



UNESA
Universitas Negeri Surabaya

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

Document Code

Lesson Plan

COURSE	Code	Cluster	Credits	Semester	Compilation Date
Written Integrated English	8820306233	Language	6	Odd	2020
AUTHORIZATION	Lesson Plan Developer		Coordinator		Head of Study Program
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Program Learning Outcome (PLO)	PLO				
	PLO1	Demonstrate speaking and writing competence at the level of B2 CEFR.			
	PLO8	Demonstrate the oral and written skills in communicating knowledge about English instructions.			
	Course Learning Outcome (CLO)				
	CLO1	Understanding basic concept and knowledge of language elements and skills to support oral communication			
	CLO2	Being able to select proper language elements and skills to support oral communication.			
	CLO3	Being able to apply language elements and skills to improve oral communicative competence			
	CLO4	Being responsible for completing simple projects properly and punctually.			
Course Description	This course provides the students with basic writing skills and practices in education context such as showing comprehension of basic sentence structures and being able to use them appropriately, being able to communicate ideas and thought in appropriate and effective written sentences, being able to use punctuation, being able to use appropriate prepositional phrases, being able to recognize and apply subject-verb agreement in simple sentences, being able to identify relevant and irrelevant information in written texts, being able to recognize main ideas, explicit, implied, and referential information in simple texts, being able to show comprehension of written texts by answering relevant written questions and retelling in effective ways, being able to choose appropriate words to communicate ideas and thought in written task in beginner level. All teaching learning activities are conducted through lecturing, discussion and presentation.				
Learning Materials/ Topics	<ol style="list-style-type: none"> 1. Basic written sentence structures: <ol style="list-style-type: none"> a. Punctuation b. prepositional phrase c. subject-verb agreement 2. Understanding various types of written texts: <ol style="list-style-type: none"> a. identifying relevant and irrelevant information in written texts b. recognizing main ideas c. recognizing explicit information d. recognizing implied information e. recognizing referential information f. answering comprehension questions 				

References	Primary	1. Rodgers, Louis & Wilkin, Jennifer. (2013). Skillful: Reading and Writing. Macmillan Academic Skill. London: Macmillan Publishers Limited.
	Supplementary	2. Koch, R. S., Hagen, S. A., Azar, B. S. (2011). Fundamentals of English Grammar: Workbook. United Kingdom: Pearson Longman. 3. Barrall, I, Rogers, J. (2011). Lifestyle: English for Work, Socializing & Travel. Elementary. United Kingdom: Pearson Longman. 4. Richards, J. C., Hull, J., Proctor, S. (2012). Interchange Level 3 Student's Book with Self-study DVD-ROM. United Kingdom: Cambridge University Press.
Lecturer(s)	Silfia Asningtias, S.Pd., M.Pd. Nur Fauzia, S.S., M.Pd. Zainul Aminin, S.Pd., M.Pd. Retno Wulan Dari, S.Pd., M.Pd. Sumarniningsih, S.Pd., M.Pd. Suvi Akhriyah, S.Pd., M.Pd. Asrori, S.S., M.Pd. Eva Rahmawati, S.Pd., M.Pd. Sueb, S.Pd., M.Pd.	
Prerequisite	-	

A. Teaching-Learning Activity

Meetings	Objectives	Indicators	Materials**	Learning Strategies	Sources /media	Time Allotment	Learning Experience
1	Students are able to understand key information about people in a text.	Able to skim to get a general idea of the topic	<u>UNIT 1: Self</u> Topic: Hobbies and pastimes	Discussion Lecturing, Question-Answer, Assignment, Demonstration	1,2	3 x 50"	1. Watching video 'Campus life' 2. Previewing key parts of texts before reading (p8) 3. Skimming; student profiles (p8)
2	1. Students are able to write about personal information, using short, simple sentences. 2. Students are able to understand and use the present tense of the verb <i>to be</i>	Able to write simple sentences with compound subjects or verbs	<u>UNIT 1: Self</u> Topic: Hobbies and pastimes	Discussion Lecturing, Question-Answer,	1,2	3 x 50"	Writing skill: 1. Making simple sentences (p14) Grammar 2. Present tense of <i>be</i> (p13) Vocabulary skill 3. Organizing words by

