



**UNIVERSITAS NEGERI SURABAYA  
FACULTY OF LANGUAGES AND ART  
ENGLISH EDUCATION STUDY PROGRAM**

**DOCUMENT  
CODE**

**LESSON PLAN**

COURSE SUBJECT		COURSE CODE	COURSE CLUSTER	CREDIT		SEMESTER	DATE
Essential English Grammar		8820302301		T = 1	P = 2	1	4 February 2023
AUTHORIZATION		Pengembang RPS		Koordinator RMK		Ketua PRODI	
		Henny Dwi Iswati				Dr. Himmawan Adi N.	
Learning Outcomes (CP)	Programme Learning Outcomes (PLO)-Study Programme imposed on courses						
	PLO 1	Demonstrating oral and written competencies equivalent to B2 CEFR level					
	PLO 8	Demonstrate the oral and written skills in communicating knowledge about English instructions..					
	Course Learning Outcomes (CLO)						
	CLO 1	Show responsibility by participating in class discussion and submitting assignment on time by making use of learning sources and IT					
	CLO 2	Create well-formed sentences by using the concepts of sentences' syntax.					
CLO 3	Apply appropriate grammar in writing in various context.						

	CLO 4	Analyze, edit, or proof read to eliminate errors in grammar mechanics and sentence structures using standard English conventions to rewrite better compositions.
	<b>Lesson Learning Outcomes (LLO)</b>	
	LLO 1	To understand the use of 8 kinds of parts of speech
	LLO 2	To outline the characteristics of phrases and clauses.
	LLO 3	To combine dependent and independent clause
	LLO 4	To understand the use of past, present, and future tenses
	LLO 5	To apply the rule of Subject Verb Agreement
	LLO 6	To analyze 4 types of sentences
	LLO 7	To construct the correct form of parallel structure
	LLO 8	To construct the correct form of passive voice
<b>Brief description of the course</b>	Through this subject, students explore and practice various grammar structures covering parts of speech, phrases and clauses (dependent & independent clauses), parts of a sentence, types of sentences, Subject Verb Agreement, parallel structure, tenses, and passives.. In addition, students will demonstrate the ability to enhance their written performances in various ways to support them in producing sentences and analyzing error in sentences (sentence fragments and run on sentences). All teaching learning activities are conducted using PBL mode through online and offline lecturing, discussion, and exercising many grammar practices.	
<b>Study Materials: Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Parts of Speech</li> <li>3. Phrases &amp; Clauses</li> <li>4. Clauses: dependent &amp; independent clause</li> <li>5. Parts of a sentence (sentence, sentence fragment, run on)</li> <li>6. Subject Verb Agreement</li> </ol>	

	7. Review of tenses 8. Types of Sentences 9. Passive Voice						
<b>REFERENCE</b>	<b>Main Reference:</b>						
	1. Azar & Hagen, Betty Schramfer & Stacy A. 2017. Understanding and Using English Grammar: 5 <sup>th</sup> edition. White Plains, NY: Pearson Education.						
	<b>Supplementary Reference:</b>						
	1. Murphy, Raymond. 2019. English Grammar in Use. 5 <sup>th</sup> edition. Cambridge: Cambridge University Press. 2. Woods, G. 2018. English Grammar Workbook For Dummies with online Practice. 3th Ed. Kindle						
<b>Lecturer (s)</b>	1. Henny Dwi Iswati 2. Suvi Akhiriyah						
<b>Course Requirement</b>	-						
Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria& Form	(offline)	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	LLO 1 To understand the use of 8 kinds of parts of speech	<ul style="list-style-type: none"> <li>- Name the parts of speech</li> <li>- Identify 8 kinds of parts of speech</li> <li>- Mention characteristics of different parts of speech</li> <li>- Classify parts of speech based on their characteristic.</li> </ul>	<ul style="list-style-type: none"> <li>- Observing students' activity</li> <li>- Written exercises</li> </ul> <p>Assessment:</p>	2 x 50 minutes Learning method: <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Small group discussion</li> </ul> <ul style="list-style-type: none"> <li>• Learning method:</li> </ul>		1. Azar & Hagen, Betty Schramfer & Stacy A. 2017. Understanding and Using English Grammar: 5 <sup>th</sup> edition. White Plains, NY: Pearson Education.	5%

