





SEMESTER LESSON PLAN (RPS)
(ENGLISH FOR PROFESSIONAL PURPOSES)



Lecturer:
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CULINARY EDUCATION STUDY PROGRAM
DEPARTMENT OF FAMILY WELFARE EDUCATION
FACULTY OF TECHNOLOGY AND VOCATIONAL EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA
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	SEMESTER LESSON PLAN (RPS)	Doc. No. : FPTK-UPI-SLP-E0751.05
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SEMESTER LEARNING PLAN		
1. Course Identity		
Name of Study Program	: Culinary Education	
Name of Course	: English for Professional Purposes	
Code of Course	: BG 112	
Group of Course	: Study Program Expertise Course (MKKIPS)	
SKS weight	: 2	
Level	: S1	
Semester	: Even	
Prerequisite	: -	
Status (mandatory/optional)	: Mandatory	
Lecturer name and code	: Dr. Ade Juwaedah, M. Pd / 0773	
2. Course Description		

This course is a mandatory course for undergraduate students of Culinary Education Study Program. After taking English courses, students have integrated basic skills involving the four basic language skills, namely: listening, speaking, writing, and reading. Module details consist of: *dictionary use, word formation and sentence building, sentence, analyzes, grammar review, independent and dependence clauses, complex sentences, grammar enrichment, reading strategy, reading practices, academic writing, academic presentation, group presentation.*

3. Outcomes of the Referenced Study Program Learning (RSPL)

- S Demonstrate scientific, educative, and religious attitudes and behaviors contributing to improving the quality of life in society, nation, and state, based on academic norms and ethics. "To serve as a proud citizen who loves the homeland, holds nationalism and a sense of responsibility to the country and nation;

- P3 Proficient in theoretical concepts in the area of Culinary education

- KU Demonstrate scientific, educative, and religious attitudes and behaviors contributing to improving the quality of life in society, nation, and state, based on academic norms and ethics. "Can show independent, quality, and measurable performance

- KK2 Can solve work problems in the area of Culinary in appropriate ways and carried out individually and/or in groups;

4. Course Learning Outcomes (CLO)

- M1 Students have a concept; English language Structure
- M2 Students understand Language skills/function
- M3 Students understand Grammar Focus
- M4 Students understand comprehend a text by guessing word meaning from the context using other words; To look for specific information
- M5 Students understand writing expressions about cooking procedures by distinguishing details in cooking instructions, grammar focus- imperatives, transitional markers

5. Description of Learning Plan

Sunday /Meeting	Sub-CLO/Course Learning Indicators	Study Modules/Teaching Modules	Approach/Learning Method	Time	Student learning experience	References
1	Students should be able to analyze: Comprehend a text by analyzing for details. (analyze for names and family relationships)	Lesson: 1. Structure: To Introduce oneself and give personal information.	<p><i>Synchronous:</i> Meeting via zoom meeting</p> <p><i>Asynchronous:</i> Self study via spot.upi.edu</p> <p>Discussion forums (group discussion)</p> <p>Student should be able to analyze about: Language skills/function:</p> <ul style="list-style-type: none"> ● Introducing oneself ● Asking for and giving personal information about; names, occupations and residential areas. <p>Grammar Focus:</p> <ul style="list-style-type: none"> ● The simple present tense – verb to be (affirmative, negative, and integrative) <p>Vocabulary/Expressions: Expressions for introducing oneself, asking for and giving personal information: My</p>	100'	Post-Activity Language Skills	6.1.

			name's....., Nice to meet You, Glad to meet you .			
2	Student Should be able: To Introduce oneself	To Listen for names and Family relationships Family members Listening Language skills/function <ul style="list-style-type: none"> • Listening for names (spelling). Distinguishing details. • Listening for family • Relationships: distinguishing details Grammar Focus Review: The simple present tense – verb to be (affirmative, negative, and interrogative). Vocabulary/Expressions (N) Aunt- uncle, brother-sister, cousin, father-mother, grandpa -	<i>Synchronous:</i> Meeting via zoom meeting <i>Asynchronous:</i> Self study via spot.upi.edu Discussion forums (group discussion) Students learn about Language skills/function <ul style="list-style-type: none"> • Listening for names (spelling). Distinguishing details. • Listening for family • Relationships: distinguishing details Grammar Focus Review: The simple present tense – verb to be (affirmative, negative, and interrogative). Vocabulary/Expressions (N) Aunt- uncle, brother-sister, cousin, father-mother, grandpa -grandma, nephew, niece.	100'	Post-Activity speaking	6.1

		grandma, nephew, niece.				
3	Students should be able to: To comprehend a text by guessing word meaning from context using other words	Adoption Language skills/function Reading: Guessing word meaning using other words: Grammar Focus Articles (a and an before a noun) Vocabulary/expressions (N) Orphan, orphanage (V) adapt, grow, miss, raise, take care of. (Adj) caring, lonely, loving	<i>Synchronous:</i> Meeting via zoom meeting <i>Asynchronous:</i> Self study via spot.upi.edu Discussion forums (group discussion) Student should be able to learn Language skills/function Reading: Guessing word meaning using other words: Grammar Focus Articles (a and an before a noun) Vocabulary/expressions (N) Orphan, orphanage (V) adapt, grow, miss, raise, take care of. (Adj) caring, lonely, loving	100'	Post-activity: Speaking: singing a song)	6.1.
4	Students should be able to: To Write a short letter	Writing a letter using simple sentences; the topic is "Family"	<i>Synchronous:</i> Meeting via zoom meeting <i>Asynchronous:</i> Self study via spot.upi.edu	100'	Post-activity: Writing; a letter)	6.1

