



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

Document Code

LESSON PLAN

Course	Course Code	Course Cluster	Credit (sks)	Semester	Compilation Date
Listening for General Communication	8820302034		2	1	
AUTHORIZATION	Lesson Plan Developer		Course Cluster Coordinator		Head of Study Programme
	Wiwiet Eva Savitri		Wiwiet Eva Savitri		Dr. Him'mawan Adi Nugroho
Learning Outcomes (CP)	Programme Learning Outcomes (PLO)-Study Programme imposed on courses				
	PLO 1	Demonstrating oral and written competence equals to B2 CEFR level			
	PLO 6	Creating products related to English teaching and Learning			
	Course Learning Outcomes (CLO)				
	CLO 1	1. Comprehending and responding long oral text independently			
	CLO 2	2. Distinguishing literal and implied meaning in long oral texts			
	CLO 3	3. Applying listening strategies to facilitate comprehension on long oral texts			
	CLO 4	4. Presenting long texts comprehension in group or class discussion using offline and online platform			
	CLO 5	5. Showing listening comprehension through creating infographics, posters, video, podcast related to the materials listened or viewed			
	Lesson Learning Outcomes (LLO)				
	LLO 1	Recognizing general information of talks, interviews, and speeches			
	LLO 2	Recognizing specific information of talks, interviews, and speeches			
	LLO 3	Applying some listening strategies to comprehend authentic oral texts			
	LLO 4	Producing appropriate responses			
	LLO 5	Recognizing relevant points of speech, talk shows and debates			
LLO 6	Recognizing inferred information of speech, talk shows and debates				
LLO 7	Recognizing organization of ideas of speech, talk shows and debates				
LLO 8					

	LLO 9	
	LLO 10	
	LLO 11	
	LLO 12	
	LLO 13	
	LLO 14	
	LLO 15	
	LLO 16	
	LLO 17	
	LLO 18	
Brief description of the course	This course provides the students with listening practices in which they learn identifying general and specific information of long non-authentic and authentic materials which contain particular issues in various forms (for example, talk show, debate, and speech), guessing meaning by context, identifying relevant points, identifying inferred information & organization of ideas, assuming, summarizing, note taking, and giving values of the issues in upper intermediate and pre-advanced level. As argument is one main elements of critical thinking, students will also be guided to show their critical thinking towards the topics and the listening materials used. Students will be led to understand the listening text and express their analysis and comments on it. By the end of this course, the students are expected to be able to show upper intermediate listening skill and adequate analysis on the listening topics as well as answer the listening comprehension questions in standardized tests like TOEFL and IELTS.	
Study Materials: Learning Materials	Audios and Videos on daily topics i.e. personal information, description, daily activities, habit, appointments, traveling and vacation, food preferences, location and direction, entertainment, past times, preferences, and weather	
References	Main reference:	
	1. Barral, Irene and Rogers, John. 2011. <i>Lifestyle: English for work, socializing, and travel. Upper-Intermediate</i> . Pearson Longman	
	Supplementary reading:	
	2. Soars, John and Liz. 2014. <i>New Headway upper intermediate</i> . Oxford University Press 3. Open Forum 4. Authentic Materials 5. Reader's Digest Audio book	
Lecturer (s)	Wiwiet Eva Savitri Yuri Lolita	
Course requirements	-	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Recognizing general and specific information of non-authentic talks, interviews, and speeches	Able to <ul style="list-style-type: none"> To identify main topic To identify general information To identify specific details To guess meaning by context 	Individual task: <ul style="list-style-type: none"> Listening to non-authentic interviews, or speeches. Grabbing main ideas Identifying simple detail information Guessing word meaning through its context 	Class discussion on topic “Free education”		Education for all ages	
2	Recognizing general and specific information of non-authentic talks, interviews, and speeches	Able to <ul style="list-style-type: none"> To identify main topic To identify general information To identify specific details To guess meaning by context 	Individual task: <ul style="list-style-type: none"> Listening to non-authentic interviews, or speeches. Grabbing main ideas Identifying simple detail information Guessing word meaning through its context 	Podcasting Make a podcast on topic “Ideal education system”		Education systems around the worlds	

3	Applying some listening strategies to comprehend authentic oral texts and produce appropriate responses	Able to assume, summarize, take note, and give values of the issues of authentic oral narration	Individual task - written: Comparing the differences between book and movie in depicting characters	Class discussion		Literary works: book vs movie	
4	Applying some listening strategies to comprehend authentic oral texts and produce appropriate responses	Able to take note and draw a pattern of a strategy modelled in authentic oral narration	Pair work project: <ul style="list-style-type: none"> • Listening and watching to book narration • Recognizing the pattern of reading aloud • Doing reading aloud 	Assignment: Doing reading aloud		Reading aloud for children	
5	Recognizing relevant points, inferred information, & organization of ideas of non-authentic talk shows and debates	Able to <ul style="list-style-type: none"> • identify relevant points of non-authentic talk shows and debates, • identify inferred information & organization of ideas of non-authentic talk shows and debates 	Individual work-written: Completing tables Class discussion on a topic	Individual work & discussion		Technology and lifestyle (1)	
6	Recognizing relevant points, inferred information, & organization of ideas of	Able to <ul style="list-style-type: none"> • identify relevant points of non-authentic talk shows and debates, 	Individual work-written: Completing tables	Individual work & discussion		Technology and lifestyle (2)	

