and pictures about the people's likes, dislikes, interests and preferences.	*	*
	E11.2.P1: Students will be able to pronounce plural and third person “-s” sounds.	*	*
	E11.2.S1. Students will be able to take part in a dialogue about likes, dislikes, interests and preferences.	*	*
	E11.2.S2. Students will be able to ask and answer questions about their present and past abilities.	*	*
	E11.2.R1. Students will be able to identify lexis and expressions related to past abilities in a text.		1
Hobbies and Skills	E11.2.R2. Students will be able to paraphrase information in a text about people's choices.		
	E11.2.W1. Students will be able to write a paragraph about their interests and abilities.	1	



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Hard Times	E11.3.L1. Students will be able to recognize vocabulary indicating the sequence of events in a recorded text/video.	*	*
	E11.3.L2. Students will be able to identify the events happening at the same time in the past in a recorded text/video.	*	*
	E11.3.P1. Students will be able to differentiate between rising and falling intonation.	*	*
	E11.3.S1. Students will be able to talk about past habits.	*	*
	E11.3.S.2. Students will be able to talk about a personal experience in the past.	*	*
	E11.3.R1. Students will be able to answer the questions about a text on people's habits and experiences in the past.	1	
	E11.3.R2. Students will be able to analyze a short story (plot, setting, climax, characters etc.) to summarize it.		1
	E11.3.R3. Students will be able to identify thesis statement, topic sentences, supporting points and examples in a given sample essay about a challenge.		1
	E11.3.W1. Students will be able to complete the missing parts of a short story with their own words.	1	
What a life	E11.4.L1. Students will be able to identify expressions related to ordering past events in a recorded text.	*	*
	E11.4.L2. Students will be able to put the past events in order in a recorded text/ video.	*	*
	E11.4.P1. Students will be able to practice pronunciation of ed sounds following voiced and unvoiced consonant sounds and following /t/-/d/ sounds.	*	*
	E11.4.S1. Students will be able to share their personal experiences in the past.	*	*
	E11.4.S2. Students will be able to describe places, people and events in the past.	*	*
	E11.4.R1. Students will be able to order the events in the biography of a famous person/ inventor/ scientist/ celebrity.	1	
	E11.4.W1. Students will be able to write an essay about a well-known figure from Turkish history.		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.



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Örnek Senaryo 1

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





Adı ve Soyadı:

Sınıfı:

Numarası:

SENARYO 1

E11.2.W1. Students will be able to write a paragraph about their interests and abilities.

1. Write down a paragraph including at least five sentences about your interests and abilities (sports, books, music, art etc).

E11.3.R1. Students will be able to answer the questions about a text on people's habits and experiences in the past.

2. Read the text and answer the questions.

People were healthier in the past because they used to be more active. The food they used to eat was also natural. However, nowadays, people do everything faster and easier than they did in the past by using machines, and the food they eat has genetic modifications.

a. Why were people healthier in the past?

b. How do people do their work faster and easier nowadays?



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SENARYO 1

E11.3.W1. Students will be able to complete the missing parts of a short story with their own words.

3. Read the statement and write down at least two sentences about the communication ways of people in the past to continue the text.

People didn't use to have many technological devices to communicate. ----

E11.4.R1. Students will be able to order the events in the biography of a famous person/ inventor/ scientist/ celebrity.

4. Write down a paragraph putting the statements about Aziz Sancar into the correct order.

- Afterwards, he graduated from Istanbul University Faculty of Medicine.
- Aziz Sancar was born in 1946 in Savur, Mardin.
- He completed his primary and secondary education in Mardin.
- After working as a doctor for two years in Savur, he did his doctorate at the University of Texas in Molecular Biology, on DNA repair.



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





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Adı ve Soyadı:

Sınıfı:

Numarası:

SENARYO 2

E11.2.W1. Students will be able to write a paragraph about their interests and abilities.

1. You are going to apply for one of Dimple High School clubs. Fill in the application form with suitable information.

Dimple High School Clubs Application Form	
Name & Surname	
Personality	
Interests	
Abilities	



SENARYO 2

E11.2.R1. Students will be able to identify lexis and expressions related to past abilities in a text.

2. Read the conversation and answer the questions.

Sam : When I was young, I was definitely a risk-taker.

Bill : I could run fast in the past.

Jack : I couldn't play chess in the past.

a. Did Sam like dangerous activities in the past?

b. Was Bill good at running?

c. Who couldn't play a board game in the past?

E11.3.R2. Students will be able to analyze a short story (plot, setting, climax, characters etc.) to summarize it.

3. Complete the table according to the given short story.

Once upon a time, in a nice town of London, there was a girl named Mary who was so lazy, she couldn't even bother to tidy up her room. One day, she saw that the apple tree in their yard was full of fruit. She wanted to eat some apples, but she was too lazy to climb the tree. So, she lay down under the tree and waited for the apples to fall. Mary waited and waited until she was very hungry, but the apples never fell. She understood that the apples wouldn't fall on their own, so she stood up, got a stick, and shook the tree. Apples rained down. She learned that waiting wouldn't solve her problems and taking action was the only way to achieve her goals. With apples in hand, she decided to work harder and never be lazy again.

Plot	
Setting	
Character(s)	
Climax	



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SENARYO 2

E11.3.R3. Students will be able to identify thesis statement, topic sentences, supporting points and examples in a given sample essay about a challenge.

4. Read the text and answer the questions.

Most of the young people in Türkiye leave their hometown for education. Is it a real challenge or an opportunity for them? I think it's better to go to university in a different city because you meet new people, discover new places, and experience new cultures. It's also a great way to learn how to live on your own while studying at a university. On the other hand, some people think that it is not easy to leave your family behind and live alone in a different city.

a. What is the opinion of the writer about the topic?

b. What is the difficulty with leaving one's hometown for education?

E11.4.W1. Students will be able to write an essay about a well-known figure from Turkish history.

5. Look at the given information about Mimar Sinan and write down at least three sentences about him.

Mimar Sinan

- Birth: 1490 - Kayseri
- Job: Architect
- Works: Haseki Bathhouse, Süleymaniye Mosque, Selimiye Mosque, Yakup Ağa Bridge etc
- Death: 1588-İstanbul