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جزوه خلاصه

راهنمای معلم انگلیسی ۳ پایه دوازدهم

ویژه آزمون استخدامی آموزش و پرورش ✓

پوشش دهی مباحث مهم و پرکاربرد به زبان ساده و روان ✓

با قابلیت مطالعه در کمترین زمان ممکن ✓



لینک های مفید آزمون استخدامی آموزش و پرورش

خرید سوالات مشترک آموزش و پرورش	سوالات رایگان آموزش و پرورش با پاسخنامه
خرید سوالات شب آزمون آموزش و پرورش	خرید درسنامه مشترک آموزش و پرورش
جزوات مشترک آموزش و پرورش	منابع آزمون
فایل اطلاعات آزمون	اخبار آزمون
	شبکه های اجتماعی ایران عرضه (فایل های رایگان + تخفیفات هفتگی + اخبار)

(برای مشاهده هر بخش روی آن بزنید )

Lesson 1: Sense of Appreciation

First in every lesson you should learn general objectives which:

This lesson focuses on educating students about the theme of 'Sense of Appreciation.' It emphasizes the importance of kindness, helping others, and respecting elders. Additionally, it highlights the value of caring for one's parents and heeding their advice.

The Title Page Part:

Title Page gives some factual information to students about 'sense of appreciation' and its important role in improving the quality of life.

The Impact Page Part:

It gives general overview of the lesson's theme, highlighting ways people can improve their quality of life by spending meaningful time with family and friends. It emphasizes the importance of gratitude toward parents and practicing kindness to others as key to enjoying life.

Get Ready Part:

In content it has three activities and aims at familiarizing students with the theme of the lesson. It also aims at reviewing previously-learned words or presenting some new words related to the theme of the lesson.

Conversation Part:

The primary purpose of Conversation is to offer learners understandable input and prepare them to generate understandable output. It also serves as a context for introducing new vocabulary or expressions and helps students recognize grammatical structures, such as active and passive voice, used in the lesson.

The cycle of SBI:

Metacognitive listening instruction is a practice-based model of teaching listening. The effectiveness of this model on Iranian language learners' development of listening comprehension has been verified (Rahimi & Katal, 2013).

In this cycle Pedagogical stages and Metacognitive processes are described:

Metacognitive processes:

- Planning and directed attention
- Monitoring, evaluation, planning and selective attention
- Selective attention, monitoring, evaluating and problem solving
- Selective attention, monitoring and problem-solving
- Evaluation, planning
- Monitoring, evaluation and problem solving

Pedagogical stages:

Planning/predicting stage: Students are informed about the topic and the type of the text they are going to hear. This was done by providing students with texts, pictures, or discussions. After students got enough information about what they were going to hear, they were asked to predict and write down what words and phrases they might hear and what information might be presented to them. This step was done through brainstorming, students' collaborative interaction, and teachers' scaffold.

First listen: First verifications stage: After completing their predictions, they listened to the text for the first time. As they listened, they were asked to highlight their predicted words, phrases, and information if they were mentioned in the text as well as adding any other information they understood from the listening task.

Second listen: Second verification stage:

Students listened to the text for the second time. This time they focused on details and what they did not succeed to understand during the first listening phase. They were asked to write down more detailed information and answer questions presented in the book.

Third listen: Final verification stage : Students listened to the text for the third time to verify their understanding of the text and also to get the information they might have missed.

Reflection stage: Students reflected on their experience in listening activity and shared their ideas about the task and the strategies that helped them to comprehend better

New Words and Expressions Part:

Content has three parts and this part makes students familiar with new words and expressions of Reading. It also provides students with some chances to practice what they have learned.

Reading Part:

The primary purpose of reading is to provide learners with comprehensible input, enabling them to extract and construct meaning through interaction with written language. It serves as a context for practicing newly learned vocabulary and expressions, enhances awareness of grammatical structures (e.g., active/passive voice), and offers the enjoyment of reading a story in English.

Reading Comprehension Part:

Reading Comprehension aims at (a) checking students' understanding of the text and (b) practicing reading strategy known as 'question generation'.

Vocabulary Development Part:

Introducing 'collocation' as an important concept in language learning.

