



## MODUL PERKULIAHAN

# English for Academic Purpose (Nut & Diet)

## Materi I

Jurusan	Program Studi	Tatap Muka	Kode MK	Disusun Oleh
Jurusan Gizi	Sarjana Terapan Gizi dan Dietetika	<b>1</b>	Gz26072	

### Tujuan Pembelajaran

- Mahasiswa mampu memahami konsep dasar Bahasa Inggris akademik
- Mahasiswa mampu menggunakan Bahasa Inggris akademik dengan baik

### Kompetensi

Memahami konsep dasar Bahasa Inggris akademik dan mampu menggunakan Bahasa Inggris akademik dengan baik

# Pembahasan

## Pendahuluan

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Modul ini merupakan bagian ke-1 dan membahas materi mengenai konsep dasar bahasa inggris akademik. Untuk memahami bahasan materi yang terdapat dalam modul ini, maka sangat penting untuk mempelajari terlebih dahulu materi yang terdapat pada modul sebelumnya.

Untuk memudahkan dalam mempelajarinya, perlu diketahui bahwa masing-masing modul dikemas dalam satu sampai dua kali pertemuan. Alokasi waktu untuk tiap kegiatan belajar adalah 50 menit. Sehingga untuk menyelesaikan modul ini diperlukan waktu 1 jam 40 menit.

Setelah mempelajari modul ini anda akan dapat memahami konsep dasar bahasa inggris akademik. Semua materi yang dibahas di dalam modul ini sangat diperlukan untuk memahami materi pada modul berikutnya. Semoga sukses dalam mempelajari materi yang terdapat pada modul ini dan selamat untuk mengikuti modul berikutnya.

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Materi: Konsep dasar bahasa inggris akademik

### A. The Definition of Academic English

Academic English is the type of English you need for reading and understanding your study materials and writing about your subject. Academic English is different from everyday spoken English. It may be used to describe an object or situation, describe a process or how something works, and explain something.

If you read an article in an academic journal or listen to someone giving a presentation or a talk about an academic subject in an academic environment, Academic English is probably being used. If you are studying in an English speaking university (or going to) you will need to learn this type of English. Native English speakers also have to learn Academic English too because it is not like the English that is used every day by English speakers. Academic English is different from other types of English and it often has features like these:

1. it uses formal academic language and avoids colloquialisms
2. it usually avoids 'I' and is written in the third person and often uses impersonal structures
3. it is objective and impartial
4. it often uses the passive voice
5. it is tentative and cautious
6. there are lots of references to other writers
7. the texts are well structured
8. there are well developed paragraphs which often start with a strong topic sentence
9. there are linking words which give the text cohesion

Much of academic English is about expressing the relationship between ideas. Although the language may be more complex than in everyday English, good academic writers aim to be as clear, precise and simple as possible. They think about what their readers know already, and aim to guide them towards less familiar areas and topics. The ability to write in an academic style is something you develop as part of your university study. It is difficult to give overall 'rules' on the way to write for a university course, as academic subjects vary in their

vocabulary and expressions, the types of text used (for instance essays, reports, research articles or summaries), and how these texts are structured and organised.

## B. Components of Academic Language

The three main components of academic language are vocabulary, grammatical structures, and functions. The components of academic language must be deliberately developed and taught. For most students, academic language cannot be learned through exposure within a classroom setting, but must be *explicitly taught, practiced, and applied* to a variety of content areas, repeatedly throughout the year.

### 1. Vocabulary

When we look at vocabulary within the context of academic language, we focus on Tier 2 (general academic words) and Tier 3 (domain specific) words.

#### a. Tier 1

Words occur frequently in everyday life. Some students may also need instruction in Tier 1 words, depending on their background knowledge and grade level. Usually kindergarteners will need some direct instruction in Tier 1 words, whereas by second grade most students will be familiar with those words, unless they are new to English. Tier 1 words would be taught during your Designated ELD time.

#### b. Tier 2

Words occur across a range of content areas, are characteristic of written texts and occur less frequently in oral language. Teach Tier 2 words during your Reading Language Arts time. You can also teach Tier 2 words during your Designated or Integrated ELD time, depending on your students' needs. The basic idea with the Tier 2 words is that you're building general academic vocabulary that students can apply to a range of topics.

### c. Tier 3

Words consist of vocabulary specific to a certain domains or disciplines. They are subject-specific and highly specialized. As an elementary teacher, you teach Tier 3 words during content area instruction. Most all of your students will need direct instruction with Tier 3 words, so it's not isolated to just your English learners.

## 2. Grammatical Structures

Grammatical structures are all the nuts and bolts that hold our sentences together. They are the nouns, verbs, adjectives, adverbs, verb tenses, conditional forms, questions, etc. Grammatical structures are also phrases, clauses and sentences. It is the glue that binds our sentences. It's the parts that you might have diagramed in high school.

Vocabulary and Grammatical Structures work together to build language. Vocabulary by itself is just a bunch of words. Grammatical structures in isolation are boring and rote. Together, along with syntax, they make language beautiful and meaningful.

### a. Syntax

Syntax is the arrangement of words and phrases used to create sentences. Students who have heard English their entire lives will have been exposed to countless iterations of words being put together to form different sentences. Even at five-years-old, they have the basic syntax of English in their back pocket.

Students who come from non-English speaking families or have another language spoken in the home have not heard the multitude of ways words can be arranged and rearranged within a sentence. While the grammatical structures are the nuts and bolts of English, and how language is put together, syntax is where we play with language, arrange, rearrange, and discover the flexibility of language.

## 3. Language Functions

Language functions are our purposes for using language. We use language for a wide variety of purposes, in social settings and academic

settings and formal and informal contexts. Ask yourself, “What is it that I’m asking my students to do?”. Examples of language functions include:

- a. Compare and contrast
- b. Describe
- c. Identify cause and effect
- d. Ask Questions
- e. Summarize

The language function determines the grammatical forms. Each language function will have specific grammatical forms that are relevant to that function. For instance, when comparing and contrasting, students will use grammatical forms, such as *but*, *whereas*, *although*, and *Both ... and ...*. Language functions and grammatical forms are generic and can be used across topics. The topic determines the vocabulary and vocabulary is specific to the topic.

All three of the above, vocabulary, grammatical forms, and functions work together to form academic language (along with a few other components, like text structure, genre, and discourse). An understanding of language functions, grammatical forms, and vocabulary will help you break apart language for your young learners and teach them how to build it back up.

## Tes Formatif

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1. What is academic english?
2. When is academic english probably being used?
3. Academic english uses formal academic language and avoids...

1. Academic English is the type of English you need for reading and understanding your study materials and writing about your subject.
2. If you read an article in an academic journal or listen to someone giving a presentation or a talk about an academic subject in an academic environment.
3. Colloquialisms.

## Daftar Pustaka

- Anonim. (2022). *The Open University*. Help Centre The Open University. <https://help.open.ac.uk/what-is-academic-english>
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## MODUL PERKULIAHAN

# English for Academic Purpose (Nut & Diet)

## Materi II

Jurusan	Program Studi	Tatap Muka	Kode MK	Disusun Oleh
Jurusan Gizi	Sarjana Terapan Gizi dan Dietetika	<b>2</b>	Gz26072	

### Tujuan Pembelajaran

- Mahasiswa memahami strategi efektif dalam academic listening

### Kompetensi

Memahami strategi efektif dalam academic listening



# Pembahasan

## Pendahuluan

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Modul ini merupakan bagian ke-2 dan membahas materi mengenai strategi efektif dalam academic listening. Untuk memahami bahasan materi yang terdapat dalam modul ini, maka sangat penting untuk mempelajari terlebih dahulu materi yang terdapat pada modul sebelumnya.

Untuk memudahkan dalam mempelajarinya, perlu diketahui bahwa masing-masing modul dikemas dalam satu sampai dua kali pertemuan. Alokasi waktu untuk tiap kegiatan belajar adalah 50 menit. Sehingga untuk menyelesaikan modul ini diperlukan waktu 1 jam 40 menit.

Setelah mempelajari modul ini anda akan dapat memahami strategi efektif dalam academic listening. Semua materi yang dibahas di dalam modul ini sangat diperlukan untuk memahami materi pada modul berikutnya. Semoga sukses dalam mempelajari materi yang terdapat pada modul ini dan selamat untuk mengikuti modul berikutnya.

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Materi: Strategi efektif dalam academic listening

### A. Listening Strategy

Two processes are involved in listening. Top-down listening uses background knowledge and contextualizes words to aid comprehension. Bottom-up listening uses sounds, words, and other small units to create meaning. These processes are complementary; listening for only the big picture but not the details can be as ineffective as trying to understand every single word your lecturer says.

#### 1. Top-down listening strategies

Before lecture, review and predict lecture topics

- a. Review assigned material
- b. Consider how new information will relate to previous lectures
- c. During lecture, identify the organization pattern (i.e., problem/solution, literature review, etc.)
- d. Note the number of main topics being covered and how they are related
- e. Listen for phrases that introduce, summarize, or shift topics

After lecture, continue to engage with the topic

- a. Review your notes for any information that is incomplete
- b. Go to friends or go to office hours with questions about information you missed

#### 2. Bottom-up listening strategies

Focus on stressed words

- a. Listen for longer, louder words (usually nouns, verbs, adjectives, and adverbs). These words carry the most important information.

Pay attention to repeated terms and pauses

- a. Take these as cues for possible key points in the lecture

Keep going

- a. Avoid trying to understand every word. In spoken language, not all words are important nor are they always grammatical.

There are some strategies to answer Listening section, but it depends on the test takers themselves. Here are some suggestions when facing the Listening section:

1. It will be better if we can predict the script. In the introductory we have 2.5 minutes to listen to the guidance. We can use that time to read the questions and predict what we will listen.
2. We do not need to notice the instructions until we listen "Now we shall begin".
3. We can use 1 minute which is allocated for checking the answer to predict the next questions.
4. Sometimes, we can predict the answer by reading the next questions.
5. Be careful to put the answer in the right place. Sometimes, we make a mistake to put the answers in an appropriate column.
6. If we lost one or some questions, usually we think hard to remember it. This will waste our time and probably we will lose our concentration. So, better we keep focus on the next questions.
7. Though grammar is important, there is no specific part of grammar in the Listening section.
8. Remember that sometimes we can not find the same sentence or same word between questions and answers.
9. Do not abbreviate the answer.
10. Usually the questions will be related to numbers and alphabet, we have to be accustomed with spelling the numbers and alphabet.
11. It is better to write down the answers in capital letters to avoid misunderstanding when the examiner checks our answer.
12. The last, practicing everyday is really important to improve our skill in listening. There are many ways to boost our ability in listening, for example by listening English songs, by watching English movies without subtitle, or by watching news channel such as BBC. Prepare yourself and do not be nervous in the listening academic.

## Tes Formatif

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1. When listening, we try to avoid understand every word because...
2. There are many ways to boost our ability in listening, for example by...
3. We should listen for longer, louder words (usually nouns, verbs, adjectives, and adverbs) because...

## Kunci Jawaban Tes Formatif

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1. In spoken language, not all words are important nor are they always grammatical.
2. Listening English songs, by watching English movies without subtitle, or by watching news channel such as BBC.
3. These words carry the most important information.