	non-authentic talk shows and debates	<ul style="list-style-type: none"> identify inferred information & organization of ideas of non-authentic talk shows and debates 	Class discussion on a topic				
7	Applying some listening strategies to comprehend authentic oral texts	Able to identify general and specific information of authentic talks, interviews, and speeches as well as to guess meaning by context	Group task – discussion: Listening to a recording an environment issue , then discussing it	Individual work & discussion		Environment (1)	
8		MIDTERM TEST	Written test	Written test		1, 2, 3	20%
9	Applying some listening strategies to comprehend authentic oral texts	Able to identify general and specific information of authentic talks, interviews, and speeches as well as to guess meaning by context	Group task – discussion: Listening to a recording about an environmental program and their influence to society, then discussing it	Class Discussion		Environment (2)	
10	Applying some listening strategies to comprehend authentic oral texts	Able to identify relevant points of authentic talk shows and debates, and inferred information & organization of ideas of authentic	Group task – discussion: Listening to a recording about stress reduction programs and their influence to health, then discussing it	Class Discussion		Psychology (1)	

11	Applying some listening strategies to comprehend authentic oral texts	Able to identify relevant points of authentic talk shows and debates, and inferred information & organization of ideas of authentic talk shows and debates	Individual task – spoken: Listening to a recording about psychological aspects that supports someone success then retelling about it in video form	Individual task		Psychology (2)	
12	Applying some listening strategies to comprehend authentic oral texts and produce appropriate responses	Able to assume, summarize, take note, and give values of the issues of authentic talks, interviews, and speeches	Group task – discussion: Listening to a recording about health insurance, then discussing it	Class Discussion		Health (1)	
13	Applying some listening strategies to comprehend authentic oral texts and produce appropriate responses	Able to assume, summarize, take note, and give values of the issues of authentic talks, interviews, and speeches	Individual task Listening to a recording about how to maintain health to live longer. Making summary and an essay based on it.	Individual task		Health (2)	
14	Applying some listening strategies to comprehend authentic oral texts and produce appropriate responses	Able to assume, summarize, take note, and give values of the issues of authentic talk shows and debates	Pair task - spoken: Identifying and classifying types of sciences weather in, then discussing their roles to human beings	Individual and pair small debates		Science (1)	

15	Applying some listening strategies to comprehend authentic oral texts and produce appropriate responses	Able to assume, summarize, take note, and give values of the issues of authentic talk shows and debates	Group - spoken: Listening to and discussing a new scientific discovery and its effects potential danger	Class debates		Science (2)	
16		FINAL TEST	Written test				30%

➤ **Assessment Blue-print**

Mid-Term

Indicators	Assessment			
	Forms	Items	Rubric/ scoring	Weight (%)
Answering the questions and giving strong argument for the answer.	Written	Answer the followings questions in the form of an essay. Give strong arguments for your answer. 1. What points about parents involvement in education does the professor state? 2. Which statements of the professor you disagree? Elaborate your reasons.	1. Listening comprehension 2. Arguments content 3. Fluency 4. Grammar	20%

Final-Term

Indicators	Assessment			
	Forms	Items	Rubric/ scoring	Weight (%)
Answering the questions and giving strong argument for the answer.	Written	If you were born as a Gypsy and now you lived in U.S., would you tell others that you're a Gypsy? Would it more beneficial to do so? Explain your answer in 60-80 words. Your supporting arguments must be based on video 2.	Listening comprehen sion Arguments content Fluency Grammar	30%

Acknowledged
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Surabaya, 20 August 2022
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UJIAN TENGAH SEMESTER GENAP 2020/2021

MATA KULIAH	: CRITICAL LISTENING
KODE MATA KULIAH	: 8820302034
JUMLAH SKS	: 2
PRODI/ ANGKATAN	: PEND. B. INGGRIS/2020
HARI/TANGGAL	: SELASA/23 MARET 2021
ALOKASI WAKTU	: 45 MENIT
DOSEN	: WIWIET EVA SAVITRI YURI LOLITA NUR FAUZIA

VIDEO 1 (For questions 1 to 10)

- "The Da Vinci Code" is about ...
 - Dan Brown's most popular book
 - controversial historical secret
 - church theories
 - a political conspiracy
- "The Lion, the witch, and the Wardrobe" is ... successful.
 - very
 - hardly
 - never
 - scarcely
- Readers can find the following items in "The hobbits", except ...
 - gigantic dwarf
 - beautiful language
 - brave wizard
 - clever riddles
- "Dream of the Red Chamber" is about the story of a ... family in 18th century.
 - saga
 - aristocratic
 - spiritual
 - Indies
- The following statements are correct about "And Then There were None", except ...
 - It is written by Agatha Christie
 - The story takes place in Devon
 - It is about ten teenagers
 - It is a world best-selling mystery