			<p>To assess student understanding, assign them a similar paragraph and have them identify and categorize the parts of speech on their own. Alternatively, have them write their own paragraph and underline the different parts of speech.</p>	<p>Problem-Based Learning for Identifying Parts of Speech</p> <p>Objective: Students will be able to identify the different parts of speech in a given paragraph and categorize them correctly.</p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Paragraph from an English book</li> <li>• Handouts with definitions and examples of different parts of speech</li> <li>• Whiteboard and markers</li> </ul> <p>Procedure:</p> <ol style="list-style-type: none"> <li>1. Introduce the concept of parts of speech and provide handouts with definitions and examples of different parts of speech (nouns, verbs, adjectives, adverbs, pronouns,</li> </ol>			
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				<p>prepositions, conjunctions, and interjections).</p> <ol style="list-style-type: none"><li>2. Explain that in this lesson, students will be identifying the different parts of speech in a paragraph and categorizing them correctly.</li><li>3. Distribute the paragraph from an English book to each student and instruct them to read it carefully.</li><li>4. Divide the class into small groups and assign each group a different part of speech to focus on (e.g. one group will focus on nouns, another on verbs, etc.).</li><li>5. Have each group read the paragraph</li></ol>			
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				<p>again and identify all the words in their assigned part of speech. They should write down each word on a separate piece of paper or index card.</p> <p>6. Bring the class back together and ask each group to share their list of words. Write each word on the whiteboard and have the class categorize them into the correct part of speech as a group.</p> <p>7. Once all the words have been categorized, ask the class to read the paragraph again and identify any words that they missed or</p>			
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				<p>categorized incorrectly.</p> <p>8. As a class, review the paragraph and make any necessary corrections to the categorization.</p> <p>9. Wrap up the lesson by discussing the importance of identifying parts of speech in order to improve reading comprehension and writing skills.</p>			
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2	LLO 1 To apply the correct part of speech in sentences	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- choose the appropriate part of speech to complete a sentence</li> <li>- Use the correct word formation in sentences based on the parts of speech</li> <li>- Categorize part of speech on a paragraph</li> </ul>	<ul style="list-style-type: none"> <li>- Observing students' activity</li> <li>- Written exercises</li> </ul>	<p>2 x 50 minutes</p> <p>Learning method:</p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Small group discussion</li> <li>• Group work</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• (group work) taken a paragraph from an English book and break the sentences into part of speech and categorize them into the correct part of speech</li> </ul>		<p>Azar &amp; Hagen, Betty Schramfer &amp; Stacy A. 2017. Understanding and Using English Grammar: 5<sup>th</sup> edition. White Plains, NY: Pearson Education.</p>	5%
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3	LLO 2 To outline the characteristics of phrases and clauses.	<p>To be able to</p> <ul style="list-style-type: none"> <li>- identify phrases</li> <li>- identify clauses</li> <li>- distinguish between phrase and clause</li> <li>- identify kinds of phrases</li> <li>- identify independent and dependent clauses –</li> <li>- identify sentence fragments</li> </ul>	<ul style="list-style-type: none"> <li>- Observing students' activity</li> <li>- Written exercises</li> </ul>	<p>2 x 50 minutes</p> <p>Learning method:</p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Small group discussion</li> <li>• Group work</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• (group work)</li> </ul>		<ol style="list-style-type: none"> <li>1. Azar &amp; Hagen, Betty Schramfer &amp; Stacy A. 2017. Understanding and Using English Grammar: 5<sup>th</sup> edition. White Plains, NY: Pearson Education.</li> </ol>	8%
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4	LLO 2 To construct the correct form of phrases and clauses.	<p>To be able to</p> <ul style="list-style-type: none"> <li>- identify phrases</li> <li>- identify clauses</li> <li>- distinguish between phrase and clause</li> <li>- identify kinds of phrases</li> <li>- identify independent and dependent clauses –</li> <li>identify sentence fragments</li> </ul>	<ul style="list-style-type: none"> <li>- Observing students' activity</li> <li>- Written exercises</li> <li>-</li> </ul>	<p>2 x 50 minutes</p> <p>Learning method:</p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Small group discussion</li> <li>• Group work</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• (group work)</li> </ul>		<p>Azar &amp; Hagen, Betty Schramfer &amp; Stacy A. 2017. Understanding and Using English Grammar: 5<sup>th</sup> edition. White Plains, NY: Pearson Education.</p>	8 %
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5	LLO 3 To combine dependent and independent clause	<p>To be able to :</p> <ul style="list-style-type: none"> <li>• identify independent and dependent clauses.</li> <li>• combine independent and dependent clauses using subordinating conjunctions.</li> <li>• punctuate complex sentences correctly.</li> </ul>	<ul style="list-style-type: none"> <li>- Observing students' activity</li> <li>- Written exercises</li> </ul>	<p>2 x 50 minutes</p> <p>Learning method:</p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Small group discussion</li> <li>• Group work</li> </ul> <p>Assignment:</p>		<p>Azar &amp; Hagen, Betty Schramfer &amp; Stacy A. 2017. Understanding and Using English Grammar: 5<sup>th</sup> edition. White Plains, NY: Pearson Education.</p>	10%
6	LLO 4 To understand the use of past, present, and future tenses	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- Identify the tenses used in sentences</li> <li>- Explain the verb tense for past, present, and future tenses</li> <li>- Choose the correct verb tenses based on the context</li> </ul>	<ul style="list-style-type: none"> <li>- Observing students' activity</li> <li>- Written exercises</li> </ul>	<p>2 x 50 minutes</p> <p>Learning method:</p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Small group discussion</li> <li>• Group work</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• (group work) doing a tenses gallery walk</li> </ul> <p>Topic: Tenses</p> <p>Level: Intermediate</p> <p>Learning method:</p>		<p>1. Azar &amp; Hagen, Betty Schramfer &amp; Stacy A. 2017. Understanding and Using English Grammar: 5<sup>th</sup> edition. White Plains, NY: Pearson Education.</p>	5%

