



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**English Education Study Program**

**Document Code**

**Lesson Plan**

| COURSE                                | Code  | Cluster  | Credits  | Semester                      | Compilation Date |
|---------------------------------------|---|--|----------|-------------------------------|------------------|
| <b>Advanced English Grammar</b>       | 8820302006  | language   | <b>2</b> | Odd (3 <sup>rd</sup> )        | 2020             |
| <b>AUTHORIZATION</b>                  | <b>Lesson Plan Developer</b>  | <b>Coordinator</b>   |          | <b>Head of Study Program</b>  |                  |
|                                       | Henny Dwi Iswati, S.S., M.Pd.   | Henny Dwi Iswati, S.S., M.Pd.  |          | Ririn Pusparini, S.Pd., M.Pd. |                  |
| <b>Program Learning Outcome (PLO)</b> | <b>PLO</b>  |  |          |                               |                  |
|                                       | PLO1  | 1. Demonstrate speaking and writing competence at the level of B2 CEFR   |          |                               |                  |
|                                       | PLO2  | 8. Demonstrate the oral and written skills in communicating knowledge about English instructions.  |          |                               |                  |
|                                       | <b>Course Learning Outcome (CLO)</b>  |  |          |                               |                  |
|                                       | CLO 1   | apply appropriate grammar in writing in various context.   |          |                               |                  |
|                                       | CLO 2   | create well-formed sentences by using the concepts of sentences'   |          |                               |                  |
|                                       | CLO 3   | Analyze, self-editing , or proof read to eliminate errors in grammar mechanics and sentence structures using standard English conventions to rewrite better compositions |          |                               |                  |
| <b>Course Description</b>             | This course focuses on further practices on the concepts of grammatical form and function. It will specifically allow students to employ how grammar works in context. By the end of the semester, students will be able to apply easily and correctly more advanced clause structures covering adjective clause, noun clause, and adverb clause in their speaking and writing. In addition, students will apply these concepts in their writing by analysing grammatical structure and usage as well as the ability to analyse their own writing and the writing of others for errors. All teaching learning activities are conducted through lecturing, discussing and doing exercises. |  |          |                               |                  |

|                                   |  |  |
|-----------------------------------|--|--|
| <b>Learning Materials/ Topics</b> | <ul style="list-style-type: none"> <li>- Adjective Clause</li> <li>- Reduced Adjective Clause</li> <li>- Noun Clause</li> <li>- Reduced Noun Clause</li> <li>- Adverb Clause</li> <li>- Reduced Adverb Clause</li> </ul> |  |
| <b>References</b>                 | <b>Primary</b>   | <ol style="list-style-type: none"> <li>1. Azar &amp; Hagen, Betty Schramfer &amp; Stacy A. 2016. <i>Understanding and Using English Grammar: 5<sup>th</sup> edition</i>. White Plains, NY: Pearson Education.</li> <li>2. Elbaum, Sandra N. 2016. <i>Grammar in Context 3: Sixth Edition</i>. Boston: National Geographic Learning.</li> </ol>   |
|                                   | <b>Supplementary</b>   | <ol style="list-style-type: none"> <li>1. Lester &amp; Beason, Mark &amp; Larry. 2013. <i>English Grammar usage (second edition)</i>. New York: MacGraw Hill.</li> <li>2. Murphy, Raymond. 2011. <i>English Grammar in Use</i>. Cambridge: Cambridge University Press.</li> <li>3. Page, Mary Ellen Munoz. 2011. <i>ESL Grammar: Intermediate and Advanced</i>. New Jersey: Research &amp; Education Association, Inc.</li> <li>4. Hewings, Martin. 2013. <i>Advanced English Grammar in Use: third edition</i>. Cambridge: Cambridge University Press.</li> </ol> |
| <b>Lecturer(s)</b>                | <p>Henny Dwi Iswati, S.S., M.Pd.<br/>Suvi Akhiriyah, S.Pd., M.Pd.</p>  |  |
| <b>Prerequisite</b>               | IntermmEDIATE English Grammar  |  |