6. "Harry Potter and the Sorcerer's Stone" is also known as ...
 - a. "Harry Potter and the Scissor's Stone"
 - b. "Harry Potter and the Soccer's Stone"
 - c. "Harry Potter and the Pillow's Stone"
 - d. "Harry Potter and the Philosopher's Stone"

7. "The Little Prince" usually causes readers feel ...
 - a. grateful
 - b. pessimist
 - c. unhappy
 - d. amazed

8. The genre of "The Lord of the Rings" is ...
 - a. fantasy
 - b. thriller
 - c. drama
 - d. comedy

9. "A Tale of Two Cities" is mostly read by ...
 - a. masters
 - b. high school students
 - c. quirky characters
 - d. French revolution soldiers

10. "Don Quixote" is sold ... Dickens' books
 - a. as many as
 - b. less than
 - c. more than
 - d. equal with

VIDEO 2 (For questions 11 to 20)

DECIDE WHETHER THE FOLLOWING STATEMENTS ARE TRUE (T) OR FALSE (F).

11. Human activity causes climate change.
12. Green house effect increases world temperature.
13. Oceans are NOT affected by climate change.
14. Ice in the Arctic melts because of climate change.
15. Glacier causes sea level rise and flood.
16. Extreme weather is not caused by warmer temperature.
17. Warmer temperature causes drought.
18. Water supply gets scarce because of climate change.
19. SMOG causes lung cancer.
20. Human can only destroy earth.



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VIDEO 3 (For question 21 to 22)

Answer the followings questions and give strong argument for your answer.

21. What points about parents involvement in education does the professor state?
22. Which statements of the professor you disagree? Elaborate your reasons.



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UJIAN AKHIR SEMESTER GENAP 2020/2021

MATA KULIAH : CRITICAL LISTENING
KODE MATA KULIAH : 8820302034
JUMLAH SKS : 2
PRODI/ ANGKATAN : PEND. B. INGGRIS/2020
HARI/TANGGAL : SELASA/8 JUNI 2021
ALOKASI WAKTU : 45 MENIT
DOSEN : WIWIET EVA SAVITRI
YURI LOLITA
NUR FAUZIA

Video 1 (± 3 minutes)

Answer the following questions based on the information in video 1.

1. When did the man come to Dubai?

2. How did the man get money to start his business?

3. How long has he been in his recent business spot?

4. How much money does he get in a month?

5. Where is he from?

6. How often does he go back to his homeland?

7. Does he ask all his customers to pay similarly? Explain your answer.

8. What time does he work every day?

9. Has the man been to world's tallest building in Dubai?

10. Does he always want to go to the tallest building? Explain your answer.

STUDENT'S REFLECTIVE PRACTICE

Name: Haura

Course: Critical Listening

Lecturer: Wiwiet Eva Savitri

Topic: Education System

Stage	Probing questions	Student's Reflective Note
Context	What happened in the classroom? (Topics, activities, quizzes, exams)	In the class we discussed the topic of educational systems. Class activities such as listening to audio, listening to lecturer explanations, working on worksheets, discussing and giving opinions/answers. Lecturers ask questions to students and students get the opportunity to answer. Not only that, students are also allowed to ask the lecturer if there is something they want to ask about the material.
Action	What did I do? Why did I choose this action? What else happened (other actions)? What other actions could I have chosen? (not necessarily giving you the same result)	I did the learning through audio and I did the questions after the audio was played. I chose this action to practice my listening skills. Another action I take to hone my listening skills is to often watch youtube or movies on netflix in English and then write down new words that I don't know yet.
Results	Did I accomplish what I wanted? Did my actions accomplish what I wanted in the way I expected? What are the implications of my actions on myself/others/similar situations in the future? Could different actions have given me	Yes I did Yes I did When I became a high-ranking official and I had to be able to record what important points were discussed by the president. I can hear and take notes very well. Yes, if you often practice listening to audio well, the results will be good. But if you don't practice often, the results will not be optimal.

	<p>the same result? Is there a way I could improve my results or actions?</p>	<p>Yes, to improve the results we need to practice a lot and increase the level gradually.</p>
Learning	<p>What did I learn from the experience? Would I do the same thing again or would I change something? What should I do next time I'm in a similar experience? Should I change anything about the way I do things? What?</p>	<p>I learned how to capture audio well and quickly. And summarize back the audio we heard. I also picked up new vocabulary that I didn't know yet.</p> <p>If I experience the same thing I will try something new. make the past into an evaluation and change something that was wrong.</p> <p>Yes, I should change my habit of putting off tasks because it is time-consuming.</p>