Study Program : English Education
Faculty : Languages and Arts
Course : Intermediate English Grammar
Course Code : 8820302098
Semester/Credit Hours : 1 / 2
Pre-requisite : -
Lecturer(s) : Team
Program Learning Outcomes : (PLO) Students are able to:
1. Demonstrate speaking and writing competence at the level of B2 CEFR
8. Demonstrate the oral and written skills in communicating knowledge about English instructions.

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

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.

References :

1. Azar & Hagen, Betty Schramfer & Stacy A. 2016. *Understanding and Using English Grammar: 5th edition.* White Plains, NY: Pearson Education.
2. Elbaum, Sandra N. 2016. *Grammar in Context 3: Sixth Edition.* Boston: National Geographic Learning
3. Lester & Beason, Mark & Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill.
4. Murphy, Raymond. 2011. *English Grammar in Use*. Cambridge: Cambridge University Press.
5. Page, Mary Ellen Munoz. 2011. ESL Grammar: Intermediate and Advanced. New Jersey: Research & Education Association, Inc.

A. **Teaching-Learning Activity**

| 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:<br>- Name the parts of speech<br>- Identify 8 kinds of parts of speech<br>- Mention characteristics of different parts of speech<br>- Classify parts of speech based on their characteristics | Parts of Speech | Lecturing, discussion | [2], [3], [5] | 2 x 50' | - Naming the parts of speech<br>- Identifying 8 kinds of parts of speech<br>- Mentioning characteristics of different parts of speech<br>- Classifying parts of speech based on their characteristics |
| 2 | To apply the correct part of speech in sentences | To be able to:<br>- choose the appropriate part of speech to complete a | Parts of Speech | Lecturing, discussion | [2], [3], [5] | 2 x 50' | - choosing the appropriate part of speech to complete a sentence |

| Meetings | Learning Objectives | Indicators | Materials | Approach/Model/ Method/Learning Strategy | Learning Source/ Media | Time Allotment | Learning Experience |
|---|---|---|---|---|---|---|---|
| | | sentence<br>- Use the correct word formation in sentences based on the parts of speech | | | | | - using proper affixes to create correct word formation in completing sentences<br>- use appropriate parts of speech to complete sentences |
| 3 | To understand the characteristics of phrases, clauses, and sentences | To be able to<br>- identify phrases<br>- identify clauses<br>- distinguish between phrase and clause<br>- identify kinds of phrases<br>- identify independent and dependent clauses<br>- identify sentence fragments | Phrases & Clauses | Lecturing, discussion | [2], [3] | 2 x 50' | - identifying phrases and clauses<br>- distinguishing between phrase and clause<br>- identifying kinds of phrases<br>- identify independent and dependent clauses<br>- identify sentence fragments |
| 4 | | To be able to:<br>- Identify parts of a sentence<br>- identify sentence fragments<br>- edit sentence fragments into | parts of a sentence | discussion | [2], [3] | 2 x 50' | - identifying subjects<br>- identifying predicates<br>- Identifying plural subjects<br>- identifying |

| Meetings | Learning Objectives | Indicators | Materials | Approach/Model/Method/Learning Strategy | Learning Source/ Media | Time Allotment | Learning Experience |
|---|---|---|---|---|---|---|---|
| | | complete sentences | | | | | - sentence fragments<br>- 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:<br>- Choose the correct subjects and verbs to create sentences with appropriate subject verb agreement<br>- Identify and correct errors in sentences related to subject verb agreement<br>- Proofreading one's writing for Subject-Verb Agreement | Subject Verb Agreement | Lecturing, discussion | [1], [2], [3], | 2 x 50' | - classifying nouns and pronouns by number<br>- Identifying plural subjects<br>- Identifying Verbs That Agree in Number with Their Subjects<br>- Identifying Verbs That Agree with indefinite pronouns as Their Subjects<br>- Choosing Verbs That Agree in Number with Compound Subjects<br>- Identifying errors in one's writing related to subject verb agreement<br>- correcting any |

| Meetings | Learning Objectives | Indicators | Materials | Approach/Model/ Method/Learning Strategy | Learning Source/ Media | Time Allotment | Learning Experience |
|---|---|---|---|---|---|---|---|
| | | | | | | | issues with subject-verb agreement. |
| 7 | To analyze types of sentences | To be able to:<br>- Identify types of sentences based on purpose<br>- Identify types of sentences based on structure<br>- Identify coordinating conjunctions and subordinating conjunctions<br>- edit run on sentences | Types of Sentences | Lecturing, discussion | [2], [3] | 2 x 50' | - Identifying coordinating conjunctions and subordinating conjunctions<br>- Identifying types of sentences based on purpose<br>- Identifying types of sentences based on structure<br>- Identifying run on sentences<br>- correcting run on sentences |
| 8 | To construct proper sentences based on sentence types | To be able to:<br>- Complete sentences using certain sentence types<br>- Combine independent Clauses by using proper Coordinating Conjunction (FANBOYS)<br>- Construct sentences using | Types of Sentences | Lecturing, discussion | [2], [3] | 2 x 50' | - Completing sentences using certain sentence Combining independent Clauses by using proper Coordinating Conjunction (FANBOYS)<br>- Constructing sentences using FANBOYS<br>- Identifying run on |