Meetings	Objectives	Indicators	Materials**	Learning Strategies	Sources /media	Time Allotment	Learning Experience
	(including questions and negatives). 3. Students are able to write true sentences with new words to remember them in context						topic; common interests (p12)
3	Students are able to be able to Write simple sentences with compound subjects or verbs	1. Able to plan a personal profile 2. Able to write a personal profile	<u>UNIT 1: Self</u> Topic: Hobbies and pastimes	Lecturing, Question-Answer, Assignment, Demonstration	1,2	3 x 50"	1. Use skimming when reading simple texts 2. Write simple personal information on your profile
4	Students are able to find key, basic information in a range of media and text types if the language used is simple.	1 Able to scan texts to find important information quickly 2 Use skimming when reading simple texts	<u>UNIT 2: Family</u> Topic: Family life	Lecturing, Question-Answer, Assignment, Demonstration	1, 2, 3	3 x 50"	Reading skill: 1 reading the text: around the dinner table 2 Scanning; times and routines (p19) 3 Reading article: It's 5:54—time for dinner
5	Students are able to use subject pronouns	1 Able to find words quickly in a dictionary 2 Use <i>to be</i> in present tense writing	<u>UNIT 2: Family</u> Topic: Family life	Lecturing, Question-Answer, Assignment, Demonstration	1, 2, 3	3 x 50"	Vocabulary skill: 1. Finding words quickly in a dictionary (p22) Grammar 2. Subject and object pronouns (p23)
6	Students are able to plan and write a personal profile	1. Able to write simple sentences with compound subjects or verbs 2. Write simple personal information on your profile	<u>UNIT 2: Family</u> Topic: Family life	Lecturing, Question-Answer, Assignment, Demonstration	1, 2, 3	3 x 50"	Writing: 1. Using pronouns to avoid repetition (p24) 2. Write simple personal information

Meetings	Objectives	Indicators	Materials**	Learning Strategies	Sources /media	Time Allotment	Learning Experience
7	Students are able to find key, basic information in a range of media and text types if the language used is simple and there are images to provide clues to help students understanding.	Able to preview a text to get an idea of what it is about	<u>Unit 3: Stuff</u> 1. Web page: Make it personal 2. Encyclopedia entry: The White House	Lecturing, Question-Answer, Assignment, Demonstration	1, 2, 4	3 x 50"	Watching video: 1. Messy desk, messy mind Reading skill: 2. Previewing; description of things (p29) Description of places (p31) 3. Preview simple texts to improve reading and understanding
8	Students are able to use definite and indefinite articles.	1. Able to use context to understand new words 2. Able to notice and use articles (<i>a, an, the</i>) in reading and writing	<u>Unit 3: Stuff</u> 1. Web page: Make it personal 2. Encyclopedia entry: The White House	Lecturing, Question-Answer, Assignment, Demonstration	1, 2, 4	3 x 50"	1. Articles (p33) 2. Using context to understand new words (p32)
9	Students are able to write a simple, short paragraph using simple sentences about personal topics that are familiar to them.	1. Able to use commas with adjectives for correct and effective sentences 2. Able to brainstorm, compose, and edit a paragraph describing a product	<u>Unit 3: Stuff</u> 1. Web page: Make it personal 2. Encyclopedia entry: The White House	Lecturing, Question-Answer, Assignment, Demonstration	1, 2, 4	3 x 50"	1. Read and think about organizing your study space Writing: 2. Writing paragraphs (p34)
10	Students are able to find key, basic information in a range of media and text types	Able to notice topic sentences to find main ideas in paragraphs	<u>UNIT 4: Money</u> 1. Web article: Money types 2. Five product reviews: Rate our products	Lecturing, Question-Answer, Assignment, Demonstration	1, 2, 4	3 x 50"	1. Watching video: At the shops Reading skill: 2. Identify topic sentences; descriptions of behavior (p39)
11	1. Students are able to use adjective word order 2. Students are able to organize words according to the following topic of money	1. Able to use pair adjectives with their antonyms to expand vocabulary 2. Able to use adjective word order to organize description	<u>UNIT 4: Money</u> 1. Web article: Money types 2. Five product reviews: Rate our products	Lecturing, Question-Answer, Assignment, Demonstration	1, 2, 4	3 x 50"	Grammar: 1. Adjective word order (p43) Vocabulary skill: 2. Learning antonyms (p42)

