

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



Hamadan University of Medical Sciences and Health Services  
Educational Deputy of the University  
Center for Studies and Development of Medical Sciences Education

## Lesson Plan: Theory of Clinical Immunology

Dear Colleagues,

As the teaching-learning process is one that cannot achieve its objectives without planning, it is essential to develop a lesson plan at the beginning of the educational process (as a roadmap and guide for instructors and students). Therefore, it is requested that esteemed instructors exercise utmost care in completing the lesson plan

- Course title: General English
- Instructor: Salva Kazemipour Khabazi
- Course coordinator: Salva Kazemipour Khabazi
- Head of Department: Dr. Seyyedeh Zahra Asghari
- Type and credit hours: Theory — 3 units; Practical — none specified
- Program & student level: Medicine / Basic Sciences
- Term/semester: Second semester
- Teaching location: Classroom, School of Medicine

Session schedule (24 sessions) — each session 90 minutes unless noted

| Session | Topic (Title)        | Behavioral objectives —<br>By the end of the session the student should be able to: | Learning domain      | Teaching method                                  | Duration   | Teaching aids                             | Assessment method        |
|---------|----------------------|---|----------------------|--|------------|---|--------------------------|
| 1       | Introduction session | 1. Analyze the importance of English for further studies and future                 | Cognitive & Attitude | Presentation; Small group discussion; Individual | 90 minutes | Computer; printed and PDF versions of the | Oral questioning; Online |

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|   |   | careers. 2. Complete the pre-test. 3. Based on pre-test results, become familiar with the course textbook and term/final assessment methods.  |           | pre-test; Feedback on course plan                   |            | textbook; smartphone; PowerPoint                            | MCQ pre-test   |
| 2 | Techniques for learning a foreign language                    | 1. Increase self-awareness and discuss learning techniques they use. 2. Compare different strategies and explain strengths/weaknesses. 3. Identify techniques suited to their personality and justify choices.  | Cognitive | Small group discussion                              | 90 minutes | Computer; textbook; questionnaire; whiteboard               | Questionnaire; Oral questioning  |
| 3 | Lesson 1 — First reading; Simple present & present continuous | 1. Individually read the first text and underline difficult/unknown words. 2. Read the text in groups and find English synonyms for difficult words. 3. Create short/long answer questions for paragraphs. 4. Identify examples of simple present and present continuous in the text. 5. Explain uses of simple present/present | Cognitive | Flipped; Small group discussion; PBL; Presentations | 90 minutes | Textbook; online dictionary; PowerPoint; internet resources | Oral reading aloud; reading written questions aloud; gap-fill or question formulation; MCQ; midterm/final exam |

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|   |  | continuous and produce correct spoken/written examples.  |           |  |            |  |   |
| 4 | Oral practice and exercises for Lesson 1 (first text)  | 1. Read the text with minimal pronunciation errors and give an oral summary. 2. Understand classmates' oral questions and answer correctly. 3. Answer oral questions about meanings and taught grammar.  | Cognitive | Integrative/Skill-based; PBL; Pair-work            | 90 minutes | Textbook ; audio files; PowerPoint                           | Oral Q&A  |
| 5 | Lesson 1 — Second text; Simple past & past continuous  | 1. Individually read the second text and underline difficult words. 2. Group reading to find synonyms. 3. Formulate short/long answer questions for paragraphs. 4. Identify examples of simple past/past continuous in the text. 5. Explain uses and produce correct examples. | Cognitive | Flipped; Small group discussion; PBL; Presentation | 90 minutes | Textbook ; online dictionary; PowerPoint; internet resources | Oral reading; gap-fill; MCQ; midterm/final exam |
| 6 | Oral practice and exercises for Lesson 1 (second text) | 1. Read the text with minimal pronunciation errors and give an oral summary. 2. Understand and answer classmates' oral questions. 3.   | Cognitive | Integrative/Skill-based; PBL; Pair-work            | 90 minutes | Textbook ; audio files; PowerPoint                           | Oral Q&A  |

