

**WORKLOAD ASSESSMENT
INTERMEDIATE ENGLISH
GRAMMAR**

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI SURABAYA

WORKLOAD ASSESMENT
INTERMEDIATE ENGLISH GRAMMAR
Academic Year 2019/2020

Coordinator:

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ENGLISH EDUCATION STUDY PROGRAM
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A. Lesson Plan and Course Assessment

 UNESA Universitas Negeri Surabaya	Universitas Negeri Surabaya Faculty of Languages and Arts English Education Study Program				Document Code
Lesson Plan					
COURSE	Code	Cluster	Credits	Semester	Compilation Date
Intermediate English Grammar	8820302098	language	2	Even (2 nd)	2020
AUTHORIZATION	Lesson Plan Developer		Coordinator		Head of Study Program
	Suvi Akhiriyah, S.Pd., M.Pd.		Suvi Akhiriyah, S.Pd., M.Pd.		Ririn Pusparini, S.Pd., M.Pd.
Program Learning Outcome (PLO)	PLO				
	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.			
	Course Learning Outcome (CLO)				
	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, edit, or proof read to eliminate errors in grammar mechanics and sentence structures using standard English conventions to rewrite better compositions				
Course Description	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 through lecturing, discussion, and exercising many grammar practices.				

Learning Materials/ Topics	<ul style="list-style-type: none"> - parts of speech - phrases and clauses (dependent & independent clauses) - parts of a sentence - types of sentences - Subject Verb Agreement - parallel structure - tenses - passive 	
References	Primary	<ol style="list-style-type: none"> 1. Azar & Hagen, Betty Schramfer & Stacy A. 2016. <i>Understanding and Using English Grammar: 5th edition</i>. White Plains, NY: Pearson Education. 2. Elbaum, Sandra N. 2016. <i>Grammar in Context 3: Sixth Edition</i>. Boston: National Geographic Learning.
	Supplementary	<ol style="list-style-type: none"> 1. Lester & Beason, Mark & Larry. 2013. <i>English Grammar usage (second edition)</i>. New York: MacGraw Hill. 2. Murphy, Raymond. 2011. <i>English Grammar in Use</i>. Cambridge: Cambridge University Press. 3. Page, Mary Ellen Munoz. 2011. <i>ESL Grammar: Intermediate and Advanced</i>. New Jersey: Research & Education Association, Inc.
Lecturer(s)	<p>Suvi Akhiriyah, S.Pd., M.Pd. Henny Dwi Iswati, S.S., M.Pd.</p>	
Prerequisite	none	

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
1	To understand the use of 8 kinds of parts of speech	To be able to: <ul style="list-style-type: none"> - Name the parts of speech - Identify 8 kinds of parts of speech - Mention characteristics of different parts of speech - Classify parts of speech based on their characteristics 	Parts of Speech	Lecturing, discussion	[2], [3], [5]	2 x 50'	<ul style="list-style-type: none"> - Naming the parts of speech - Identifying 8 kinds of parts of speech - Mentioning characteristics of different parts of speech - Classifying parts of speech based on their characteristics
2	To apply the correct part of speech in sentences	To be able to: <ul style="list-style-type: none"> - choose the appropriate part of speech to complete a sentence - Use the correct word formation in sentences based on the parts of speech 	Parts of Speech	Lecturing, discussion	[2], [3], [5]	2 x 50'	<ul style="list-style-type: none"> - choosing the appropriate part of speech to complete a sentence - using proper affixes to create correct word formation in completing sentences - use appropriate parts of speech to complete sentences

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
3	To understand the characteristics of phrases, clauses, and sentences	To be able to <ul style="list-style-type: none"> - identify phrases - identify clauses - distinguish between phrase and clause - identify kinds of phrases - identify independent and dependent clauses - identify sentence fragments 	Phrases & Clauses	Lecturing, discussion	[2], [3]	2 x 50'	<ul style="list-style-type: none"> - identifying phrases and clauses - distinguishing between phrase and clause - identifying kinds of phrases - identify independent and dependent clauses - identify sentence fragments
4		To be able to: <ul style="list-style-type: none"> - Identify parts of a sentence - identify sentence fragments - edit sentence fragments into complete sentences 	parts of a sentence	discussion	[2], [3]	2 x 50'	<ul style="list-style-type: none"> - identifying subjects - identifying predicates - Identifying plural subjects - identifying sentence fragments - editing sentence fragments into complete sentences
5-6	To produce the correct form of sentences based the rule of Subject Verb Agreement	To be able to: <ul style="list-style-type: none"> - Choose the correct subjects and verbs to create sentences with appropriate subject verb 	Subject Verb Agreement	Lecturing, discussion	[1], [2], [3],	2 x 50'	<ul style="list-style-type: none"> - classifying nouns and pronouns by number - Identifying plural subjects - Identifying Verbs

