



**UNESA**  
Universitas Negeri Surabaya

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

**Document  
Code**

**Lesson Plan**

<b>COURSE</b>	<b>Code</b>	<b>Cluster</b>	<b>Credits</b>	<b>Sem</b>	<b>Compilation Date</b>
<b>Listening for social issues</b>	8820302132	Language Skills	<b>2</b>	<b>3</b>	<b>2020</b>
<b>AUTHORIZATION</b>	<b>Lesson Plan Developer</b>		<b>Coordinator</b>		<b>Head of Study Program</b>
	Wiwiet Eva Savitri, M.Pd.		Wiwiet Eva Savitri, M.Pd.		Ririn Pusparini, M.Pd.
<b>Program Learning Outcome (PLO)</b>	<b>PLO</b>				
	PLO1	Demonstrate speaking and writing competence at the level of B2 CEFR.			
	<b>Course Learning Outcome (CLO)</b>				
	CLO1	Comprehending various oral texts			
	CLO2	Being able to make a right decision in selecting suitable listening strategies to facilitate listening comprehension;			
	CLO3	Making use of ICT-based language laboratory equipment to facilitate listening practice;			
	CLO4	Being responsible for applying suitable listening strategies to facilitate listening comprehension and making use of ICT-based language laboratory equipment to facilitate listening practice			
<b>Course Description</b>	This subject provides the students with listening practices in which they learn identifying general and specific information of long lectures with various fields, identifying inferred information & organization of ideas, assuming, summarizing, and note taking in advanced level. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.				

<b>Learning Materials/ Topics</b>	<ul style="list-style-type: none"> <li>• education,</li> <li>• environment,</li> <li>• technology &amp; lifestyle,</li> <li>• literature, psychology,</li> <li>• health,</li> <li>• science</li> </ul>	
<b>References</b>	<b>Primary</b>	<ol style="list-style-type: none"> <li>1. Barral, Irene and Rogers, John. 2011. Lifestyle: English for work, socializing, and travel. Upper-Intermediate.</li> <li>2. Soars, John and Liz. 2014. New Headway upper intermediate. Oxford University Press.</li> <li>3. Open Forum (<a href="https://elt.oup.com/student/openforum/?cc=global&amp;sellLanguage=en">https://elt.oup.com/student/openforum/?cc=global&amp;sellLanguage=en</a>)</li> </ol>
	<b>Supplementary</b>	<ol style="list-style-type: none"> <li>4. Authentic Material from YouTube and other recent platforms</li> <li>5. Reader's Digest Audio book</li> <li>6. Other related sources</li> </ol>
<b>Lecturer(s)</b>	Wiwiet Eva Savitri, M.Pd. Yuri Lolita, M.Pd.	
<b>Prerequisite</b>		

### A. Teaching-Learning Activity

Meetings	Objectives (TIU)	Indicators (TIK)	Materials	Learning Strategy	Sources /Media	Time allotment	Learning Experience
1-2	To be able to recognize general and specific information of non-authentic talks, interviews, and speeches	<ul style="list-style-type: none"> <li>• To identify main topic</li> <li>• To identify general information</li> <li>• To identify specific details</li> </ul>	Education	Discussion Question-Answer	[1] [2]	200'	<ul style="list-style-type: none"> <li>• Listening to non-authentic talks, interviews, or speeches.</li> <li>• Grabbing main ideas</li> <li>• Observing the stress and intonation</li> <li>• Memorizing simple detail information</li> <li>• Guessing word meaning through its context</li> <li>• Recognizing who says what</li> </ul>

		<ul style="list-style-type: none"> <li>To guess meaning by context</li> </ul>					<ul style="list-style-type: none"> <li>Taking note</li> </ul>
3 - 4	To be able to recognize relevant points, inferred information, & organization of ideas of non-authentic talk shows and debates	To be able to <ul style="list-style-type: none"> <li>identify relevant points of non-authentic talk shows and debates,</li> <li>identify inferred information &amp; organization of ideas of non-authentic talk shows and debates</li> </ul>	Environment	Discussion Question-Answer Assignment	[1] [2]	200'	<ul style="list-style-type: none"> <li>Listening to non-authentic talk shows and debates</li> <li>Observing the stress and intonation</li> <li>Memorizing simple detail information</li> <li>Guessing word meaning through its context</li> <li>Recognizing who says what</li> <li>Identifying relevant and irrelevant points</li> <li>Grabbing stated and implied information</li> <li>Understanding the organization of the text</li> <li>Taking note</li> </ul>
5 - 6	To be able to apply some listening strategies to comprehend non authentic oral texts and produce appropriate responses	To be able to assume, summarize, take note, and give values of the issues of non-authentic talks, talk shows, interviews, speeches, or debates	Business	Discussion Question-Answer	[1] [2] [3]	200'	<ul style="list-style-type: none"> <li>Listening to non-authentic talks, talk shows, interviews, debates, or speeches.</li> <li>Recognizing who says what</li> <li>Grabbing stated and implied information</li> <li>Understanding the organization of the text</li> <li>Making assumption and summary</li> <li>Making effective note</li> <li>Retelling</li> </ul>
7	Mid-term test			Written test	[1] [2] [3]	100'	<ul style="list-style-type: none"> <li>Understanding the given materials and answering questions in limited time effectively and correctly</li> </ul>
8 - 9	To be able to apply some listening strategies to comprehend authentic oral texts	To be able to identify general and specific information of authentic talks, interviews, and speeches as well as to guess meaning by context	Lifestyle	Discussion Question-Answer	[1] [2] [3] [4] [5]	200'	<ul style="list-style-type: none"> <li>Listening to authentic talks, interviews, or speeches.</li> <li>Grabbing main ideas</li> <li>Observing the stress and intonation</li> <li>Memorizing simple detail information</li> <li>Guessing word meaning through its context</li> <li>Recognizing who says what</li> <li>Taking note</li> </ul>
10-11	To be able to apply some listening strategies to	To be able to identify relevant points of authentic talk shows	Psychology	Discussion Question-Answer	[1] [2] [3] [4] [5]	200'	<ul style="list-style-type: none"> <li>Listening to authentic talk shows and debates</li> <li>Observing the stress and intonation</li> </ul>