| Meetings | Learning Objectives | Indicators | Materials | Approach/Model/ Method/Learning Strategy | Learning Source/ Media | Time Allotment | Learning Experience |
|---|---|---|---|---|---|---|---|
| | | Coordinating Conjunction (FANBOYS)<br>- Identify errors in one's writing related to types of sentences<br>- Edit errors in writing related to types of sentences | | | | | sentences<br>- Editing run on sentences<br>- Identifying errors in one's writing related to types of sentences<br>- Editing errors in writing related to types of sentences |
| 9 | Midterm tes | | | | | | |
| 10 | To construct the correct form of parallel structure | To be able to:<br>- Recognize proper parallel stacks in parallel structure<br>- Apply proper coordinating conjunctions and paired conjunctions to form parallel structure<br>- Use proper punctuation in parallelism<br>- Identify and Correct faulty parallelism | Parallel Structure | Lecturing, discussion | [1], [3] | 2 x 50' | - Identifying coordinating conjunctions and paired conjunctions<br>- Recognizing parallel structure in a variety of sources<br>- Recognizing types of phrases and clauses in parallel structure<br>- applying coordinating conjunctions and paired conjunctions to form parallel structure<br>- Identifying and Correct faulty parallelism |

| Meetings | Learning Objectives | Indicators | Materials | Approach/Model/ Method/Learning Strategy | Learning Source/ Media | Time Allotment | Learning Experience |
|---|---|---|---|---|---|---|---|
| | | | | | | | - Correcting faulty parallelism in specific examples |
| 11 - 12 | To understand the use of past, present, and future tenses | To be able to:<br>- Identify the tenses used in sentences<br>- Explain the verb tense for past, present, and future tenses<br>- Choose the correct verb | Review of Tenses | discussion | [1], [2], [4] | 2 x 50' | - Identifying the tenses used in sentences<br>- Explaining the verb tense for past, present, and future tenses<br>- Choosing the correct verb tenses based on |

| Meetings | Learning Objectives | Indicators | Materials | Approach/Model/ Method/Learning Strategy | Learning Source/ Media | Time Allotment | Learning Experience |
|---|---|---|---|---|---|---|---|
| | | tenses based on the context | | | | | the context |
| 13 | To apply the correct tenses of past, present, and future in sentences | To be able to: <br> - use the correct form of verb tenses based on the context <br> - construct sentences using past, present, and future tenses <br> - Identify and correct errors in sentences related to tenses | Review of Tenses | discussion | [1], [2], [4] | 2 x 50' | - Changing verbs into the correct form of tenses based on the context <br> - using the correct form of verb tenses based on the context <br> - constructing sentences using past, present, and future tenses <br> - Identifying and correct errors in sentences related to tenses <br> - correcting errors in sentences related to tenses |
| 14 – 15 | To construct the correct form of passive voice | To be able to: <br> - Identify the voice of sentences based on the context <br> - Use the correct verb in sentences based on the voice | Passive voice | Lecturing, discussion | [1], [2], [4] | 2 x 50' | - Identifying the voice of sentences <br> - Identifying the agent in passive voice <br> - converting active sentence into |

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

**B. Assessment Blue-Print**

**Assignment Rubric: 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:<br><br>- Subject Verb Agreement<br>- Verb tenses & usage |
| Good | Most errors | Minor errors in sentence structure<br><br>- sentence fragments<br>- run on sentences | Mostly Consistent grammar usage:<br><br>- Subject Verb Agreement<br>- Verb tenses & usage |
| Fair | Several errors | some errors in sentence structure<br><br>- sentence fragments<br>- run on sentences | Adequate Consistent grammar usage:<br><br>- Subject Verb Agreement<br>- Verb tenses & usage |
| Poor | Few errors | Many errors in sentence structure<br><br>- sentence fragments<br>- run on sentences | Frequent inconsistencies in grammar usage:<br><br>- Subject Verb Agreement<br>- Verb tenses & usage |

**Mid-Term Test**

| Indicators | Assessment | | | |
|---|---|---|---|---|
| | Forms | Items | Rubric/scoring | Weight (%) |
| - Use the correct word formation in sentences based on the parts of speech | Sentence completion | 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. | @2 points | 20% |

| Indicators | Assessment | | | |
|---|---|---|---|---|
| | Forms | Items | Rubric/scoring | Weight (%) |
| Choose the correct subjects and verbs to create sentences with appropriate subject verb | Multiple choice | 1. Smoking any kinds of cigarettes (is, are) extremely prohibited in this campus.<br>2. Either my shoes or your coat (is, are) always on the floor.<br>3. Both George and Tamara (doesn't, don't) want to see that movie.<br>4. One of my sisters (is, are) going on a trip to France.<br>5. Mice usually (travel, travels) about 50 feet from the nesting area. | @2 points | 24% |
| - edit sentence fragments into complete sentences<br>- 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**<br><br>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. | @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.**<br><br>1. Old people in this village<br>2. Because I live in this city | @4 points | 16% |

| Indicators | Assessment | | | |
|---|---|---|---|---|
| | Forms | Items | Rubric/scoring | Weight (%) |
| | | 3. If I study a lot about grammar<br>4. She works at a big company | | |
| Combine independent Clauses by using proper Coordinating Conjunction (FANBOYS | Sentence completion | **Combine theses sentences using the correct coordinating conjunction (FANBOYS)**<br><br>1. Anthony told us about the assembly of the products. He didn't tell us where the products are. | @4 points | 16% |