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
		agreement - Identify and correct errors in sentences related to subject verb agreement - Proofreading one's writing for Subject-Verb Agreement					That Agree in Number with Their Subjects - Identifying Verbs That Agree with indefinite pronouns as Their Subjects - Choosing Verbs That Agree in Number with Compound Subjects - Identifying errors in one's writing related to subject verb agreement - correcting any issues with subject-verb agreement.
7	To analyze types of sentences	To be able to: - Identify types of sentences based on purpose - Identify types of sentences based on structure - Identify coordinating	Types of Sentences	Lecturing, discussion	[2], [3]	2 x 50'	- Identifying coordinating conjunctions and subordinating conjunctions - Identifying types of sentences based on purpose - Identifying types

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
		conjunctions and subordinating conjunctions - edit run on sentences					of sentences based on structure - Identifying run on sentences - correcting run on sentences
8	To construct proper sentences based on sentence types	To be able to: - Complete sentences using certain sentence types - Combine independent Clauses by using proper Coordinating Conjunction (FANBOYS) - Construct sentences using Coordinating Conjunction (FANBOYS) - Identify errors in one's writing related to types of sentences - Edit errors in writing related to types of sentences	Types of Sentences	Lecturing, discussion	[2], [3]	2 x 50'	- Completing sentences using certain sentence Combining independent Clauses by using proper Coordinating Conjunction (FANBOYS) - Constructing sentences using FANBOYS - Identifying run on sentences - Editing run on sentences - Identifying errors in one's writing related to types of sentences - Editing errors in writing related to types of sentences
9	Midterm tes						

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
10	To construct the correct form of parallel structure	To be able to: <ul style="list-style-type: none"> - Recognize proper parallel stacks in parallel structure - Apply proper coordinating conjunctions and paired conjunctions to form parallel structure - Use proper punctuation in parallelism - Identify and Correct faulty parallelism 	Parallel Structure	Lecturing, discussion	[1], [3]	2 x 50'	<ul style="list-style-type: none"> - Identifying coordinating conjunctions and paired conjunctions - Recognizing parallel structure in a variety of sources - Recognizing types of phrases and clauses in parallel structure - applying coordinating conjunctions and paired conjunctions to form parallel structure - Identifying and Correct faulty parallelism - Correcting faulty parallelism in specific examples
11 - 12	To understand the use of past, present, and future tenses	To be able to: <ul style="list-style-type: none"> - Identify the tenses used in sentences - Explain the verb tense for past, present, and future tenses 	Review of Tenses	discussion	[1], [2], [4]	2 x 50'	<ul style="list-style-type: none"> - Identifying the tenses used in sentences - Explaining the verb tense for past, present, and future tenses - Choosing the

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
		<ul style="list-style-type: none"> - Choose the correct verb tenses based on the context 					correct verb tenses based on the context
13	To apply the correct tenses of past, present, and future in sentences	To be able to: <ul style="list-style-type: none"> - use the correct form of verb tenses based on the context - construct sentences using past, present, and future tenses - Identify and correct errors in sentences related to tenses 	Review of Tenses	discussion	[1], [2], [4]	2 x 50'	<ul style="list-style-type: none"> - Changing verbs into the correct form of tenses based on the context - using the correct form of verb tenses based on the context - constructing sentences using past, present, and future tenses - Identifying and correct errors in sentences related to tenses - correcting errors in sentences related to tenses
14 – 15	To construct the correct form of passive voice	To be able to: <ul style="list-style-type: none"> - Identify the voice of sentences based on the context - Use the correct verb in sentences 	Passive voice	Lecturing, discussion	[1], [2], [4]	2 x 50'	<ul style="list-style-type: none"> - Identifying the voice of sentences - Identifying the agent in passive voice - converting active

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
		based on the voice of the sentences - Construct passive voice based on the context given - Identify and edit errors in passive voice					sentence into passive voice - applying the correct verbs for passive voice - Constructing passive voice based on the context given - justifying the voice of sentences based on the context - choosing the correct verbs for passive voice - Identifying and editing errors in passive voice - Editing errors in passive voice
16	Final term test						

B. Course Evaluation and Development

1. Calculation of Student Workload

Module/Course Title	Student Workload	Credits	Semester	Frequency	Duration
Intermediate English Grammar	78.4	3.18 ECTS	Even	28 CU	14 Meetings

Credit Unit (CU)	ECTS	Meeting Hours	Structured Assignments	Independent Study
2 CU	3.18	1400 minutes 23.3 hours	1680 minutes 28 hours	1680 minutes 28 hours

2. Program Learning Outcomes (PLO)

- PLO 1 Demonstrate speaking and writing competence at the level of B2 CEFR.
- PLO 8 Demonstrate the oral and written skills in communicating knowledge about English instructions.

3. Course Learning Outcomes (CLO)

- CLO 1 apply appropriate grammar in writing in various context.
- CLO 2 create well-formed sentences by using the concepts of sentences' syntax
- CLO 3 Analyze, edit, or proof read to eliminate errors in grammar mechanics and sentence structures using standard English conventions to rewrite better compositions.