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|   |  | Answer oral questions about vocabulary and grammar.  |           |  |            |   |   |
| 7 | Lesson 2 — First text; Simple future & future continuous | 1. Individually read the text and underline difficult words. 2. Group reading to find synonyms. 3. Create questions for paragraphs. 4. Identify examples of future simple/future continuous. 5. Explain their uses and produce examples. | Cognitive | Flipped; Small group discussion; PBL; Presentation | 90 minutes | Textbook; online dictionary; PowerPoint; internet resources | Oral reading; gap-fill; MCQ; midterm/final exam |
| 8 | Oral practice and exercises for Lesson 2 (first text)    | 1. Read correctly and present an oral summary. 2. Understand classmates' oral questions and answer correctly. 3. Answer oral questions on vocabulary/grammar.  | Cognitive | Integrative/Skill-based; PBL; Pair-work            | 90 minutes | Textbook; audio files; PowerPoint                           | Oral Q&A  |
| 9 | Lesson 2 — Second text; Present perfect                  | 1. Individually read and mark difficult words. 2. Group reading to find synonyms. 3. Create paragraph questions. 4. Identify present perfect examples. 5. Explain uses and provide correct examples.                                     | Cognitive | Flipped; Small group discussion; PBL; Presentation | 90 minutes | Textbook; online dictionary; PowerPoint; internet resources | Oral reading; gap-fill; MCQ; midterm/final exam |

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| <b>10</b> | Oral practice and exercises for Lesson 2 (second text) | 1. Read with correct pronunciation and give oral summary. 2. Understand and answer classmates' oral questions. 3. Answer oral vocabulary/grammar questions.  | Cognitive | Integrative/Skill-based; PBL; Pair-work            | 90 minutes | Textbook ; audio files; PowerPoint                           | Oral Q&A  |
| <b>11</b> | Lesson 3 — First text; Passive voice                   | 1. Individually read and mark difficult words. 2. Group reading to find synonyms. 3. Formulate paragraph questions. 4. Identify passive voice examples in the text. 5. Explain uses and produce spoken/written examples. | Cognitive | Flipped; Small group discussion; PBL; Presentation | 90 minutes | Textbook ; online dictionary; PowerPoint; internet resources | Oral reading; gap-fill; MCQ; midterm/final exam |
| <b>12</b> | Oral practice and exercises for Lesson 3 (first text)  | 1. Read with minimal pronunciation errors and present an oral summary. 2. Understand and answer classmates' oral questions. 3. Answer oral questions on vocabulary and grammar.  | Cognitive | Integrative/Skill-based; PBL; Pair-work            | 90 minutes | Textbook ; audio files; PowerPoint                           | Oral Q&A  |
| <b>13</b> | Lesson 3 — Second text; Descriptive phrases            | 1. Individually read and underline difficult words. 2. Group reading to find synonyms. 3. Create   | Cognitive | Flipped; Small group discussion; PBL; Presentation | 90 minutes | Textbook ; online dictionary; PowerPoint; internet resources | Oral reading; gap-fill; MCQ; midterm/final exam |

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|           |  | paragraph questions. 4. Identify descriptive phrases in the text. 5. Explain uses and produce examples.  |           |   |            |  |   |
| <b>14</b> | Oral practice and exercises for Lesson 3 (second text) | 1. Read correctly and provide an oral summary. 2. Understand and answer classmates' questions. 3. Answer oral questions about vocabulary/grammar.                | Cognitive | Integrative/Skill-based; PBL; Pair-work                         | 90 minutes | Textbook ; audio files; PowerPoint                           | Oral Q&A  |
| <b>15</b> | Review of textbook texts and taught grammar points     | 1. Answer comprehension questions from review texts. 2. Raise questions about previous sessions. 3. Correctly answer all questions related to previous sessions. | Cognitive | PBL; Small group discussion; Oral Q&A                           | 90 minutes | Textbook ; dictionary; computer ; whiteboard                 | Oral questioning                                |
| <b>16</b> | Midterm exam   | 1. Answer written midterm questions. 2. Explain reasons for selected answers.  | Cognitive | Written midterm (online in-class MCQ); Post-midterm oral review | 90 minutes | Mobile phone/tablet; textbook; whiteboard; computer          | Written exam (MCQ); written questions           |
| <b>17</b> | Lesson 4 — First text; Comparative and superlative     | 1. Individually read and mark difficult words. 2. Group reading to find synonyms. 3. Create paragraph questions. 4.  | Cognitive | Flipped; Small group discussion; PBL; Presentation              | 90 minutes | Textbook ; online dictionary; PowerPoint; internet resources | Oral reading; gap-fill; MCQ; midterm/final exam |