Meetings	Objectives	Indicators	Materials**	Learning Strategies	Sources /media	Time Allotment	Learning Experience
12	Students are able to write a simple, short paragraph using simple sentences about personal topics that are familiar to them	<ol style="list-style-type: none"> 1. Able to use commas with adjectives for correct and effective sentences 2. Able to brainstorm, compose, and edit a paragraph describing a product 	<u>UNIT 4: Money</u> <ol style="list-style-type: none"> 1. Web article: Money types 2. Five product reviews: Rate our products 	Lecturing, Question-Answer, Assignment, Demonstration	1, 2, 4	3 x 50"	<ol style="list-style-type: none"> 1. Using commas with adjectives (p44) 2. Prepare and write a paragraph about a product
13	Students are able to find key, basic information in a range of media and text types if the language used is simple.	Able to highlight texts to identify and remember key information	<u>UNIT 5: Taste</u> <ol style="list-style-type: none"> 1. Feature article: Food careers 2. Restaurant profiles: Let's try something different tonight! 	Lecturing, Question-Answer, Assignment, Demonstration	1,2, 4	3 x 50"	<ol style="list-style-type: none"> 1. watching video: Eat out or eat in? Reading skill: <ol style="list-style-type: none"> 2. Highlighting text; information about jobs (p49)
14	<ol style="list-style-type: none"> 1. Students are able to use the simple present tense. 2. Students are able to write grammatically correct simple sentences that express true facts about other people. 	<ol style="list-style-type: none"> 1. Able to write sentences conveying truth with new words to remember them in context 2. Able to use simple present tense to describe general truths and regular actions 	<u>UNIT 5: Taste</u> <ol style="list-style-type: none"> 1. Feature article: Food careers 2. Restaurant profiles: Let's try something different tonight! 	Lecturing, Question-Answer, Assignment, Demonstration	1, 2, 4	3 x 50"	Grammar: <ol style="list-style-type: none"> 1. Simple present tense (p53) Vocabulary skill: <ol style="list-style-type: none"> 2. Writing true, factually correct sentences (p52)
15	Students are able to write a simple, short paragraph using simple sentences about personal topics that are familiar	<ol style="list-style-type: none"> 1. Able to notice and use commas in sentences 2. Able to prepare, compose, and revise a restaurant review 	<u>UNIT 5: Taste</u> <ol style="list-style-type: none"> 1. Feature article: Food careers 2. Restaurant profiles: Let's try something different tonight! 	Lecturing, Question-Answer, Assignment, Demonstration	1, 2, 4	3 x 50"	Writing skill: <ol style="list-style-type: none"> 1. Using commas (p54) 2. Highlight key information in texts 3. Prepare and write a review expressing likes and dislikes
16	Mid test						
17	Students are able to find key, basic information in a range of media and text types if the language used is simple and there are images to provide clues to	<ol style="list-style-type: none"> 1. Able to read and annotate texts to remember important details 	<u>UNIT 6: Play</u> Topic: Leisure activities <ol style="list-style-type: none"> 1. Survey: Fitness survey 2. Interview: Going the extra mile 	Lecturing, Question-Answer, Assignment, Demonstration	1, 2, 4	3 x 50"	<ol style="list-style-type: none"> 1. Watching video: Taking hobbies to the extreme Reading skill: <ol style="list-style-type: none"> 2. Annotating; a survey (p59)