## Daftar Pustaka

- Anonim. (2021). *Academic listening strategies – Learning center*. Learning Center. <https://learningcenter.unc.edu/tips-and-tools/academic-listening-strategies/>
- Anonim. (2021). *Tips for Listening Section (IELTS Academic/General Training)*. <https://www.test-pare.com/12-tips-listening-section-ielts-academicgeneral-training/>
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## MODUL PERKULIAHAN

# English for Academic Purpose (Nut & Diet)

## Materi III

Jurusan	Program Studi	Tatap Muka	Kode MK	Disusun Oleh
Jurusan Gizi	Sarjana Terapan Gizi dan Dietetika	<b>3</b>	Gz26072	

### Tujuan Pembelajaran

- Mahasiswa mampu menganalisa ide pokok dan tema dari rekaman kuliah
- Mahasiswa mampu mengidentifikasi fakta dan opini yang ada pada rekaman

### Kompetensi

Mampu menganalisa ide pokok dan tema dari rekaman kuliah dan mampu mengidentifikasi fakta dan opini yang ada pada rekaman

# Pembahasan

## Pendahuluan

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Modul ini merupakan bagian ke-3 dan membahas materi mengenai Listening Comprehension: Nutrition. Untuk memahami bahasan materi yang terdapat dalam modul ini, maka sangat penting untuk mempelajari terlebih dahulu materi yang terdapat pada modul sebelumnya.

Untuk memudahkan dalam mempelajarinya, perlu diketahui bahwa masing-masing modul dikemas dalam satu sampai dua kali pertemuan. Alokasi waktu untuk tiap kegiatan belajar adalah 50 menit. Sehingga untuk menyelesaikan modul ini diperlukan waktu 1 jam 40 menit.

Setelah mempelajari modul ini anda akan dapat memahami Listening Comprehension: Nutrition. Semua materi yang dibahas di dalam modul ini sangat diperlukan untuk memahami materi pada modul berikutnya. Semoga sukses dalam mempelajari materi yang terdapat pada modul ini dan selamat untuk mengikuti modul berikutnya.

### A. The Definition of Listening Comprehension

Listening Comprehension is part of the communication skills such as the development of reading and writing comprehension. Listening Comprehension has the multiple processes of comprehension in language when it is understood, interpreted and spoken. This communication skill is connected to cognitive learning as it works with the development of memory, attention, vocabulary, grammar and comprehension monitoring.

Listening then is the interpretation of spoken language and this includes the recognition of discourses of sounds, the understanding of the meaning of individual words or the understanding of the syntax of sentences that may arise in a dialogue or discourse. The importance of recognising context in listening means that the person can relate what they hear to the real world in which they live as they can symbolically recognise concepts with language and link them together in order to understand what they hear and give it a meaningful meaning.

### B. Elements of listening and understanding

By listening carefully, meanings are built up by the listener. During this cognitive process the following elements interact:

1. The listener
2. The message transmitted (text)
3. The context (linguistic environment)

Listening includes the sounds and organises them into sequences. The message is what is built up through linguistic understanding. The context is the message that the listener has. These stages are evaluated and give the understanding of the listening. For listening comprehension there are several developmental components, which are:

1. Before listening

This is the planning phase, where it is determined why one is going to listen, to whom one is going to listen, among other questions.

## 2. During listening

This is the execution phase. Actions that are carried out as we listen, such as formulating hypotheses, creating mental images, observing and supporting the speaker's gestures and movements, analysing and using cognitive skills in the process.

## 3. After listening

This is the assessment phase. This phase is about determining whether what was heard was understood by making summaries, forming questions, etc. All of this forms a cognitive level of learning, including memory and listening skills.

### C. Listening Comprehension Skills

The following listening comprehension skills are distinguished

1. Recognition: connecting, recognizing the components of a message (sounds, words, linguistic elements such as pronouns, verbs, among others).
2. Selection: select the most important words in the message (names, verbs, key words among others), then group the selected details in level of importance.
3. Interpretation: is the understanding of the information that was heard. This means knowing the intention and purpose of the message, its main ideas and the importance of the most significant part of the message the speaker is giving.

The message is then related when it is listened to carefully as details and their relationship to the sender / speaker's discourse can be captured. Detecting with the understanding of the listening the importance of the message or the most relevant thing.

#### 1. Anticipating

Activating the information you have in order to use it in advance on a specific topic and to be able to understand it better by having the right bases such as language and body expressions.

#### 2. Infer

To be able to infer the data of the sender, this means that it is possible to extract the information from the situation that is being presented at the



moment with non-verbal codes such as gaze, fascial and body movements among others as a complement to being able to understand the discourse much better.

### 3. Retain

Remember key words and ideas in order to know how to interpret them. Retaining in the longterm memory is important to get the most out of a message that is heard.

## D. Listening Comprehension Example

Patrick is a student living in Switzerland and his native language is Swiss-German, however, he wants to learn Spanish because he wants to travel to South America for a student exchange. Patrick knows that the native language of this continent is Spanish, so he starts to study Spanish before starting his trip.

He began to study Spanish from scratch as he had no basis in the language, thus developing and improving his cognitive skills for the processing of information from the language he is learning. In his learning process are the communicative skills he needs to acquire to be able to speak, understand and process Spanish naturally.

Listening Comprehension is vital in this process because it is a fundamental part of the first steps in immersing yourself in the new language. Listening carefully will lead to imitating sounds, identifying them and being able to repeat in the best way what your teacher is teaching you. In this process, little by little, your memory will generate that what you learn is related and that you will be acquiring the skills of listening to generate new knowledge. This example shows how listening plays an important role in language learning.

## E. Listening Comprehension: Nutrition

Audio: <https://www.npr.org/player/embed/102604793/102863544>

1. According to the presenter, Maria Langer says
  - a. she has spent quite a lot of money on diet books.
  - b. she has spent some money on diet pills.
  - c. the Suzanne Summer's book was a good investment.

- d. she will also buy the latest Zone book.
- 2. Maria Langer thinks diet books make us believe that
  - a. everybody can get a flat belly if they follow a special diet.
  - b. dieting does not involve hard work.
  - c. you can lose 13 plus pounds in a week.
  - d. slimming means eating crunchy foods only.
- 3. Edward Ash-Milby states that a diet book is successful if
  - a. there is a person with a flat belly on the cover.
  - b. fast weight loss is guaranteed.
  - c. the content is original.
  - d. muscular people promote the book.

Key answers: A, B, B

#### F. Characteristics of Listening Comprehension

In order to be able to have a comprehension in the listening it is necessary to have clear some characteristics that are:

1. To know the linguistic code to be able to listen and understand better. The message always has a sequence and congruence in order to be able to relate sounds and words and bring them ideas of thought.
2. Auditory skills are needed for this, as the person has to store information to be able to give feedback or reflect on the message he or she is hearing.

This involves some important elements: sounds, voice intonation, rhythm, volume, among others. With this, the person will hinder the correct interpretation of the message and eliminate what is not useful and not relevant.

#### G. Listening Comprehension summary

Listening Comprehension can generate skills for retention, relationship and understanding of a message. To be able to get the most important things out and to be able to interpret them in the best possible way in order to develop knowledge. It is also important to emphasize that the relevance of listening comprehension is not only to be able to channel and understand a message in the best way, but also to know how to listen can improve social skills.

In the case of the improvement of social skills, listening is an important role in order to be able to relate to other human beings in both personal and professional life. Understanding listening builds confidence in being able to interpret messages in the best possible way with attention focused on being able to connect to what the sender wants to convey.

Listening attentively will help communication skills become social and enable better integration into society. Listening brings analysis, identification and understanding in order to be able to carry out responses, feedback and even good teamwork cohesion.

In listening comprehension one can construct the meanings of a message and be able to bring that message into oral interaction. If you are able to listen carefully this can strengthen personal, family and work relationships and reduce arguments and misunderstandings as you can understand the emotions of the sender and his message much better when you listen in silence and without interruption. Your memory will exercise the most important elements of the message and this will lead to reflection on what the sender wants to convey.

Be clear about why it is important to listen and what the objective and achievement of the listening action is for personal or professional reasons. Taking advantage of the understanding of listening will make decisions and reflections clearer and more concrete in daily life.

## Tes Formatif

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1. Listening Comprehension is part of the communication skills such as the development of reading and...
2. The elements of listening comprehension are...
3. When is the assessment phase?

## Kunci Jawaban Tes Formatif

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1. Writing comprehension.
2. The listener, the message transmitted (text), and the context (linguistic environment).
3. After listening.

# Daftar Pustaka

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## MODUL PERKULIAHAN

# English for Academic Purpose (Nut & Diet)

## Materi IV

Jurusan	Program Studi	Tatap Muka	Kode MK	Disusun Oleh
Jurusan Gizi	Sarjana Terapan Gizi dan Dietetika	<b>4</b>	Gz26072	

### Tujuan Pembelajaran

- Mahasiswa mampu menganalisa ide pokok dan tema dari rekaman kuliah
- Mahasiswa mampu mengidentifikasi fakta dan opini yang ada pada rekaman

### Kompetensi

Mampu menganalisa ide pokok dan tema dari rekaman kuliah dan mampu mengidentifikasi fakta dan opini yang ada pada rekaman

# Pembahasan

## Pendahuluan

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Modul ini merupakan bagian ke-4 dan membahas materi mengenai Listening comprehension: healthy living. Untuk memahami bahasan materi yang terdapat dalam modul ini, maka sangat penting untuk mempelajari terlebih dahulu materi yang terdapat pada modul sebelumnya.

Untuk memudahkan dalam mempelajarinya, perlu diketahui bahwa masing-masing modul dikemas dalam satu sampai dua kali pertemuan. Alokasi waktu untuk tiap kegiatan belajar adalah 50 menit. Sehingga untuk menyelesaikan modul ini diperlukan waktu 1 jam 40 menit.

Setelah mempelajari modul ini anda akan dapat memahami Listening comprehension: healthy living. Semua materi yang dibahas di dalam modul ini sangat diperlukan untuk memahami materi pada modul berikutnya. Semoga sukses dalam mempelajari materi yang terdapat pada modul ini dan selamat untuk mengikuti modul berikutnya.

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Materi: Listening comprehension: healthy living

### A. Definition of Healthy Living

According to the World Health Organization (WHO), Health is a state of complete physical, mental, and social well-being. Interestingly enough, health is not simply defined as just the absence of disease. The actual definition of Healthy Living is the steps, actions and strategies one puts in place to achieve optimum health. Healthy Living is about taking responsibility and making smart health choices for today and for the future. Eating right, getting physically fit, emotional wellness, spiritual wellness and prevention are all apart of creating a healthy lifestyle. Since the entire YOU, meaning all aspects of one's self, must work in harmony to achieve wellness, you need to put balanced energy into each aspect of yourself.

The body or Physical You requires good nutrition, appropriate weight, beneficial exercise, adequate rest and proper stress management. The mind or Emotional You needs self-supportive attitudes, positive thoughts and viewpoints and a positive self-image. You also need to give and receive forgiveness, love and compassion; you need to laugh and experience happiness; you need joyful relationships with yourself and others. The Spiritual You requires inner calmness, openness to your creativity, and trust in your inner knowing. And for some it requires having a relationship with a higher power. We all know when the Physical You is out of balance. Our body tells us right away. We feel fatigue or catch a cold or maybe become chronically ill.

### B. Listening Comprehension: Healthy Living

Audio: <https://www.esl-lab.com/intermediate/healthy-lifestyle-script/>

Script:

Man: Honey, the basketball game is about to start. And could you bring some chips and a bowl of ice cream? And . . . uh . . . a slice of pizza from the fridge.

