

## جزوه خلاصه

# راهنمای معلم انگلیسی ۲ پایه یازدهم کد ۱۱۳۶۰

- ✓ ویژه آزمون استخدامی آموزش و پرورش
- ✓ پوشش دهنده 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: Understanding People

First in every lesson you should learn general objectives which in this lesson consists of:

- Familiarizing students with the theme 'Understanding People'
- Making students aware of the value of 'language' in the process of communication.
- Informing students of the importance of knowing and learning foreign languages.

In each lesson we have Gantt chart; this chart explains how to use a Gantt chart as a tool for project management and lesson planning. This approach is designed to stimulate discussion, gauge student interest, and prepare them for the lesson in an interactive and time-efficient manner:

1. Reading and Reflection
2. Sharing Opinions
3. Clarifying Understanding
4. Optional Use of Persian

### Content part:

gives general background on the theme of the lesson. It also familiarizes students with different realizations of language and the possible means of communication: signs, body language, and written/oral symbols. Then students look at the pictures for 1 or 2 minutes and then you should ask them some questions.

### Get Ready Part:

This section outlines the content, objectives, and teaching procedure for the "Get Ready" part of the lesson, which includes three activities

## Conversation Part

This section describes the Conversation page and its components, along with the objectives and teaching procedure. This approach ensures students are prepared to comprehend the dialogue, learn new language elements, and focus on the grammatical structure in a meaningful context.

## Listening Part

This stage aims to prepare learners for listening by using activities that focus on the content or language of the text which include:

Phase 1. Pre-listening - Phase 2. Listening - Phase 3. Post-listening

## New Words and Expressions Part:

This section aims to familiarize students with new words and expressions from the reading material while providing opportunities to practice what they have learned. This approach combines visual, auditory, and practice-based learning to enhance vocabulary acquisition and pronunciation skills.

## Reading part:

The main function of Reading is providing learners with 'comprehensible input'. Therefore, this part aims at helping students extract and construct meaning through interaction and involvement with written language. Which include:

Phase 1. Pre-reading - Phase 2. While-reading - Phase 3. Post-reading

## Reading Strategies:

In this section, students learn to use reading strategies, which are consciously chosen actions that enhance effective processing and comprehension during reading tasks (Efler & Finkbeiner, 2007). These strategies include mental processes for tackling reading tasks (Cohen, 1986), comprehension techniques to make sense of texts (Brantmeier, 2002),

deliberate actions to address cognitive challenges (Mokhtari & Reichard, 2002), and activities aimed at constructing meaning (Kletzien, 1991).

### **Vocabulary Development Part:**

Research indicates that vocabulary can be acquired through both incidental learning and deliberate instruction. Effective vocabulary teaching involves explaining how words are formed and how they relate to one another, including concepts like parts of speech, affixation, collocation, proverbs, idiomatic meanings, and relationships such as synonyms, antonyms, and homophones. To ensure retention, vocabulary instruction should be consistently reinforced through practice and exposure to the language.

### **Grammar Part:**

The main goal of teaching grammar is helping “students use the language accurately, meaningfully, and appropriately” (Larsen-Freeman, 2014, p. 258). As a result a major departure from some traditional analyses of English grammar “with attempting to view grammar with a communicative end in mind, is the recognition that grammar is not merely a collection of forms but rather involves the three dimensions of what linguists refer to as (morpho) syntax, semantics, and pragmatics” (Larsen-Freeman, 1990, p. 4).

The teacher is recommended to follow the 3-dimensional model of teaching grammar based on communicative framework (Celce-Murcia and LarsenFreeman, 1990, p. 4): 1- form wedge 2- semantic wedge 3- Pragmatic wedge

### **Speaking Part:**

The aim of this part is to help students handle short conversations in English by using appropriate speaking strategies associated with the taught grammatical structure, ‘countable and uncountable nouns’.

### **Pronunciation Part:**

Pronunciation aims at presenting ‘stress patterns of ten and teen numbers’. The students should be able to both recognize and produce these patterns in oral conversations.

## Writing Part:

Writing aims at helping students move from letters and words to meaningful sentences and thus becoming familiar with components of English sentences. In this lesson, Writing aims at helping students understand the structure of simple sentences as well as being able to write them.

# Lesson 2: A Healthy Lifestyle

## General Objectives of this lesson

This text focuses on educating students about the theme of "A Healthy Lifestyle." It aims to raise awareness about the benefits and importance of adopting healthier habits, emphasizing how a healthy lifestyle contributes to a longer, happier life. The goal is to inform and inspire students to prioritize their well-being.

## The Gantt Chart of the Lesson

This text explains how a Gantt chart, a tool commonly used in project management, can be adapted for educational purposes, such as creating a quick lesson plan. The Gantt chart displays activities (tasks or events) against a timeline, with activities listed on the left and a time scale along the top.

## The Title Page Part:

Its aim is to give some factual information to students about topic and the procedure is to ask students to read the facts one by one.

## The Impact Page Part:

Its Objective is giving general background on the theme of the lesson; familiarizing students with lifestyles of different people and what they do to improve or damage their health.

## Get Ready Part:

It aims at reviewing previously-learned words or presenting some new words related to the theme of the lesson.