			<p>Assessment:</p> <ul style="list-style-type: none"> <li>• Formative: Observe students' participation and collaboration during the problem-based learning activity.</li> <li>• Summative: Evaluate students' chart paper presentations based on the rubric.</li> </ul>	<p>Problem based leaning</p> <p>Objective: By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>• Collaborate and present their findings about tenses in a gallery walk format.</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Handout on tenses (with sentences for analysis)</li> <li>• Chart paper, markers, and tape for each group</li> <li>• Rubric for the gallery walk presentation</li> </ul> <p>Procedure:</p> <ol style="list-style-type: none"> <li>1. Warm-up (10 minutes):</li> </ol> <ul style="list-style-type: none"> <li>• Ask students to share their experiences with using tenses in real-</li> </ul>			
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				<p>life situations (e.g. telling a story, describing a vacation).</p> <ul style="list-style-type: none"><li>• Brainstorm a list of common verbs and their tenses (e.g. run/ran/runnig, eat/ate/eating).</li><li>• Review the basic rules of tenses (e.g. present simple for routine actions, past simple for completed actions).</li></ul> <p>2. Problem-based learning activity (30 minutes):</p> <ul style="list-style-type: none"><li>• Divide students into groups of 4-5 and give each group a handout with sentences to analyze for tenses.</li></ul>			
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				<ul style="list-style-type: none"> <li>• Instruct students to work collaboratively to identify the tense of each sentence and explain the rules for forming the tense.</li> <li>• Encourage students to discuss any areas of confusion or difficulty and find solutions together.</li> <li>• Remind students to use reference materials (e.g. grammar books, online resources) if needed.</li> </ul> <p>3. Gallery walk presentation (30 minutes):</p> <ul style="list-style-type: none"> <li>• Instruct each group to create a chart paper presentation of</li> </ul>			
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				<p>their findings on tenses.</p> <ul style="list-style-type: none"><li>• Each chart should include examples of sentences using the different tenses and explanations of the rules.</li><li>• Give students 15 minutes to create their charts and prepare a brief presentation of their findings.</li><li>• Have groups rotate to view each other's presentations in a gallery walk format.</li><li>• Use a rubric to assess the quality of each presentation based on accuracy, clarity, and creativity.</li></ul> <p>4. Reflection (10 minutes):</p>			
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				<ul style="list-style-type: none"><li>• Have students reflect on the activity and share what they learned about tenses and collaboration.</li><li>• Ask students to identify any areas of tenses they still have questions or concerns about.</li><li>• Provide feedback on the activity and encourage students to continue practicing tenses in context.</li></ul> <p>Extension activity:</p> <ul style="list-style-type: none"><li>• Have students write a paragraph using the different tenses and share it with the class.</li></ul>			
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				<ul style="list-style-type: none"> <li>Ask students to create a dialogue in pairs using the tenses they learned and perform it in front of the class.</li> </ul>			
6	LLO 4 To apply the correct tenses of past, present, and future	<p>To be able to:</p> <ul style="list-style-type: none"> <li>Identify the tenses used in sentences</li> <li>Explain the verb tense for past, present, and future tenses</li> <li>Choose the correct verb tenses based on the context</li> </ul>	<ul style="list-style-type: none"> <li>Observing students' activity</li> <li>Written exercises</li> </ul>	<p>2 x 50 minutes</p> <p>Learning method:</p> <ul style="list-style-type: none"> <li>Lecture</li> <li>Small group discussion</li> <li>Group work</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>(group work)</li> </ul>		<p>Azar &amp; Hagen, Betty Schramfer &amp; Stacy A. 2017. Understanding and Using English Grammar: 5<sup>th</sup> edition. White Plains, NY: Pearson Education.</p>	5%
7	LLO 5 To apply the rule of Subject Verb Agreement	<p>To be able to:</p> <ul style="list-style-type: none"> <li>Choose the correct subjects and verbs to create sentences with appropriate subject verb agreement</li> <li>Identify and correct errors in</li> </ul>	<ul style="list-style-type: none"> <li>Observing students' activity</li> <li>Written exercises</li> </ul>	<p>2 x 50 minutes</p> <p>Learning method:</p> <ul style="list-style-type: none"> <li>Lecture</li> <li>Small group discussion</li> <li>Group work</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>(group work)</li> </ul>		<p>Azar &amp; Hagen, Betty Schramfer &amp; Stacy A. 2017. Understanding and Using English</p>	5%