			<p>Discussion forums (group discussion)</p> <p>Student should be able to write a letter about “Family” using simple sentences grammar focus; subject pronouns. Vocabulary/ expressions; (N) brother-in-law, sister-in-law, relatives. (Adj) busy, cute, kind, naughty.</p>			
5	<p>Students should be able to: To comprehend a text by guessing word meaning from context using other words; To look for specific information</p>	<p>To look for specific information about the topic: Sweets and Snacks</p>	<p><i>Synchronous:</i> Meeting via zoom meeting</p> <p><i>Asynchronous:</i> Self study via spot.upi.edu</p> <p>Discussion forums (group discussion)</p> <p>Student should be able to look for specific information by reading; looking for details. (language skills). Descriptive and adjective (grammar focus).</p>	100'	.Post-activity Writing	6.1

			(N) ; cake, candy, fruit. (Adj) Descriptive adjectives; Crispy, delicious, fresh, salty, sour, spicy, sweet, yummy.			
6	<p>Students should be able to:</p> <p>Comprehend a voice text by listening for detailed information and numbers, listening from main ideas, listening for sequence of events in narration. Topic: Food</p>	<p>Teaching Points about Speaking: To look for specific information about the topic: Sweets and Snacks</p>	<p><i>Synchronous:</i> Meeting via zoom meeting</p> <p><i>Asynchronous:</i> Self study via spot.upi.edu</p> <p>Discussion forums (group discussion)</p> <p>Student should be able to express by showing likes and dislikes, grammar focus – Nouns (singular vs plural). Vocabulary expression: Expressions for showing likes and dislikes:</p> <ul style="list-style-type: none"> ● What's your favorite food? ● Do you like ● I love ● I Like <p>(N) Curry, dessert, French fries, fried noodle, oxtail soup, seafood. (Adj) bitter, fatty, hot.</p>	100'	.Post-activity grammar focus singular vs plural	6.1

7	<p>Students should be able to:</p> <p>Listen for cooking instructions</p>	<p>To listen for cooking procedure by distinguishing details in cooking instruction, grammar focus- imperatives, transitional markers; First, then, after that, next, finally. Vocabulary expression about; (V) bake, clean, cut, fry, pour, rub, wash, serve, sprinkle, steam, take.</p>	<p><i>Synchronous:</i> Meeting via zoom meeting</p> <p><i>Asynchronous:</i> Self study via spot.upi.edu</p> <p>Discussion forums (group discussion)</p> <p>Student should be able to express by speaking likes and dislikes, grammar focus – Nouns (singular vs plural). Vocabulary expression: Expressions for showing likes and dislikes:</p> <ul style="list-style-type: none"> ● What’s your favorite food? ● Do you like ● I love ● I Like <p>(N) Curry, dessert, French fries, fried noodle, oxtail soup, seafood. (Adj) bitter, fatty, hot.</p>	100’	.Post-activity Listening	6.1
8	MID-TERM EXAM					
9	<p>Students should be able to:</p> <p>Write sentences for a leaflet</p>	<p>To talks about likes and dislikes ; Favorite food</p>	<p><i>Synchronous:</i> Meeting via zoom meeting</p> <p><i>Asynchronous:</i> Self study via spot.upi.edu</p>	100’	.Post-activity Listening	6.1

			<p>Discussion forums (group discussion)</p> <p>Student should be able to express by speaking likes and dislikes, grammar focus – Nouns (singular vs plural). Vocabulary expression: Expressions for showing likes and dislikes:</p> <ul style="list-style-type: none"> ● What’s your favorite food? ● Do you like ● I love ● I Like <p>(N) Curry, dessert, French fries, fried noodle, oxtail soup, seafood. (Adj) bitter, fatty, hot.</p>			
10	<p>Students should be able to comprehend a text by analyzing lesson objective ; Topic: Friend</p>	<p>Topic : Daily Routines Speaking: Asking for and telling time. Grammar focus; Expletive it vs. its. Vocabulary expressions for asking for and telling time. Excuse me, what time is it? It’s....</p>	<p><i>Synchronous:</i> Meeting via zoom meeting</p> <p><i>Asynchronous:</i> Self study via spot.upi.edu</p> <p>Discussion forums (group discussion)</p> <p>Student learn about Topic : Daily Routines Speaking: Asking for and telling time. Grammar</p>	100’	Post-activity learn about structure	6.1