Woman: Anything else?

Man: Nope, that's all for now. Hey, hon, you know, they're organizing a company basketball team, and I'm thinking about joining. What do you think?

Woman: Humph

Man: "Humph" What do you mean "Humph." I was the star player in high school.

Woman: Yeah, twenty-five years ago. Look, I just don't want you having a heart attack running up and down the court.

Man: So, what are you suggesting? Should I just abandon the idea? I'm not that out of shape.

Woman: Well . . . you ought to at least have a physical before you begin. I mean, it HAS been at least five years since you played at all.

Man: Well, okay, but . . .

Woman: And you need to watch your diet and cut back on the fatty foods, like ice cream. And you should try eating more fresh fruits and vegetables.

Man: Yeah, you're probably right.

Woman: And you should take up a little weight training to strengthen your muscles or perhaps try cycling to build up your cardiovascular system. Oh, and you need to go to bed early instead of watching TV half the night.

Man: Hey, you're starting to sound like my personal fitness instructor!

Woman: No, I just love you, and I want you to be around for a long, long time.

Audio: <https://youtu.be/L-EqNyS16zA>

Script:

These days, I feel a little bit lazy. It's time to make some lifestyle changes! My friend Martin says that exercise and healthy eating are really important. I'm going to be more like Martin. I'm going to join the gym and get fit. I'm going to eat five portions of fruit and vegetables every day. I'm going to have three healthy meals – breakfast, lunch and dinner – and I'm going to cook all my food myself with fresh ingredients – no more fast food for me! I'm going to drink lots of water. I'm going to stop smoking. I'm going to stop going to the pub. I'm going to stop driving and start walking. I'm going to stop watching TV and start running. I'm going to go to bed early and get at least eight hours' sleep every night. From now on, I'm going to be so healthy! ...Tomorrow, I'm going to get fit and healthy...

Audio: <https://learnenglish.britishcouncil.org/skills/listening/b1-listening/work-life-balance>

Script:



Presenter: Good morning, everyone. On today's show, we've got Chris Svensson with us, the author of *No more nine to five*, the new best-selling book about work–life balance in the current working world. Good morning, Chris. Thanks for coming.

Chris: Thanks for having me, Anna.

Presenter: So, Chris, tell us about your book and how the concept of a work–life balance has been changing?

Chris: Well, in the more traditional workplaces, people's working lives and their private lives are, or were, clearly divided. People often work from nine in the morning until five or six in the evening. People sometimes stay late in the office and work in the evenings. This is called working overtime.

Presenter: OK, and what else?

Chris: Well, in these environments it isn't common for people to work at the weekend or while they're on holiday. They can clearly separate their working lives and their private lives. And the evenings, weekends and holidays are free to focus on non work areas of life, such as hobbies, interests, sports, spending time with the family and friends, and so on. It's important and healthy not to spend all your time just working, right?

Presenter: Right! So what has changed? How are things different now?

Chris: Well, for a start, most people can now access their work emails from their mobile phones. So they are more likely to quickly reply to an important mail in the evening or at the weekend. The same goes for laptops. It's easier to access your work in the evenings from home or even from your hotel when you're on holiday.

Presenter: That doesn't sound like much of a work–life balance. It sounds like all work.

Chris: Exactly, but this new mobility brings a lot of advantages with it. More people are now able to work flexibly, so if they need to leave the office early one afternoon to be with their family, they can catch up on work that evening from home or somewhere else.

Presenter: That sounds good. So, what you're saying is that although traditional divisions between work and life are fading, many employees now have more freedom to do their work from different locations and at different times.

Chris: Yes, that's it.

## Tes Formatif

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Listen to the audio:

<https://learnenglish.britishcouncil.org/skills/listening/b1-listening/work-life-balance>  
and answer the questions below!

1. How popular is Chris Svensson's book?
  - a. Not very popular
  - b. Very popular
  - c. It's new. People don't know it yet.
  
2. What is the work–life balance like in traditional workplaces?
  - a. Work lives and private lives are clearly divided.
  - b. People work too much overtime and so they have no private life.
  - c. People are free to manage the balance themselves.
  
3. How often do people do overtime?
  - a. Often
  - b. Sometimes
  - c. They don't.

## Kunci Jawaban Tes Formatif

---

1. B
2. A
3. B

# Daftar Pustaka

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## MODUL PERKULIAHAN

# English for Academic Purpose (Nut & Diet)

## Materi V

Jurusan	Program Studi	Tatap Muka	Kode MK	Disusun Oleh
Jurusan Gizi	Sarjana Terapan Gizi dan Dietetika	<b>5</b>	Gz26072	

### Tujuan Pembelajaran

- Mahasiswa mampu menganalisa ide pokok dan tema dari rekaman kuliah
- Mahasiswa mampu mengidentifikasi fakta dan opini yang ada pada rekaman

### Kompetensi

Mampu menganalisa ide pokok dan tema dari rekaman kuliah dan mampu mengidentifikasi fakta dan opini yang ada pada rekaman

# Pembahasan

## Pendahuluan

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Modul ini merupakan bagian ke-5 dan membahas materi mengenai listening comprehension: food services. Untuk memahami bahasan materi yang terdapat dalam modul ini, maka sangat penting untuk mempelajari terlebih dahulu materi yang terdapat pada modul sebelumnya.

Untuk memudahkan dalam mempelajarinya, perlu diketahui bahwa masing-masing modul dikemas dalam satu sampai dua kali pertemuan. Alokasi waktu untuk tiap kegiatan belajar adalah 50 menit. Sehingga untuk menyelesaikan modul ini diperlukan waktu 1 jam 40 menit.

Setelah mempelajari modul ini anda akan dapat memahami listening comprehension: food services. Semua materi yang dibahas di dalam modul ini sangat diperlukan untuk memahami materi pada modul berikutnya. Semoga sukses dalam mempelajari materi yang terdapat pada modul ini dan selamat untuk mengikuti modul berikutnya.

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Materi: Listening comprehension: food services

### A. Food Service

The food service industry encompasses a wide variety of businesses that serve food for consumption to the public outside of the home. Different segments of the industry exist, but they can all be divided into two basic categories, commercial and noncommercial.

#### 1. Commercial Food Service

Commercial Food Service, sometimes referred to as market-oriented, encompasses those locations whose primary purpose is to profit from the sale of food and beverage products. The majority of all food service falls into this category. Common types include restaurants, banquet halls, and caterers. They have differences in overall food type, quality, and service, but regardless of format, they are all businesses that exist only to sell food and drinks.

An astounding variety of food service industries fall under the commercial category including but not limited to Fast Food, Food Trucks, Fine Dining, Caterers, Banquet Halls, Night Clubs, Retail Establishments that sell prepared food, Festival Vendors, Ice Cream Stands, Pubs, and Bakeries.

The commercial category could be anything from a small event caterer to a fast-food franchise to a five-star restaurant. Remember that these establishments all have one common denominator, and that is that they all operate solely for the purpose of selling food and/or beverages.

#### 2. Noncommercial Food Service

Noncommercial food service establishments provide food and/or beverages as a secondary support service. They may profit from the sale of these items just like a commercial food establishment would, but that is not the primary goal of the business. For instance, a bar in a hotel is considered a noncommercial food service because the primary goal of the hotel is not to profit from the sale of drinks. The hotel has a bar as a secondary support service for their guests. The bar across the street from the hotel is a commercial food service establishment because its only purpose is to profit from the sale of food and beverages. Noncommercial food service also

includes things like school and university cafeterias and even food service operations on military bases.

Noncommercial food service, sometimes referred to as institutional food service, is the smaller of the food service categories. Examples of noncommercial food service include: Hospital cafeterias, School cafeterias, Correctional Facilities, Military Bases, Nursing Homes, Daycares, Cruise Ships, Airlines, Office cafeterias, and Private Clubs.

## B. Listening Comprehension: Food Services

Audio: <https://www.esl-lab.com/easy/restaurant-order-script/>

Script:

Cashier: Hi. Is this going to be for here or to go?

Customer: Uh, to go, and uh, yeah . . . I'd like 80 cheeseburgers . . .

Cashier: Oh, uh. Is that eighteen . . . one eight, or, uh, eight zero?

Customer: No, no, no . . . eighty, eighty.

Cashier: Okay, uh, eighty cheeseburgers. It sounds like you're feeding a whole football team.

Customer: Well, actually, the food's for a girl's soccer team, and the coaches, and some wild fans.

Cashier: Okay. Uh, yeah. What else can I get for you today?

Customer: Yeah. I'd like 50 large fries, uh, no 60. Make that 60.

Cashier: Okay. Sixty like six zero.

Customer: Right, right, right. [*Okay.*] And then thirteen baked potatoes . . .

Cashier: Okay . . .

Customer: For. . . Let's see here. Forty chocolate shakes . . .

Cashier: Four zero, right?

Customer: Right. [*Okay.*] 15 large cokes, and uh, uh, let's see . . . a glass of water with no ice.

Cashier: No ice?

Customer: Right, right. It's for our team cat.

Cashier: Oh, yeah. The ice would be confusing (to the cat).

Customer: Okay. And uh, yeah. Yeah. I think that's all.

Cashier: Oh, okay. So, it looks like your total is two ninety, thirteen (\$290.13).

Customer: Whew!

Cashier: And it's probably going to take about thirty to forty minutes 'cause that is a bit of food.

Customer: Oh, that's fine. Alright, thanks.

Cashier: Alright.

Audio: <https://english-practice.net/listening-exercises-a2-restaurants/>

Script:

1.

A: What do you feel like eating tonight?

B: Oh, something quick. We had a huge lunch at that Chinese restaurant, so let's just pick up some Fast Fried Chicken.

2.

A: I'm really starving. Where can we eat?

B: Well, there's always Pizza Pit or Quick Burger.

A: Pizza sounds better to me than hamburgers.

B: Me too. And it's your treat this time.

3.

A: Do you want to eat out tonight or would you rather eat at home?

B: We've eaten out a lot this week. I'm perfectly happy to stay home for a change – as long as I don't have to cook.

4.

A: Where do you want to eat tonight? We could try the new Korean restaurant, or would you rather go to the steak house?

B: Let's have Korean food. I don't feel like steak tonight.

5.

A: I'd like to try a seafood restaurant today. What do you think?

B: Seafood sounds good. I was going to suggest a pizza, but seafood's a lot better.

6.

A: Where do you want to eat tonight?

B: I'm really hungry. Do you feel like Mexican food?



A: Sure. We're had Japanese food a lot this week, so Mexican would be nice for a change.

7.

A: How about hot dogs or hamburgers, for dinner?

B: Oh, I'm sick of junk food. Let's do something really special. Why don't we try that new French restaurant?

A: What's the occasion?

B: I've got something I want to ask you.

A: Well, all right.

8.

A: Do you feel like vegetarian food today?

B: Sure. I know a great Thai vegetarian restaurant.

A: Yeah, but I made a great vegetarian spaghetti last night. Do you want to come to my house and try it?

B: Sure. Why not!

### Tes Formatif

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Listen to the audio: <https://english-practice.net/listening-exercises-a2-restaurants/>  
and answer the questions below!

Where do the people decide to eat? Listen and circle the correct answer.

1.

- a. Chinese restaurant
- b. Fast Fried Chicken
- c. Seafood restaurant
- d. Pizza restaurant

2.