4. Assessment of PLO

Assessment Plan & PLO/CLO correlation

	PLO 1	PLO 8
CLO1	Assignment, Mid-semester test, Final semester test	
CLO2		Assignment, Mid-semester test, Final semester test
CLO3	Assignment, Mid-semester test, Final semester test	

Students' Performance

	PLO1	PLO8
Excellent	29%	29%
Good	59%	57%

Satisfy	12%	11%
Fail	1%	3%



APPENDICES

APPENDIX 1 ASSESSMENT RUBRIC

Course Assessment

A. Assessment Rubric

1) Participation / Attitudes / affective domain

The evaluation of student participation in class includes communication skills, discipline and responsibility. The rubrics used are as follows:

Criteria	Score
Communicate effectively, appreciate others' opinions; always attend the class on time; always submit the assignment on time; and always participate in the completion of group assignment	$85 \leq SA \leq 100$
Communicate effectively, appreciate others' opinions; 80% of attendance; submit 90% of the assignment; and often participate in the completion of group assignment.	$70 \leq SA < 85$
Communicate ineffectively, appreciate others' opinions; 75% of attendance; submit the 70% of assignment on time; and participate in the completion of group assignment.	$55 \leq SA < 70$

Communicate ineffectively, do not appreciate others' opinions; rarely attend the class; rarely submit the assignment; and rarely participate in the completion of group assignment	≤ SA < 55
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2) Knowledge/Cognitive Domain

The students' knowledge is assessed through assignments (individual and group) and tests (mid-term and End-term tests).

a. Assignment Rubric

The criteria of assignment according to Assignment Rubrics:

Rubrics in Identifying Errors in Writing

Criteria	Errors found	Revised sentence structure	Revised grammar usage
excellent	All errors	all complete & correct sentence structure	Consistent grammar usage: - Subject Verb Agreement - Verb tenses & usage
Good	Most errors	Minor errors in sentence structure - sentence fragments - run on sentences	Mostly Consistent grammar usage: - Subject Verb Agreement - Verb tenses & usage
Fair	Several errors	some errors in sentence structure - sentence fragments - run on sentences	Adequate Consistent grammar usage: - Subject Verb Agreement - Verb tenses & usage
Poor	Few errors	Many errors in sentence structure - sentence fragments - run on sentences	Frequent inconsistencies in grammar usage: - Subject Verb Agreement - Verb tenses & usage

b. Test (mid-term and End-term tests)

The criteria of mid-term and End-term tests in this course are:

1. The ability to give answers correctly according to the key and rubrics;
2. The ability to provide correct sentences based on the instructions

The assessment blueprints are as follows:

Mid-term tests

Indicators	Assessment			
	Forms	Items	Rubric/scoring	Weight (%)
Use the correct word formation in	Sentence completion	Fill in the blanks with the correct form of the words inside the	@ 2 points	20%

Indicators	Assessment			
	Forms	Items	Rubric/ scoring	Weight (%)
sentences based on the parts of speech		parentheses, based on their parts of speech I have _____ (RECENT) seen an advertisement on your website in which you need an _____ (ASSIST) manager for your hotel.		
Choose the correct subjects and verbs to create sentences with appropriate subject verb	Multiple choice	Circle the correct verb. 1. Smoking any kinds of cigarettes (is, are) extremely prohibited in this campus.	@2 points	24%
- edit sentence fragments into complete sentences - edit run on sentences	Essay, error analysis	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	@4 points	24%
Complete sentences using certain sentence types	Sentence completion	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. Because I live in this city _____	@4 points	16%
Combine independent Clauses by using proper Coordinating Conjunction (FANBOYS)	Sentence completion	Combine these sentences using the correct coordinating conjunction (FANBOYS) 1. Anthony told us about the assembly of the products. He didn't tell us where the products are.	@4 points	16%

End-term tests

Indicators	Assessment
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	Forms	Items	Rubric/ scoring	Weight (%)
Recognize proper parallel stacks in parallel structure	Multiple choice	1. The little girl is taking care of the puppy with ____, affection, and kindness. a. patient b. patiently c. patience d. patients	2 points	8%
Apply proper coordinating conjunctions and paired conjunctions to form parallel structure	Multiple choice	The legislation neither resolves the financial crisis ____ helps consumers. a. and b. or c. also d. nor	2 points	4%
	essay	Combine each pair of sentences into one new sentence with parallel structure. Use <i>both... and; either.... or; neither..... nor.</i> 1. This store doesn't have the size I need. That store doesn't have the size I need.	5 points	20%
construct sentences using past, present, and future tenses	Sentence completion	Complete these statements by using the correct form of clauses. Pay attention to the tenses, time signals, and punctuation. 1. Before I get home tomorrow ____	4 points	16 %
- use the correct form of verb tenses based on the context - Choose the correct subjects and verbs to create sentences with appropriate subject verb agreement	Multiple choice	My grandfather ____ an Internist twice so far because of this illness. a. visits b. visited c. has visited d. has been visiting	2 points	18%
- Identify the voice of sentences based on the context - Use the correct verb in	Multiple choice	Romeo and Juliet _____ by William Shakespeare most probably in 1594 or 1595. a. was written b. is written c. were written d. are written	2 points	6%

Indicators	Assessment			
	Forms	Items	Rubric/ scoring	Weight (%)
sentences based on the voice of the sentences				
<ul style="list-style-type: none"> - Identify and Correct faulty parallelism - Identify and correct errors in sentences related to tenses - Identify and edit errors in passive voice 		Edit the following paragraph for errors in sentence structure (there are 2 errors in parallelism, 3 errors in verb tenses, 2 errors in passive voice). Identify the problems and correct them. Rewrite the paragraph	4 points	28%

