



دانشگاه علوم پزشکی تبریز  
دانشکده پیراپزشکی

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Lesson plan for the general English courses in Tabriz University of Medical Sciences

In the name of God

General English in Tabriz University of Medical Sciences is a 3- credit course Offered in the first Semesters to undergraduate Students. the Given the fact that the way English is being taught , at junior & senior high schools , with little systematicity and with methods of teaching varying virtually from one teacher to another , coupled with the way English is generally conceived of at high schools i.e., just a textbook to be mastered in order for the students to do well on the nationwide University Entrance Exam, and the testwise teaching and learning that ensues from this misconception ultimately leads to having English classes with the first – semester students, where not only don't the majority have a working understanding of language learning and using, but they have also been led to misunderstand what language in general is used for.

Thus a lot of effort is directed at the disillusionment of the students , and demonstrating that English , like any other language , is primarily a skill ( and not a science textbook) which can be best mastered by over-learning and constant practice . Basic concepts of English sentence structure , compared and contrasted with Farsi, along with pronunciation patterns, contrasted with phonological patterns of Farsi, are presented to the students in the first 6 hours of the semester.

During this 6-hour period students are required to manipulate such structures to make simple sentences for what they might mean, both as home work and in the form of impromptu sentences, collaboratively produced in the class, while pronunciation deviation is being tolerated but not neglected.

Having had these practices, the students are supposed to be in a better position to tackle intermediate level texts in their text books (Intermediate comprehension Passages), while the difficult or rather confusing words have already been isolated or practiced through choral and individual repetitions (for accurate pronunciation), and contextualized with their common collocations, with students encouraged to make spontaneous sentences , drawing on what has been presented in the first 6 hours , with the clues that the teacher provides .

Checking home work :

The textbook introduced for this course is mostly the “intermediate comprehension passages” by Donn Byrne. However, different number of units is covered in different majors, and supplements are also added depending on the English language competence presumed on the part of the students.

{ All students are asked to write comprehension questions on the passages, together with a summary in their own words }

The Students are asked to read aloud (with correct pronunciation) portions of the passage, and provide a brief summary of what they've just read. Then, they are supposed to orally answer the questions their classmates ask on the portion they have read.

The oral summary of the whole passage is basically done by the volunteers, and students are also required to ask and answer questions on the passage, in an effort to ensure that they will all read the passage before coming to class.

Evaluation:

- 1) preparation for class activities 2 points
- 2) midterm exam : 6 points
- 3) final exam : 10 points
- 4) Eliciting the newly – presented structures, having provided the context and the vocabulary required to do the task.
- 5) Assigning sentence- making practice for – the following session

<b>Objective activities and goals</b> Teacher's and students' activities and what the students will be expected to do/know after the session:	<b>Overall goals for the students</b>	<b>Session</b>
<p>1-(Teacher) outlining English sentence structure and its differences with Farsi, together with an overview of tenses in English</p> <p>2- Providing ample examples to contextualize the tenses , drawing mostly on immediate class room context , and other tangible topics .</p> <ol style="list-style-type: none"> <li>1. (Students) Know the fundamental structural differences between Farsi and English which underlie sentence formation in English</li> <li>2. understand and produce simple present and present progressive tenses together with their main uses</li> <li>3. actively contribute to contextualized sentence formation practices with the tenses, drawing mostly on immediate class room context.</li> </ol>	<p>Awareness of the basic structural differences between Farsi and English</p>	<p>۱</p>
<p>Teacher 1) Checking students' sentences ; one student at a time reads a sentence of their choice , with others judging which tense it is, or what possible problems it has together with collaborative suggestions for the correction.(Incidentally, some high – frequency errors are singled out for detailed explanation, &amp;students are encouraged to write them down in a special – notes notebook , for ease of subsequent reference.</p> <p>2) Teaching past simple , past continuous and past perfect.</p> <p>3) Providing contextualizing examples for the tenses in isolation and in connection with numerous cross –references to the previous ones to maximize their perception of the functioning of the tenses in combinational forms.</p> <p>4) Assignments for the following session</p> <p>(Students)1. Literally translate sample Persian sentences to English, trying to avoid the pitfalls , previously explained .</p>	<p>Checking the _ sentences from the previous session to be in a better position to combine the content of the new lesson with what they have already been taught</p>	<p>۲</p>
<p>Teacher: 1) Checking the assignments in the way delineated above</p> <p>2) Teaching linking verbs and their varieties with adequate examples &amp; eliciting some in controlled sentences.</p> <p>3) Teaching pronunciation patterns in English, contrasting it with those in Farsi , through raising students' consciousness to obvious differences in the pronunciation of common words which are thought to foster retention and recall in future.</p> <p>4) Listing the words for the first passage (1) of the book, and practicing their pronunciation in the light of the rules just presented.</p> <p>5) Isolating the words and explaining their meanings in other contexts and asking students to use the words the models presented.</p>	<p>Learning the linking verbs and awareness of the pronunciation patterns in English and their sharp contrasts with Farsi</p>	<p>۳</p>