		<p>sentences related to subject verb agreement</p> <ul style="list-style-type: none"> <li>- Proofreading one's writing for Subject-Verb Agreement</li> </ul>				<p>Grammar: 5<sup>th</sup> edition. White Plains, NY: Pearson Education.</p>	
8	MID TERM TEST		-				
9	LLO 5 To produce the correct form of sentences based the rule of Subject Verb Agreement	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- Choose the correct subjects and verbs to create sentences with appropriate subject verb agreement</li> <li>- Identify and correct errors in sentences related to subject verb agreement</li> <li>- Proofreading one's writing for Subject-Verb Agreement</li> </ul>	<ul style="list-style-type: none"> <li>- Observing students' activity</li> <li>- Written exercises</li> </ul>	<p>2 x 50 minutes</p> <p>Learning method:</p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Small group discussion</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• (group work)</li> </ul>		<p>1. Azar &amp; Hagen, Betty Schramfer &amp; Stacy A. 2017. Understanding and Using English Grammar: 5<sup>th</sup> edition. White Plains, NY: Pearson Education.</p>	5%
11	LLO 6 To analyze 4 types of sentences	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- Identify types of sentences based on purpose</li> <li>- Identify types of sentences based on structure</li> </ul>	<ul style="list-style-type: none"> <li>- Observing students' activity</li> <li>- Written exercises</li> </ul>	<p>2 x 50 minutes</p> <p>Learning method:</p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Small group discussion</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• (group work)</li> </ul>		<p>1. Azar &amp; Hagen, Betty Schramfer &amp; Stacy A. 2017. Understanding and Using English</p>	9%

		<ul style="list-style-type: none"> <li>- Identify coordinating conjunctions and subordinating conjunctions</li> <li>- edit run on sentences</li> </ul>		<ul style="list-style-type: none"> <li>- Joining an online English seminar</li> <li>- Analyzing the abstracts of the keynote speakers</li> <li>- Categorizing the type of sentences</li> </ul>		<p>Grammar: 5<sup>th</sup> edition. White Plains, NY: Pearson Education.</p>	
12	LLO 6 To construct 4 types of sentences	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- Complete sentences using certain sentence types</li> <li>- Combine independent Clauses by using proper Coordinating Conjunction (FANBOYS)</li> <li>- Construct sentences using Coordinating Conjunction (FANBOYS)</li> <li>- Identify errors in one's writing related to types of sentences</li> <li>- Edit errors in writing related to types of sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Observing students' activity</li> <li>- Written exercises</li> </ul>	<p>2 x 50 minutes Learning method:</p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Small group discussion</li> <li>• Group work</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• (group work)</li> </ul> <ul style="list-style-type: none"> <li>- Edit a paragraph for errors in sentence structure (there are some sentence fragments and run-on sentences).</li> <li>- Identify the problems and correct them. Rewrite the paragraph</li> </ul>		<p>1. Azar &amp; Hagen, Betty Schramfer &amp; Stacy A. 2017. Understanding and Using English Grammar: 5<sup>th</sup> edition. White Plains, NY: Pearson Education.</p>	10%