B. Universitas Negeri Surabaya's Grading System

University students are considered to be competent and pass if at least get 40% of the maximum End-term grade. The End-term grade (NA) is calculated based on the following weight:

Assessment Components	Percentage
Participation (including attitudes/affective)	20%
Assignment	30%
Mid-term test	20%
End-term test	30%

Scoring Conversion

Scoring Interval (out of 100)	Point	Grade
$85 \leq NA \leq 100$	4.00	A
$80 \leq NA < 85$	3.75	A-
$75 \leq NA < 80$	3.50	B+
$70 \leq NA < 75$	3.00	B

$65 \leq NA < 70$	2.75	B-
$60 \leq NA < 65$	2.50	C+
$55 \leq NA < 60$	2.00	C
$40 \leq NA < 55$	1.00	D
$0 \leq NA < 40$	0	E

APPENDIX 2 COURSE ACTIVITIES RECORDS

a. Sample of Student Attendance



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
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PRESENSI KULIAH Periode 2018/2019 Genap

Mata Kuliah : Intermediate English Grammar
Kelas : 2018C
Prodi : S1 Pendidikan Bahasa Inggris

Dosen : Suvi Akhiriyah, S.Pd., M.Pd.

No	NIM	Nama Mahasiswa	Pertemuan Ke															%
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
			30 Jan 19	06 Feb 19	13 Feb 19	20 Feb 19	27 Feb 19	06 Mar 19	13 Mar 19	20 Mar 19	27 Mar 19	03 Apr 19	10 Apr 19	02 May 19	15 Apr 19	24 Apr 19	26 Apr 19	
1.	18020084049	JIBRIIL AHMAD ABDILLAH	H	H	H	A	A	H	H	H	H	H	H	H	H	I	86.7 %	
2.	18020084050	DIOVANO ARDIN RACHMANTA	H	A	H	A	S	H	A	A	H	H	H	H	H	H	73.3 %	
3.	18020084051	MELINA CAHYANINGTYAS	H	H	H	H	A	H	H	H	H	A	H	H	H	H	86.7 %	
4.	18020084053	SEPTIAN DWI ANGGARA	H	H	H	H	H	H	H	H	H	H	H	A	H	H	93.3 %	
5.	18020084054	SELVIA MEYRA NUGRAHAENI	H	H	H	H	H	H	H	H	H	H	H	H	H	I	100 %	
6.	18020084055	ELDA KARTIKASARI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
7.	18020084056	JOAN CHANDRA JOVANDO	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
8.	18020084057	RACHMAH SHOFIATUL AIDAH	H	S	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
9.	18020084058	AYU KURNIAWAN	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.3 %	
10.	18020084059	AZMINATUL ALFAY ROHMAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
11.	18020084060	NILAM SARI	H	H	H	I	H	H	H	H	H	H	H	H	H	H	100 %	
12.	18020084061	MAS AJENG FAHMA TAHTA	H	H	H	I	H	H	H	H	H	H	H	H	H	H	100 %	
13.	18020084062	SYLVIA PUSPA WINDRAWATI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
14.	18020084063	APRILIA AYU KUSUMA DEWI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
15.	18020084064	NUR JIHAD ROMADHONI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
16.	18020084067	ALFINDA FEBRIANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
17.	18020084068	SRI WAHYUNI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
18.	18020084069	ESTER MELANI	H	S	H	I	H	S	H	H	H	H	H	H	A	H	93.3 %	
19.	18020084070	VIKA SYAH ALDINA	H	H	H	H	H	H	H	H	H	H	H	A	H	H	93.3 %	
20.	18020084071	RIZKY EKA SYAHPUTRA	H	H	H	A	A	H	H	A	H	H	H	H	H	H	80 %	
21.	18020084072	DEVINA DINAR SALSABILA	H	S	H	H	H	H	H	H	H	H	H	H	H	A	93.3 %	
22.	18020084073	NOVRITA NURULIZZA	H	H	H	I	H	S	S	H	H	H	H	H	H	H	100 %	
Tanda Tangan Dosen / Asisten																		

b. Sample of Course Log Book



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
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Aktivitas Perkuliahan

Nama Matakuliah : Intermediate English Grammar **Dosen** : SUVI AKHIRIYAH (198102122005012001)

Kelas : 2018C

Jadwal & Ruang : T04.03.14 (07.00 - 08.40) R.