## A. Teaching and Learning Process

| Meetings | Learning Objectives                        | Indicators   | Materials        | Approach/Model/Method/Learning Strategy | Learning Source/Media | Time Allotment | Learning Experience  |
|----------|--|--|------------------|---|-----------------------|----------------|--|
| 1        | To explain the Adjective Clause            | To be able to: <ul style="list-style-type: none"> <li>- Identify kinds of relative pronouns in adjective clause</li> <li>- Explain the characteristics of relative pronouns</li> <li>- Identify the noun that the adjective clause is modifying.</li> </ul>                      | Adjective Clause | Lecturing, discussion                   | [1], [2]              | 2 x 50'        | <ul style="list-style-type: none"> <li>- Identifying kinds of relative pronouns in adjective clause</li> <li>- Mentioning characteristics of Relative pronouns</li> <li>- Identify the noun that the adjective clause is modifying.</li> </ul>                           |
| 2        | To apply the adjective clause in sentences | To be able to: <ul style="list-style-type: none"> <li>- Identify adjective clauses found in English text.</li> <li>- Choose the correct relative pronouns to complete a sentence in adjective clause</li> <li>- Combine two sentences using correct relative pronouns</li> </ul> | Adjective Clause | Lecturing, discussion                   | [1], [2]              | 4 x 50'        | <ul style="list-style-type: none"> <li>- Identifying adjective clauses found in English text.</li> <li>- Choosing the correct relative pronouns to complete a sentence in adjective clause</li> <li>- Combining two sentences using correct relative pronouns</li> </ul> |

|    |  |  |                   |                       |          |         |  |
|----|--|--|-------------------|-----------------------|----------|---------|--|
| 3  | To apply the adjective clause in sentences                     | To be able to: <ul style="list-style-type: none"> <li>- Identify adjective clauses found in English text.</li> <li>- Choose the correct relative pronouns to complete a sentence in adjective clause</li> <li>- Combine two sentences using correct relative pronouns</li> </ul> | Adjective Clause  | Lecturing, discussion | [1], [2] | 4 x 50' | <ul style="list-style-type: none"> <li>- Identifying adjective clauses found in English text.</li> <li>- Choosing the correct relative pronouns to complete a sentence in adjective clause</li> <li>- Combining two sentences using correct relative pronouns</li> </ul> |
| 4. | To compare restrictive Vs non-Restrictive in Adjective Clause. | To be able to <ul style="list-style-type: none"> <li>- identify restrictive clauses</li> <li>- identify non-restrictive clauses</li> <li>- distinguish restrictive Vs non-restrictive in Adjective Clause.</li> </ul>  | Adjective Clauses | Lecturing, discussion | [1], [2] | 2 x 50' | <ul style="list-style-type: none"> <li>- identifying restrictive clauses</li> <li>- identifying non-restrictive clauses</li> <li>- distinguishing restrictive Vs non-restrictive in Adjective Clause.</li> </ul>   |

|   |  |   |                          |                       |          |         |   |
|---|--|---|--------------------------|-----------------------|----------|---------|---|
| 5 | To reduce Adjective Clause into Adjective Phrase       | <ul style="list-style-type: none"> <li>- identify the form of reduced adjective clause.</li> <li>- reduce adjective clause into adjective phrase.</li> <li>- Use the correct form of adjective phrase</li> <li>- combine two clauses using adjective phrase.</li> <li>- Correct errors in reduced adjective clauses</li> </ul>  | Reduced Adjective Clause | Lecturing, discussion | [1], [2] | 4 x 50' | <ul style="list-style-type: none"> <li>- identifying the form of reduced adjective clause.</li> <li>- reducing adjective clause into adjective phrase.</li> <li>- Using the correct form of adjective phrase</li> <li>- combining two clauses using adjective phrase.</li> <li>- Correcting errors in reduced adjective clauses</li> </ul>  |
| 7 | To explain definition and know how to use Noun Clause. | <ul style="list-style-type: none"> <li>- identify noun clause that begin with a question word; if/whether; that</li> <li>- classify the function of noun clause in sentences</li> <li>- complete sentences using Noun Clause create noun clause in sentences using the correct word order.</li> <li>- Compare and analyse normal question word order Vs noun clause word order</li> </ul> | Noun Clause              | Lecturing, discussion | [1], [2] | 4 x 50' | <ul style="list-style-type: none"> <li>- identifying noun clause that begin with a question word; if/whether; that</li> <li>- classifying the function of noun clause in sentences</li> <li>- completing sentences using Noun Clause create noun clause in sentences using the correct word order.</li> <li>- Comparing and analyse normal question word order Vs noun clause word order</li> </ul> |