Grammar Part:

The primary goal of teaching grammar is to enable students to use language accurately, meaningfully, and appropriately. This approach shifts from traditional grammar analysis by

emphasizing a communicative perspective, recognizing that grammar encompasses three interconnected dimensions: (1) form (morphosyntax), (2) meaning (semantics), and (3) use (pragmatics). These dimensions, represented in Larsen-Freeman's framework, highlight that grammar is not just about rules but also about how language functions in communication.

See Also Part:

The aim of this part is teaching another grammatical point briefly and to the point.

Listening and Speaking Part:

The goal of this section is to equip students with speaking strategies to manage short English conversations effectively, specifically focusing on the use of tag questions as a grammatical structure.

Writing Part:

In this lesson, the focus of writing is to help students understand and differentiate between compound sentences and simple sentences. The goal is for students to both comprehend and produce these sentence types with ease.

What you learned Part: The What You Learned section focuses on offering students fluency activities, allowing them to integrate and apply all the knowledge and skills they have acquired throughout the lesson.

Lesson 2: Look it Up!

General Objectives of this lesson:

- Familiarizing students with the theme 'how to use dictionaries'
- Making students aware of the value of reference books such as dictionaries, encyclopedias, and thesauruses.
- Informing students of different types of dictionaries and the way they can use them for academic purposes such as learning a foreign language.

The Title Page Part:

Title Page gives some factual information to students about 'dictionaries'.

The Impact Page Part:

The text provides an overview of the lesson's theme and highlights how various types of dictionaries can be utilized by language learners or anyone seeking information about words in a language.

Get Ready Part:

Get Ready aims at familiarizing students with the theme of the lesson. It also aims at presenting some new words related to the theme of the lesson.

Conversation Part:

The primary purpose of conversation is to offer learners understandable language input and prepare them to generate understandable output. Additionally, it serves as a context for introducing new vocabulary and expressions.

New Words and Expressions Part:

This part makes students familiar with new words and expressions of Reading. It also provides students with some chances to practice what they have learned.

Reading Part:

The primary function of reading is to provide learners with understandable input, helping them extract and construct meaning through interaction with written language. It also serves as a context for practicing newly learned words/expressions, increases awareness of lesson structures (e.g., relative pronouns), and teaches students how to use a dictionary effectively.

Reading Strategies:

In this lesson students learn 'highlighting important information' while reading a text. This can be done by highlight markers or colored pencils/pens.

How to highlight:

- Teach students tips on how to highlight.
- Do not use one single-colored highlighter
- Instead, try using several different colors
- Assign each color a specific purpose
- This creates a color coding system
- Therefore, making your materials easier to understand and learn

Reading Comprehension Part:

Reading Comprehension aims at (a) checking students' understanding of the text and (b) practicing reading strategy 'highlighting'.

Vocabulary Development Part:

Introducing the importance of 'word part families' as well as 'word attack' as an efficient technique in figuring out the meaning of unknown words.

Grammar Part:

The primary goal of teaching grammar is to enable students to use language accurately, meaningfully, and appropriately. This approach shifts from traditional grammar analysis by emphasizing a communicative perspective, recognizing that grammar encompasses three key dimensions: (morpho) syntax, semantics, and pragmatics. These dimensions are represented in Larsen-Freeman's framework as form, meaning, and use, which together provide a comprehensive understanding of grammar in communication.

See Also Part:

The aim of this part is teaching another grammatical point briefly and to the point.

Listening and Speaking Part:

The goal of this section is to enable students to manage short English conversations by applying appropriate speaking strategies related to the grammatical structure "Conditional Sentence Type II."

Writing Part:

This lesson focuses on teaching students the concept and structure of a paragraph. Students will learn to identify different types of paragraphs, locate topic sentences, and write topic sentences for various topics.

Hint Part: Reminds students that the topic sentence is usually the first or sometimes the last sentence, but it can be any sentence in the paragraph.

Essential Elements of a Paragraph:

There are four essential elements that an effective paragraph should consistently contain: unity, coherence, a topic sentence, and sufficient development.

Unity: A paragraph should maintain unity by focusing on a single idea, point, or argument. It should avoid introducing new or unrelated ideas. If sentences start to stray from the main topic, it's time to begin a new paragraph.

Coherence: Coherence, or the flow of writing, ensures that readers can easily understand the main idea. To achieve this, the topic sentence should introduce the main idea, and each subsequent sentence should logically build upon it. After writing, reviewing the paragraph aloud helps confirm that ideas are clearly and logically presented, resulting in a coherent paragraph.