- a. Quick Burger
- b. Pizza Pit
- c. Mexican restaurant
- d. Japanese restaurant

3.
  - a. home
  - b. out
  - c. fast-food restaurant
  - d. French restaurant

Kunci Jawaban Tes Formatif

---

1. B
2. B
3. A

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## MODUL PERKULIAHAN

# English for Academic Purpose (Nut & Diet)

## Materi VI

Jurusan

Jurusan Gizi

Program Studi

Sarjana Terapan Gizi dan Dietetika

Tatap Muka

6

Kode MK

Gz26072

Disusun Oleh

### Tujuan Pembelajaran

- Mahasiswa memahami strategi efektif dalam academic reading
- Mahasiswa mampu mendemonstrasikan pemahamannya terhadap ide pokok bacaan

### Kompetensi

Memahami strategi efektif dalam academic reading dan mampu mendemonstrasikan pemahamannya terhadap ide pokok bacaan

# Pembahasan

## Pendahuluan

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Modul ini merupakan bagian ke-6 dan membahas materi mengenai strategi efektif dalam academic reading. Untuk memahami bahasan materi yang terdapat dalam modul ini, maka sangat penting untuk mempelajari terlebih dahulu materi yang terdapat pada modul sebelumnya.

Untuk memudahkan dalam mempelajarinya, perlu diketahui bahwa masing-masing modul dikemas dalam satu sampai dua kali pertemuan. Alokasi waktu untuk tiap kegiatan belajar adalah 50 menit. Sehingga untuk menyelesaikan modul ini diperlukan waktu 1 jam 40 menit.

Setelah mempelajari modul ini anda akan dapat memahami strategi efektif dalam academic reading. Semua materi yang dibahas di dalam modul ini sangat diperlukan untuk memahami materi pada modul berikutnya. Semoga sukses dalam mempelajari materi yang terdapat pada modul ini dan selamat untuk mengikuti modul berikutnya.

---

Materi: Strategi efektif dalam academic reading

### A. Academic Reading

Reading academic material is very different from reading for pleasure. Academic reading is an active process that goes beyond merely reading and highlighting your text. You need to interact with the text by taking notes, making connections between the text and what you already know or have experienced, and asking critical questions about the material you are reading.

Academic writing takes time including setting aside time to write first drafts that you revisit to read with fresh eyes. This will improve clarity, organization of ideas, word choice, grammar and other elements.

### B. Strategy for Academic Reading

Strategies different from reader to reader. The same reader may use different strategies for different contexts because their purpose for reading changes. Ask yourself “why am I reading?” and “what am I reading?” when deciding which strategies to try.

#### 1. Before reading

- a. Establish your purpose for reading
- b. Speculate about the author’s purpose for writing
- c. Review what you already know and want to learn about the topic (see the guides below)
- d. Preview the text to get an overview of its structure, looking at headings, figures, tables, glossary, etc.
- e. Predict the contents of the text and pose questions about it. If the authors have provided discussion questions, read them and write them on a note-taking sheet.
- f. Note any discussion questions that have been provided (sometimes at the end of the text)

#### 2. During reading

- a. Annotate and mark (sparingly) sections of the text to easily recall important or interesting ideas
- b. Check your predictions and find answers to posed questions

- c. Use headings and transition words to identify relationships in the text
  - d. Create a vocabulary list of other unfamiliar words to define later
  - e. Try to infer unfamiliar words' meanings by identifying their relationship to the main idea
  - f. Connect the text to what you already know about the topic
  - g. Take breaks (split the text into segments if necessary)
3. After reading
- a. Summarize the text in your own words (note what you learned, impressions, and reactions) in an outline, concept map, or matrix (for several texts)
  - b. Talk to someone about the author's ideas to check your comprehension
  - c. Identify and reread difficult parts of the text
  - d. Define words on your vocabulary list (try a learner's dictionary) and practice using them

In order to learn comprehension strategies, students need modeling, practice, and feedback. The key comprehension strategies are described below.

1. Using Prior Knowledge/Previewing

When students preview text, they tap into what they already know that will help them to understand the text they are about to read. This provides a framework for any new information they read.

2. Predicting

When students make predictions about the text they are about to read, it sets up expectations based on their prior knowledge about similar topics. As they read, they may mentally revise their prediction as they gain more information.

3. Identifying the Main Idea and Summarization

Identifying the main idea and summarizing requires that students determine what is important and then put it in their own words. Implicit in this process is trying to understand the author's purpose in writing the text.

#### 4. Questioning

Asking and answering questions about text is another strategy that helps students focus on the meaning of text. Teachers can help by modeling both the process of asking good questions and strategies for finding the answers in the text.

#### 5. Making Inferences

In order to make inferences about something that is not explicitly stated in the text, students must learn to draw on prior knowledge and recognize clues in the text itself.

#### 6. Visualizing

Studies have shown that students who visualize while reading have better recall than those who do not. Readers can take advantage of illustrations that are embedded in the text or create their own mental images or drawings when reading text without illustrations.

### Tes Formatif

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1. After reading, you need to summarize the text in your...

### Kunci Jawaban Tes Formatif

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1. Own words.

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## MODUL PERKULIAHAN

# English for Academic Purpose (Nut & Diet)

## Materi VII

Jurusan	Program Studi	Tatap Muka	Kode MK	Disusun Oleh
Jurusan Gizi	Sarjana Terapan Gizi dan Dietetika	<b>7</b>	Gz26072	

### Tujuan Pembelajaran

- Mahasiswa mampu menganalisa ide pokok dan tema bacaan.
- Mahasiswa mampu mengidentifikasi fakta dan opini yang ada pada bacaan.

### Kompetensi

Mampu menganalisa ide pokok dan tema bacaan dan mampu mengidentifikasi fakta dan opini yang ada pada bacaan



# Pembahasan

## Pendahuluan

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Modul ini merupakan bagian ke-7 dan membahas materi mengenai Reading Comprehension: Food as Life Basic Needs. Untuk memahami bahasan materi yang terdapat dalam modul ini, maka sangat penting untuk mempelajari terlebih dahulu materi yang terdapat pada modul sebelumnya.

Untuk memudahkan dalam mempelajarinya, perlu diketahui bahwa masing-masing modul dikemas dalam satu sampai dua kali pertemuan. Alokasi waktu untuk tiap kegiatan belajar adalah 50 menit. Sehingga untuk menyelesaikan modul ini diperlukan waktu 1 jam 40 menit.

Setelah mempelajari modul ini anda akan dapat memahami Reading Comprehension: Food as Life Basic Needs. Semua materi yang dibahas di dalam modul ini sangat diperlukan untuk memahami materi pada modul berikutnya. Semoga sukses dalam mempelajari materi yang terdapat pada modul ini dan selamat untuk mengikuti modul berikutnya.

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Materi: Reading Comprehension: Food as Life Basic Needs

### A. Reading Comprehension: Food as Life Basic Needs

#### 1. Healthy food

Food keeps us healthy and helps us grow. Food provides us with energy to be able to function throughout the day. By eating a balanced diet, your body obtains the fuel and nutrients it needs to function properly. Your body needs minerals to make hormones, build bones and regulate your heartbeat. Water flushes out toxins, transports nutrients to cells and performs other vital bodily processes.

#### Carbohydrates:

Bread, rice and potatoes are examples of carbohydrate rich foods. These foods give us plenty of energy. You should try and eat a lot of carbohydrates each day. As well as energy, carbohydrates provide us with fibre, iron, B vitamins and calcium.

#### Fruit and Vegetables:

Fruit and vegetables provide us with vitamins and minerals essential for keeping us healthy as well as fibre which is important for digestion. A diet high in fibre can also reduce your risk of heart disease, stroke and some cancers. Try to eat at least five portions of fruit and vegetables a day. Remember that potatoes do not count as a portion of vegetables.

#### Dairy:

Dairy products are great sources of protein and calcium and are found in milk, cheese and yogurt. Protein helps our bodies to grow or repair themselves. Protein builds, maintains, and replaces the tissues in your body. Your muscles, organs, and immune system are made up mostly of protein. Calcium helps to keep our bones and teeth strong. We should eat between two or three portions of dairy foods a day.

#### Meat, Fish, Eggs and Beans:

These foods are a good source of protein, vitamins and minerals in your diet. These foods help the body to grow and repair itself and keep hair, skin, muscles and nails strong. We should eat some of these foods a day.

#### Foods High in Fats and Sugar:

These foods provide the body with energy, warmth and insulation around vital organs. Too much fat in your diet can raise cholesterol, which increases the risk of heart disease. A small amount of fat is part of a healthy, balanced diet. Fat is a source of essential fatty acids such as omega-3 because the body can't make them itself. Fat helps the body absorb vitamins A, D and E. To be healthy, nutritious food is needed to provide energy for the body. A variety of food is needed in the diet because different foods contain different substances that are needed to keep you healthy.

## 2. Presence of Energy

Proper food is a basic requirement of health. Health does not mean the absence of disease; it rather means the presence of energy and vitality. Most of the food we eat daily does not contain essential nutrients needed for the preservation of health and prevention of disease. There are various kinds of foods. Protective foods are essential for the prevention of disease and are needed both by the healthy and the sick. They are rich in proteins, vitamins and minerals. Energy giving foods are rich in carbohydrates and are needed by those who are engaged in hard physical labour. Bodybuilding foods are rich in proteins. Diet of growing children, adolescents and nursing mothers should contain a sufficient quantity of protein for growth and for repair and maintenance of body tissues.

## 3. Eating a Balanced Diet

Eating a balanced diet means choosing a wide variety of foods and drinks from all the food groups. It also means eating certain things in moderation, namely saturated fat, cholesterol, refined sugar, and salt. The goal is to take in nutrients you need for health at the recommended levels.

Your balanced diet must be planned at your own calorie level, and portion size is key. You want to get the most nutrients for the calories by choosing food with a high-nutrient density. Nutrient-dense foods provide substantial amounts of vitamins and minerals and relatively few calories, such as fresh fruit and vegetables, lean meat and fish, and whole grains and beans. Low-nutrient dense foods have few vitamins but lots of calories, such as candy bars, soda, donuts and onion rings.

Necessary to the building, maintenance, and repair of body tissue like our skin, muscles, and internal organs, proteins are the major components of our immune system and hormones. When choosing protein-rich foods, pay attention to what else you are getting with that selection. Foods that are high in saturated fats will raise your blood cholesterol levels putting you at risk of heart disease or stroke.

Vegetable sources of protein, such as nuts, beans, and whole grains are great choices and offer vitamins, minerals and healthy fibers. The best protein choices are poultry and fish. For those who love red meat, you should stick with the leanest cuts, choose moderate portion sizes, and make it only an occasional part of your diet.

Developing healthy eating habits is not as confusing or as restrictive as you may imagine. The first principle of a healthy diet is simply to eat a wide variety of foods. This is important because different foods make different nutritional contributions.

Fruits, vegetables, grains, and legumes—foods high in complex carbohydrates, fiber, vitamins, and minerals, low in fat and free of cholesterol—should make up the bulk of the calories you consume. The rest should come from low-fat dairy products, lean meat and poultry, and fish.

## Tes Formatif

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Read the following passages and answer the questions by choosing the right option:

### Presence of Energy

Proper food is a basic requirement of health. Health does not mean the absence of disease; it rather means the presence of energy and vitality. Most of the food we eat daily does not contain essential nutrients needed for the preservation of health and prevention of disease. There are various kinds of foods. Protective foods are essential for the prevention of disease and are needed both by the healthy and the sick. They are rich in proteins, vitamins and minerals. Energy giving foods are rich in carbohydrates and are needed by those who are engaged in hard physical labour. Bodybuilding foods are rich in proteins. Diet of growing children, adolescents and

nursing mothers should contain a sufficient quantity of protein for growth and for repair and maintenance of body tissues.

