



المدرسة العليا للتربية والتكوين - أكادير  
+ΕΙΣΗ +Α.ΧΗΗ. + Ε +ΧΣΕ Λ %ΘΣ%++Χ - .Χ.ΛΞΟ  
ECOLE SUPERIEURE DE L'EDUCATION ET DE LA FORMATION - AGADIR

# Higher School of Education and Training– Agadir

**Bachelor's Degree in Education**  
**Secondary Education – English Language**



For further details, visit our website: [www.esefa.uiz.ac.ma](http://www.esefa.uiz.ac.ma)  
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## **Module Title: Grammar 2**

<b>Institution:</b>	Higher School of Education and Training, Agadir
<b>Cycle:</b>	Bachelor's Degree in Education
<b>Module Code :</b>	M11
<b>Semester:</b>	2
<b>Language of Instruction :</b>	English
<b>Nature of Module:</b>	Disciplinary
<b>Total Hours :</b>	50 hours ( 40 in-person, 10 Online )
<b>Nombre de credits :</b>	4
<b>Mode of Instruction:</b>	In-person and Online (Hybrid)

### **1. MODULE SYLLABUS**

#### **1.1. Competencies to be acquired**

At the end of the module students will be able to:

- Know both form and function of different part of speech
- Identify and use the different parts of speech
- Identify and correct common errors in grammar and usage
- Use the basic terminology of English grammar to autocorrect their oral or written communication
- Improve studying, and oral and writing skills in the other modules

#### **1.2. Knowledge to be acquired**

The aim of the course is to equip students with foundational knowledge of English grammar and enable them to achieve formal accuracy by increasing their awareness of different uses of English grammar. The course will enable the students to discover various parts of speech, the rules that govern their functioning and their uses. Each grammatical feature will be presented thoroughly in isolation in order to allow students to get a better grasp and mastery of the studied feature. Hence, students will gain some systematic knowledge of English grammar since they will learn more complex grammatical structure while reinforcing acquired knowledge from M3. This is meant to

help them improve their grammar, expand their vocabulary and develop their spoken and written performances. The course content consists of verb tenses, infinitives and –ing forms, modals, linking words, nouns, articles, quantifiers, prepositions and relative pronouns and clauses.

### 1.3. Hourly Volume

#### Hourly Distribution by Teaching and Evaluation Activity:

(Tutorials and practical sessions are mandatory in disciplinary and vocational modules when required by their disciplinary nature. Practical work, excluding educational actions within a school, constitutes at least 20% of the total module hours.)

Component of the Module	ECTS	Hourly volume (VH)						
		Courses	TD	TP	Activities	Personal Work	Evaluation (assessment and final exam)	Total VH
	4	28	6			10	6	50
ECTS/VH global du module	4	28	6			10	6	50
% VH		56%	12%			20%	12%	100%

#### Hourly Distribution by Mode of Instruction:

Mode of Instruction	Face-to-face	Distance Learning	Alternating	Total VH
Volume Hour	40h	10h		50h
% of Total Volume	80%	20%		100%

### 1.4. Detailed Module Content Description

In the beginning of the semester, students will be given a compilation of selected materials, grammatical exercises and activities to use in the class

Week	Topics
<b>Week 1</b>	<b>Tenses (1):</b> <b>Present and past</b> <ul style="list-style-type: none"> <li>Present simple (I do) and present continuous (I am doing)</li> <li>(2) Present perfect (I have done) and past simple (I did) (2)</li> <li>Present perfect (I have done) and past simple (I did) (3): adverbs used with these tenses</li> <li>Past perfect (I had done) and past simple (I did)</li> <li>Past perfect continuous (I had been doing) and past perfect (I had done)</li> <li>Ing+infinitive</li> </ul>

