

9. SINIF İNGİLİZCE ALL IN ONE

MAARİF MODELİNE TAM UYUMLU

DERSROOM LEC YÖNTEMİ
İLE TAM ÖĞRENME SİSTEMİ



AKADEMİK
DERSROOM LEC
YÖNTEMİ
Her konu bağımsız
öğrenme modülüdür.



BAĞLAM TEMELLİ
ÖĞRENME
Gerçek yaşam
bağlımlarıyla
İngilizce öğren.



KANIT YÜZEYLERİ
• Tablolar
• Grafikler
• Şemalar
• Problemler



AÇIK UÇLU
SORULAR
Yeni Maarif
Modeline uygun

ENGLISH



OKUL
YAZILILARI



YDT
HAZIRLIK



AÇIK UÇLU
SORULAR



ÇOKTAN
SEÇMELİ
SORULAR



BAĞLAM
TEMELLİ
ÖĞRENME



YENİ NESİL
İNGİLİZCE
OKURYAZARLIĞI



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LEC LEARNING SYSTEM

“The limits
of my language
mean the limits
of my world.”

Ludwig Wittgenstein

MAARİF
MODELİNE
UYUMLU

HOŞ GELDİNİZ

9. SINIF

İNGİLİZCE

LEC ÖĞRENME SİSTEMİ

MAARİF MODELİNE TAM UYUMLU

DERSROOM LEC YÖNTEMİ İLE
TAM ÖĞRENME SİSTEMİ

MAARİF
MODELİNE
UYUMLU

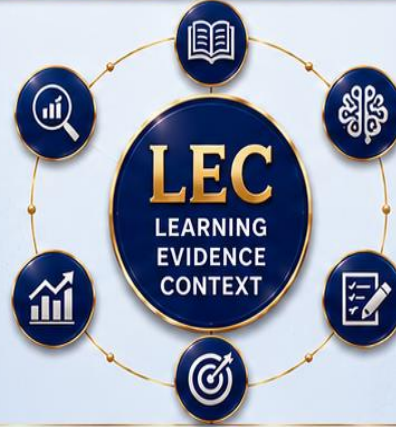


9. SINIF İNGİLİZCE'DE NELER ÖĞRENECEKSİN?

- Kelime ve Konular
- Dil Bilgisi Yapıları
- Okuma Becerileri
- Dinleme Becerileri
- Konuşma Becerileri
- Yazma Becerileri
- Sözlü Sunum ve Proje
- Kültürel Farkındalık

NEDEN LEC SİSTEMİ?

- Kalıcı ve anlamlı öğrenme sağlar.
- Bilgiyi bağlam içinde yapılandırır.
- Kanıtlarla düşünmeyi geliştirir.
- YDT'ye güçlü temel oluşturur.
- Yeni Nesil İngilizce okuryazarlığı kazandırır.



BU KİTAP BİR BAŞLANGIÇTIR

LEC sistemi;



İçin geliştirilen Dersroom Akademi Öğrenme Ekosisteminin bir parçasıdır.

BU KİTAPTA NELER VAR?

 AKADEMİK DERSROOM LEC YÖNTEMİ İLE Her konu bağımsız öğrenme modülüdür.	 BAĞLAM TEMELLİ ÖĞRENME Gerçek yaşam bağlamlarıyla İngilizce öğren.	 KANIT YÜZEYLERİ • Tablolar • Grafikler • Şemalar • Problemler	 AÇIK UÇLU SORULAR Yeni Maarif Modeline uygun
 ÇOKTAN SEÇMELİ SORULAR Yeni nesil soru tipleri	 DİYALOG VE İLETİŞİM GÖREVLERİ Günlük hayata uygun	 BAĞLAM TEMELLİ YDT HAZIRLIK Okuma, Kelime, Dil Bilgisi, Çeviri	

BU KİTAP KİMLER İÇİNDİR?