<p>Students: Active contribution and accompanying the teacher in the steps above</p> <p>6) Homework assignments :</p> <p>a) Reading passage one &amp; doing the comprehension questions .</p> <p>b) Writing a summary on passage one c) Preparing for oral summary</p> <p>d) writing comprehension questions of their own on the passage .</p>		
<p>1) Checking the assignments</p> <p>a) each student reading a portion &amp; providing a summary on passage one.</p> <p>b) other students asking questions on the portion. c) collecting a few written summaries at random d) having a few student ask &amp; answer comprehension questions of their own on passage (1) e) having a few students read out the comprehension questions of the book</p> <p>2) Listing the new or confusing words for the passage 2 followed by their choral / individual repetitions</p> <p>3) teaching grammar unit one "manage to" 4) teaching the phonetic alphabet</p> <p>5) If time allows , one or two anonymous summaries are reviewed together with suggestions on correction upon noticing malformed structures</p> <p>6) Homework assignments : a) reading the passage &amp; doing the related comprehension questions, and gr. exercises b) writing a summary</p> <p>c) preparing for the oral summary d) writing comprehension questions on the passage</p>	<p>Learning the phonetic alphabet, and checking what they have been asked to prepare for the session</p>	<p>۴</p>
<p>1) checking assignments a) students reading a portion of the passage two &amp; providing a summary on it. b) other students asking questions on the portion</p> <p>c) collecting a few written summaries at random d) having some students ask and answer questions of their own on passage (2) e) having students read out exercises of the book 2) Listing the new/confusing words for the next passage followed by their choral/individual practice to improve their pronunciation.</p> <p>3) teaching the new grammar "happen to"</p> <p>4) If time allows , one or two anonymous summaries are put on the board together with suggestions on correction upon noticing malformed structures</p> <p>5) Homework assignments : a) reading the passage &amp; doing the related comprehension questions b) writing a summary on passage two</p> <p>c) preparing for the oral summary d) writing comprehension questions on the passage</p>	<p>Getting feedback on some summaries &amp; Practicing reading aloud and oral interaction by engaging in Question-answer on the passage Learning the new grammar and lexis</p>	<p>۵</p>
<p>1) checking assignments</p> <p>A) students reading a portion of the passage 3 &amp; providing a summary on it b) other</p>	<p>Getting feedback on some summaries &amp; Practicing reading</p>	<p>۶</p>