Questions:

1. The basic requirement of health is...
  - a. medicines
  - b. proper food
  - c. new clothes
  - d. air-conditioned houses
  
2. The real meaning of health is...
  - a. absence of disease
  - b. a fat body
  - c. presence of vitality and energy
  - d. sharp memory
  
3. Which food is needed both for the healthy and sick?
  - a. fast food
  - b. junked food
  - c. protective food
  - d. boiled food without fats

Kunci Jawaban Tes Formatif

---

1. B
2. C
3. C

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## MODUL PERKULIAHAN

# English for Academic Purpose (Nut & Diet)

## Materi IX

Jurusan	Program Studi	Tatap Muka	Kode MK	Disusun Oleh
Jurusan Gizi	Sarjana Terapan Gizi dan Dietetika	9	Gz26072	

### Tujuan Pembelajaran

- Mahasiswa mampu menganalisa ide pokok dan tema bacaan.
- Mahasiswa mampu mengidentifikasi fakta dan opini yang ada pada bacaan.

### Kompetensi

Mampu menganalisa ide pokok dan tema bacaan dan mampu mengidentifikasi fakta dan opini yang ada pada bacaan

# Pembahasan

## Pendahuluan

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Modul ini merupakan bagian ke-9 dan membahas materi mengenai Reading Comprehension: Nutritional disorders. Untuk memahami bahasan materi yang terdapat dalam modul ini, maka sangat penting untuk mempelajari terlebih dahulu materi yang terdapat pada modul sebelumnya.

Untuk memudahkan dalam mempelajarinya, perlu diketahui bahwa masing-masing modul dikemas dalam satu sampai dua kali pertemuan. Alokasi waktu untuk tiap kegiatan belajar adalah 50 menit. Sehingga untuk menyelesaikan modul ini diperlukan waktu 1 jam 40 menit.

Setelah mempelajari modul ini anda akan dapat memahami Reading Comprehension: Nutritional disorders. Semua materi yang dibahas di dalam modul ini sangat diperlukan untuk memahami materi pada modul berikutnya. Semoga sukses dalam mempelajari materi yang terdapat pada modul ini dan selamat untuk mengikuti modul berikutnya.

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Materi: Reading Comprehension: Nutritional disorders



### A. Reading Comprehension: Nutritional Disorders

#### 1. Eating Disorders

Eating disorders are so common in America that 1 or 2 out every 100 students will struggle with one. The most common types of eating disorder are anorexia nervosa and bulimia nervosa (usually called simply "anorexia" and "bulimia": But other food-related disorders, like binge eating disorders, body image disorders, and food phobias, are showing up more frequently than they used to.

##### ANOREXIA

People with anorexia have an extreme fear of weight gain and a distorted view of their body size and shape. As a result, they can't maintain a normal body weight. Some people with anorexia restrict their food intake by dieting, or excessive exercise. They hardly eat at all and the small amount of food they do eat becomes an obsession. Other people with eating disorders do something called binge eating and purging, where they eat a lot of food and then try to get rid of the calories by forcing themselves to vomit, using laxatives, or exercising excessively. (see "Bulimia", below)

##### BULIMIA

Bulimia is similar to anorexia. With bulimia, a person binge eats (eats far too much food) and then tries to compensate it extreme ways, such as forced vomiting or excessive exercise, to prevent weight gain. Over time, these steps can be dangerous. To be diagnosed with bulimia, a person must be bingeing and purging regularly, at least twice a week for a couple of months. People with bulimia eat a large amount of food (often junk food) at once, usually in secret. The person typically feels powerless to stop eating and can only stop once he or she is too full to eat any more.

#### 2. Malnutrition

This child is suffering from malnutrition and shows symptoms of the disease nutritional rickets. He has bowed legs and an enlarged right wrist. Nutritional rickets is a condition in which children's bones are too soft and do not develop properly due to a deficiency of vitamin D. Augustine lived in a

third-world country. He rarely had enough to eat. The drought in his nation made regular meals impossible. Augustine suffered from malnutrition.

Teresa was lactose intolerant. She avoided milk and dairy products because they made her feel ill. She wasn't taking enough calcium into her body. As a result, she suffered from malnutrition. Philip was a young accountant. He ate plenty of junk food but not much that was good for his body. As a result, Philip was suffering from malnutrition.

How can three such different people suffer from malnutrition? Malnutrition is a health condition in which the individual is not getting adequate nutrients. The condition can occur because the person's diet is lacking a particular vitamin or because the person is not getting enough food. Malnutrition can be caused by a lack of food, an unbalanced diet, trouble with digestion or absorption of food, or another health condition.

### 3. Obesity

Obesity is a medical condition in which excess body fat has accumulated to the extent that it may have an adverse effect on health, leading to reduced life expectancy and/or increased health problems. Body mass index (BMI), a measurement which compares weight and height, defines people as overweight (pre-obese) when their BMI is between 25 kg/m<sup>2</sup> and 30 kg/m<sup>2</sup>, and obese when it is greater than 30 kg/m<sup>2</sup>.

Obesity increases the likelihood of various diseases, particularly heart disease, type 2 diabetes, breathing difficulties during sleep, certain types of cancer, and osteoarthritis. Obesity is most commonly caused by a combination of excessive dietary calories, lack of physical activity, and genetic susceptibility, although a few cases are caused primarily by genes, endocrine disorders, medications or psychiatric illness. Evidence to support the view that some obese people eat little yet gain weight due to a slow metabolism is limited; on average obese people have a greater energy expenditure than their thin counterparts due to the energy required to maintain an increased body mass. The primary treatment for obesity is dieting and physical exercise. To supplement this, or in case of failure, anti-obesity drugs may be taken to reduce appetite or inhibit fat absorption. In severe cases, surgery is performed

or an intragastric balloon is placed to reduce stomach volume and/or bowel length, leading to earlier satiation and reduced ability to absorb nutrients from food.

Obesity is a leading preventable cause of death worldwide, with increasing prevalence in adults and children, and authorities view it as one of the most serious public health problems of the 21st century. Obesity is stigmatized in much of the modern world (particularly in the Western world), though it was widely perceived as a symbol of wealth and fertility at other times in history, and still is in some parts of the world.

### Tes Formatif

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Read the following passages and answer the questions by choosing the right option:

#### Obesity

Obesity is a medical condition in which excess body fat has accumulated to the extent that it may have an adverse effect on health, leading to reduced life expectancy and/or increased health problems. Body mass index (BMI), a measurement which compares weight and height, defines people as overweight (pre-obese) when their BMI is between 25 kg/m<sup>2</sup> and 30 kg/m<sup>2</sup>, and obese when it is greater than 30 kg/m<sup>2</sup>.

Obesity increases the likelihood of various diseases, particularly heart disease, type 2 diabetes, breathing difficulties during sleep, certain types of cancer, and osteoarthritis. Obesity is most commonly caused by a combination of excessive dietary calories, lack of physical activity, and genetic susceptibility, although a few cases are caused primarily by genes, endocrine disorders, medications or psychiatric illness. Evidence to support the view that some obese people eat little yet gain weight due to a slow metabolism is limited; on average obese people have a greater energy expenditure than their thin counterparts due to the energy required to maintain an increased body mass. The primary treatment for obesity is dieting and physical exercise. To supplement this, or in case of failure, anti-obesity drugs may be taken to reduce appetite or inhibit fat absorption. In severe cases, surgery is performed or an intragastric balloon is placed to reduce stomach volume and/or bowel length, leading to earlier satiation and reduced ability to absorb nutrients from food.

Obesity is a leading preventable cause of death worldwide, with increasing prevalence in adults and children, and authorities view it as one of the most serious public health problems of the 21st century. Obesity is stigmatized in much of the modern world (particularly in the Western world), though it was widely perceived as a symbol of wealth and fertility at other times in history, and still is in some parts of the world.

Questions:

1. The statistics state that.
  - a. although obesity is prevalent, it is not considered as a serious illness.
  - b. obesity is considered as a serious illness.
2. Obese people
  - a. may suffer from severe illnesses.
  - b. may suffer from mild ailments.
3. Modern medicine
  - a. can cure obesity.
  - b. cannot cure it at all.

Kunci Jawaban Tes Formatif

---

1. B
2. A
3. A

# Daftar Pustaka

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## MODUL PERKULIAHAN

# English for Academic Purpose (Nut & Diet)

## Materi X

Jurusan

Jurusan Gizi

Program Studi

Sarjana Terapan Gizi dan Dietetika

Tatap Muka

**10**

Kode MK

Gz26072

Disusun Oleh

### Tujuan Pembelajaran

- Mahasiswa mampu menganalisa ide pokok dan tema bacaan.
- Mahasiswa mampu mengidentifikasi fakta dan opini yang ada pada bacaan.

### Kompetensi

Mampu menganalisa ide pokok dan tema bacaan dan mampu mengidentifikasi fakta dan opini yang ada pada bacaan

# Pembahasan

## Pendahuluan

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Modul ini merupakan bagian ke-10 dan membahas materi mengenai Reading Comprehension: Food and Chemicals. Untuk memahami bahasan materi yang terdapat dalam modul ini, maka sangat penting untuk mempelajari terlebih dahulu materi yang terdapat pada modul sebelumnya.

Untuk memudahkan dalam mempelajarinya, perlu diketahui bahwa masing-masing modul dikemas dalam satu sampai dua kali pertemuan. Alokasi waktu untuk tiap kegiatan belajar adalah 50 menit. Sehingga untuk menyelesaikan modul ini diperlukan waktu 1 jam 40 menit.

Setelah mempelajari modul ini anda akan dapat memahami Reading Comprehension: Food and Chemicals. Semua materi yang dibahas di dalam modul ini sangat diperlukan untuk memahami materi pada modul berikutnya. Semoga sukses dalam mempelajari materi yang terdapat pada modul ini dan selamat untuk mengikuti modul berikutnya.

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Materi: Reading Comprehension: Food and Chemical

### A. Reading Comprehension: Food and Chemical

#### 1. Organic Food

Organic food is very popular these days. It can also be very expensive. Some organic food costs twice as much as non-organic food. Parents of young children, and even some pet owners, will pay high prices for organic food if they think it's healthier. But many others think organic food is just a waste of money.

There is one main difference between organic and non-organic food. Organic farms do not use agricultural chemicals such as pesticides that stop insects from damaging crops. In many countries foods that claim to be organic must have special labels that guarantee they're grown organically.

Some people think organic also means "locally grown", and originally this was true. But over time organic farming has become big business, with many organic foods now being grown by large agricultural companies that sell their products far from where they're grown. Processed food made with organic ingredients has also become more popular. At first, only small companies produced these products. But as demand overtook supply, big food companies that had been selling non-organic products for many years also began selling organic products. Small organic food companies found it difficult to compete with these big companies, and many didn't stay in business much longer.