Topic Sentence: The topic sentence is the key part of a paragraph, as it summarizes the main idea and "hooks" the reader to continue reading. It provides a general overview, giving the reader a clear sense of what the paragraph will discuss.

Sufficient Development: Once your paragraph has a topic, it's crucial to develop it fully. Avoid restricting yourself to a fixed number of sentences; instead, ensure the paragraph is an appropriate length to thoroughly explain the main idea. A well-developed paragraph should leave no unanswered questions. To achieve this, include examples, citations, definitions, descriptions, analysis, and organized ideas.

What you learned Part:

What You Learned aims at providing students with 'fluency activities' and giving students the opportunity to put together whatever they have learned in this lesson.

Lesson 3: Renewable Energy

General Objectives of this lesson:

- Familiarizing students with the theme 'renewable energy'.
- Making students aware of the value of the natural resources of the earth and the way people can keep them for the future generations.
- Informing students of different types of clean energy resources, the way they are produced, and their advantages over fossil fuels.

The Title Page Part:

Title Page gives some factual information to students about 'renewable and clean energies'.

The Impact Page Part:

It provides an overview of the lesson's theme, highlighting how the use of fossil fuels contributes to environmental pollution and health issues. Through a series of images, it guides students to recognize the importance of green spaces and natural resources, with the final picture emphasizing their value.

Get Ready Part:

Get Ready aims at familiarizing students with the theme of the lesson. It also aims at presenting some new words related to the theme of the lesson, renewable energies.

Conversation Part:

The primary purpose of conversation in learning is to offer learners "comprehensible input" and prepare them to generate "comprehensible output." Additionally, it serves as a context for introducing new vocabulary and expressions.

Top-Down and Bottom-Up Listening Practices:

Bottom-up processing helps students recognize forms of a language (lexical and pronunciation features). To develop bottom-up processing, students could be asked to:

- distinguish individual sounds, word boundaries, and stressed syllables
- identify thought groups
- listen for intonation patterns in utterances
- identify grammatical forms and functions
- recognize contractions and connected speech
- recognize linking words

Top-down processing relies on prior knowledge and experience to build the meaning of a listening text. To arrive at a meaning of a text, the listeners draw on their schemata. Top-down listening skills include:

- listening for gist, main ideas, topic, and setting of the text
- listening for specific information
- sequencing the information
- prediction
- guessing

- inferencing

New Words and Expressions Part:

This part makes students familiar with new words and expressions of Reading. It also provides students with some chances to practice what they have learned.

Reading Part:

The main purpose of reading is to provide learners with comprehensible input, helping them extract and construct meaning through engagement with written language. It also serves as a context for practicing new vocabulary and expressions, while increasing awareness of specific grammatical structures, such as passive voice with modals, introduced in the lesson.

Reading Comprehension Part:

Reading Comprehension aims at (a) checking students' understanding of the text and (b) practicing reading strategy 'note taking'.

Vocabulary Development Part:

Introducing 'Proverb' as an important component in language learning.

Grammar Part:

The primary goal of teaching grammar is to enable students to use language accurately, meaningfully, and appropriately. This is achieved by applying Larsen-Freeman's three components—form, meaning, and use—as outlined in her pie chart, which are integrated into the grammar instruction in Vision 3.

See Also Part:

The aim of this part is teaching another grammatical point briefly and to the point.

Listening and Speaking Part:

The aim of this section is to help students receive further focus and practice on the use of past perfect tense while listening to three conversations and to help them produce sentences containing this structure appropriately.

Writing Part:

Writing aims at helping students be familiar with 'supporting sentences' and 'concluding sentence'. The students are expected to distinguish them in a paragraph and also be able to write them for any topic.

Process of Writing a Paragraph:

- 1 - Compose your topic sentence. Think of a topic and a controlling idea that will narrow the topic enough to support it well in one paragraph.
- 2 - Brainstorm supporting ideas. Choose 2 - 6 supporting ideas that do a good job supporting your topic sentence.
- 3 - Write your paragraph in topic outline form as follows. Don't actually write sentences in the outline, except for the topic sentence.

What you learned Part:

What You Learned aims at providing students with 'fluency activities' and giving students the opportunity to put together whatever they have learned in this lesson.