13	LLO 7 To construct the correct form of parallel structure	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- Recognize proper parallel stacks in parallel structure</li> <li>- Apply proper coordinating conjunctions and paired conjunctions to form parallel structure</li> <li>- Use proper punctuation in parallelism</li> <li>- Identify and Correct faulty parallelism</li> </ul>	<ul style="list-style-type: none"> <li>- Observing students' activity</li> <li>- Written exercises</li> </ul>	<p>2 x 50 minutes</p> <p>Learning method:</p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Small group discussion</li> <li>• Group work</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• (group work)</li> </ul>		<p>1. Azar &amp; Hagen, Betty Schramfer &amp; Stacy A. 2017. Understanding and Using English Grammar: 5<sup>th</sup> edition. White Plains, NY: Pearson Education.</p>	10%
14	LLO 8 To construct the correct form of passive voice	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- Identify the voice of sentences based on the context</li> <li>- Use the correct verb in sentences based on the voice of the sentences</li> <li>- Construct passive voice based on the context given</li> <li>- Identify and edit errors in passive voice</li> </ul>	<ul style="list-style-type: none"> <li>- Observing students' activity</li> <li>- Written exercises</li> </ul>	<p>2 x 50 minutes</p> <p>Learning method:</p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Small group discussion</li> <li>• Group work</li> </ul> <p>Assignment:</p>		<p>Azar &amp; Hagen, Betty Schramfer &amp; Stacy A. 2017. Understanding and Using English Grammar: 5<sup>th</sup> edition. White Plains, NY: Pearson Education.</p>	10%

15	Review of materials	All above	- Written exercises	2 x 50 minutes Learning method: • Small group discussion			10%
16	FINAL TEST		-				

## MID TEST BLUE PRINT

### 1. Assessed Learning Outcomes

CLO 1 Show responsibility by participating in class discussion and submitting assignment on time by making use of learning sources and IT

CLO 2 Create well-formed sentences by using the concepts of sentences' syntax.

CLO 3 Apply appropriate grammar in writing in various context.

#### Assessed LLO

LLO 1 To understand the use of 8 kinds of parts of speech

LLO 2 To outline the characteristics of phrases and clauses.

LLO 3 To combine dependent and independent clause

LLO 4 To understand the use of past, present, and future tenses

LLO 5 To apply the rule of Subject Verb Agreement

### 2. The mid term test link

[https://docs.google.com/forms/d/e/1FAIpQLSdjsuP4wWqNvoD3nDfnjId5WCHGqEVL2ENCjbQMxBWCBLXvWw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdjsuP4wWqNvoD3nDfnjId5WCHGqEVL2ENCjbQMxBWCBLXvWw/viewform?usp=sf_link)

### 3. The answer key of MID TERM TEST\_Essential English Grammar

Answer key for MID TERM TEST of Essential English Grammar

#### A. Write the correct answers

1. Recently
2. Assistant

3. Application
4. Passionate
5. Qualifications
6. Reliable
7. Training
8. Administration
9. Employers
10. Decision

**B. Choose the correct form to the best complete the sentence**

1. Is 2. Is 3. Don't 4. Is 5. Travel 6. Takes 7. Knows 8. Is 9. Were 10. Greets

**C. Edit the following paragraph for errors in sentence structure (there are 4 sentence fragments and 2 run-on sentences).**

**Identify the problems and correct them. Rewrite the paragraph.**

The answer

In fact, statistics prove that women are safer drivers than men. Insurance rates for women are 20 percent lower than for men, and more accidents are caused by male drivers between the ages of 18 and 25 than by any other group. Although women are sometimes criticized for being too cautious, they are really just being safe drivers. The reasons for female drivers' safe driving habits can be found in the different attitudes of the sexes towards cars. Women drivers perceive cars as a convenience, like a washing machine, while men regard the car as an extension of their egos, using it as a weapon when they feel particularly aggressive. All in all, women are safer drivers because of their attitudes. Men can become safer drivers if they adopt the attitude that a car is merely a convenience.

**D. Construct a complete sentence from the following phrases or subordinate clauses. You can place the phrases or clauses at any position inside your sentences. Write your sentences on the lines provided. Pay attention to the use of punctuation, capital letters, and tenses.**

1. Old people in this village have lived here for generations and have many stories to share about the history and culture of this place.
2. Because I live in this city, I have easy access to a diverse range of cultural events, restaurants, and entertainment options.
3. If I study a lot about grammar, I will be able to communicate more effectively and write with greater precision and clarity.
4. After she woke up, she stretched her arms and legs, yawned, and then got out of bed to start her day.