Is organic food safer and more nutritious? This is an important part of the debate. Many farmers and consumers believe it is. They think agricultural chemicals can cause serious illnesses like cancer, but there isn't much evidence proving this is true. However recent studies have shown that eating organically-grown produce reduces your chances of developing heart disease. Many doctors think it's more important to stop dangerous bacteria from contaminating foods. These bacteria can contaminate both organic and non-organic fruit and vegetables, and doctors recommend washing produce carefully before eating it. Meat, fish and chicken can also become contaminated, so washing your hands before handling these foods is also very important. Many doctors also believe we should reduce the amount of sugar



in our diets, and there is a lot of evidence to support this idea. They recommend carefully checking the list of ingredients on processed food and drinks for all the words that really mean sugar, like glucose, sucrose and fructose. And they remind us that the aim of most big food companies is to make lots of money, even if they damage our health while doing so. This means processed foods that are called "organic" can also be very unhealthy if they contain lots of sugar.

Most people agree that naturally grown food tastes better. Is tastier food worth the extra money? That's a matter of opinion. Whether organic food is healthier or not is still not clear, so more research is needed. However, consumers of organic food often say "better safe than sorry" when it comes to what we eat.

## 2. Food Gastronomy

In truth, all cooking is a form of chemistry; however, it is in the relatively new field of molecular gastronomy that the most sophisticated culinary chemistry finds its expression. Molecular gastronomy is the science and application of the chemical processes that occur in food preparation. Chefs who practice molecular gastronomy study the ways in which ingredients both change and interact with each other under varying temperatures, pressures, or concentrations. Considered the father of molecular gastronomy, French Ph.D chemist Hervé This pioneered the discipline through his scientific approach to cooking. Rigorously applying the scientific method of testing hypotheses, he discovered the perfect temperature at which to cook an egg, which was a novel concept as late as the 1980s. Despite the relatively young age of the discipline, this burgeoning field of investigation has inspired a generation of chef-chemists to experiment with food preparation in an effort to produce uncommon combinations of tastes, textures, and appearances.

Employing sophisticated equipment and techniques often reserved for the laboratory, today's practicing molecular gastronomists are limited only by their creativity, the laws of chemistry, and the tools at their disposal. By applying the rigorous precision of laboratory equipment to their culinary experiments gastronomists ensure that their avant-garde creations are highly reproducible.

Kitchens in this modernist mold routinely utilize centrifuges to extract fats, thermal immersion circulators for precise, low temperature sous-vide cooking, and anti-griddles to quickly freeze the exterior of mixtures while leaving the interior unchanged. Chemists in the kitchen apply their knowledge of the properties of different food stuffs to produce hydrocolloids, foams, and emulsions. Wielding liquid nitrogen to flash freeze ingredients, carbon dioxide for adding bubbles to foams, and specialized enzymes to turn everyday ingredients into unexpected concoctions has become the norm in cutting-edge restaurants across the globe. For example, by manipulating chemical reactions, maltodextrin can be used to turn a high-fat liquid into a powder which can then be sprinkled atop protein sources bound by transglutaminase to produce a modernist rendition of roast beef and gravy.

## Tes Formatif

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Read the following passages and answer the questions by choosing the right option:

### Organic Food

Organic food is very popular these days. It can also be very expensive. Some organic food costs twice as much as non-organic food. Parents of young children, and even some pet owners, will pay high prices for organic food if they think it's healthier. But many others think organic food is just a waste of money.

There is one main difference between organic and non-organic food. Organic farms do not use agricultural chemicals such as pesticides that stop insects from damaging crops. In many countries foods that claim to be organic must have special labels that guarantee they're grown organically.

Some people think organic also means "locally grown", and originally this was true. But over time organic farming has become big business, with many organic foods now being grown by large agricultural companies that sell their products far from where they're grown. Processed food made with organic ingredients has also become more popular. At first, only small companies produced these products. But as demand overtook supply, big food companies that had been selling non-organic products for many years also began selling organic products. Small organic food companies found

it difficult to compete with these big companies, and many didn't stay in business much longer.

Is organic food safer and more nutritious? This is an important part of the debate. Many farmers and consumers believe it is. They think agricultural chemicals can cause serious illnesses like cancer, but there isn't much evidence proving this is true. However recent studies have shown that eating organically-grown produce reduces your chances of developing heart disease. Many doctors think it's more important to stop dangerous bacteria from contaminating foods. These bacteria can contaminate both organic and non-organic fruit and vegetables, and doctors recommend washing produce carefully before eating it. Meat, fish and chicken can also become contaminated, so washing your hands before handling these foods is also very important. Many doctors also believe we should reduce the amount of sugar in our diets, and there is a lot of evidence to support this idea. They recommend carefully checking the list of ingredients on processed food and drinks for all the words that really mean sugar, like glucose, sucrose and fructose. And they remind us that the aim of most big food companies is to make lots of money, even if they damage our health while doing so. This means processed foods that are called "organic" can also be very unhealthy if they contain lots of sugar.

Most people agree that naturally grown food tastes better. Is tastier food worth the extra money? That's a matter of opinion. Whether organic food is healthier or not is still not clear, so more research is needed. However, consumers of organic food often say "better safe than sorry" when it comes to what we eat.

Questions:

1. What is the main difference between organic and non-organic food?
  - a. use of pesticides
  - b. size of the company
  - c. location of the farm
  
2. Which is usually more expensive?
  - a. pet food
  - b. organic food
  - c. non-organic food

3. Many small organic food companies found it difficult to...
- waste money
  - stay in business
  - find cheap pesticides

#### Kunci Jawaban Tes Formatif

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- A
- B
- B

## Daftar Pustaka

Anonim. (2022). *Organic foods quiz*. EnglishClub - Learn or Teach English Today.  
<https://www.englishclub.com/reading/health/organic-quiz.htm>

Anonim. (2022). *Reading comprehension: Main idea questions*. GMAT Prep |  
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## MODUL PERKULIAHAN

# English for Academic Purpose (Nut & Diet)

## Materi XI

Jurusan

Jurusan Gizi

Program Studi

Sarjana Terapan Gizi dan Dietetika

Tatap Muka

**11**

Kode MK

Gz26072

Disusun Oleh

### Tujuan Pembelajaran

- Mahasiswa memahami strategi efektif dalam academic writing
- Mahasiswa mampu membuat tulisan pendek

### Kompetensi

Memahami strategi efektif dalam academic writing dan mampu membuat tulisan pendek

# Pembahasan

## Pendahuluan

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Modul ini merupakan bagian ke-11 dan membahas materi mengenai strategi efektif dalam academic writing. Untuk memahami bahasan materi yang terdapat dalam modul ini, maka sangat penting untuk mempelajari terlebih dahulu materi yang terdapat pada modul sebelumnya.

Untuk memudahkan dalam mempelajarinya, perlu diketahui bahwa masing-masing modul dikemas dalam satu sampai dua kali pertemuan. Alokasi waktu untuk tiap kegiatan belajar adalah 50 menit. Sehingga untuk menyelesaikan modul ini diperlukan waktu 1 jam 40 menit.

Setelah mempelajari modul ini anda akan dapat memahami strategi efektif dalam academic writing. Semua materi yang dibahas di dalam modul ini sangat diperlukan untuk memahami materi pada modul berikutnya. Semoga sukses dalam mempelajari materi yang terdapat pada modul ini dan selamat untuk mengikuti modul berikutnya.

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Materi: Strategi efektif dalam academic writing

### A. The Definition of Academic Writing

Academic writing is clear, concise, focussed, structured and backed up by evidence. Its purpose is to aid the reader's understanding. It has a formal tone and style, but it is not complex and does not require the use of long sentences and complicated vocabulary. Each subject discipline will have certain writing conventions, vocabulary and types of discourse that you will become familiar with over the course of your degree. However, there are some general characteristics of academic writing that are relevant across all disciplines. Characteristics of academic writing are:

1. Planned and focused: answers the question and demonstrates an understanding of the subject.
2. Structured: is coherent, written in a logical order, and brings together related points and material.
3. Evidenced: demonstrates knowledge of the subject area, supports opinions and arguments with evidence, and is referenced accurately.
4. Formal in tone and style: uses appropriate language and tenses, and is clear, concise and balanced.

### B. Strategy of Academic Writing

1. Define the purpose of the writing and the audience.

Most formal academic writing at university is set by, and written for, an academic tutor or assessor, and there should be clear criteria against which they will mark your work. You will need to spend some time interpreting your question and deciding how to tackle your assignment. If you are writing for yourself, for example making notes to record or make sense of something then you can set your own criteria such as clarity, brevity, and relevance.

2. Structure your work

Once you have a plan for your writing, you can use this plan to create the structure of your writing. Structured writing has a beginning, middle and an end, and uses focussed paragraphs to develop the argument.

### 3. Create the overall structure

Some academic writing, such as lab or business reports, will have a fairly rigid structure, with headings and content for each section. In other formats, writing usually follows the same overall structure: introduction, main body and conclusion. The introduction outlines the main direction the writing will take, and gives any necessary background information and context.

In the main body each point is presented, explored and developed. These points must be set out in a logical order, to make it easier for the reader to follow and understand. The conclusion brings together the main points, and will highlight the key message or argument you want the reader to take away. It may also identify any gaps or weaknesses in the arguments or ideas presented, and recommend further research or investigation where appropriate.

### 4. Arrange your points in a logical order

When you start writing you should have a clear idea of what you want to say. Create a list of your main points and think about what the reader needs to know and in what order they will need to know it. To select the main points you want to include, ask yourself whether each point you have considered really contributes to answering the question. Select appropriate evidence that you will use to support each main point. Think carefully about which evidence to use, you must evaluate that information as not everything you find will be of high quality.

See our searching for information page for advice on how to find high quality, academic information. Grouping your points may help you create a logical order. These groups will broadly fit into an overall pattern, such as for and against, thematic, chronological or by different schools of thought or approach. You can then put these groups into a sequence that the reader can follow and use to make sense of the topic or argument. It may be helpful to talk through your argument with someone. It may be helpful to arrange ideas initially in the form of a mind-map, which allows you to develop key points with supporting information branching off.



5. Write in structured paragraphs

Use paragraphs to build and structure your argument, and separate each of your points into a different paragraph. Make your point clear in the first or second sentence of the paragraph to help the reader to follow the line of reasoning. The rest of the paragraph should explain the point in greater detail, and provide relevant evidence and examples where necessary or useful. Your interpretation of this evidence will help to substantiate your thinking and can lend weight to your argument. At the end of the paragraph you should show how the point you have made is significant to the overall argument or link to the next paragraph.

6. Use signalling words when writing

Using signalling words will help the reader to understand the structure of your work and where you might be taking your argument. Use signalling words to add more information eg furthermore, moreover, additionally, compare two similar points eg similarly in comparison, show contrasting viewpoints eg however, in contrast, yet, show effect or conclusion eg therefore, consequently, as a result, emphasise eg significantly, particularly. and reflect sequence eg first, second, finally.

7. Be concise

In formal academic writing it is important to be concise. This helps your reader to understand the points you are making. Here are some tips to help you:

- a. Only include one main idea per sentence.
- b. Keep your sentences to a reasonable length (generally not more than 25 words). Long sentences can be difficult to follow and this may distract from your point.
- c. Avoid repetition.

Avoid using redundant words. For example:

- a. Use "because" instead of "due to the fact that".
- b. Use "alternatives" instead of "alternative choices".
- c. Use "fundamentals" and not "basic fundamentals".
- d. Use "concisely" instead of "in as few words as possible".

Reading your work aloud may help you to identify any repetition or redundant words.

#### 8. Use formal language

In academic writing you are expected to use formal language. Avoid using colloquialisms or slang terms such as 'sort of' or 'basically'. Instead you could use 'somewhat' or 'fundamentally'. Write words out in full rather than shortening them. For example, instead of writing "don't" or "isn't" you would be expected to write "do not" or "is not". The use of clichés is not appropriate in academic writing. These are phrases such as "at the end of the day" or "in the nick of time." Instead of this you might write finally or at the critical moment.