<p>students asking questions on the portion c) collecting a few written summaries at random d) having some students ask and answer questions of their own</p> <p>e) having students read out exercises of the book</p> <p>2) listing the new/confusing words for the passages four and five followed by their choral/individual practice to improve their pronunciation.</p> <p>3) teaching the new grammar “present tense and adverbs of frequency”</p> <p>4) If time allows , one or two anonymous summaries are put on the board together with suggestions on correction upon noticing malformed structures</p> <p>5) Homework assignments : a) reading the passages 4&amp;5 &amp; doing the related comprehension questions b) writing a summary c) preparing for the oral summary</p> <p>d) writing comprehension questions on the passages</p>	<p>aloud and oral interaction by engaging in Question-answer on the passage Learning the new grammar and lexis</p>	
<p>1) checking assignments</p> <p>A) students reading a portion of the passage 4&amp;5 &amp; providing a summary on them</p> <p>b) other students asking questions on the portions c) collecting a few written summaries at random d) having some students ask and answer questions of their own e) having students read out exercises of the book</p> <p>2) listing the new/confusing words for the passages 6&amp;7 followed by their choral/individual practice to improve their pronunciation.</p> <p>3) teaching the new grammar “Gerunds and a review on past perfect”</p> <p>4) If time allows , one or two anonymous summaries are put on the board together with suggestions on correction upon noticing malformed structures</p> <p>5) Homework assignments : a) reading the passages 6&amp;7 &amp; doing the related comprehension questions b) writing a summary on the two passages</p> <p>c) preparing for the oral summary d) writing comprehension questions on the passages</p>	<p>Getting feedback on some summaries &amp;Practicing reading aloud and oral interaction by engaging in Question-answer on the passage Learning the new grammar and lexis</p>	<p>V</p>
<p>1) checking assignments A) students reading a portion of the passages6 &amp;7 followed by providing a summary on it b) other students asking questions on the portions c) collecting a few written summaries at random d) having some students ask and answer questions of their own e) having students read out exercises of the book</p> <p>2) listing the new/confusing words for the passages four and five followed by their choral/individual practice to improve their pronunciation.</p> <p>3) teaching the new grammar “different uses of ‘quite’ and ‘in order to ”</p> <p>4) If time allows , one or two anonymous summaries are put on the board together with suggestions on correction upon noticing malformed structures</p> <p>5) Homework assignments : a) reading the passages 6&amp;7 &amp; doing the related comprehension questions b) writing a summary c) preparing for the oral summary</p> <p>d) writing comprehension questions on the passages</p>	<p>Getting feedback on some summaries &amp;Practicing reading aloud and oral interaction by engaging in Question-answer on the passage Learning the new grammar and lexis</p>	<p>Λ</p>

<p>1) checking assignments A) students reading a portion of the passages 6 &amp; 7 followed by providing a summary on it b) other students asking questions on the portions c) collecting a few written summaries at random d) having some students ask and answer questions of their own e) having students read out exercises of the book</p> <p>2) listing the new/confusing words for the passages 8&amp;9 followed by their choral/individual practice to improve their pronunciation.</p> <p>3) teaching the new grammar "sensory verbs "</p> <p>4) If time allows , one or two anonymous summaries are put on the board together with suggestions on correction upon noticing malformed structures</p> <p>5) Homework assignments : a) reading the passages 8&amp;9 &amp; doing the related comprehension questions b) writing a summary c) preparing for the oral summary</p> <p>d) writing comprehension questions on the passages e) reminding the students of the midterm exam</p>	<p>Getting feedback on some summaries &amp; Practicing reading aloud and oral interaction by engaging in Question-answer on the passage Learning the new grammar and lexis</p>	<p>9</p>
<p>Session Ten: 1) Answering the questions on the passages and the grammar</p> <p>2) Giving the midterm exam</p>		<p>10</p>
<p>1) checking assignments A) students reading a portion of the passages 8&amp;9 followed by providing a summary on them b) other students asking questions on the portions c) collecting a few written summaries at random d) having some students ask and answer questions of their own e) having students read out exercises of the book 2) listing the new/confusing words for the passage 10 followed by their choral/individual practice to improve their pronunciation. 3) teaching the new grammar "Modal auxiliaries, and ought to/should+have+p.p. "</p> <p>4) If time allows , one or two anonymous summaries are put on the board together with suggestions on correction upon noticing malformed structures</p> <p>5) Homework assignments : a) reading the passages 10 &amp; doing the related comprehension questions b) writing a summary c) preparing for the oral summary</p> <p>d) writing comprehension questions on the passage</p>	<p>Getting feedback on some summaries &amp; Practicing reading aloud and oral interaction by engaging in Question-answer on the passage Learning the new grammar and lexis</p>	<p>11</p>
<p>1) checking assignments A) students reading a portion of the passage 10 followed by providing a summary on it b) other students asking questions on the portion</p> <p>c) collecting a few written summaries at random d) having some students ask and answer questions of their own e) having students read out exercises of the book</p> <p>2) listing the new/confusing words for the passages 11&amp; 12 followed by their choral/individual practice to improve their pronunciation.</p> <p>3) teaching the new grammar "tense variations in using otherwise/or "</p> <p>4) If time allows , one or two anonymous summaries are put on the board together with suggestions on correction upon noticing malformed structures</p> <p>5) Homework assignments : a) reading the passages 11&amp;12 besides doing the related comprehension questions b) writing a summary c) preparing for the oral summary d) writing comprehension questions on the passages</p>	<p>Getting feedback on some summaries &amp; Practicing reading aloud and oral interaction by engaging in Question-answer on the passage Learning the new grammar and lexis</p>	<p>12</p>