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen
1	30-01-2019	Pertemuan ke 1	1. introduction 2. part of speech (1)	22	Terjadwal	Suvi Akhiriyah
2	06-02-2019	Pertemuan ke 2	1. part of speech (2),	18	Terjadwal	Suvi Akhiriyah
3	13-02-2019	Pertemuan ke 3	phrases & Clauses	22	Terjadwal	Suvi Akhiriyah
4	20-02-2019	Pertemuan ke 4	Parts of a sentence	15	Terjadwal	Suvi Akhiriyah
5	27-02-2019	Pertemuan ke 5	Subject Verb Agreement 1	18	Terjadwal	Suvi Akhiriyah
6	06-03-2019	Pertemuan ke 6	Subject Verb Agreement 2	20	Terjadwal	Suvi Akhiriyah
7	13-03-2019	Pertemuan ke 7	Types of sentences (1)	20	Terjadwal	Suvi Akhiriyah
8	20-03-2019	Pertemuan ke 8	Types of sentences (2)	20	Terjadwal	Suvi Akhiriyah
9	27-03-2019	Pertemuan ke 9	mid term test	22	Terjadwal	Suvi Akhiriyah
10	03-04-2019	Pertemuan ke 10	Parallel structure	22	Terjadwal	Suvi Akhiriyah
11	10-04-2019	Pertemuan ke 11	review of tenses (1)	21	Terjadwal	Suvi Akhiriyah
12	02-05-2019	Pertemuan ke 12	review of tenses (2)	22	Ganti	Suvi Akhiriyah
13	15-04-2019	Pertemuan ke 13	review of tenses (3)	20	Terjadwal	Suvi Akhiriyah
14	24-04-2019	Pertemuan ke 14	Passives (1)	21	Terjadwal	Suvi Akhiriyah
15	26-04-2019	Pertemuan ke 15	Passives (1)	18	Terjadwal	Suvi Akhiriyah

c. **Sample of Assignment:**

Editing and Rewriting

Working with a partner, read the following short paragraph and underline the five fragments. Then use the space provided to correct the fragments. Feel free to discuss the rewrite quietly with your partner and refer back to the chapter when necessary.

¹Did you know that one in every five children is overweight?
²If you think that these kids will simply outgrow their “baby fat.”
³You’re wrong. ⁴The number of overweight children in this country
has doubled in the past twenty years. ⁵Creating a health epidemic.
⁶Too many children spend hours watching television. ⁷And playing
video games when they should be outside playing. ⁸They consume
sugary, high-calorie snacks. ⁹When they should be eating fresh
fruits and low-fat yogurt. ¹⁰These children are at a higher risk for
high cholesterol, high blood pressure, and type 2 diabetes. ¹¹They
are also more likely to be teased at school, miss school, and
develop low self-esteem. ¹²These problems often follow them
through adolescence and into adulthood. ¹³Sadly, overweight kids
have a 70 percent greater chance of becoming overweight adults.
¹⁴Everyone, however, can make a difference. ¹⁵For example, being
a positive role model. ¹⁶So, live a healthy life. ¹⁷Turn off your
television and take a twenty-minute walk.

d. Sample of Mid-term Test



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
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UJIAN TENGAH SEMESTER GENAP 2018/2019

MATA KULIAH	: Intermediate English Grammar
KODE MATA KULIAH	: 8820302098
JUMLAH SKS	: 2
PRODI/ ANGKATAN	: Pendidikan Bahasa Inggris / 2018
HARI/TANGGAL	: Rabu, 27 Maret 2019
ALOKASI WAKTU	: 100 menit
DOSEN	: Team

A. Fill in the blanks with the correct form of the words inside the parentheses, based on their parts of speech

Dear Manager

I have _____ (RECENT) seen an advertisement on your website in which you need an _____ (ASSIST) manager for your hotel. I am attaching the _____ (APPLY) form with this email.

I am very _____ (PASSION) about good food. I have a few professional _____ (QUALIFY) and I can work together with others. In addition, I am _____ (RELY) and hard-working.

Two months ago I finished a _____ (TRAIN) course in _____ (ADMINISTRATE) because I am keen on having a career in the tourism business. I can give you excellent reference from my former _____ (EMPLOY).

Please consider my email and let me know whenever you have come to a _____ (DECIDE).

Sincerely
Max Monday

B. Circle the correct verb.

1. Smoking any kinds of cigarettes (is, are) extremely prohibited in this campus.
2. Either my shoes or your coat (is, are) always on the floor.
3. Both George and Tamara (doesn't, don't) want to see that movie.
4. One of my sisters (is, are) going on a trip to France.
5. Mice usually (travel, travels) about 50 feet from the nesting area.
6. The movie, including all the previews, (take, takes) about two hours to watch.





7. Nobody (know, knows) the trouble I've seen.
8. (Is, Are) the news on at five or six?
9. Eight dollars (is, are) the price of a movie these days.
10. There (was, were) fifteen candies in that bag. Now there (is, are) only one left.
11. All of the CDs, even the scratched one, (is, are) in this case.
12. The Prime Minister, together with his wife, (greet, greet) the press cordially.

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

Statistics prove that women are, in fact, safer drivers than men. Insurance rates for women are 20 percent lower than they are for men. Another proof is that more accidents are caused by male drivers between the ages of 18 and 25 than by any other group. Although women are criticized for being too cautious, they are really just being safe drivers. The reasons for women drivers' safer driving habits can perhaps be found in the differing attitudes of the sexes toward automobiles, on the one hand, women drivers regard the automobile as a convenience. Like a washing machine. On the other hand, men regard the automobile 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 attitude. Men can learn to become safe drivers they can adopt the attitude that an automobile is merely a convenience.





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UNIVERSITAS NEGERI SURABAYA
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- 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 revised sentences on the lines provided. Pay attention to the use of punctuation, capital letters, and tenses.

