

Ministry of Higher Education and Scientific Research

General Directorate of Education and Training
Directorate of Education in the First and Second Cycles
Sub-Directorate of Higher Schools

Educational Course Program for Students of Teacher Training Schools and Their Affiliates

Would-be Teacher Profile: Middle School English Teacher				Level: First Year	Semester: 1
Module	Code	Coefficient	Lectures	TD	Weekly Hourly Volume
Grammar 1		3	0	2	3hours

Targeted capabilities and/or competencies (learning objectives):

Overall goal: Identification and understanding of the meaning of grammatical structures in written and spoken forms and their appropriate use in oral and written production

By the end of the course, students will be able to:

1. Recognize and understand different grammatical forms
2. Apply the Grammatical structures
3. Use a range of grammatical forms appropriately in formal writing.
4. Develop Lexical and Morphological Awareness
5. Functional Language Use

Expected values and behaviors: Students become accurate and effective users of English grammar, especially in academic settings.

They are expected to:

1. Develop linguistic, functional, and academic competencies.
2. Participate actively in class activities and projects
3. Become accurate and effective users of English grammar, especially in academic settings.
4. Show responsibility and punctuality in completing tasks, and group work on time.

Necessary prerequisites:

The students are expected to have at least a pre-intermediate A2 level when they start this course. They should be familiar with basic concepts in grammar and language structure from secondary education.

Forms of evaluating the achievement of goals:

To assess students' mastery of course objectives, a combination of **formative assessment** (such as class participation, short quizzes, and in-class activities) and **summative assessment** (written exams to evaluate cumulative understanding) will be used.

Knowledge resources that feed into the targeted capabilities and/or competencies	Pedagogical guidelines for construction, anchoring, and formative assessment	Hourly volume
	Practical aspect (directed work, applied work)	
<ul style="list-style-type: none"> — Identify the components of a simple sentence (Subject + Predicate) — Construct grammatically correct simple sentences. 	<p>1. The simple sentence</p>	<p>13 weeks 3hours per week</p>

<ul style="list-style-type: none"> — Analyze different types of sentences. — Distinguish between grammatical forms (noun, verb, adjective, etc.) and their syntactic roles (subject, verb, object, etc.) in a sentence. — Be aware of the fact that the same form can have different functions in different sentences. 	<p>2. Form Vs Function</p>	
<p>Identify them as having different functions in different sentences.</p> <ul style="list-style-type: none"> — Classify words into correct grammatical categories. — Use each word class accurately in context. Recognize variations in form (e.g., regular vs. irregular verbs). 	<p>3. Word Classes (Noun, Verb, Adjective, Adverb)</p>	
<ul style="list-style-type: none"> — Label and understand the roles of Subject, Verb, Object (direct/indirect), Complement (Subject and Object), and Adverbial. — Build sentences using various functional patterns. — Recognize and correctly divide a sentence into subject and predicate parts. — Construct and analyze sentences having different clause types. 	<p>4. Clause Types (SVOO, SVOC, etc) Sentence Functions (S/V/O/C/A) Subject and Predicate.</p>	

<ul style="list-style-type: none"> — Construct and analyze verb phrases including auxiliaries, modals, and main verbs. — Distinguish finite and non-finite verbs. — Identify tense, aspect, and voice components. 	5. The Verb Phrase	
<ul style="list-style-type: none"> — Use the progressive aspect to describe ongoing actions. — Use the perfective aspect to show completed actions or experiences. 	6. Aspect: Progressive/Perfective	
<ul style="list-style-type: none"> — Recognize indicative, imperative, and subjunctive moods. — Apply appropriate mood for context and meaning. 	7. Mood: indicative, imperative, subjunctive	
<ul style="list-style-type: none"> — Use present simple for facts and routines. — Use present progressive for ongoing or temporary actions. 	8.1 Tenses: Present Simple / Progressive	
<ul style="list-style-type: none"> — Use past simple for completed actions/events. — Use past progressive for ongoing past actions or background context. 	8.2 Tenses: Past Simple / Progressive	
<ul style="list-style-type: none"> — Conjugate both regular and common irregular verbs in various tenses. 	8.2.1 Regular and Irregular Verbs	

<ul style="list-style-type: none">— Use present perfect for life experiences, recent events, and unfinished time.— Use past perfect to indicate an action completed before another past action.	8.3 Tenses: Present and Past Perfect	
<ul style="list-style-type: none">— Use ‘will’, ‘going to’, and present continuous for future meanings.— Distinguish between planned, spontaneous, and scheduled future actions.	8.4 Future Tenses	
<ul style="list-style-type: none">— Transform active sentences into passive forms.— Understand when and why passive voice is used (focus, formality, etc.).	9. Passive Voice	
Exam of S1		

List of References

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- Murphy, R. 1985. *English Grammar in Use*, UK: CUP
- Raimes, A. (2000). *Grammar Troublespots: An Editing Guide for Students*, Cambridge: CUP.
- Quirk,R and S,Greenbaum.1973. *A University Grammar of English*, Hong Kong: Longman Group
- Swan, M. (2005). *Practical English Usage*, China: OUP
- Swan, M and D, Baker. (2005). *Grammar Scan: Diagnostic Tests for Practical English Usage*, China: OUP
- Yule, G. (1998). *Explaining English Grammar*, China: OUP.
- Yule, G. (2006). *Oxford Practice Grammar*, China: OUP.