			focus; Expletive it vs. its. Vocabulary expressions for asking for and telling time. Excuse me, what time is it? It's....			
11	Student should be able to comprehend a voiced text by listening for details Topic about Friend ; time and days.	To listen for time and days: Time schedule. Teaching point about: Language skills: Listening for time and days listening for details. Grammar focus on Possessive adjective (its) and apostrophes ('s) to show possession. Vocabulary expressions: (V) get up, to bowling, go window shopping, hang out, have lunch/dinner, play tennis, see movies.	<i>Synchronous:</i> Meeting via zoom meeting <i>Asynchronous:</i> Self study via spot.upi.edu Discussion forums (group discussion) Students learn about: To listen for time and days: Time schedule. Language skills: Listening for time and days listening for details. Grammar focus on Possessive adjective (its) and apostrophes ('s) to show possession. Vocabulary expressions: (V) get up, to bowling, go window shopping, hang out, have lunch/ dinner, play tennis, see movies	100'		6.1.
12	Students should be able to: To comprehend a text by guessing word meaning from	Topic About: Opposites Attract: Teaching points: Language skills about guessing meaning of difficult	<i>Synchronous:</i> Meeting via zoom meeting <i>Asynchronous:</i> Self study via spot.upi.edu	100'	Post-activity speaking	6.1

	context using other words.	words from context using other words. Grammar focus on The simple present and present progressive tenses. Vocabulary expressions about (N) advice (V) be attracted to, get along (Adj); easy – going, marvelous, quit, shy, snobbish, sound, talkative.	Discussion forums (group discussion) Students learn Topic About: Opposites Attract: Teaching points: Language skills about guessing meaning of difficult words from context using other words. Grammar focus on The simple present and present progressive tenses. Vocabulary expressions about (N) advice (V) be attracted to, get along (Adj); easy – going, marvelous, quit, shy, snobbish, sound, talkative			
13	Student should be able to write a Journal entry 50 to 70 words . The topic is about Best Friends.	Teaching Points; Writing entry in a journal using simple sentences (50 to 70 words). Grammar Focus on Possessive and Adjective. Vocabulary/expressions: (N) Classmate (V) Depend on, share, trust. (Adj) quit, cheerful,	<i>Synchronous:</i> Meeting via zoom meeting <i>Asynchronous:</i> Self study via spot.upi.edu Discussion forums (group discussion) Students learn to write a journal entry about best friend using simple	100'	Post-activity: Writing a journal entry.	6.1

		honest, reliable, understanding.	sentences 50 to 70 words. Grammar Focus on Possessive and Adjective. Vocabulary/expressions: (N) Classmate (V) Depend on, share, trust. (Adj) quit, cheerful, honest, reliable, understanding.			
14	Students should be able to comprehend a voiced text by listening for detailed information and numbers, listening for main ideas, listening for sequence of events in narration. The Topic is about Leisure	<p>Sub Topic: Hobbies.</p> <p>Teaching points: Speaking; Language skills/function; expressing likes and dislikes.</p> <p>Grammar focus on Gerund after verbs.</p> <p>Vocabulary/expressions: Expressing likes and dislikes:</p> <ul style="list-style-type: none"> ● What do you usually do in your free time? ● I Like/enjoy/Love... ● I don't like/hate... <p>(N) Biking, rafting, bungee jumping.</p>	<p><i>Synchronous:</i> Meeting via zoom meeting</p> <p><i>Asynchronous:</i> Self study via spot.upi.edu</p> <p>Discussion forums (group discussion)</p> <p>Students learn about Topic : Language skills/function; expressing likes and dislikes. Grammar focus on Gerund after verbs. Vocabulary/expressions: Expressing likes and dislikes:</p> <ul style="list-style-type: none"> ● What do you usually do in your free time? ● I Like/enjoy/Love... ● I don't like/hate... <p>(N) Biking, rafting, bungee jumping. Hanging out, ice skating.</p>	100'	Post-activity learn about structure	6.1.

		Hanging out, ice skating. (Adj) Exiting. (Adv) regularly.	(Adj) Exiting. (Adv) regularly.			
15	Students should be able to Listen for numbers in Sports .	Sub-Topic: Listening Teaching points: Listening about identifying numbers. Grammar focus on Adverbs of frequency. Vocabulary: (N) Amazing player, average score, jersey number, the dream team, whistle. (V) dribble. Adj. (Proud	<i>Synchronous:</i> Meeting via zoom meeting <i>Asynchronous:</i> Self study via spot.upi.edu Discussion forums (group discussion) Students learn about Topic : Listening about identifying numbers. Grammar focus on Adverbs of frequency. Vocabulary: (N) Amazing player, average score, jersey number, the dream team, whistle. (V) dribble. Adj. (Proud	100'	Post-activity Speaking	6.1 .
16	SEMESTER FINAL EXAM					

6. References

6.1 Mc, Carthy, Michael and O'Dell, Felicity. 2017. English Vocabulary in Use: Elementary Third Edition. England: Cambridge University Press.