**E. Combine these sentences using the correct coordinating conjunction (FANBOYS).**

1. Anthony told us about the assembly of the products, but he didn't tell us where the products are. (using the coordinating conjunction "but")
2. The students didn't prepare for the test, so they have to pass the test. (using the coordinating conjunction "so")
3. Is Korean food your favorite, or do you prefer Western food? (using the coordinating conjunction "or")
4. The students will give a presentation about the material, and the professor will be there to listen to the presentation. (using the coordinating conjunction "and")

## FINAL TEST BLUE PRINT

### 1. Assessed Learning Outcomes

- CLO 1 Show responsibility by participating in class discussion and submitting assignment on time by making use of learning sources and IT
- CLO 2 Create well-formed sentences by using the concepts of sentences' syntax.
- CLO 3 Apply appropriate grammar in writing in various context.
- CLO 4 Analyze, edit, or proof read to eliminate errors in grammar mechanics and sentence structures using standard English conventions to rewrite better compositions.

#### Assessed LLO

- LLO 1 To understand the use of 8 kinds of parts of speech
- LLO 2 To outline the characteristics of phrases and clauses.
- LLO 3 To combine dependent and independent clause
- LLO 4 To understand the use of past, present, and future tenses
- LLO 5 To apply the rule of Subject Verb Agreement
- LLO 6 To analyze 4 types of sentences
- LLO 7 To construct the correct form of parallel structure
- LLO 8 To construct the correct form of passive voice

### 2. The FINAL TEST link

[https://docs.google.com/forms/d/e/1FAIpQLSeS22z7OAUUwMSEtWIIPfE\\_tkt00iSci0FACpC4ff6KQO6Ydw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeS22z7OAUUwMSEtWIIPfE_tkt00iSci0FACpC4ff6KQO6Ydw/viewform?usp=sf_link)

### 3. The answer key of final test \_Essential English Grammar

#### Answer key for FINAL TEST of Essential English Grammar

##### A. Write the correct answers. Score @2 points, total score 40 points'

1. Happiness 2. is explaining / haven't played 3. his is kind 4. looks / haven't cut 5. are 6. was / started 7. produces 8. have been waiting 9. to have a good time 10. brake 11. walked / was healing 12. can 13. are 14. also 15. have forgotten 16. he is not hardworking at all 17. assisted 18. was watching 19. can be enjoyed 20. influencing 21. visited 22. fell 23. beautify 24. helps 25. argue 26. for 27. nor 28. but

**B. Error Analysis (score @4 points, total score 24 points). Edit the following paragraph for errors in sentence structure, and rewrite the whole paragraph. Be sure to use proper punctuation and capitalization as necessary. The errors cover: 1 run on sentence 1 sentence fragment 1 subject verb agreement 1 parallel structure 1 tenses 1 passive voice,**

**The answer**

Stonehenge is a megalithic structure located in England, which was built by an agricultural tribe of sun worshipers in 2750 B.C. Since its construction, several theories about its purpose have been proposed, and the mystery surrounding Stonehenge has fascinated many people. In 1963, Gerald S. Hawkins, a British astronomer, proposed the most widely accepted theory regarding its significance: that Stonehenge was a giant stone calendar and observatory. The point at which the sun rose during the midsummer solstice was marked by "heel stones" in the center of the complex. While religious rites dating back to the time of Atlantis were performed by a religious sect called Druids, scientists have discovered that the Druids and Stonehenge were from different historical eras.

**C. Sentence Completion (score @4 points, total score 20 points) The answer**

(1) E-mail is commonly used on many university campuses by faculty and students who wish to communicate more easily. In an EFL course, for example, (2) class discussions take place through email. During that course, (3) homework and assignments are sometimes given out over the network, and (4) chat lines are organized so that students can practice their language skills. (5) Most universities offer workshops for those who want to learn about e-mail

## REFLECTIVE PRACTICE

### STUDENT'S REFLECTIVE PRACTICE

**Course: Essential English Grammar**

**Topic: Tenses**

**Lecturer: Henny Dwi Iswati**

**Student : student 1**

In this reflective practice, you will reflect on your learning of Essential English grammar concepts, including parts of speech, types of sentences, phrases and clauses, tenses, conjunctions, and passive voice.

Instructions:

1. Begin by reviewing your notes and class materials on each of the essential English grammar concepts covered in this course.



