



**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	8820302249		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 simple and short oral text independently			
	CLO 2	2. Distinguishing literal and implied meaning in simple and short oral texts			
	CLO 3	3. Applying listening strategies to facilitate comprehension on simple and short oral texts			
	CLO 4	4. Presenting simple and short oral texts comprehension in group or class discussion using offline and online platform			
	CLO 5	5. Showing listening comprehension through creating infographics related to the materials listened or viewed			
	Lesson Learning Outcomes (LLO)				
	LLO 1	Identifying alphabets used in names			
	LLO 2	Distinguishing formal and informal tones used in introduction			
	LLO 3	Identifying personal information			
	LLO 4	Distinguishing numbers used in address and phone numbers			
	LLO 5	Distinguishing symbols used in e-mail and internet			
	LLO 6	Identifying action & everyday activities			
	LLO 7	Identifying prices			
LLO 8	Identifying travel and transportation information				
LLO 9	Identifying date and time of appointments				

	LLO 10	Identifying physical description, characteristics, and habits
	LLO 11	Identifying food preferences
	LLO 12	Identifying location
	LLO 13	Identifying types of TV programs
	LLO 14	Identifying past times
	LLO 15	Identifying schedules
	LLO 16	Identifying likes and dislikes
	LLO 17	Identifying parts of a house
	LLO 18	Identifying different ways of expressing weather
Brief description of the course	This course exposes students to different kinds of listening in English used in daily context. It is designed to practice basic skills of listening comprehension toward strategic and effective listeners. The students will go through the process of listening such as identifying general and specific information of various simple and short monologues and dialogues, discriminating the differences of intonation and stress which give clues to meaning, guessing meaning by context, identifying relevant points, rejecting irrelevant information, identifying inferred information, and summarizing. By the end of this course, the students will be able to understand any kinds of listening materials which are probably be found in daily context.	
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	<p>Main reference:</p> <p>(1) Loughed, Lin. (2010). <i>Learning to Listen</i> Student Book 1. Thailand: Macmillan Education.</p> <p>Supplementary reading:</p> <p>(2) Craven, Miles. (2008). <i>Real Listening and Speaking 3 and 4</i>. Cambridge: Cambridge University Press. (3) Harmer, Jeremy. (2004). <i>Just Listening and Speaking Intermediate</i>. London: Marshall Cavendish Ltd.. (4) Soars, John and Liz. (2004). <i>New Headway Student Book</i>. Oxford: Oxford University Press.</p>	
Lecturer (s)	Anis Trisusana Asrori Henny Dwi Iswati Wiwiet Eva Savitri	
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	Identifying alphabets used in names Distinguishing formal and informal tones used in introduction	Able to <ul style="list-style-type: none"> identify alphabets identify first and family names distinguish informal and formal tones in introduction 	Individual task - spoken: spelling alphabets correctly in American and British English based on a model from a video	Class discussion Individual and group practices		First Day (1)	
2	Identifying personal information Distinguishing numbers used in address and phone numbers Distinguishing symbols used in e-mail and internet	Able to: <ul style="list-style-type: none"> identify personal information (name, address, nationality, phone number, email address) distinguish e-mail and internet symbols 	Group task – spoken: Listening to a recording on someone’s personal information, identifying the information, then finding group members who have similar personal information	Assignments: Interviewing personal information in pairs and reporting the interview results in the form of video.		All about You	
3	Identifying action Identifying prices	Able to: <ul style="list-style-type: none"> identify action and prices 	Group projects:	Class discussion Individual and group practices		At the Internet Cafe	

		<ul style="list-style-type: none"> distinguish amounts 	Talking about prices of groceries around the world				
4	Identifying travel and transportation information	<p>Able to:</p> <ul style="list-style-type: none"> identify travel and transportation information distinguish pronunciation of preposition on/off/in/out used in transportation 	<p>Group projects: Role play - Making video conversation on travel arrangement based on clients' expectation</p>	<p>Assignment: Selecting recommended places for vacation based on some travel vlogs</p>		Let's go	
5	Identifying date and time of appointments	<p>Able to:</p> <ul style="list-style-type: none"> distinguish dates and time identify time and appointments 	<p>Individual task - written: Identifying and classifying expression of time in American and British English from a conversation video</p>	Individual work & discussion		What Time is it?	
6	Identifying someone's characteristics and habits	<p>Able to:</p> <ul style="list-style-type: none"> identify someone's characteristics and habits distinguish difficult sound-similar words / minimal pairs 	<p>Pair work project: Interviewing & reporting classmates' habits in the form of video</p>	<p>Pair work: Interviewing Presenting</p>		Describing Yourself and others	