- 9. sınıf öğrencileri
- YDT hazırlık yapan öğrenciler
- İngilizce becerilerini geliştirmek isteyenler
- Yazılı sınavlara hazırlananlar
- Açık uçlu sorularla çalışmak isteyenler
- İngilizce iletişim becerisini ilerletmek isteyen herkes



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AKADEMİ



ANLA



ÇÖZÜMLE



İLİŞKİ KUR



UYGULA



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BAŞAR

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"Öğrenmenin Yeni Standardı."



9. GRADE ENGLISH



THEME 1 – SCHOOL LIFE

Welcome to the International School

ENG.09.U01.LEC001-000

CONTEXT

Westbridge International School is welcoming four exchange students this week. The school committee must prepare the opening ceremony. Read ALL the information carefully before answering the questions. Every piece of information may be important.



EVIDENCE 1 – STUDENT PROFILES

STUDENT A



Zofia Kowalska

- I am from Poland.
- I'm Polish.
- Warsaw is the capital city of my country.
- I speak Polish and English.
- I can play the violin very well.
- I love castles and museums.



STUDENT B



Min-jun Park

- I'm from South Korea.
- I'm Korean.
- The capital city of my country is Seoul.
- I speak Korean and English.
- I can take professional photographs.
- I enjoy modern architecture.
- I can't play any musical instrument.



STUDENT C



Leyla Mammadova

- I'm Azerbaijani.
- I'm from Azerbaijan.
- The capital city is Baku.
- I speak Azerbaijani, Turkish and English.
- I enjoy national celebrations.
- I can dance.
- I can't take good photographs.



STUDENT D



Erik Johansen

- I'm from Norway.
- I'm Norwegian.
- The capital city is Oslo.
- I speak Norwegian and English.
- I can design digital posters.
- I enjoy nature and wildlife.



EVIDENCE 2 SCHOOL ACTIVITY REQUIREMENTS

Activity	Requirements
International Music Performance	can play a musical instrument
Culture Presentation	speaks three languages AND enjoys national traditions
Photography Exhibition	can take excellent photographs
Nature Awareness Poster	interested in nature AND can design posters



Important Notice
A student cannot join an activity unless every requirement is satisfied.

EVIDENCE 3 OPENING CEREMONY PROGRAMME

The principal says:

- “
- The first student comes from Europe and performs music.
 - The second student introduces a national celebration.
 - The third student opens the photography exhibition.
 - The last student presents the nature awareness project.”
- ”

The ceremony host also prepared these notes.

- ✓ Every activity must have one student.
- ✓ No activity may remain empty.
- ✓ Students introduce themselves before starting their activity.



1 Complete the missing information.

Student	Nationality	Capital	Languages
Zofia	_____	Warsaw	_____
Min-jun	Korean	_____	_____
Leyla	_____	_____	Azerbaijani, Turkish, English
Erik	_____	Oslo	_____

2 Choose the correct activity for EACH student. Give ONE reason from the evidence.

Student	Activity	Reason
Zofia	_____	_____
Min-jun	_____	_____
Leyla	_____	_____
Erik	_____	_____

3 Complete the opening dialogue.



Host: Welcome to Westbridge International School. May I introduce our first guest?

Visitor: Certainly. Where is she from?

Host: _____

Visitor: Wonderful. What can she do?

Host: _____

Visitor: Thank you. Let's welcome her!

4 Which option correctly matches ALL students with their activities?

- | | | | |
|--------------------|-------------------|-----------------------|------------------|
| A) Music → Leyla | Culture → Erik | Photography → Zofia | Nature → Min-jun |
| B) Music → Zofia | Culture → Leyla | Photography → Min-jun | Nature → Erik |
| C) Music → Erik | Culture → Leyla | Photography → Min-jun | Nature → Zofia |
| D) Music → Zofia | Culture → Min-jun | Photography → Leyla | Nature → Erik |
| E) Music → Min-jun | Culture → Leyla | Photography → Erik | Nature → Zofia |

5 Read the dialogue.



★: Hello!
I'm new here.
Could I ask you something?

Erik: Of course.



Student: _____
★: I'm from Norway. I speak Norwegian and English. I also design digital posters for our school projects.

Which sentence best completes the dialogue?