Meetings	Objectives	Indicators	Materials**	Learning Strategies	Sources /media	Time Allotment	Learning Experience
	help students' understanding						
18	Students are able to use adverbs of frequency to talk about habits and routines.	<ol style="list-style-type: none"> 1. Able to find correct definitions for key words in a dictionary 2. Able to use adverbs and phrases to write about how often you do things 	<u>UNIT 6: Play</u> Topic: Leisure activities <ol style="list-style-type: none"> 1. Survey: Fitness survey 2. Interview: Going the extra mile 	Lecturing, Question-Answer, Assignment, Demonstration	1, 2	3 x 50"	Vocabulary skill: <ol style="list-style-type: none"> 1. Finding the correct definition of a word (p62) Grammar: <ol style="list-style-type: none"> 2. Expressing frequency; adverbs of frequency (p63)
19	Students are able to connect phrases with <i>and</i> and <i>but</i> to form more complex sentences.	<ol style="list-style-type: none"> 1. Able to combine sentences with <i>and</i> or <i>but</i> 2. Able to brainstorm, write, and edit a paragraph about free time activities 	<u>UNIT 6: Play</u> Topic: Leisure activities <ol style="list-style-type: none"> 1. Survey: Fitness survey 2. Interview: Going the extra mile 	Lecturing, Question-Answer, Assignment, Demonstration	1, 2	3 x 50"	<ol style="list-style-type: none"> 1. Read and annotate simple texts 2. Compose and edit a paragraph about your free time Writing skill: <ol style="list-style-type: none"> 3. Combining sentences with <i>and</i> and <i>but</i> (p64)
20	Students are able to find key, basic information in a range of media and text types if the language used is simple and there are images to provide clues to help students understanding.	Able to use charts to organize information from texts	<u>UNIT 7: Places</u> <ol style="list-style-type: none"> 1. Three place descriptions: Cool neighborhoods 2. Essay: A greener Seoul 	Lecturing, Question-Answer, Assignment, Demonstration	1, 2	3 x 50"	<ol style="list-style-type: none"> 1. Watching video: In the city Reading skill: <ol style="list-style-type: none"> 2. Completing a chart as a way of organizing information (p68)
21	Students are able to use prepositions of place to talk about where things are.	<ol style="list-style-type: none"> 1. Able to label pictures or things with their names 2. Able to use prepositions of place (<i>in, on, behind, etc.</i>) to describe what is around you 	<u>UNIT 7: Places</u> <ol style="list-style-type: none"> 1. Three place descriptions: cool neighborhood 2. Essay: A greener Seoul 	Lecturing, Question-Answer, Assignment, Demonstration	1, 2	3 x 50"	Vocabulary skill: <ol style="list-style-type: none"> 1. Labeling (p72) Grammar: <ol style="list-style-type: none"> 2. Prepositions of place (p73)
22	Students are able to write a simple, short paragraph using simple sentences about personal topics that are familiar to me.	<ol style="list-style-type: none"> 1. Able to use capital letters correctly with names and places and in sentences 	<u>UNIT 7: Places</u> <ol style="list-style-type: none"> 1. Three place descriptions: Cool neighborhood 2. Essay: A greener 	Lecturing, Question-Answer, Assignment, Demonstration	1, 2	3 x 50"	Writing skill: <ol style="list-style-type: none"> 1. Capitalizing letters (p74) 2. Use charts to organize reading notes 3. Prepare and write a