Example: *Through old journals*

→ We have learned much about the pioneers through old journals.

1. Old people in this village

2. Because I live in this city

3. If I study a lot about grammar

4. After she woke up

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

1. Anthony told us about the assembly of the products. He didn't tell us where the products are.

2. The students didn't prepare for the test. They have to pass the test.

3. Is Korean food your favorite? Do you prefer Western food?

4. The students will give presentation about the material. The professor will be there to listen to the presentation.



Sample of End-term Test



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UJIAN AKHIR SEMESTER GENAP 2018/2019

MATA KULIAH	: INTERMEDIATE ENGLISH GRAMMAR
KODE MATA KULIAH	: 8820302098
JUMLAH SKS	: 2
PRODI/ ANGKATAN	: PEND. BAHASA INGGRIS / 2018
HARI/TANGGAL	: RABU, 22 MEI 2019
ALOKASI WAKTU	: 100 MENIT
DOSEN	: TIM

A. Choose the correct answer. (Score @2 points, total score 40 points)

- According to experts, the way you spend your free time is vital to your general _____.
 - Happy
 - happiness
 - happily
 - happier
- He had studied eight hours a day during the week, yet _____.
 - he got a high mark in the exam.
 - he graduated as the most successful student
 - he failed the exam because of his carelessness
 - his mother wants him to be a doctor rather than a teacher
- Listen! The coach ____ the strengths of our opponents because our team ____ against them before.
 - has explained / weren't playing
 - explains / won't play
 - is explaining / haven't played
 - was explaining / don't play
- Nasreddin Hodja is well loved not only for his wisdom but also _____.
 - his kindness
 - his is kind
 - kindness
 - for his kindness
- The grass ___ awful. I am sure you ___ it since January
 - look / don't cut
 - looks / haven't cut
 - are looking / haven't been cutting
 - looked / didn't cut
- Most people ___ at work when the fire _____.
 - is / starts
 - was / started
 - are / started
 - were / started
- The jobs of a student include handing in works on time, studying hard, and _____.
 - have a good time
 - to have a good time
 - having a good time
 - good time





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8. You have a nice dog. How long ___ it?
a. had you have
b. have you had
c. have you having
d. had you been having
9. Who ___ my ruler?
a. brake
b. broke
c. did brake
d. have broken
10. According to the doctor, this time next week, I ___ around as normal and the cut on my foot ___ completely.
a. am walking / healed
b. will be walking / will have healed
c. walked / was healing
d. walks / is going to heal
11. The legislation neither resolves the financial crisis ___ helps consumers.
a. and
b. or
c. also
d. nor
12. In 1619, the first African slaves ___ in Virginia, USA, and by 1790, their numbers ___ nearly 700,000.
a. were arriving / have been reaching
b. arrived / had reached
c. were going to arrive / reach
d. had arrived / will have reached
13. We ___ a lovely view of the Bosporus and the bridges over it while the plane ___ over Istanbul.
a. are getting/ flies
b. had got / is flying
c. got / was flying
d. get / has flown
14. He is a very clever boy, but _____.
a. he is not hardworking at all
b. the teachers like him very much
c. he was given an A in all his lessons
d. he can solve even very difficult question in a short period of time
15. While I ___ TV last night a small mouse ran across the room.
a. watch
b. was watching
c. watched
d. have watched
16. I have been learning French for three years, ___ I can't speak it well.
a. consequently
b. therefore
c. so
d. yet
17. This book contains poems which are romantic, soothing, and _____.
a. enjoyable
b. can be enjoyed
c. enjoys the readers
d. enjoyment





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18. Most people also gain satisfaction from doing something ____, such as painting, cooking or gardening.
- create
 - creative
 - creation
 - creating
19. Both historically and ____, Ontario is the heartland of Canada
- in its geography
 - geographically
 - also its geography
 - geography
20. My grandfather ____ an Internist twice so far because of this illness.
- visits
 - visited
 - has visited
 - has been visiting

B. Circle the correct verb. (Score @2 points, total score 12 points)

- Hamilton Family Center, a shelter for teenage runaways in San Francisco, (offers/offer) a wide variety of services.
- The main source of income for Trinidad (is/are) oil and pitch.
- The chances of your being promoted (is/are) excellent.
- There (was/were) a Pokémon card stuck to the refrigerator.
- Neither the professor nor his assistants (was/were) able to solve the mystery of the eerie glow in the laboratory.
- Every year, during the midsummer festival, the smoke of village bonfires (fills/fill) the sky.

