

# 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

<b>Would-be Teacher Profile:</b> Middle School English Teacher				<b>Level:</b> First Year	<b>Semester:</b> 2
<b>Module</b>	<b>Code</b>	<b>Coefficient</b>	<b>Lectures</b>	<b>TD</b>	<b>Weekly Hourly Volume</b>
Grammar 2		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.  
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.

<b>Knowledge resources that feed into the targeted capabilities and/or competencies</b>	<b>Pedagogical guidelines for construction, anchoring, and formative assessment</b>	<b>Hourly volume</b>
	<b>Practical aspect (directed work, applied work)</b>	
— Identify and form singular/plural nouns.  Apply correct subject-verb agreement.	<b>9. Nouns: Singular and Plural</b>	

<ul style="list-style-type: none"> <li>— Differentiate between countable and uncountable nouns.</li> <li>— Use appropriate determiners (many, much, a few, etc.).</li> </ul>	<b>10. Countable and Uncountable Nouns</b>	
<ul style="list-style-type: none"> <li>— Recognize gendered forms of nouns.</li> <li>— Apply gender appropriately and inclusively in writing.</li> </ul>	<b>11. Gender in Nouns</b>	
<ul style="list-style-type: none"> <li>— Use possessive nouns and pronouns correctly.</li> <li>— Differentiate between possessive 's and plurals.</li> </ul>	<b>12. Possessive Forms</b>	
<ul style="list-style-type: none"> <li>— Use articles (a/an, the), quantifiers, demonstratives, and possessives appropriately.</li> <li>— Understand their role in specifying nouns.</li> </ul>	<b>13. Determiners</b>	
<b>Exam of S2</b>		

## 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

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Yule, G. (1998). *Explaining English Grammar*, China: OUP.

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