|   |  |   |             |                       |          |         |   |
|---|--|---|-------------|-----------------------|----------|---------|---|
| 8 | To explain definition and know how to use Noun Clause. | <ul style="list-style-type: none"> <li>- identify noun clause that begin with a question word; if/whether; that</li> <li>- classify the function of noun clause in sentences</li> <li>- complete sentences using Noun Clause create noun clause in sentences using the correct word order.</li> <li>- Compare and analyse normal question word order Vs noun clause word order</li> </ul> | Noun Clause | Lecturing, discussion | [1], [2] | 4 x 50' | <ul style="list-style-type: none"> <li>- identifying noun clause that begin with a question word; if/whether; that</li> <li>- classifying the function of noun clause in sentences</li> <li>- completing sentences using Noun Clause create noun clause in sentences using the correct word order.</li> <li>- Comparing and analyse normal question word order Vs noun clause word order</li> </ul> |
| 9 | MID TERM TEST  |   |             |                       |          |         | -   |

|    |  |  |               |                       |          |         |  |
|----|--|--|---------------|-----------------------|----------|---------|--|
| 10 | To explain the definition of Adverb Clause | <ul style="list-style-type: none"> <li>- list words of subordinators conjunctions used to introduce adverb clause</li> <li>- classify the subordinators conjunctions in adverb clause</li> <li>- complete the best subordinating conjunctions used in adverb clause</li> </ul> | Adverb Clause | Lecturing, discussion | [1], [2] | 4 x 50' | <ul style="list-style-type: none"> <li>- listing words of subordinators conjunctions used to introduce adverb clause.</li> <li>- Classifying the subordinators conjunctions in adverb clause</li> <li>- Completing adverb clause with the best subordinating conjunctions</li> </ul> |
| 11 | To explain the definition of Adverb Clause | <ul style="list-style-type: none"> <li>- list words of subordinators conjunctions used to introduce adverb clause</li> <li>- classify the subordinators conjunctions in adverb clause</li> <li>- complete the best subordinating conjunctions used in adverb clause</li> </ul> | Adverb Clause | Lecturing, discussion | [1], [2] | 4 x 50' | <ul style="list-style-type: none"> <li>- listing words of subordinators conjunctions used to introduce adverb clause.</li> <li>- Classifying the subordinators conjunctions in adverb clause</li> <li>- Completing adverb clause with the best subordinating conjunctions</li> </ul> |

|     |   |   |   |                          |           |                |   |
|-----|---|---|---|--------------------------|-----------|----------------|---|
| 12. | To explain the definition and know how to use reduced Adverb Clause | <ul style="list-style-type: none"> <li>- identify reduced adverb clause</li> <li>- change adverb clause into reduced adverb clause</li> </ul> | Reduced Adverb Clause                               | Lecturing, discussion    | [1], [2]  | 2 x 50'        | <ul style="list-style-type: none"> <li>- identifying reduced adverb clause</li> <li>- changing adverb clause into reduced adverb clause</li> </ul>                |
| 13  | To analyse students' own writing                                    | <ul style="list-style-type: none"> <li>- find errors in their writing</li> <li>- revise their writing</li> </ul>                              | A paragraph taken from the writing class assignment | Presentation, discussion | Word file | 6 X 50 minutes | <ul style="list-style-type: none"> <li>- Finding the errors from their own writing</li> <li>- Revising their writing based on the grammar rubric given</li> </ul> |



|    |                                  |  |   |                          |           |                |   |
|----|----------------------------------|--|---|--------------------------|-----------|----------------|---|
| 14 | To analyse students' own writing | <ul style="list-style-type: none"> <li>- find errors in their writing</li> <li>- revise their writing</li> </ul> | A paragraph taken from the writing class assignment | Presentation, discussion | Word file | 6 X 50 minutes | <ul style="list-style-type: none"> <li>- Finding the errors from their own writing</li> <li>- Revising their writing based on the grammar rubric given</li> </ul> |
| 15 | To analyse students' own writing | <ul style="list-style-type: none"> <li>- find errors in their writing</li> <li>- revise their writing</li> </ul> | A paragraph taken from the writing class assignment | Presentation, discussion | Word file | 6 X 50 minutes | <ul style="list-style-type: none"> <li>- Finding the errors from their own writing</li> <li>- Revising their writing based on the grammar rubric given</li> </ul> |
| 16 | Final term test                  |  |   |                          |           |                |   |