C. Add a logical independent clause to each clause and punctuate each sentence correctly. Pay attention to the tenses. (Score @4 points, total score 28 points)

- Every child needs education for _____
- My room is so messy yet _____
- Because I don't have much money _____
- _____ when my mother arrived home.
- This book is so interesting and _____
- The store is closed so _____
- Before the teacher came _____



D. Identify each error in these sentences and correct it. Rewrite the sentence. (Score @4 points, total score 20 points)

1. Salt water boils at a higher temperature than freshwater, food cooks faster in salt water.

2. Because the campus is located in the center of the city, so it is very easy to get there by public transportation.

3. Her chores were to polish the furniture, sweep the floor, and watering the garden.

4. Confident people have a number of character traits. First, believing in themselves.

5. One of the most important Academy Awards for best direction of a film

e. Sample of of Student's Answer to Assignment, Mid-term, and End-term Test

Student's assignment

Writer Name : JIBRIIL AHMAD ABDILLAH

NIM : 18020084049

Peer's Name : ESTER MELANI

NIM : 18020084069

What I Feel Being a Freshman

What I feel being a freshman in English Department Student University state of Surabaya. It is like having fun juggling balls with one glass on it. It feels dangerous if u do a mistake, but feel joy and happy once you've done it. But that just the beginning of our obstacle as a freshman, hundreds or even millions obstacle waiting ahead of us in near future. At the point, what you feel about being freshman, it depends on how you respond to it, if you respond it with anger and hatred, then the bigger anger and hatred you will get. And also if you respond it with joy and fun, then the bigger fun and joy you will receive.

Fragments

Run-ons (There isn't any Run-on in the paragraph)

Student's mid-term

Ayu Kurniawan / Kelas C / 18020084059



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UJIAN TENGAH SEMESTER GENAP 2018/2019

MATA KULIAH	: Intermediate English Grammar
KODE MATA KULIAH	: 8820302098
JUMLAH SKS	: 2
PRODI/ ANGKATAN	: Pendidikan Bahasa Inggris / 2018
HARI/TANGGAL	: Rabu, 27 Maret 2019
ALOKASI WAKTU	: 100 menit
DOSEN	: Team

70

A. Fill in the blanks with the correct form of the words inside the parentheses, based on their parts of speech

Dear Manager

I have ^{recently} (RECENT) seen an advertisement on your website in which you need an ^{assistant} (ASSIST) manager for your hotel. I am attaching the ^{application} (APPLY) form with this email.

I am very ^{passion} (PASSION) about good food. I have a few professional ^{qualified} (QUALIFY) and I can work together with others. In addition, I am ^{reliable} (RELY) and hard-working.

Two months ago I finished a ^{train} (TRAIN) course in ^{administrasi} (ADMINISTRATE) because I am keen on having a career in the tourism business. I can give you excellent reference from my former ^{employer} (EMPLOY).

Please consider my email and let me know ^{whenever you have come to a decision} (DECIDE).

Sincerely
Max Monday

B. Circle the correct verb.

1. Smoking any kinds of cigarettes (is, are) extremely prohibited in this campus. 16
2. Either my shoes or your coat (is, are) always on the floor.
3. Both George and Tamara (doesn't, don't) want to see that movie.
4. One of my sisters (is, are) going on a trip to France.
5. Mice usually (travel, travels) about 50 feet from the nesting area.
6. The movie, including all the previews, (take, takes) about two hours to watch.





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- ✓ 7. Nobody (know, knows) the trouble I've seen.
- ✓ 8. (is, are) the news on at five or six?
- ✓ 9. Eight dollars (is, are) the price of a movie these days.
- ✓ 10. There (was, were) fifteen candies in that bag. Now there (is, are) only one left
- ✓ 11. All of the CDs, even the scratched one, (is, are) in this case.
- ✓ 12. The Prime Minister, together with his wife, (greet, greet) the press cordially.

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

Statistics prove that women are, in fact, safer drivers than men. Insurance rates for women are 20 percent lower than they are for men. Another proof is that more accidents are caused by male drivers between the ages of 18 and 25 than by any other group. Although women are criticized for being too cautious, they are really just being safe drivers. The reasons for women drivers' safer driving habits can perhaps be found in the differing attitudes of the sexes toward automobiles, on the one hand, women drivers regard the automobile as a convenience. Like a washing machine. On the other hand, men regard the automobile 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 attitude. Men can learn to become safe drivers they can adopt the attitude that an automobile is merely a convenience.

F1

F2

F3

R4

R5

- 4 F1 → Although women are criticized for being too cautious, they are really just being safe drivers.
- 4 F2 → They use it as a weapon when they feel particularly aggressive.
- 4 F3 → All in all, women are safer drivers because they have good attitude.
- 4 R4 → The reason automobiles.
On the one hand, women convenience.
- 4 R5 → Men can learn to become safe, drivers can adopt the attitude convenience.





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- 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 revised sentences on the lines provided. Pay attention to the use of punctuation, capital letters, and tenses.

Example: *Through old journals*

→ We have learned much about the pioneers through old journals. 10

- 4 1. Old people in this village
Old people in this village are nice. 8
- 3 2. Because I live in this city
I like this city because I live in this city
- 1 3. If I study a lot about grammar
I study a lot about grammar
- 2 4. After she woke up
After she woke up, she take a bath

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

- 4 1. Anthony told us about the assembly of the products. He didn't tell us where the products are.
Anthony told us about the assembly of the products, but he didn't tell us where the products are. 14
- 4 2. The students didn't prepare for the test. They have to pass the test.
They have to pass the test, yet the students didn't prepare for it.
- 2 3. Is Korean food your favorite? Do you prefer Western food?
Is Korean food your favorite or do you prefer Western?
- 4 4. The students will give presentation about the material. The professor will be there to listen to the presentation.
The students will give presentation about the material, and the professor will be there to listen to the presentation.