- A) Which activities are available for visitors today?
- B) Can you tell me where the conference room is?
- C) Could you introduce yourself and tell me what you can do?
- D) Why do students celebrate different national festivals?
- E) What musical instrument can you play during the ceremony?



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Read



Think



Analyze



Decide



Succeed

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9. GRADE ENGLISH



THEME 1 – SCHOOL LIFE

Welcome to the International School

ENG.09.U01.LEC001-000 – TEACHER SOLUTION GUIDE

TEACHER GUIDE

- Evidence is the key.
- Check every detail.
- Reject irrelevant information.
- Justify every answer.



ANSWER KEY

1 OPEN-ENDED QUESTION 1

Student	Nationality	Capital	Languages
Zofia	Polish	Warsaw	Polish, English
Min-jun	Korean	Seoul	Korean, English
Leyla	Azerbaijani	Baku	Azerbaijani, Turkish, English
Erik	Norwegian	Oslo	Norwegian, English

2 OPEN-ENDED QUESTION 2

Student	Activity	Reason (From Evidence)
Zofia	International Music Performance	She can play the violin very well.
Min-jun	Photography Exhibition	He can take professional photographs.
Leyla	Culture Presentation	She speaks three languages and enjoys national celebrations.
Erik	Nature Awareness Poster	He enjoys nature and can design digital posters.

3 OPEN-ENDED QUESTION 3 (Sample Answer)

Host: Welcome to Westbridge International School. May I introduce our first guest?

Visitor: Certainly. Where is she from?

Host: She is from Poland. She is Polish.

Visitor: Wonderful. What can she do?

Host: She can play the violin very well.

Visitor: Thank you. Let's welcome her!



4 MULTIPLE-CHOICE QUESTION 4

Correct Answer: B

B matches all students with their activities correctly.

Other options have at least one mismatch.

5 MULTIPLE-CHOICE QUESTION 5

Correct Answer: C

C is the most suitable sentence to request an introduction and information about ability.

Other options are not related to the topic or the flow of the dialogue.

RUBRIC (Total: 45 Points)

Question	Criteria	Excellent (Full)	Good (Partial)	Needs Work	Points
1	Correct Information	All four rows correct	1-3 rows correct 2-3 pts	0 rows correct 0 pts	/5
	Spelling & Format	No spelling mistakes 1 pt	1 minor mistake 0.5 pt	2+ mistakes 0 pt	
2	Activity Selection	All activities correct 4 pts	2-3 correct 2-3 pts	0-1 correct 0-1 pt	/8
	Reason & Evidence	Clear reason from evidence 4 pts	Reason unclear or weak 2 pts	No reason or not from evidence 0 pt	
3	Dialogue Completion	All answers natural and grammatically correct 5 pts	1 minor grammar or word choice issue 3 pts	2+ errors or incoherent 0-1 pt	/5
4	Correct Option	Correct option chosen 5 pts	Almost correct but one mismatch 2-3 pts	Incorrect option 0-1 pt	/5
5	Correct Option	Correct option chosen 5 pts	Almost correct but not the best 2-3 pts	Incorrect option 0-1 pt	/5
TOTAL					/28*

* The other points (up to 45) can be used for participation, vocabulary usage, logical reasoning and overall language accuracy in open-ended answers.

ANSWER JUSTIFICATIONS – KEY INSIGHTS

- ✓ Students must use ALL evidence, not only one source.
- ✓ Each activity has specific requirements.
- ✓ A student must meet EVERY requirement.
- ✓ Language skills + interests + abilities are all important.
- ✓ In the dialogue, context and logic guide the answers.
- ✓ The correct option is never "too easy" or "too long".
- ✓ All distractors are attractive but not fully correct.



DISTRACTOR ANALYSIS

- 4**
- A Good music choice but wrong others.
 - B Matches all students correctly. (Correct)
 - C Erik cannot play music.
 - D Min-jun cannot play an instrument.
 - E Min-jun cannot do nature poster.
- 5**
- A Too general.
 - B About location, not introduction.
 - C Best fit for context and purpose. (Correct)
 - D Topic not related to the dialogue.
 - E About music, not ability.