2. For each concept, write a brief summary of what you have learned and how it has impacted your understanding of English grammar.
3. Reflect on your experience of learning each concept. Did you find any of them particularly challenging or interesting? What strategies did you use to overcome any difficulties you encountered?
4. Consider how you have applied each of these concepts in your writing or communication. Have you noticed any improvements in the clarity or effectiveness of your communication since learning about these concepts?
5. Think about how you might apply these concepts in future academic or professional contexts. How might a deeper understanding of English grammar concepts help you in your future pursuits?
6. Finally, consider any questions or areas where you may still have some uncertainty or confusion. Are there any concepts that you feel you need to review or practice more to fully understand?

Overall, this reflective practice is an opportunity for you to reflect on your learning of essential English grammar concepts and how they have impacted your communication skills. Take the time to think deeply about each concept and consider how you might apply them in your future endeavors.

Stage	Probing questions	Student's Reflective Note
Context	What you have learned and how it has impacted your understanding of Essential English grammar	Using tenses appropriately, I can describe past, present, and future events and convey the timing of actions.
Action	Reflect on your experience of learning each concept. Did you find any of them particularly challenging or interesting? What strategies did you use to overcome any difficulties you encountered?	I found some concepts to be more challenging than others, particularly the use of different tenses and the identification of phrases and clauses. However, with practice and repetition, I was able to better understand and apply these concepts in my writing and communication.

Results	Consider how you have applied each of these concepts in your writing or communication. Have you noticed any improvements in the clarity or effectiveness of your communication since learning about these concepts?	Yes, of course Reflecting on my use of the concepts of essential English grammar in my writing and communication, I have noticed a significant improvement in the clarity and effectiveness of my communication. For instance, understanding the use of different tenses has helped me to communicate more effectively and accurately, making it easier for others to understand my message.
Learning	Think about how you might apply these concepts in future academic or professional contexts. How might a deeper understanding of English grammar concepts help you in your future pursuits?	As I look forward to applying these concepts in future academic and professional contexts, I am excited about the possibilities that a deeper understanding of English grammar can bring a deeper understanding of these concepts will enable me to communicate more effectively and confidently in different settings, enhancing my academic and professional success.
	Finally, consider any questions or areas where you may still have some uncertainty or confusion. Are there any concepts that you feel you need to review or practice more to fully understand?	Lack of understanding: I may not fully understand the concepts of independent and dependent clauses and their differences. It is difficult to distinguish between dependent and independent clauses

**STUDENT'S REFLECTIVE PRACTICE**

**Course: Essential English Grammar**

**Topic: Part of speech**

**Lecturer: Henny Dwi Iswati**

**Student : student 2**

In this reflective practice, you will reflect on your learning of Essential English grammar concepts, including parts of speech, types of sentences, phrases and clauses, tenses, conjunctions, and passive voice.

Instructions:

1. Begin by reviewing your notes and class materials on each of the essential English grammar concepts covered in this course.
2. For each concept, write a brief summary of what you have learned and how it has impacted your understanding of English grammar.
3. Reflect on your experience of learning each concept. Did you find any of them particularly challenging or interesting? What strategies did you use to overcome any difficulties you encountered?

4. Consider how you have applied each of these concepts in your writing or communication. Have you noticed any improvements in the clarity or effectiveness of your communication since learning about these concepts?
5. Think about how you might apply these concepts in future academic or professional contexts. How might a deeper understanding of English grammar concepts help you in your future pursuits?
6. Finally, consider any questions or areas where you may still have some uncertainty or confusion. Are there any concepts that you feel you need to review or practice more to fully understand?

Overall, this reflective practice is an opportunity for you to reflect on your learning of essential English grammar concepts and how they have impacted your communication skills. Take the time to think deeply about each concept and consider how you might apply them in your future endeavors.

Stage	Probing questions	Student's Reflective Note
Context	What you have learned and how it has impacted your understanding of Essential English grammar	I have a good understanding of parts of speech and it allows me to identify the role of each word in a sentence, which helps to ensure that the sentence is grammatically correct and conveys the intended meaning.
Action	Reflect on your experience of learning each concept. Did you find any of them particularly challenging or interesting? What strategies did you use to overcome any difficulties you encountered?	When learning essential English grammar concepts, it is important to take an active and engaged approach. I usually do practicing with examples, asking questions, and seeking feedback from others.  If I find a particular concept challenging, I will consider breaking it down into smaller components. For example, when I encounter with clauses, I try to identify the subject and verb in a sentence before moving on to identifying the clause
Results	Consider how you have applied each of these concepts in your writing or communication. Have you noticed any improvements in the clarity or effectiveness of your communication since learning about these concepts?	Yes, of course By understanding of parts of speech, it allows me to use words appropriately in either writing or communication.
Learning	Think about how you might apply these concepts in future academic or professional	I think I will apply it in my academic writing, a strong understanding of English grammar concepts can help me write clear and concise essays.

	contexts. How might a deeper understanding of English grammar concepts help you in your future pursuits?	
	Finally, consider any questions or areas where you may still have some uncertainty or confusion. Are there any concepts that you feel you need to review or practice more to fully understand?	Confusing rules and exceptions. I got difficulties at Verb tenses since English has many verb tenses, and each one has its own rules and exceptions. For example, the present perfect tense is used to describe an action that occurred in the past but has relevance to the present. However, some verbs, such as "go" and "come," are irregular in this tense. Instead of "I have went," we say "I have gone."