	comprehend authentic oral texts	and debates, and inferred information & organization of ideas of authentic talk shows and debates					<ul style="list-style-type: none"> <li>● Memorizing simple detail information</li> <li>● Guessing word meaning through its context</li> <li>● Recognizing who says what</li> <li>● Identifying relevant and irrelevant points</li> <li>● Grabbing stated and implied information</li> <li>● Understanding the organization of the text</li> <li>● Taking note</li> </ul>
12-13	To be able to apply some listening strategies to comprehend authentic oral texts and produce appropriate responses	To be able to assume, summarize, take note, and give values of the issues of authentic talks, interviews, and speeches	Health	Discussion Question-Answer	[1] [2] [3] [4] [5]	200'	<ul style="list-style-type: none"> <li>● Listening to authentic talks, interviews, or speeches.</li> <li>● Recognizing who says what</li> <li>● Grabbing stated and implied information</li> <li>● Understanding the organization of the text</li> <li>● Making assumption and summary</li> <li>● Making effective note</li> <li>● Retelling</li> </ul>
14-15	To be able to apply some listening strategies to comprehend authentic oral texts and produce appropriate responses	To be able to assume, summarize, take note, and give values of the issues of authentic talk shows and debates	Entertainment	Discussion Question-Answer	[1] [2] [3] [4] [5]	200'	<ul style="list-style-type: none"> <li>● Listening to authentic talk shows and debates.</li> <li>● Recognizing who says what</li> <li>● Grabbing stated and implied information</li> <li>● Understanding the organization of the text</li> <li>● Making assumption and summary</li> <li>● Making effective note</li> <li>● Retelling</li> </ul>
16	Final test			Written test	[1] [2] [3] [4] [5]	100'	Understanding the given materials and answering questions in limited time effectively and correctly

## B. Assessment Blue-print

Indicator	Assessment			
	Type	Instrument	Criteria	Point (%)
<ul style="list-style-type: none"> <li>- Able to identify general and specific information</li> <li>- Able to identify implied information</li> <li>- Able to retell correctly in effective way</li> <li>- Able to demonstrate the oral and written skills in communicating knowledge</li> </ul>	Written test	Listen to the recording about a tribe lifestyle, then answer the following questions. <ol style="list-style-type: none"> <li>1. What are their lives like?</li> <li>2. What are their needs?</li> <li>3. How could they do their special expertise?</li> <li>4. Why the narrator says about ... ?</li> <li>5. Explain how ... ?</li> </ol>	Full score if the students are able to answer all questions correctly.	20
<ul style="list-style-type: none"> <li>- Able to identify relevant information</li> <li>- Able to summarize</li> <li>- Able to demonstrate the oral and written skills in communicating knowledge</li> </ul>	Written test	Listen to the following talk, write the main points of the talk. Then retell what the talk is about in your own words.	Full score if the students are able to answer all questions correctly	30
<b>ASSIGNMENT</b> <ol style="list-style-type: none"> <li>1. To be able to apply some listening strategies to comprehend non authentic long lectures and produce appropriate responses</li> <li>2. To be able to apply some listening strategies to comprehend authentic long lectures and produce appropriate responses</li> </ol>	<ol style="list-style-type: none"> <li>1. Written assignment</li> <li>2. Oral assignment</li> </ol>	<ol style="list-style-type: none"> <li>1. Make an essay to response the given audio. Elaborate your answer and support with arguments. Pay attention on what, when, where, why, how.</li> <li>2. Make video to response the issue on the given audio. Elaborate your answer and support with arguments. Pay attention on what, when, where, why, how.</li> </ol>	Full score if the students are able to develop good answer and good arguments	30