7	Identifying someone's physical description Identifying someone's location	Able to: <ul style="list-style-type: none"> identify physical descriptions and location distinguish /l/ and /r/ 	Group task – spoken: Role playing - Identifying someone's physical description and their location	Pair work: Identifying physical description & location		How will I Know You?	
8		MIDTERM TEST	Written test	Written test		1, 2, 3	20%
9	Identifying types of TV programs	Able to: <ul style="list-style-type: none"> identify different types of TV programs distinguish questions and statement intonation 	Group task – discussion: Listening to a recording about TV programs and their influence to children, then discussing it	Discussion		What's on TV?	
10	Identifying past times Identifying schedules	Able to: <ul style="list-style-type: none"> identify past times and schedules distinguish different word stress 	Pair task - spoken: <ul style="list-style-type: none"> Identifying a timeline of a celebrity childhood life video Talking with pairs about their impression of the celebrity childhood life 	Pair work discussion		Planning Your Day	




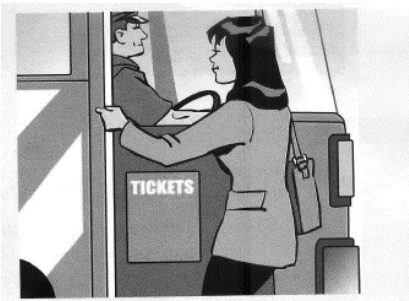
11	Identifying likes and dislikes	<p>Able to:</p> <ul style="list-style-type: none"> • identify likes and dislikes • distinguish the number of syllables in a word 	<p>Group projects: Listening to a recording about preference, identifying the speakers likes and dislikes, then moving around finding classmates who have the same likes and dislikes</p>	Group work		Free Time	
12	Identifying food preferences	<p>Able to:</p> <ul style="list-style-type: none"> • identify preferences for food • distinguish negative and affirmative statements 	<p>Group projects: Listening to a recording about food preference, identifying the speakers likes and dislikes, then moving around finding classmates who have the same food preference</p>	Group work		Let's Eat	
13	Identifying parts of a house	<p>Able to:</p> <ul style="list-style-type: none"> • identify parts of a house • identify location of parts of a house • distinguish and use preposition 	<p>Individual task - written: Identifying a house location and parts of house in a recording consist of conversation about house</p>	Individual task - written		At Home	

		used in showing position of things	location and house parts by giving label to a house map				
14	Identifying different ways of expressing weather	<p>Able to:</p> <ul style="list-style-type: none"> • identify weather and statistics • distinguish different ways of expressing weather 	<p>Pair task - spoken: Identifying and classifying expression of weather in American and British English from a conversation video, then discussing weather changes and the effects to human beings</p>	Individual and pair task		Sunny or Cloudy?	
15	<p>Identifying everyday activities</p> <p>Identifying location in town</p>	<p>Able to:</p> <ul style="list-style-type: none"> • identify everyday activities and location in town • distinguish unstressed words in a sentence 	<p>Group - spoken: Listening to a recording about daily activities in particular spot in a town, then moving around finding classmates who do similar daily activities</p>	Group work		On the Block	
16		FINAL TEST	Written test				30%