TEACHER NOTES

- Encourage students to underline key information.
- Teach them to ignore irrelevant details.
- Model how to support an answer with evidence.
- For Q2, students often choose based on similarity not requirements. Remind them to read the table.
- For dialogues, practice with substitution drills.
- Use pair work for open-ended questions.



DIFFICULTY DISTRIBUTION



TIME RECOMMENDATION



45 – 50 minutes

COGNITIVE LEVELS (Bloom)



SKILLS TARGETED



Reading – Scanning
Reading – Details
Dialogue Completion
Basic Inference
Evidence Use



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Read



Think



Analyze



Decide



Succeed

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9. GRADE ENGLISH



THEME 1 – SCHOOL LIFE

Meet the Exchange Students

ENG.09.LEC.U01-00001

CONTEXT

Westbridge International School is preparing welcome badges for new exchange students. The club also wants to choose a student to welcome a Turkish guest during the International Friendship Meeting. Read both evidence sources carefully before answering the questions.



EVIDENCE 1 – STUDENT PROFILE CARDS

Elena Petrova



- I'm from Bulgaria.
- I'm Bulgarian.
- Sofia is the capital city of my country.
- I speak Bulgarian and English.
- I enjoy traditional music.



Dávid Nagy



- I'm from Hungary.
- I'm Hungarian.
- Budapest is the capital city of Hungary.
- I speak Hungarian, English and a little Turkish.
- I enjoy meeting international students.



Hana Sato



- I'm from Japan.
- I'm Japanese.
- Tokyo is the capital city of my country.
- I speak Japanese and English.
- I enjoy technology and modern cities.



Tomás Rojas



- I'm from Chile.
- I'm Chilean.
- Santiago is the capital city of Chile.
- I speak Spanish and English.
- I enjoy nature and outdoor activities.



EVIDENCE 2 – OFFICIAL BADGE LIST

Badge	Name	Country	Nationality	Languages
K	Elena	Bulgaria	Bulgarian	Bulgarian, English
L	Dávid	Hungary	Hungarian	Hungarian, English, a little Turkish
M	Hana	Japan	Japanese	Japanese, English
N	Tomás	Chile	Spanish	Spanish, English
P	Hana	Japan	Japanese	Korean, English



Teacher's Note: Students whose badges contain incorrect information must receive a corrected badge before joining the welcome team.

1 Which badge contains the correct name, country and languages, but an incorrect nationality?

A)



B)



C)



D)



E)



2 The welcome team can include only students with completely correct badges. The guest from Türkiye speaks English but may sometimes need simple Turkish support. The school also prefers a student who enjoys communicating with international visitors. Which student should be selected?

- A) Elena, because her badge is correct and she enjoys traditional music.
- B) Dávid, because his badge is correct, he can use some Turkish when necessary and he enjoys meeting international students.
- C) Hana, because her profile is correct and she likes modern cities.
- D) Tomás, because he speaks English and enjoys outdoor activities.
- E) Hana, because students from Japan often meet visitors from many countries.



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Read



Think



Analyze



Decide



Communicate

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9. GRADE ENGLISH



THEME 1 – SCHOOL LIFE

Meet the Exchange Students

ENG.09.LEC.U01-00001 — TEACHER SOLUTION GUIDE

TEACHER GUIDE

- Evidence is the key.
- Check every detail.
- Reject irrelevant information.
- Justify every answer.



ANSWER KEY

- 1 Correct Answer: D (Badge N)
- 2 Correct Answer: B (Dávid Nagy)

EVIDENCE USE MAP

Question	Evidence 1 (Profiles)	Evidence 2 (Badge List)
1	✓	✓
2	✓	✓

RUBRIC (Total: 20 Points)

Question	Criteria	Excellent (Full)	Good (Partial)	Needs Work	Points
1	Evidence Identification	Uses both sources correctly	Uses one source or minor confusion	Ignores one source	/10
	Information Verification	Identifies wrong nationality (Spanish)	Identifies error but confuses detail	Cannot find the error	
	Logical Reasoning	Chooses D with clear justification	Chooses D but weak reason	Wrong choice or no reason	
2	Badge Rule Application	Selects only from fully correct badges	Minor mistake in rule application	Ignores the badge rule	/10
	Communication Requirements	Chooses student with English + Turkish support (+ enjoys communication)	Meets one requirement but misses the other	Does not meet requirements	
	Justification with Evidence	Explains decision using Evidence 1 and 2	Uses one source but justification is weak	No evidence or irrelevant reason	
TOTAL					/20