<p>1) checking assignments A) students reading a portion of the passages11&amp;12 followed by providing a summary on it b) other students asking questions on the portions c) collecting a few written summaries at random d) having some students ask and answer questions of their own e) having students read out exercises of the book</p> <p>2) listing the new/confusing words for the passages 13&amp; 14 followed by their choral/individual practice to improve their pronunciation.</p> <p>3) teaching the new grammar "Direct and indirect objects and their order in sentences "</p> <p>4) If time allows , one or two anonymous summaries are put on the board together with suggestions on correction upon noticing malformed structures</p> <p>5) Homework assignments : a) reading the passages 13&amp; 14 and doing the related comprehension questions b) writing a summary c) preparing for the oral summary</p> <p>d) writing comprehension questions on the passages</p>	<p>Getting feedback on some summaries &amp;Practicing reading aloud and oral interaction by engaging in Question-answer on the passage Learning the new grammar and lexis</p>	<p>۱۳</p>
<p>1) checking assignments</p> <p>A) students reading a portion of the passages13&amp;14 followed by providing a summary on it b) other students asking questions on the portions</p> <p>c) collecting a few written summaries at random d) having some students ask and answer questions of their own e) having students read out exercises of the book</p> <p>2) listing the new/confusing words for the passages 15&amp;16 followed by their choral/individual practice to improve their pronunciation.</p> <p>3) teaching the new grammar " 'use to' in questions, negatives and positive sentences "</p> <p>4) the midterm questions are analyzed, remedial explanation is provided and why certain close distracters are wrong is also discussed</p> <p>5) Homework assignments : a) reading the passages 15/16 &amp; doing the related comprehension questions b) writing a summary c) preparing for the oral summary</p> <p>d) writing comprehension questions on the passages</p>	<p>Getting feedback on some summaries &amp;Practicing reading aloud and oral interaction by engaging in Question-answer on the passage Learning the new grammar and lexis. Getting feedback on the midterm questions</p>	<p>۱۴</p>
<p>1) checking assignments A) students reading a portion of the passages15&amp;16followed by providing a summary on it b) other students asking questions on the portions c) collecting a few written summaries at random</p>	<p>Getting feedback on some summaries &amp;Practicing reading aloud and oral</p>	<p>۱۵</p>

<p>d) having some students ask and answer questions of their own e) having students read out exercises of the book</p> <p>2) listing the new/confusing words for the passages 17&amp;18 followed by their choral/individual practice to improve their pronunciation.</p> <p>3) teaching the new grammar "summing up the discussion on auxiliary verbs and time references "</p> <p>4) If time allows , one or two anonymous summaries are put on the board together with suggestions on correction upon noticing malformed structures</p> <p>5) Homework assignments : a) reading the passages 17&amp;18 doing the related comprehension questions b) writing a summary c) preparing for the oral summary d) writing comprehension questions on the passages</p>	<p>interaction by engaging in Question-answer on the passage Learning the new grammar and lexis.</p>	
<p>1) checking assignments A) students reading a portion of the passages17&amp;18followed by providing a summary on it b) other students asking questions on the portions c) collecting a few written summaries at random</p> <p>d) having some students ask and answer questions of their own e) having students read out exercises of the book</p> <p>2) Teaching grammar " present perfect/continuous&amp; the passive voice)</p> <p>5) Homework assignments :</p> <p>a) doing the grammar exercises on the present perfect and passive voice</p>	<p>Learning two new tenses in English together with Passive voice</p>	<p>١٤</p>
<p>Introducing the hierarchy of textual elements in English with a particular focus on adjective clauses, and encouraging on-spot sentence making using these clauses with occasional reference to the earlier grammar like Passive voice. An over view of the significant grammar points studied.</p>	<p>Learning adjective clauses and their role in sentence production and comprehension</p>	<p>١٧</p>