**A. Assessment Blue - Print**

| Indicators | Assessment – mid term |       |         |       |
|------------|-----------------------|-------|---------|-------|
|            | Forms                 | Items | Rubric/ | Weigh |

|  |              |   | scoring  | t (%) |
|--|--------------|---|--|-------|
| <ul style="list-style-type: none"> <li>- Identify the noun that the adjective clause is modifying</li> <li>- Choose the correct relative pronouns to complete a sentence in adjective clause</li> <li>- Combine two sentences using correct relative pronouns</li> <li>- identify non-restrictive clauses</li> <li>- combine two clauses using adjective phrase.</li> <li>- Correct errors in reduced adjective clauses</li> </ul> | Written test | <p><b>A. Choose the correct answer</b></p> <ol style="list-style-type: none"> <li>1. Ms. Grey, ____ teaches linguistics at the university, recently received recognition for her research on the use of gestures in communication.               <ol style="list-style-type: none"> <li>a. Who</li> <li>b. Whom</li> <li>c. that</li> <li>d. Ø</li> </ol> </li> <li>2. "Let's go to Batu this weekend." "Sounds like fun. ____ from here"               <ol style="list-style-type: none"> <li>a. How far is</li> <li>b. How far it is</li> <li>c. It how far is</li> <li>d. How far is it</li> </ol> </li> <li>3. Have you seen the place ____ the graduation ceremony will be held?               <ol style="list-style-type: none"> <li>a. That</li> <li>b. Where</li> <li>c. Is where that</li> <li>d. Which</li> </ol> </li> <li>4. Cathy is trustworthy. She is a person upon ____ you can always depend.               <ol style="list-style-type: none"> <li>a. Who</li> <li>b. Whom</li> <li>c. that</li> <li>d. Ø</li> </ol> </li> <li>6. My grandfather, ____ a wise man, has greatly influenced my life.               <ol style="list-style-type: none"> <li>a. Is</li> <li>b. That is</li> <li>c. Who is</li> <li>d. Who he is</li> </ol> </li> <li>7. The students, who attend class five hours per day, have become quite proficient in their new language.               <ol style="list-style-type: none"> <li>a. All of the students attend class for five hours per day.</li> <li>b. Only some of the students attend class for five hours per day.</li> </ol> </li> <li>8. ____ about certain diseases is still not sufficient to prevent them from spreading easily among the population.               <ol style="list-style-type: none"> <li>a. What we know</li> <li>b. What do we know</li> <li>c. What we know that</li> <li>d. That we know what</li> </ol> </li> <li>9. The movie ____ last night was</li> </ol> | 100 points will be given if the answers are all correct. | 20 %  |

10. Many people lost their homes in the earthquake. The government needs to establish more shelters to care for those \_\_\_\_ have homes.

- a. Who doesn't
- b. Who don't
- c. Which they don't
- d. Which don't they

11. \_\_\_\_ can cause debilitating physical symptoms is a medical fact.

- a. Depression
- b. That depression it
- c. That depression
- d. It depression is

12. I read a book about Picasso, \_\_\_\_ .

- a. Is a Spanish painter
- b. A Spanish painter
- c. Who a Spanish painter is
- d. That is a Spanish painter

13. Lola's marriage has been arranged by her family. She is marrying a man \_\_\_\_ .

- a. That she hardly knows him
- b. Whom she hardly knows him
- c. She hardly knows
- d. She hardly knows him

14. The check \_\_\_\_ I gave Oliver was for work he'd done for me.

- a. Who
- b. Whom
- c. whose
- d. Ø

15. Why did Beth ask you \_\_\_\_ a bicycle?

- a. That if you had
- b. Do you have
- c. That you had
- d. If you had

16. The people \_\_\_\_ the acrobat turn circles in the air were horrified when he missed the outstretched hands of his partner and fell to his death.

- a. Watched
- b. Watch
- c. Watching
- d. Were watching

17. I put the vase on the top of the TV set that is in the living room

- a. I have more than one TV set.
- b. I have only one TV set.