#### 9. Use a blend of active and passive verbs

Most verbs can be used in either an active or passive form. It is usually appropriate to use a mixture of passive and active forms within academic writing. Always check with your department to see what form of writing would be most appropriate for your subject area.

#### 10. Convey your opinion

There is rarely one answer to a question or assignment. Research, ideas and arguments should always be open to being challenged, so it is important that the language you use acknowledges this. In your academic work, you should not present something as a fact that might not be. In academic writing, you can use language to show how confident you are about an argument or claim you are discussing. The common ways to do this are often referred to as hedges or boosters. You can also use different reporting verbs to convey your feelings or attitude towards a topic

#### 11. Hedges

When writing, be careful of using words such as "definitely" or "proves". Ask yourself whether your statement is a fact or whether there may be some doubt either now or in the future.

#### 12. Boosters

You might want to express a measure of certainty or conviction in your writing and this is when "booster" language can help.

### 13. Reporting verbs

Reporting verbs can be grouped into the three main categories of strong, neutral and tentative:

- a. Strong verbs convey a degree of certainty about an issue.
- b. Neutral verbs do not indicate any value judgements on the part of the author. They are rather descriptive in tone.
- c. Tentative verbs show that the writer tends to feel a certain way about an issue but is not wholly sure.

### 14. Choose the correct tense and voice

It is important to use the correct tense and voice in your written work. You will probably need to use different tenses throughout depending upon the context.

### 15. Only use first person voice in reflective writing

Academic arguments are not usually presented in the first person (using I), but use more objective language, logic and reasoning to persuade (rather than emotional or personal perspectives). This may not apply, however, if you are asked to write a reflective report based on your own thoughts and experiences.

### 16. Use past tense to speak about your method

If you are writing about an experiment you carried out or a method you used then use the past tense. For example: "Our experiment showed wide variations in results where the variable was altered even slightly."

### 17. Use present tense to conclude or discuss established knowledge

If you are writing about established knowledge then use the present tense. For example: "Diabetes is a condition where the amount of glucose in the blood is too high because the body cannot use it properly." When you are reporting on the findings or research of others then you should use the present tense. For example, you might write: "Smith's research from 2012 finds that regular exercise may contribute to good cardiovascular health."

When you are writing about your conclusions or what you have found then use the present tense. For example: "In this case there is not a large difference between the two diameter values (from Feret's diameter and

calculated equation), which again is probably due to the fact that the average circularity ratio is on the high end of the scale, 0.88, and therefore infers near circular pores." If you are writing about figures that you have presented in a table or chart then use the present tense. For example: "These figures show that the number of birds visiting the hide increase every year in May..."

#### 18. Build your argument

The most important voice to get across in your writing is your own; it is how you can show the reader (usually your tutor) what you are thinking, what your views are and how you have engaged critically with the topic being discussed. You can do this by building an effective and persuasive argument for your reader.

#### 19. Make an argument

Your argument is how you express your viewpoint and answer the question you have been set, using evidence. Your argument can help you plan the structure of your work and guide you to find the evidence you need to support it. Make sure that your argument runs throughout your writing and that everything you include is relevant to it. Try to sum up your argument in a few words before you start writing and keep checking that it remains the focus as you research and write your work.

#### 20. Structure your argument

Guide your reader through your argument in a logical way. Think about what questions your reader might have. If you can answer these questions through your argument, it will seem more convincing.

Present both sides of the debate, along with your thoughts, linking together the different elements. You can then work towards a conclusion by weighing the evidence and showing how certain ideas are accepted and others are rejected. Your conclusion should make clear where you stand.

#### 21. Develop your argument

Develop your argument by considering the evidence and drawing your own conclusion. If you are considering a range of opinions, try to group them together under different headings. Look at the strengths and weaknesses of the different sets of evidence and present these clearly and in a critical way.

This will help to show you understand what you have read. Take the evidence into account in developing your own argument and make clear what your viewpoint is. Perhaps your argument has strengths and weaknesses as well – it is fine to acknowledge these.

## 22. Include your own voice in your writing

Your voice will emerge through your discussion, interpretation, and evaluation of the sources. Here are some ways you can establish your voice in your writing:

- a. Make your unattributed (not referenced) assertion at the start of paragraphs followed by evidence, findings, arguments from your sources.
- b. Explicitly tell your reader what the connections are between sources.
- c. Explicitly tell your reader what the connections are between those sources and your main assertion.
- d. Use language to show your strong agreement/disagreement/cautious agreement with sources.
- e. Include “so what” summary sentences (evaluative sentences) at the end of paragraphs.

## Tes Formatif

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1. What’s the meaning of structured?
2. Signalling words is useful to...
3. If you are writing about established knowledge then use...

## Kunci Jawaban Tes Formatif

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1. Coherent, written in a logical order, and brings together related points and material.
2. Add more information.
3. The present tense.

# Daftar Pustaka

Anonim. (2017). *Academic writing*. LibraryLibrary University of Leeds. [https://library.leeds.ac.uk/info/14011/writing/106/academic\\_writing/8](https://library.leeds.ac.uk/info/14011/writing/106/academic_writing/8)

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## MODUL PERKULIAHAN

# English for Academic Purpose (Nut & Diet)

## Materi XII - XIII

Jurusan	Program Studi	Tatap Muka	Kode MK	Disusun Oleh
Jurusan Gizi	Sarjana Terapan Gizi dan Dietetika	<b>12-13</b>	Gz26072	

### Tujuan Pembelajaran

- Mahasiswa mampu membuat scientific writing (scientific articles)

### Kompetensi

Mampu membuat scientific writing (scientific articles)

# Pembahasan

## Pendahuluan

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Modul ini merupakan bagian ke-12 dan 13 dan membahas materi mengenai scientific writing (scientific articles). Untuk memahami bahasan materi yang terdapat dalam modul ini, maka sangat penting untuk mempelajari terlebih dahulu materi yang terdapat pada modul sebelumnya.

Untuk memudahkan dalam mempelajarinya, perlu diketahui bahwa masing-masing modul dikemas dalam satu sampai dua kali pertemuan. Alokasi waktu untuk tiap kegiatan belajar adalah 50 menit. Sehingga untuk menyelesaikan modul ini diperlukan waktu 1 jam 40 menit.

Setelah mempelajari modul ini anda akan dapat memahami scientific writing (scientific articles). Semua materi yang dibahas di dalam modul ini sangat diperlukan untuk memahami materi pada modul berikutnya. Semoga sukses dalam mempelajari materi yang terdapat pada modul ini dan selamat untuk mengikuti modul berikutnya.

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Materi: scientific writing (scientific articles)



### A. Experiences of Dietary Advice and Nutrition-Related Information: A Qualitative Analysis of Primigravid Women in England During The Covid-19 Pandemic

By: Laura Sophia Prieto, MSc, Anu

Article link: <https://worldnutritionjournal.org/index.php/wn/article/view/846/707>

#### 1. Background

There is limited research in England on the impact and experiences of dietary advice and nutrition-related information for pregnant women. However, overseas research has shown that such information can cause women to feel anxious and confused. This study aimed to analyse the impact and experience amongst primigravids in England.

#### 2. Methodology

This was a qualitative study. Twelve semi-structured individual interviews were carried out (videoconference and telephone). Interviews were audio recorded and transcribed verbatim. Inductive thematic analysis was used for data analysis. Data quality measures were adhered to throughout the research process.

#### 3. Results

Five major themes were identified: 'physiological changes and taste preferences', 'the health and safety of the baby comes first', 'scarcity of nutrition information given', 'seeking nutrition information for control' and 'every pregnant woman is unique'. Participants put the health and safety of their baby first, and this was amplified due to the COVID-19 pandemic. There was a lack of information given to participants from health care professionals. Information was broadly sought out as a way of exerting control; either to feel informed, or to restrict contact with new information in order to avoid feeling overwhelmed. In both cases, participants expressed that information was abundant. Official dietary guidelines were seen as trustworthy but too generic and not applicable to them. Some participants used multiple pregnancy apps with inaccurate information.

#### 4. Conclusions

As nutrition in pregnancy is important for the woman and the growing foetus, midwives are in a critical position to advise primigravids in England. Further research is needed to understand their barriers for doing so. More is needed from the National Health Service to signpost women to using evidenced-based pregnancy apps and to enable a healthy nutrition environment post-pregnancy.

#### B. Fact or Fiction? The MSG Controversy

By: Monica Singh

Article link: <http://nrs.harvard.edu/urn-3:HUL.InstRepos:8846733>

Abstract:

Monosodium glutamate ("MSG") has become one of the most well-known and controversial food ingredients in recent history. Linked to the "Chinese Restaurant Syndrome," the use of MSG has caused an outpouring of anecdotal evidence alleging adverse effects caused by ingestion of the food ingredient. These claims have been fueled by the popular press which has devoted considerable coverage to the debate surrounding the food additive. Yet, scientific studies have repeatedly indicated that MSG is safe at ordinary levels of consumption for the general population. In response to the controversy, in 1995, the Food and Drug Administration commissioned the FASEB Report to provide a comprehensive review of the monosodium glutamate scientific literature. This paper will examine the history of the MSG debate, including the scientific evidence, the role of the media, the positions of both sides and the response of the FDA.

#### Tes Formatif

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1. Write a scientific article about nutrition!

# Daftar Pustaka

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## MODUL PERKULIAHAN

# English for Academic Purpose (Nut & Diet)

## Materi XIV-XV

Jurusan	Program Studi	Tatap Muka	Kode MK	Disusun Oleh
Jurusan Gizi	Sarjana Terapan Gizi dan Dietetika	<b>14-15</b>	Gz26072	

### Tujuan Pembelajaran

- Mahasiswa memahami strategi efektif dalam public speaking and presentation
- Mahasiswa mampu mendemonstrasikan public speaking dan presentasi dengan baik

### Kompetensi

Memahami strategi efektif dalam public speaking and presentation dan mampu mendemonstrasikan public speaking dan presentasi dengan baik

# Pembahasan

## Pendahuluan

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Modul ini merupakan bagian ke-14 dan 15 untuk membahas materi mengenai strategi efektif dalam public speaking and presentation. Untuk memahami bahasan materi yang terdapat dalam modul ini, maka sangat penting untuk mempelajari terlebih dahulu materi yang terdapat pada modul sebelumnya.

Untuk memudahkan dalam mempelajarinya, perlu diketahui bahwa masing-masing modul dikemas dalam satu sampai dua kali pertemuan. Alokasi waktu untuk tiap kegiatan belajar adalah 50 menit. Sehingga untuk menyelesaikan modul ini diperlukan waktu 1 jam 40 menit.

Setelah mempelajari modul ini anda akan dapat memahami strategi efektif dalam public speaking and presentation. Semua materi yang dibahas di dalam modul ini sangat diperlukan untuk memahami materi pada modul berikutnya. Semoga sukses dalam mempelajari materi yang terdapat pada modul ini dan selamat untuk mengikuti modul berikutnya.

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Materi: Strategi efektif dalam public speaking and presentation

### A. Academic Speaking

Academic speaking is mainly focused on three key areas: presentations, seminars and tutorials. Presentations need to be well structured, logical, and well signposted with clear visuals. Seminars need to be well prepared for in advance with a good understanding of key material to discuss. Seminars are a central part of learning at university through pre-reading texts and post lecture discussions and therefore students need to be able to interact with other students effectively. Tutorials are usually a group or one-to-one meeting with your tutor to discuss an outline of an essay, issues you are experiencing or questions about previous lectures/lessons.