**Final-Term Test**

| Indicators | Assessment | | | |
|---|---|---|---|---|
| | 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.<br>   a. patient<br>   b. patiently<br>   c. patience<br>   d. patients<br><br>2. Both historically and ___ , Ontario is the heartland of Canada<br>   a. in its geography<br>   b. geographically<br>   c. also its geography<br>   d. geography<br><br>3. She wants to take a trip not only to Europe ___.<br>   a. but she also would like to travel to Asia<br>   b. but also to take a trip to Asia<br>   c. but Asia too<br>   d. but also to Asia<br><br>4. This book contains poems which are romantic, soothing, and | 2 points | 8% |

| Indicators | Assessment | | | |
|---|---|---|---|---|
| | Forms | Items | Rubric/scoring | Weight (%) |
| | | ___ .<br>a. enjoyable<br>b. can be enjoyed<br>c. enjoys the readers<br>d. enjoyment | | |
| Apply proper coordinating conjunctions and paired conjunctions to form parallel structure | Multiple choice | The legislation neither resolves the financial crisis ___ helps consumers.<br>a. and<br>b. or<br>c. also<br>d. nor | 2 points | 4% |
| | essay | **Combine each pair of sentences into one new sentence with parallel structure.**<br>**Use *both… and; either…. or; neither….. nor.***<br>1. This store doesn't have the size I need. That store doesn't have the size I need.<br>2. The manager was helpful. The assistant manager was helpful.<br>3. We can eat lunch here, or we can look for other restaurants.<br>4. The stores close at 10:00. The food court closes at 10:00 | 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.**<br>1. Before I get home tomorrow ___<br>2. While I was walking down the street ___<br>3. I had put off the camp fire when ___<br>4. I have to take this exam after ___ | 4 points | 16 % |
| - use the correct form of verb tenses based on the context<br>- Choose the correct subjects and verbs to create sentences with appropriate subject verb | Multiple choice | My grandfather ___ an Internist twice so far because of this illness.<br>a. visits<br>b. visited<br>c. has visited<br>d. has been visiting | 2 points | 18% |

| Indicators | Assessment | | | |
|---|---|---|---|---|
| | **Forms** | **Items** | **Rubric/scoring** | **Weight (%)** |
| agreement | | In 1619, the first African slaves _____ in Virginia, USA, and by 1790, their numbers _____ nearly 700,000.<br>a. were arriving / have been reaching<br>b. arrived / had reached<br>c. were going to arrive / reach<br>d. had arrived / will have reached<br><br>While I ___ TV last night a small mouse ran across the room.<br>a. watch<br>b. was watching<br>c. watched<br>d. have watched<br><br>According to the doctor, this time next week, I _____ around as normal and the cut on my foot _____ completely.<br>a. am walking / healed<br>b. will be walking / will have healed<br>c. walked / was healing<br>d. walks / is going to heal<br><br>You have a nice dog. How long ___ it?<br>a. had you have<br>b. have you had<br>c. have you having<br>d. had you been having<br><br>Listen! The coach ___ the strengths of our opponents because our team ___ against them before.<br>a. has explained / weren't playing<br>b. explains / won't play<br>c. is explaining / haven't played<br>d. was explaining / don't play<br><br>The grass ___ awful. I am sure you ___ it since January<br>a. look / don't cut<br>b. looks / haven't cut | | |

| Indicators | Assessment | | | |
| --- | --- | --- | --- | --- |
| | Forms | Items | Rubric/scoring | Weight (%) |
| | | c. are looking / haven't been cutting<br>d. looked / didn't cut | | |
| Identify the voice of sentences based on the context<br>- Use the correct verb in sentences based on the voice of the sentences | Multiple choice | Romeo and Juliet _____ by William Shakespeare most probably in 1594 or 1595.<br>a. was written<br>b. is written<br>c. were written<br>d. are written<br><br>Hundreds of houses and other buildings _____ by the raging tropical storms which later developed into a hurricane.<br>a. were developing<br>b. were developed<br>c. are developing<br>d. are developed<br><br>The biology class will _____into two sections to prevent overcrowding in his classroom.<br>a. be divided<br>b. be divide<br>c. divide<br>d. be dividing | 2 points | 6% |
| - Identify and Correct faulty parallelism<br>- Identify and correct errors in sentences related to tenses<br>- 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% |

Surabaya, 11 Septemver 2017

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