### **Conversation part:**

Conversation serves as a context for introducing new vocabulary and expressions, while also helping students become aware of grammatical structures, such as the present perfect tense, used in the lesson.

Then you have to work on Conversation. As Conversation is primarily a listening task, one possible way to teach it is using the three-phase cycle of **pre-listening, listening, and post-listening**.

### **New Words and Expressions Part:**

New Words and Expressions has 3 parts which 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. The procedure for teacher is going through each part and present the words using appropriate techniques.

### **Vocabulary Learning Strategies (VLSs)**

Vocabulary Learning Strategies (VLSs) are techniques students use to learn new words more efficiently and retain them longer.

### **Reading Part**

The primary purpose of the Reading section is to offer learners comprehensible input, which helps them understand and process language effectively. Additionally, it serves as a context for practicing newly acquired vocabulary and expressions and increases students' awareness of grammatical structures, such as the present perfect tense, introduced in the lesson.

One common model of teaching reading is using the three-phase cycle of **pre-reading, while-reading, and post-reading**.

### **Vocabulary Development Part:**

Introducing the concepts of suffixes/prefixes and listing some of the most frequent suffixes/prefixes of English language.

### **Grammar Part:**

The main goal of teaching grammar is helping “students use the language accurately, meaningfully, and appropriately” (Larsen-Freeman, 2014, p. 258). As a result, the three components of Freeman’s pie chart will focus on form, meaning, and use (Laren-Freeman, 2014, p. 258). The procedure of teaching includes 3 stages: 1- **form wedge** 2- **semantic wedge** – 3- **Pragmatic wedge**

### **Listening and Speaking Part:**

The aim of this part of the lesson is to equip students with the ability to engage in short conversations in English by using appropriate speaking strategies tied to the present perfect tense.

This approach ensures that students not only understand the grammatical structure of the present perfect tense but also learn how to use it effectively in everyday conversations.

### **Pronunciation Part**

It aims at presenting ‘the stress pattern of warnings and orders’. The goal is for students to not only recognize the speaking patterns but also to produce them actively in oral conversations.

### **Writing Part:**

This lesson focuses on teaching students the structure, functions, and types of gerunds in English. By understanding this common grammatical structure, students will improve their ability to write more naturally. The lesson aims to help students identify the types and usages of gerunds and differentiate them from the progressive tense, ensuring they master this important aspect of English grammar.

**Hint** deals with introducing two similar structures which might be confusing for students.

### What you learned Part:

It focuses on offering students fluency activities that allow them to practice and integrate everything they have learned. It aims to help students consolidate their knowledge and apply it effectively in a practical context.

## Lesson 3: Art and Culture

### General Objectives of this lesson:

This text focuses on introducing students to the theme of 'Art and Culture', emphasizing its significance. It aims to make students aware of the value of art in life and highlight the importance of art and culture in understanding the world and fostering communication with others.

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### The Title Page Part:

It has four interesting facts about the main theme of this lesson and gives some factual information to students about 'art'.

### The Impact Page:

This section provides general background on the lesson's theme and introduces students to various types of fine/visual art, with a particular focus on Persian art.

### Get Ready Part:

This part aims to introduce students to the theme of the lesson while reviewing previously learned vocabulary or introducing new words related to the topic.

## Conversation Part:

The main purpose of the Conversation is to provide learners with comprehensible input, introduce new words or expressions, and help students become aware of the grammatical structure (e.g., conditional sentence type I) being taught in the lesson.

Conversation part includes 3 phases:

**Phase 1. Pre-listening - Phase 2. While-Listening - Phase 3. Post-listening**

## New Words and Expressions Part:

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

## Reading Part:

The primary purpose of reading is to offer learners 'comprehensible input' and serve as a context for practicing new vocabulary and expressions. It also helps students understand specific grammatical structures, such as conditional sentence type I, and provides factual knowledge about art, culture, and society.

A common model (three-phase cycle) in this part is used which are: **pre-reading, while-reading, and post-reading**

## Reading Strategies

In this lesson, students learn to identify reference words (e.g., pronouns) used in texts to avoid repetition and develop ideas.

## Reading Comprehension:

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

## Grammar:

The primary objective of teaching grammar is to enable students to use language with accuracy, meaningfulness, and appropriateness. Larsen-Freeman's framework emphasizes three key components: form, meaning, and use, which are essential for effective language learning.

The teacher is recommended to follow the 3-dimensional model of teaching grammar based on communicative framework.

### **1 - Form wedge 2 - Semantic wedge 3 - Pragmatic wedge**

#### **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 suitable speaking strategies linked to the grammatical structure being taught.

#### **Pronunciation Part:**

The focus of pronunciation is to teach the intonation pattern of "conditional sentence type I." Students should learn to both identify and use this intonation contour effectively in spoken conversations.

#### **Writing Part:**

This lesson focuses on teaching students the structure, functions, and types of infinitives in English. A solid understanding of this common grammatical structure will help students write more naturally. The goal is for students to master infinitives by identifying their types and usages. The teaching procedure involves the teacher explaining definitions and relevant information, followed by guiding students through exercises.

**Hint** deals with two important points.