<b>Week 2</b>	<b>Tenses (2)</b> <b><i>The future:</i></b> <ul style="list-style-type: none"> <li>• Be to + infinitive (I am to do), future perfect (I will have done), the future perfect continuous (I will have been doing)</li> <li>• The future seen from the past (was going to, etc.)</li> </ul>
<b>Week 3</b>	<b>Adverbs and adverbial clauses (1)</b> <ul style="list-style-type: none"> <li>• Types of adverbs: manner, place, time, degree, frequency, indefinite frequency, view point, comment...</li> <li>• Position of adverbs, inversion after adverbs, adverbial clauses of time:</li> <li>• Verb tense (before and until; hardly...)</li> </ul>
<b>Week 4</b>	<b>Adverbs and adverbial clauses (2)</b> <ul style="list-style-type: none"> <li>• Adverbial clauses of time: (as, when and while...)</li> <li>• Giving reasons (as, because, because of...)</li> <li>• Purposes and results (in order to, so as to...)</li> <li>• Contrasts (although, though; even though/if, in spite of and despite...)</li> </ul>
<b>Week 5</b>	<b>Nouns and pronouns (1)</b> <ul style="list-style-type: none"> <li>• Uncountable nouns</li> <li>• Possessive form of nouns</li> </ul>
<b>Week 6</b>	<b><i>Nouns and Pronouns (2)</i></b> <ul style="list-style-type: none"> <li>• Compound nouns</li> <li>• Reflexive pronouns</li> <li>• Ellipsis (Leaving Out Words)</li> </ul>
<b>Week 7</b>	<b>Adjectives:</b> <ul style="list-style-type: none"> <li>• Position, gradable and un-gradable adjectives, participle adjectives, comparison with adjectives...</li> </ul>
<b>Week 8</b>	<b>Conditionals:</b> <ul style="list-style-type: none"> <li>• Type 1, 2 and 3, mixed conditionals.</li> </ul>
<b>Week 9</b>	<b>Modals 2:</b> <ul style="list-style-type: none"> <li>• Obligation, possibility, ability, permission, offers assumption, deduction, duty, disapproval...</li> </ul>
<b>Week 10</b>	<b>Passives 2:</b> <ul style="list-style-type: none"> <li>• Types of passive forms, forming passives with verb + -ing or to infinitive, reporting with passive verbs, passives from one or two objects, the causative.</li> </ul>
<b>Week 11</b>	<b><i>Reported speech (1)</i></b> <ul style="list-style-type: none"> <li>• Indirect statements ( that – clauses, verb tense in that clauses, verb tense in the reporting clause, reporting offers, suggestion, order..)</li> </ul>
<b>Week 12</b>	<b><i>Reported speech (2)</i></b> <ul style="list-style-type: none"> <li>• Reporting indirect questions, the infinitive in the indirect speech, indirect subject questions, Wh-questions</li> </ul>
<b>Week 13</b>	Revision and practice exercises
<b>Week 14</b>	Evaluation

### 1.5. Teaching Methods and Pedagogical Resources

Interactive lectures, Discussions, Presentations, Group-work, Project work, Hands-on applications

### 1.6. Distance Learning Modalities (If applicable)

Moodle, Google Classroom, and other platforms depending on the pedagogical team's choice and resource availability.

### 1.7. Description of Personal Work (If applicable):

Further practice in grammar , further readings.

## 2. EVALUATION PROCEDURES

### 2.1. Evaluation Methods

- **Final Exam: 60%**
- **Continuous Assessment 40%:** tests, tests, homework, participation in class

### 2.2. Module Grade

1. A module is **validated** if the student obtains a grade equal to or greater than **10 out of 20**.
2. A module is **acquired through compensation** if the student passes the semester to which the module belongs, provided that the grade for the module is **not lower than 7 out of 20**.

## 3. BIBLIOGRAPHY

Dooley, J., & Evans, V. (1999). *Grammarway 3*. Express Publishing.

Dooley, J., & Evans, V. (1999). *Grammarway 4*. Express Publishing.

Eastwood, J. (2002). *Oxford guide to English grammar*. Oxford University Press.

Hands, P. (Ed.). (2009). *Easy learning grammar & punctuation*. HarperCollins Publishers.

Murphy, R. (2012). *English grammar in use*. Cambridge University Press.

Quirk, R., & Greenbaum, S. (1978). *A university grammar of English*. Longman.

*For further information on the module and the program, Please refer to the overall bachelor program description on the official website or through this link :*

<https://drive.google.com/file/d/1Suzn0cWKQuinYe0jpFzAq4MQ7s2I-EP2/view>