18. Do you know \_\_\_\_ ? I myself have no idea.

- a. How many years the earth is
- b. How old the earth is
- c. How long is the earth
- d. How old is the earth

|  |  |  |  |  |
|--|--|--|--|--|
|  |  | <p><b>B. Make the sentences tighter by combining the sentences</b></p> <ol style="list-style-type: none"><li>1. My uncle Elias often buys fish and shellfish from boats. My uncle Elias is a restaurant owner. The boats are docked at the local pier.</li><li>2. Food goes through a tube. The tube is called the esophagus. The food passes from the mouth to the stomach.</li><li>3. One of the most important foodstuff in the world is flour. Flour is a fine powder. A fine powder is made by grinding wheat or other grains.</li></ol> <p><b>C. Reduce the adjective clause found in the following sentences</b></p> <ol style="list-style-type: none"><li>1. Hundreds of volunteers went to a northern village yesterday to reinforce firefighters who are trying to save a settlement which is threatened by a forest fire. The fire started when a cigarette ignited oil which was leaking from a machine which is used to cut timber.</li></ol> |  |  |
|--|--|--|--|--|

**D. Directions:** Complete the sentence(s) with the words in parentheses. Use any appropriate verb tense. Some contain noun clauses and some contain questions.

1. A: How much (your digital camera, cost) \_\_\_\_\_ ?  
B: I don't remember exactly how much (I, pay) \_\_\_\_\_ for it. I got it last year.
2. A: How many tickets to the art show (you, sell) \_\_\_\_\_ ?  
B: I think about ten. Do you know how many (Ted, sell) \_\_\_\_\_  
He said nearly everyone he knew had bought one from him.
3. A: Hey look! This old bottle has a note in it!  
B: Really? What (it, say) \_\_\_\_\_ ?  
A: I can't read it. The ink is too faded.

**E. Directions:** Correct the error(s).

1. The people who we met them on our last trip last May are going to visit us soon.
2. My brother asked me what did I want.
3. I'm not sure if or not we will buy a new car this year.
4. When we walked past the theater, we saw a lot of people waited in a long line outside the box office
5. Students who living on campus are close to their classroom and the library.
6. I don't like to spend time with people which loses their temper easily.
7. My older sister is Anna is 21 years old
8. The woman about who I was talking suddenly walked into the room.

|  |              |  |  |     |
|--|--------------|--|--|-----|
| <ul style="list-style-type: none"> <li>- complete the best subordinating conjunctions used in adverb clause</li> <li>- change adverb clause into reduced adverb clause</li> <li>- find the errors and correct the sentences</li> </ul> |              |  |  | 30% |
| Self-edit on a paragraph   | Written test | <ol style="list-style-type: none"> <li>1. provide a paragraph taken from a writing class</li> <li>2. analyze the sentences whether they have already had correct form of adjective clause, noun clause and adverb clause</li> <li>3. revise the sentences into the correct form of of adjective clause, noun clause and adverb clause</li> </ol> | 100 points will be given if the paragraph is a well written based on the rules given | 30% |
|  |              |  |  |     |

**B. Assessment rubric for the assignment on paragraph self-editing**

| <b>Criteria</b>  | <b>Errors found</b>   | <b>Revised sentence structure</b>   | <b>Revised grammar usage</b>  |
|------------------|-----------------------|---|---|
| <b>excellent</b> | <b>All errors</b>     | <b>all complete &amp; correct sentence structure</b>  | <b>Consistent grammar usage:</b><br><ul style="list-style-type: none"> <li>- Adjective Clause</li> <li>- Noun Clause</li> <li>- Adverb Clause</li> </ul>                  |
| <b>Good</b>      | <b>Most errors</b>    | <b>Minor errors in sentence structure</b><br><ul style="list-style-type: none"> <li>- Adjective Clause</li> <li>- Noun Clause</li> <li>- Adverb Clause</li> </ul> | <b>Mostly Consistent grammar usage:</b><br><ul style="list-style-type: none"> <li>- Adjective Clause</li> <li>- Noun Clause</li> <li>- Adverb Clause</li> </ul>           |
| <b>Fair</b>      | <b>Several errors</b> | <b>some errors in sentence structure</b><br><ul style="list-style-type: none"> <li>- Adjective Clause</li> <li>- Noun Clause</li> <li>- Adverb Clause</li> </ul>  | <b>Adequate Consistent grammar usage:</b><br><ul style="list-style-type: none"> <li>- Adjective Clause</li> <li>- Noun Clause</li> <li>- Adverb Clause</li> </ul>         |
| <b>Poor</b>      | <b>Few errors</b>     | <b>Many errors in sentence structure</b><br><ul style="list-style-type: none"> <li>- Adjective Clause</li> <li>- Noun Clause</li> <li>- Adverb Clause</li> </ul>  | <b>Frequent inconsistencies in grammar usage:</b><br><ul style="list-style-type: none"> <li>- Adjective Clause</li> <li>- Noun Clause</li> <li>- Adverb Clause</li> </ul> |

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