➤ Assessment Blue-print

Mid-Term

Indicators	Assessment																																					
	Forms	Items	Rubric/ scoring	Weight (%)																																		
Students are able to complete the table with the information from the audio	written	Complete the table with the information from the audio			20%																																	
		1	<table border="1"> <thead> <tr> <th>Title</th> <th>First name</th> <th>Middle initial</th> <th>Last name</th> </tr> </thead> <tbody> <tr> <td>Ms.</td> <td>Pamela</td> <td>(a)</td> <td>Damen</td> </tr> <tr> <td>City</td> <td colspan="3">(b)</td> </tr> <tr> <td>State/province/zip code</td> <td colspan="3">(c)</td> </tr> <tr> <td>Country</td> <td colspan="3">Netherlands</td> </tr> <tr> <td>Email address</td> <td colspan="3">(d)</td> </tr> <tr> <td>Telephone</td> <td colspan="3">(e)</td> </tr> <tr> <td>Occupation</td> <td colspan="3">Artist</td> </tr> </tbody> </table>			Title	First name	Middle initial	Last name	Ms.	Pamela	(a)	Damen	City	(b)			State/province/zip code	(c)			Country	Netherlands			Email address	(d)			Telephone	(e)			Occupation	Artist			
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Email address	balvarino@dialdin.net.br																																					
Telephone	(d)																																					
Occupation	(e)																																					

Indicators	Assessment						
	Forms	Items		Rubric/ scoring	Weight (%)		
Students are able to listen and circle the answer that matches the picture.	Written	1		2		Each correct answer is given 10 points	
			(A) (B) (C)		(A) (B) (C)		
Students are able to choose the best response.	Written	3		4			
			(A) (B) (C)		(A) (B) (C)		
Students are able to choose correct answers	Written	5. (A) (B) (C)		6. (A) (B) (C)			
		7. (A) (B) (C)		8. (A) (B) (C)			
		9. (A) Buying a computer (B) Checking their email (C) Going to school		10. (A) 2:42 (B) 4:42 (C) 6:42			

Indicators	Assessment			
	Forms	Items	Rubric/scoring	Weight (%)
Students are able to interview & report the interview result on classmates' habits in the form of video.	Spoken	Interview your classmates about their habits & report the result on in the form of video.	Correct information and expression is given 40 points in total	20%

Final-Term

Indicators	Assessment																			
	Forms	Items	Rubric/scoring	Weight (%)																
Students are able to fill out the tables with correct information based on the recording	Written	<p>Complete the tables with the information you hear in the recording.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">1. Cafe Rossi</th> <th colspan="2" style="text-align: center;">2. River House Restaurant</th> </tr> </thead> <tbody> <tr> <td>Opens at <i>(time)</i></td> <td style="text-align: right;">(a)</td> <td>Opens at <i>(time)</i></td> <td style="text-align: right;">(a)</td> </tr> <tr> <td>Type of food</td> <td style="text-align: right;">(b)</td> <td>Type of food</td> <td style="text-align: right;">(b)</td> </tr> <tr> <td>Dress code</td> <td style="text-align: right;">(c)</td> <td>Dress code</td> <td style="text-align: right;">(c)</td> </tr> </tbody> </table>	1. Cafe Rossi		2. River House Restaurant		Opens at <i>(time)</i>	(a)	Opens at <i>(time)</i>	(a)	Type of food	(b)	Type of food	(b)	Dress code	(c)	Dress code	(c)	Each correct answer is given 5 points	30%
1. Cafe Rossi		2. River House Restaurant																		
Opens at <i>(time)</i>	(a)	Opens at <i>(time)</i>	(a)																	
Type of food	(b)	Type of food	(b)																	
Dress code	(c)	Dress code	(c)																	

Indicators	Assessment				
	Forms	Items		Rubric/scoring	Weight (%)
Students are able to listen and choose the best response.	Written	Listen and check (✓) the correct answer. 1. <input type="checkbox"/> Takumi Hosawa <input type="checkbox"/> Takumi Osawa 3. <input type="checkbox"/> Joseph Crane <input type="checkbox"/> Joseph Krane 2. <input type="checkbox"/> Ms. Crenshaw <input type="checkbox"/> Ms. Wilson 4. <input type="checkbox"/> Ms. Toby <input type="checkbox"/> Ms. Thaugby			
Students are able to fill out the information about the countries the women are from and the countries where they live currently.	Written	Fill out the information about the countries the women are from and the countries where they live now. <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> From ... (country) 1. _____ 2. _____ 3. <u> Morocco </u> 4. _____ </div> <div style="text-align: center;"> Now live in ... (country) _____ _____ _____ _____ </div> </div>			
Students are able to interview & report the interview result on classmates' food preference in the form of video.	Spoken	Interview your classmates about their food preference & report the result on in the form of video.		Correct information and expression are given 40 points in total	30%