Meetings	Objectives	Indicators	Materials**	Learning Strategies	Sources /media	Time Allotment	Learning Experience
		2. Able to plan, write, and share a description of your neighborhood	Seoul				paragraph about your neighborhood
23	Students are able to find key, basic information in a range of media and text types if the language used is simple and there are images to provide clues to help students understanding.	Able to recognize different text types to know what information they offer	<u>UNIT 8: Fun</u> Topic: Holidays 1. popular science article: Traveler types 2. Tour brochure: Tip Top Tours	Lecturing, Question-Answer, Assignment, Demonstration	1, 2	3 x 50"	1. Watching video: Time for vacation! Reading skill: 2. Identifying text types (p78)
24	Students are able to connect words to make new phrases	1. Able to notice and use collocations with <i>go</i> to write about actions or journeys 2. Able to use <i>both</i> and <i>neither</i> to identify what people, places, or things have in common	<u>UNIT 8: Fun</u> Topic: Holidays 1. popular science article: Traveler types 2. Tour brochure: Tip Top Tours	Lecturing, Question-Answer, Assignment, Demonstration	1, 2	3 x 50"	Vocabulary skill: 1. Collocations with <i>go</i> (p82) Grammar: 2. <i>Both</i> and <i>neither</i> (p84)
25	Students are able to write and edit a comparison paragraph	1. Able to use transition words (<i>and, too, also, in addition</i>) to add ideas in writing. 2. Able to discuss, compose, and edit a paragraph comparing two travel styles	<u>UNIT 8: Fun</u> Topic: Holidays 1. Popular science article: Traveler types 2. Tour brochure: Tip Top Tours	Lecturing, Question-Answer, Assignment, Demonstration	1, 2	3 x 50"	Writing skill: 1. Using transition words to add ideas: <i>too, also, and, in addition</i> (p83)
26	Students are able to find key, basic information in a range of media and text types if the language used is simple and there are images to provide clues to help students	Able to identify examples that support main ideas	<u>UNIT 9: Plans</u> Topic: Work and jobs 1. Résumé: Katie Lee 2. Three professional interviews: Tell me about your job	Lecturing, Question-Answer, Assignment, Demonstration	1, 2	3 x 50"	1. Watching video: Career choices Reading skill: 2. Identifying examples; job descriptions (p91)

Meetings	Objectives	Indicators	Materials**	Learning Strategies	Sources /media	Time Allotment	Learning Experience
	understanding.						
27	<ol style="list-style-type: none"> Students are able to use the suffixes to write about jobs and roles Students are able to describe people and preferences with <i>like</i>, <i>be like</i> and <i>would like</i> 	<ol style="list-style-type: none"> Able to connect phrases with <i>so</i> and <i>because</i>. Able to use <i>like</i> and <i>would like</i>, e.g., <i>I'd like a cup of coffee</i>. 	<u>UNIT 9: Plans</u> Topic: Work and jobs <ol style="list-style-type: none"> Résumé: Katie Lee Three professional interviews: Tell me about your job 	Lecturing, Question-Answer, Assignment, Demonstration	1, 2	3 x 50"	Vocabulary skill: <ol style="list-style-type: none"> Adding the suffix <i>-er</i> or <i>-or</i> (p92) Grammar: <ol style="list-style-type: none"> <i>Like</i>, <i>would like</i>, <i>be like</i> (p94)
28	Students are able to give reasons to support ideas in writing Brainstorm, plan, and write about a job or profession	<ol style="list-style-type: none"> Able to identify supporting ideas as reasons that support main ideas in the text Able to select ideas as supporting ideas in writing 	<u>UNIT 9: Plans</u> Topic: Work and jobs <ol style="list-style-type: none"> Résumé: Katie Lee Three professional interviews: Tell me about your job 	Lecturing, Question-Answer, Assignment, Demonstration	1, 2	3 x 50"	<ol style="list-style-type: none"> Read to find examples in support of main ideas Write a persuasive paragraph with support for your ideas Writing skill: <ol style="list-style-type: none"> Supporting your writing by giving reasons (p93)
29	Students are able to find key, basic information in a range of media and text types if the language used is simple and there are images to provide clues to help students understanding	Able to take notes when reading to remember information more effectively	<u>UNIT 10: Celebration</u> Topic: Holidays <ol style="list-style-type: none"> Essay: Mother's Day Blog entry: Unusual festivals 	Lecturing, Question-Answer, Assignment, Demonstration	1, 2	3 x 50"	<ol style="list-style-type: none"> Watching video: In celebration of food Reading skill: <ol style="list-style-type: none"> Taking notes (p98)
30	Students are able to form grammatically correct simple sentences that have accurate subject and verb agreement.	<ol style="list-style-type: none"> Able to change verbs into nouns with the suffix <i>-tion</i> Able to use correct subject-verb agreement with compound subjects and indefinite pronouns 	<u>UNIT 10: Celebration</u> Topic: Holidays <ol style="list-style-type: none"> Essay: Mother's Day Blog entry: Unusual festivals 	Lecturing, Question-Answer, Assignment, Demonstration	1, 2	3 x 50"	Vocabulary skill: <ol style="list-style-type: none"> Forming nouns from verbs by adding <i>-tion</i> (p102) Grammar: <ol style="list-style-type: none"> Subject-verb agreement (p103)