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|    | adjectives & adverbs                                    | Identify comparative/superlative adjective/adverb examples. 5. Explain uses and provide examples.  |           |  |            |   |   |
| 18 | Oral practice and exercises for Lesson 4 (first text)   | 1. Read with minimal pronunciation errors and present an oral summary. 2. Understand and answer classmates' oral questions. 3. Answer oral questions on vocabulary/grammar.              | Cognitive | Integrative/Skill-based; PBL; Pair-work            | 90 minutes | Textbook; audio files; PowerPoint                           | Oral Q&A  |
| 19 | Remedial session / Lesson 4 — Second text; Noun phrases | 1. Individually read and mark difficult words. 2. Group reading to find synonyms. 3. Create paragraph questions. 4. Identify noun phrase examples. 5. Explain uses and produce examples. | Cognitive | Flipped; Small group discussion; PBL; Presentation | 90 minutes | Textbook; online dictionary; PowerPoint; internet resources | Oral reading; gap-fill; MCQ; midterm/final exam |
| 20 | Oral practice and exercises for Lesson 4 (second text)  | 1. Read with minimal pronunciation errors and present an oral summary. 2. Understand and answer classmates' oral questions. 3. Answer oral vocabulary/grammar questions.                 | Cognitive | Integrative/Skill-based; PBL; Pair-work            | 90 minutes | Textbook; audio files; PowerPoint                           | Oral Q&A  |

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| <b>21</b> | Lesson 5 — First text; Modal verbs                    | 1. Individually read and underline difficult words. 2. Group reading to find synonyms. 3. Create paragraph questions. 4. Identify modal verbs in the text. 5. Explain uses and produce examples.  | Cognitive | Flipped; Small group discussion; PBL; Presentation | 90 minutes | Textbook ; online dictionary; PowerPoint; internet resources | Oral reading; gap-fill; MCQ; midterm/final exam |
| <b>22</b> | Oral practice and exercises for Lesson 5 (first text) | 1. Read with correct pronunciation and present an oral summary. 2. Understand and answer classmates' oral questions. 3. Answer oral vocabulary/grammar questions.                                 | Cognitive | Integrative/Skill-based; PBL; Pair-work            | 90 minutes | Textbook ; audio files; PowerPoint                           | Oral Q&A  |
| <b>23</b> | Lesson 5 — Second text; Conditional sentences         | 1. Individually read and mark difficult words. 2. Group reading to find synonyms. 3. Create paragraph questions. 4. Identify conditional sentence examples. 5. Explain uses and produce examples. | Cognitive | Flipped; Small group discussion; PBL; Presentation | 90 minutes | Textbook ; online dictionary; PowerPoint; internet resources | Oral reading; gap-fill; MCQ; midterm/final exam |
| <b>24</b> | Remedial session / Oral practice and exercise         | 1. Read with minimal pronunciation errors and present an oral summary. 2. Understand and  | Cognitive | Integrative/Skill-based; PBL; Pair-work            | 90 minutes | Textbook ; audio files; PowerPoint                           | Oral Q&A  |

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|  | s for Lesson 5 (second text) | answer classmates' oral questions. 3. Answer oral questions on vocabulary and grammar. |  |  |  |  |  |
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#### Grading scheme

| Assessment type             | Timing              | Assessment tool                           | Points (out of total) |
|-----------------------------|---------------------|---|-----------------------|
| <b>Quiz</b>                 | Throughout the term | In-class oral Q&A + summary presentations | 7                     |
| <b>Project presentation</b> | —                   | (Not specified)                           | (Not specified)       |
| <b>Midterm exam</b>         | Midterm             | Written online in-class test (MCQ)        | 3                     |
| <b>Final exam</b>           | Final               | Written exam (descriptive and MCQ)        | 10                    |
| <b>Other items</b>          | —                   | —   | —                     |
| <b>Total</b>                |                     |   | 20                    |

#### Required / recommended references

- Anderson, N. J. (2013). Active Skills for Reading 2 (3rd ed.). United States: Heinle ELT.
- Azar, S. B., & Hagen, A. S. (2016). Understanding and Using English Grammar (5th ed.). United States: Pearson Education.