Student's end-term

Rizky Eka Saputra (18020029071)



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UJIAN AKHIR SEMESTER GENAP 2018/2019

72

MATA KULIAH	: INTERMEDIATE ENGLISH GRAMMAR
KODE MATA KULIAH	: 8820302098
JUMLAH SKS	: 2
PRODI/ ANGKATAN	: PEND. BAHASA INGGRIS / 2018
HARI/TANGGAL	: RABU, 22 MEI 2019
ALOKASI WAKTU	: 100 MENIT
DOSEN	: TIM

A. Choose the correct answer. (Score @2 points, total score 40 points)

- 38
28
- According to experts, the way you spend your free time is vital to your general ____.
a. Happy
b. happiness
c. happily
d. happier
 - He had studied eight hours a day during the week, yet ____.
a. he got a high mark in the exam.
b. he graduated as the most successful student
c. he failed the exam because of his carelessness
d. his mother wants him to be a doctor rather than a teacher
 - Listen! The coach ____ the strengths of our opponents because our team ____ against them before.
a. has explained / weren't playing
b. explains / won't play
c. is explaining / haven't played
d. was explaining / don't play
 - Nasreddin Hodja is well loved not only for his wisdom but also ____.
a. his kindness
b. his is kind
c. kindness
d. for his kindness
 - The grass ____ awful. I am sure you ____ it since January
a. look / don't cut
b. looks / haven't cut
c. are looking / haven't been cutting
d. looked / didn't cut
 - Most people ____ at work when the fire ____.
a. is / starts
b. was / started
c. are / started
d. were / started
 - The jobs of a student include handing in works on time, studying hard, and ____.
a. have a good time
b. to have a good time
c. having a good time
d. good time



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8. You have a nice dog. How long ___ it?

- a. had you have
- b. have you had
- c. have you having
- d. had you been having

9. Who ___ my ruler?

- a. brake
- b. broke
- c. did brake
- d. have broken

10. According to the doctor, this time next week, I ___ around as normal and the cut on my foot ___ completely.

- a. am walking / healed
- b. will be walking / will have healed
- c. walked / was healing
- d. walks / is going to heal

11. The legislation neither resolves the financial crisis ___ helps consumers.

- a. and
- b. or
- c. also
- d. nor

12. In 1619, the first African slaves ___ in Virginia, USA, and by 1790, their numbers ___ nearly 700,000.

- a. were arriving / have been reaching
- b. arrived / had reached
- c. were going to arrive / reach
- d. had arrived / will have reached

13. We ___ a lovely view of the Bosphorus and the bridges over it while the plane ___ over Istanbul.

- a. are getting/ flies
- b. had got / is flying
- c. got / was flying
- d. get / has flown

14. He is a very clever boy, but ___.

- a. he is not hardworking at all
- b. the teachers like him very much
- c. he was given an A in all his lessons
- d. he can solve even very difficult question in a short period of time

15. While I ___ TV last night a small mouse ran across the room.

- a. watch
- b. was watching
- c. watched
- d. have watched

16. I have been learning French for three years, ___ I can't speak it well.

- a. consequently
- b. therefore
- c. so
- d. yet

17. This book contains poems which are romantic, soothing, and ___.

- a. enjoyable
- b. can be enjoyed
- c. enjoys the readers
- d. enjoyment





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18. Most people also gain satisfaction from doing something ____, such as painting, cooking or gardening.

- a. create
- b. creative
- c. creation
- d. creating

- b. geographically
- c. also its geography
- d. geography

19. Both historically and ____, Ontario is the heartland of Canada

- a. in its geography

20. My grandfather __ an Internist twice so far because of this illness.

- a. visits
- b. visited
- c. has visited
- d. has been visiting

B. Circle the correct verb. (Score @2 points, total score 12 points)

1. Hamilton Family Center, a shelter for teenage runaways in San Francisco, offers a wide variety of services.
2. The main source of income for Trinidad is oil and pitch.
3. The chances of your being promoted is excellent.
4. There was a Pokémon card stuck to the refrigerator.
5. Neither the professor nor his assistants was able to solve the mystery of the eerie glow in the laboratory.
6. Every year, during the midsummer festival, the smoke of village bonfires fills the sky.

C. Add a logical independent clause to each clause and punctuate each sentence correctly. Pay attention to the tenses. (Score @4 points, total score 28 points)

1. Every child needs education for their life
3. My room is so messy yet I like it
4. Because I don't have much money, I can't buy the car
4. I'm sleeping when my mother arrived home.
5. This book is so interesting and amazing
4. The store is closed, so I can't buy food
2. Before the teacher came, the students are already in the classroom



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D. Identify each error in these sentences and correct it. Rewrite the sentence. (Score @4 points, total score 20 points)

19

1. Salt water boils at a higher temperature than freshwater, ^F food cooks faster in salt water.
4
2. Because the campus is located in the center of the city, so it is very easy to get there by public transportation.
7
3. Her chores were to polish the furniture, sweep the floor, and ~~watering~~ the garden.
4
4. Confident people have a number of character traits, ^{first, believing in themselves.}
4
5. One of the most important Academy Awards for best direction of a film
9