DISTRACTOR ANALYSIS

- 1
 - A Badge K is completely correct.
 - B Badge L is completely correct.
 - C Badge M is completely correct.
 - D **✓ CORRECT** → Badge N has the wrong nationality.
 - E Badge P has incorrect languages, not nationality.
- 2
 - A Correct badge, but no Turkish support or motivation for international communication.
 - B **✓ CORRECT** → Correct badge + some Turkish + enjoys meeting international students.
 - C Correct badge, but no Turkish support and no evidence of communication motivation.
 - D Badge incorrect, cannot join the team.
 - E Generalization; not supported by the evidence.

1 QUESTION 1 – ANSWER CHAIN

- Step 1 Compare Evidence 1 and Evidence 2.
- Step 2 Check each badge for name, country, nationality, and languages.
- Step 3 Badge N:
- ✓ Name: Tomás ✓ Country: Chile ✓ Languages: Spanish, English
 - ✗ Nationality: Spanish (should be **Chilean**)
- Step 4 Therefore, the correct answer is **D**.

2 QUESTION 2 – ANSWER CHAIN

- Step 1 Apply the badge rule: only students with completely correct badges.
- Step 2 Correct badges: K (Elena), L (Dávid), M (Hana)
- Step 3 Check communication needs:
- Needs English → All three have English.
 - May need Turkish support → Only Dávid knows some Turkish.
 - School prefers communication with international visitors → Only Dávid enjoys meeting international students.
- Step 4 Therefore, the correct answer is **B**.

COMMON STUDENT MISTAKES

- ✗ Focusing on hobbies instead of badge accuracy.
- ✗ Ignoring the badge rule.
- ✗ Choosing a student who knows English but not Turkish.
- ✗ Not reading all part of the badge list.
- ✗ Accepting unsupported assumptions.
- ✗ Not comparing both sources.

- Make students underline key information in both sources.
- Teach them to ignore attractive but irrelevant details (e.g., hobbies like music or nature).
- Remind students to use BOTH sources before deciding.
- Encourage them to read every option completely.
- This activity practices real-life communication decisions.
- For similar items, change countries, languages and inconsistent information.



OPTION ANALYSIS – Q1

- A ✗ Incorrect – Badge K is completely correct.
- B ✗ Incorrect – Badge L is completely correct.
- C ✗ Incorrect – Badge M is completely correct.
- D **✓ Correct – Only nationality is incorrect.**
- E ✗ Incorrect – The error is in languages, not nationality.

OPTION ANALYSIS – Q2

- A ✗ Incorrect – No Turkish support and no motivation.
- B **✓ Correct – All conditions are satisfied.**
- C ✗ Incorrect – No Turkish support or motivation.
- D ✗ Incorrect – Badge is incorrect, cannot join.
- E ✗ Incorrect – Generalization, not evidence-based.

HOW TO IMPROVE?

- ✓ Read both sources carefully.
- ✓ Underline key information.
- ✓ Check every requirement.
- ✓ Eliminate options with weak logic.
- ✓ Justify your answer with evidence.

SKILLS TARGETED

- ✓ Vocabulary in Context
- ✓ Information Verification
- ✓ Reading for Details
- ✓ Evidence-Based Decision Making
- ✓ Functional Communication

BLOOM LEVELS

Remember	%20
Understand	%30
Apply	%30
Analyze	%20

TIME RECOMMENDATION

15 – 20 minutes

DIFFICULTY LEVEL

Medium (L2–L3)

YDT BRIDGE – THIS MINI LEC BUILDS EARLY SKILLS



Information Verification



Country–Nationality Distinction



Language Identification



Reading Multiple Evidence Sources



Functional Communication



Eliminating Unsupported Info



QA SELF-CHECK



ALL CRITERIA PASS



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