**STUDENT'S REFLECTIVE PRACTICE**

**Course: Essential English Grammar**

**Topic: Type of Sentence (simple/compound/complex/compound complex) and conjunction**

**Lecturer: Henny Dwi Iswati**

**Student : student 3**

In this reflective practice, you will reflect on your learning of Essential English grammar concepts, including parts of speech, types of sentences, phrases and clauses, tenses, conjunctions, and passive voice.

Instructions:

7. Begin by reviewing your notes and class materials on each of the essential English grammar concepts covered in this course.
8. For each concept, write a brief summary of what you have learned and how it has impacted your understanding of English grammar.
9. Reflect on your experience of learning each concept. Did you find any of them particularly challenging or interesting? What strategies did you use to overcome any difficulties you encountered?
10. Consider how you have applied each of these concepts in your writing or communication. Have you noticed any improvements in the clarity or effectiveness of your communication since learning about these concepts?

11. Think about how you might apply these concepts in future academic or professional contexts. How might a deeper understanding of English grammar concepts help you in your future pursuits?
12. Finally, consider any questions or areas where you may still have some uncertainty or confusion. Are there any concepts that you feel you need to review or practice more to fully understand?

Overall, this reflective practice is an opportunity for you to reflect on your learning of essential English grammar concepts and how they have impacted your communication skills. Take the time to think deeply about each concept and consider how you might apply them in your future endeavors.

<b>Stage</b>	<b>Probing questions</b>	<b>Student's Reflective Note</b>
Context	What you have learned and how it has impacted your understanding of Essential English grammar	Understanding the different types of sentences, such as simple, compound, and complex sentences, helps to create more diverse and engaging writing.
Action	Reflect on your experience of learning each concept. Did you find any of them particularly challenging or interesting? What strategies did you use to overcome any difficulties you encountered?	<p>Learning about the different types of sentences, such as simple, compound, and complex sentences, can be both challenging and interesting.</p> <p>One of the challenges in learning about the different types of sentences is understanding how to structure them correctly. In particular, constructing complex sentences can be difficult as it involves using dependent clauses in a way that is both grammatically correct and effective for conveying meaning. In addition, it can be challenging to identify the different types of sentences in written and spoken contexts.</p> <p>To overcome these challenges, I try to engage in activities that involve identifying and constructing sentences of different types. This can include practice exercises and writing assignments that require the use of different sentence structures. I will also ask to my lecturer to provide clear explanations of the different sentence types and use examples that are easy to understand.</p>
Results	Consider how you have applied each of these concepts in your writing or communication. Have you noticed any improvements in the clarity or effectiveness of	I think I can improve in writing and constructing more complex and varied sentences. It helps me to convey more sophisticated ideas and arguments. For example, using dependent clauses in writing can help to create a logical and cohesive structure, which can improve the flow and coherence of the text. Furthermore, using independent clauses can

	your communication since learning about these concepts?	help to emphasize important points and ideas, which can improve the persuasiveness of the writing.
Learning	Think about how you might apply these concepts in future academic or professional contexts. How might a deeper understanding of English grammar concepts help you in your future pursuits?	In professional contexts, I want to apply a good understanding of dependent and independent clauses in business writing. For example, using dependent clauses in a report can help to provide background information or clarify technical terms, while independent clauses can be used to make recommendations or provide key insights.
	Finally, consider any questions or areas where you may still have some uncertainty or confusion. Are there any concepts that you feel you need to review or practice more to fully understand?	Choosing the right conjunctions: I sometime doubt about choosing the right conjunctions to connect dependent and independent clauses. Lack of vocabulary to understand the meaning of the context

Surabaya, 4 February 2023  
 Acknowledged by Head of Study Program

Lecturer in-charge

Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd  
 NIP. 19751117752003121001

Henny Dwi Iswati, M.Pd.  
 NIP. 197510112008122001