Acknowledged
Head of Study Program

Him'mawan Adi Nugroho
NIP. 197511172003121001

Surabaya, 20 August 2022
Lecturer



Wiwiet Eva Savitri
NIP. 197509112005012002



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SURABAYA
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS

UJIAN TENGAH SEMESTER GASAL 2022/2023

MATA KULIAH : Listening for General Communication
KODE MATA KULIAH : 8820302249
JUMLAH SKS : 2
PRODI/ ANGKATAN : Pend. Bahasa Inggris/2022
HARI/TANGGAL : Rabu/26 Oktober 2022
ALOKASI WAKTU : 30 menit
DOSEN : Wiwiet Eva Savitri, Anis Trisusana,
Henny Dwi Iswati, Asrori

Name: _____ Class: _____ NIM: _____

PART A

Complete the table with the information from the audio.

1	Title	First name	Middle initial	Last name
	Ms.	Pamela	_____ (a)	Damen
	City	(b)		
	State/province/zip code	(c)		
	Country	Netherlands		
	Email address	(d)		
	Telephone	(e)		
	Occupation	Artist		

2	Title	First name	Middle initial	Last name
	(a) _____	Bruno	R.	Alvarino
	City	Sao Paulo		
	State/province/zip code	(b)		
	Country	(c)		
	Email address	balvarino@dialdin.net.br		
	Telephone	(d)		
	Occupation	(e)		



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PART B

Listen and circle the answer that matches the picture.

1



(A) (B) (C)

2



(A) (B) (C)

3



(A) (B) (C)

4



(A) (B) (C)

Listen and circle the best response.

5. (A) (B) (C)

6. (A) (B) (C)

7. (A) (B) (C)

8. (A) (B) (C)

Listen to the conversation and the questions that follows.

Circle the best answer.

9. (A) Buying a computer

10. (A) 2:42

(B) Checking their email

(B) 4:42

(C) Going to school

(C) 6:42

Part C.

Make a video reporting the result of your interview with your pairs about his/her daily habits. The video should not be longer than 5 minutes.



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JURUSAN BAHASA DAN SASTRA INGGRIS

UJIAN AKHIR SEMESTER GASAL 2022/2023

MATA KULIAH	: Listening for General Communication
KODE MATA KULIAH	: 8820302249
JUMLAH SKS	: 2
PRODI/ ANGKATAN	: Pend. Bahasa Inggris/2022
HARI/TANGGAL	: Senin/12 Desember 2022
ALOKASI WAKTU	: 30 menit
DOSEN	: Wiwiet Eva Savitri, Anis Trisusana, Henny Dwi Iswati, Asrori

1. **Read all instruction and questions carefully.**
2. The audios will be played **twice**.
3. **Mark your answers** on the provide space **while you are listening** to the audios.

PART A

Complete the tables with the information you hear in the recording.

1. Cafe Rossi		2. River House Restaurant	
Opens at (<i>time</i>)	(a)	Opens at (<i>time</i>)	(a)
Type of food	(b)	Type of food	(b)
Dress code	(c)	Dress code	(c)

PART B

Listen and check (√) the correct answer.

- | | |
|--|---|
| 1. <input type="checkbox"/> Takumi Hosawa
<input type="checkbox"/> Takumi Osawa | 2. <input type="checkbox"/> Ms. Crenshaw
<input type="checkbox"/> Ms. Wilson |
| 3. <input type="checkbox"/> Joseph Crane
<input type="checkbox"/> Joseph Krane | 4. <input type="checkbox"/> Ms. Toby
<input type="checkbox"/> Ms. Thaugby |

PART C

Fill out the information about the countries the women are from and the countries where they live now.