Meetings	Objectives	Indicators	Materials**	Learning Strategies	Sources /media	Time Allotment	Learning Experience
31	Students are able to use connecting words to express a contrast of ideas.	<ol style="list-style-type: none"> 1. Able to use transition words (<i>but, though, however</i>) to contrast ideas 2. Able to prepare, write, and revise a paragraph describing a festival 	<u>UNIT 10: Celebration</u> Topic: Holidays <ol style="list-style-type: none"> 1. Essay: Mother's Day 2. Blog entry: Unusual festivals 	Lecturing, Question-Answer, Assignment, Demonstration	1, 2	3 x 50"	Writing skill: <ol style="list-style-type: none"> 1. Using transition words to contrast ideas: <i>but, though, however</i> (p104) 2. Read and take notes to prepare for writing 3. Compose and edit a descriptive paragraph about a festival
32	Final Test						

B. Assessment Blue Print

Indicator	Assessment				
	Technique	Form	Instrument	Criteria	Weight(%)
<ol style="list-style-type: none"> 1. Able to skim to get a general idea of the topic 2. Able to preview a text to get an idea of what it is about 3. Able to notice topic sentences to find main ideas in paragraphs 	Written test	Matching items	<ol style="list-style-type: none"> 1. Match the main ideas with paragraph from the passage above. 2. Match the topic sentences to tips 1-4. 	Maximum score is given if student chooses the letter that represents the correct answer/response for each item.	20%
<ol style="list-style-type: none"> 4. Able to scan texts to find important information quickly 	Written test	Multiple choice items	<ol style="list-style-type: none"> 1. Are these statements T (true) or F (false) according to the writer? 2. Choose the correct answer based on the information you can find on the text. 	Maximum score is given if student chooses the option that represents the correct answer/ response for each item.	20%
<ol style="list-style-type: none"> 5. Able to use context to understand new words 	Written test	Cloze test	<ol style="list-style-type: none"> 1. Complete the sentences with these words 	Maximum score is given if student chooses the option that represents the correct answer for each item.	10%

6. Able to use pair adjectives with their antonyms to expand vocabulary 7. Able to use adjective word order to organize description	Written test	Multiple choice items error correction items jumbled sentence items	1. Choose the correct words 2. Correct the one mistake in each sentence 3. Put the words in the correct order.	<u>For (1):</u> Maximum score is given if student chooses the letter/ option that represents the correct answer for each item. <u>For (2):</u> Maximum score is given if student can find the mistake and correct it properly for each item. <u>For (3):</u> Maximum score is given if student can give the correct arrangement for the words in each item.	50 %
Total Weight:					100%

Assessment Rubric:

Mid-Term Test		
Description	Max Score	Score
Total score of Reading 1 items	15	...
Total score of Reading 2 items	15	...
Total score of Vocabulary items	10	...
Total score of Grammar items	10	...
Total score of Writing section	50	...
Total		... (max total score= 100)

Final Test		
Description	Max Score	Score
Total score of Part A	20	...
Total score of Part B	20	...
Total score of Part C	10	...
Total score of Part D	20	...
Total score of Part E	30	...
Total		... (max total score = 100)

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Ketua Program Studi

A handwritten signature in black ink, appearing to be 'Ririn Pusparini', written in a cursive style.

Ririn Pusparini, S.Pd., M.Pd.
NIP. 197709252006042001

Dosen,

Team Written Integrated English