From ... (country)

Now live in ... (country)

1. _____



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2. _____
3. _____ Morocco _____
4. _____

PART D

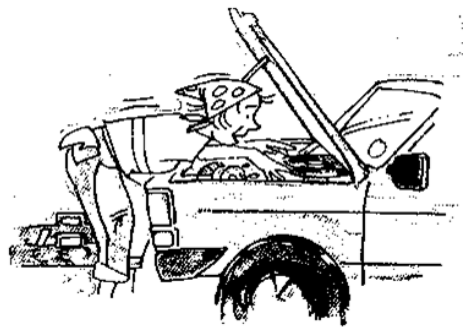
Listen and circle the answer that matches the picture.

1



(A) (B) (C)

2



(A) (B) (C)

3



(A) (B) (C)

4



(A) (B) (C)

Listen and circle the best response.

5. (A) (B) (C)

6. (A) (B) (C)

Listen to the conversation and the questions that follows.

Circle the best answer.

7. (A) He played tennis.
 (B) He went to the movies.
 (C) He cleaned the house.

8. (A) To a bakery.
 (B) To a café.
 (C) To a paint store.

Part E

Make a video reporting the result of your interview with your pairs about his/her food preference. The video should not be longer than 5 minutes.

Name : Sabrina Mutiara Sari

NIM : 22020084049

Class : 2022 B

STUDENT'S REFLECTIVE PRACTICE

Course : Listening for General Communication

Lecturer : Wiwiet Eva Savitri

Topic : All about you

Stage	Probing questions	Student's Reflective Note
Context	1. What happened in the classroom? (Topics, activities, quizzes, exams)	1. The lecturer brushes the lesson up, continues to the next material, and plays the audio. The students do the task based on their listening, then the lecturer discusses it together by asking questions to the students. So, the lecturer builds the atmosphere in the class more active and not boring.
Action	2. What did I do? 3. Why did I choose this action? 4. What else happened (other actions)? 5. What other actions could I have chosen? (not necessarily giving you the same result)	2. I did my task well and answer the lecturer's questions. 3. Considering that I would like to try exercising myself to be more active in the class to develop myself by gaining a large knowledge from the lecturer and adding my brief character. It is really important because I want to be a lecturer. Hence, I exercise myself to be more active.

		<p>4. If I don't understand the lecturer's explanation, I will ask my friend to explain me. Sometimes, I also still feel jittery because the deadline to submit the task is less.</p> <p>5. I asked my friend to explain the lecturer's explanation and finally I did my task on time.</p>
Results	<p>6. Did I accomplish what I wanted?</p> <p>7. Did my actions accomplish what I wanted in the way I expected?</p> <p>8. What are the implications of my actions on myself/others/similar situations in the future?</p> <p>9. Could different actions have given me the same result?</p> <p>10. Is there a way I could improve my results or actions?</p>	<p>6. Sometimes no</p> <p>7. Sometimes no</p> <p>8. I would like to make my time management well by exercising doing questions because it is my weakness. I cannot think calmly especially when I find a difficult question and the environment does not suitable. I need a large time to think about it well. As a lecturer or teacher in the future, I would like to give enough time for students to do their task and discuss it with their friends because I don't want to expect my experience will happen to my students in the same situation as me.</p> <p>9. Hopefully no</p> <p>10. Of course yes, there is a way I could improve my results or my actions by doing self-reward and the support from my parents. In addition, I would like to find out a best friend to accompany me doing a conversation.</p>

<p>Learning</p>	<p>11. What did I learn from the experience?</p> <p>12. Would I do the same thing again or would I change something?</p> <p>13. What should I do next time I'm in a similar experience?</p> <p>14. Should I change anything about the way I do things? What?</p>	<p>11. I would like to prepare myself and my task well by improving my spirit and doing more tasks to decrease my listening weakness.</p> <p>12. I would change something.</p> <p>13. I should make my best time management well when I do the task with a limited time.</p> <p>14. Yes, especially my overthinking. It is my worst weakness. I hate it, but I often do it. I always cry before acting to solve a difficult problem in a difficult situation. I often cannot solve my private problem by myself.</p> <p>I don't know what I should do to change it.</p>
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