### B. Features of Academic Spoken English

#### 1. Introduction

Academic speaking is similar in many ways to academic writing: it is linear, it is explicit, it has one central point and it is presented in standard language. Academic spoken style is also similar in many ways in that it is formal, explicit, hedged, and responsible. However, it is less complex and objective than written language.

#### 2. Formal

In general this means that when you are speaking you should avoid colloquial words and expressions.

#### 3. Explicit

It is the responsibility of the speaker in English to make it clear to the listener how various parts of the talk are related. These connections can be made explicit by the use of different signalling words.

#### 4. Precision

When speaking in an academic contexts, facts and figures are given precisely.

#### 5. Hedged

In any kind of academic speaking you do, it is necessary to make decisions about your stance on a particular subject, or the strength of the claims you

are making. Different subjects prefer to do this in different ways. A technique common in certain kinds of speaking is known by linguists as a 'hedge'.

#### 6. Responsible

In academic speaking you are responsible for demonstrating an understanding of the source text. You must be responsible for, and must be able to provide evidence and justification for, any claims you make.

#### 7. Accuracy

Academic speaking uses vocabulary accurately. Most subjects have words with narrow specific meanings. Linguistics distinguishes clearly between "phonetics" and "phonemics"; general English does not.

#### 8. Complex

Spoken language is less complex than written language. Spoken language has shorter words, it is lexically less dense and it has a less varied vocabulary. It uses more verb-based phrases than noun-based phrases. Spoken texts are longer and the language has less grammatical complexity, including fewer subordinate clauses and more active verbs.

#### 9. Objective

Spoken language in general has more words that refer to the speaker. This means that although the main emphasis should be on the information that you want to give and the arguments you want to make, it is not unusual to refer to yourself or your audience.

#### 10. Planned

Formal academic spoken language is well planned. It usually takes place after research and evaluation, according to a specific purpose and plan.

#### 11. Organised

Formal academic speaking is well organised. It flows easily from one section to the next in a logical fashion. A good place to start is the genre of your text. Once you have decided on the genre, the structure is easily determined.

## C. Simple Ways to Improve Speaking Skills

Speaking English confidently is an important goal for many. Often, we hesitate because we are afraid of making mistakes or embarrassing ourselves in front of others. Sometimes mistakes are unavoidable. But like any other skill, you can improve your spoken English if you practise regularly and follow these simple techniques.

### 1. Listen

The first step in improving your speaking skills is actually working on your listening. Listening to English has several benefits, it allows you to pick up new words, phrases, and ways to respond in conversations. Secondly, listening provides opportunities to understand pronunciation, how some words are omitted when speaking, how some are joined together, the rhythm, the intonation, and the sounds of language.

### 2. Imitate

Now that you have listened to lots of English conversations, it's time for some imitation. Yes, that's right! Imitating or copying someone is a wonderful way to improve your speaking skills. Not convinced? Watch babies and children – how do they learn a language? They copy everything an adult says.

Another benefit of imitation is that it will help you become more accurate in English without having to learn grammar rules. With lots of practice you will begin to remember chunks of words and phrases. This helps in remembering word patterns in a sentence and how certain words go with others. To effectively improve your speaking skills, you need to follow these steps:

- a. Listen: Pick your favourite video or audio clip from any of the sources provided in the earlier section of this article. Play the audio and listen to it carefully. Play as many times as you like to understand how each word is spoken.
- b. Repeat and record: After playing the audio, repeat saying the words and conversations exactly as you heard. Pay special attention to the intonation, stress, and rhythm of language. Record yourself while repeating the words



- c. Compare: Listen to the audio again and compare it with your recording. Does it match? Note down changes that you may need to make.
- d. Correct: Repeat the entire process again until you get better and more accurate.

### 3. Read

Reading is yet another important skill to have when learning a language. Whether you prefer a novel or an article, reading a few minutes every day will help you acquire new vocabulary.

The most common reason why people hesitate with reading is that it takes quite a lot of time to read a book from start to finish. However, when learning English, reading even for a few minutes is greatly beneficial. Short articles or notes in English are great for this. They only take a few minutes to read and are quite easy to find.

You can start with materials you find every day. Think of notes and memos at work, pamphlets and brochures at your local supermarket, or notices and safety instructions in the elevators – wherever you are there is always something to read.

### 4. Reflect

Reflection is a very useful step in improving your speaking skills. Reflection is nothing but asking questions to think about what you learnt, how you learnt, what progress you see, what could be done differently, and how to change the way you learn to allow progress.

It is important to reflect on your language learning abilities on a daily basis, especially if you are learning a new language independently. Reflection is another way to provide yourself some good feedback in the absence of a teacher.

### 5. Prepare

A lot of us hesitate to speak or take part in conversations in English because we are nervous about what to say. We are anxious that what we say may not be appropriate or we may make mistakes.

## 6. Speak

Yes, speaking. There is no magic pill that would help you speak better. You must put yourself in situations where you are forced to speak in English to get better at it. Start small. Do you live or work at a place where you need to speak English to get by? Great! Take advantage of this situation by speaking to people around you. It could be at your workplace or even at a coffee shop doesn't matter where, as long as you can speak.

If you don't have that advantage, practise speaking in English with your colleagues or classmates. It is easier if you choose someone who speaks a different language than you do as it forces you to communicate in English.

## 7. Practise

We cannot stress this enough. Regular and consistent practice is the key to success when it comes to speaking English. The tips and suggestions that we've described above only work if you use them regularly. So, here's what we recommend. Start small – spend just 10 minutes every day doing 1-2 of the above things. Maybe listen to a short video clip today and imitate. Reflect on what you learned. Tomorrow, pick up a short article. Read aloud and summarise in your own words. Reflect on what you read and the new words.

Some days you will find more time. Dedicate more time when you can but do the minimum every single day. You will see a big change in your abilities in no time! As you improve, you'll get more confident and more ready for bigger challenges. This is the time to find speaking partners and to put yourself in situations that require speaking in English. Don't worry about making mistakes. Most people don't care if you make mistakes.

## D. Public Speaking

Public speaking is the act of talking in front of a live audience with the intent to educate, persuade, or entertain your listeners. Public speaking is a broad category that includes formal public speeches in front of large audiences like a keynote address at a conference and more informal speeches in front of smaller audiences like a toast at a dinner party. Effective verbal and nonverbal communication skills are necessary for a public speaker to successfully engage

their audience. Good public speaking skills can benefit both your personal and professional life, and they are worth developing in for a number of reasons:

1. To boost your confidence: Overcoming fear of public speaking gives you poise and makes you less nervous in social situations.
2. To facilitate career advancement: Whether they help you perform better in job interviews or ace a big presentation, effective public speaking skills are essential for anyone who wants to be in a leadership position in the workplace.
3. To become a better communicator: Learning public speaking skills will make you reflect on and improve your overall communication skills. This helps you drop bad speaking habits and become a better communicator in your everyday life.
4. To expand your social and professional networks: The more engaging and captivating you are when speaking, the more others will want to interact with you. The confidence you build by honing your public speaking skills also makes you more likely to approach and converse with potential new friends and business partners.
5. To build your influence: Public speaking is an amazing tool for spreading your point of view. Whether your goal is to advocate for an important political cause or to simply tell a funny story to a group of friends, improving your public speaking skills makes it easier to influence the reaction of your audience.

Public speaking doesn't come naturally to most people, but if it's something you struggle with, start small. First, gain speaking experience in low-pressure situations in front of small groups, and work your way up from there. The more you implement these public speaking tips, the more comfortable you'll be at public speaking.

1. Know your audience. Preparation equals confidence. Even those people who embrace the stage and look like they're ad-libbing their way through a great speech have some predetermined talking points. The way you present those points, in large part, should be determined by your audience. Before outlining your speech, ask yourself what your audience members want to hear.
2. Visualize success. It's natural to worry about failure before you speak in front of a crowd, but negative thoughts only increase your nerves. Instead, in the

moments before you take the stage, visualize yourself knocking it out of the park, and imagine how amazing you'll feel once it's over.

3. Use a visual aid. In more formal speaking situations, public speakers often use visual aids to help give a more effective presentation. For example, highlighting your key points in a powerpoint slideshow is a great way to help your audience remember those points. Visual aids like charts, graphs, photos, and videos are also great ways to add additional context to information in your speech.
4. Share personal anecdotes. Communicating effectively during a speaking engagement requires that you engage your audience. If you can insert yourself into your talking points, you'll show that you mean what you're saying.
5. Know where to look. If you're speaking to a very large crowd, look just over the crowd's eye line. That will make it appear that you're looking at everyone while giving you the personal comfort of not having to be constantly reminded of the crowd's daunting size. In a smaller crowd, find that one person who's making direct eye contact with you and hanging on to your every word. Speak to them. They'll make you feel confident about your speech. The audience member who's looking at their phone will only end up distracting you as well. Ignore them.
6. Only write down the bullet points. It's tempting to write out your speech in full and read from a prepared script, but your words won't sound genuine if you're reading them verbatim from a piece of paper instead of addressing your audience directly. Even if you're not reading from a piece of paper, you'll still sound stiff if you're delivering a memorized speech. This doesn't mean you can't write down anything. Using index cards with bullet points is an effective tool to help you remember your big ideas.
7. Keep it simple. You don't need to impress the audience with your sentence structure. You need to keep them engaged with short phrases and quick, snappy stories. Audiences always have limited attention spans, and your speech better cater to that. That said, your speech isn't always going to be a

hit. There's not much you can do when that happens, so just keep talking like you're killing it, and get through what you came there to say.

8. Identify and eliminate your verbal tics. You may be prone to using filler words and phrases such as "you know," "um," and "like," so pay attention to your own speech patterns or watch a video of yourself speaking to make yourself aware of your unwanted verbal tendencies. Perfect diction and enunciation takes some serious practice, but it will be worth it when you take the stage to speak for an audience.
9. Use positive body language. Good posture and a friendly smile work wonders to engage your audience. Also, rather than remaining stationary or hiding behind a podium, make sure to move when speaking. Walking around and using active hand gestures not only creates energy to hold your audience's attention, but it makes you appear more passionate about your topic.
10. Practice. Nobody becomes an expert on their first try, so the more you practice public speaking, the easier it becomes. Whenever you're presented with an opportunity to speak in front of others, jump on it. While rehearsing alone isn't as useful as practicing publicly, it still helps you become more comfortable and accustomed to your abilities.

## E. Presentation

Presentation is a communication device that relays a topic to an audience in the form of a slide show, a demonstration, a lecture or speech where words and pictures intend to complement each other. Nutrition and Dietary Studies is the topic that people discuss daily. One eats to live and be healthy. Food fuels our body with vitamins and minerals. People study this topic to know what food cures specific diseases and prevent health problems. Due to that, they know what to consume and what products are better to avoid. Mothers turn to these studies to learn more about the best nutrition for their children. Students investigate this topic to find something new and discuss it in the academic paper or presentation.

A presentation in Nutrition and Dietary Studies is to be reasonable and informative. Each slide must present valuable information supported by facts and verified examples. Moreover, a person has to choose one topic and devote the

whole presentation to one idea. It is impossible and irrational to combine several ideas in one presentation. It will lack deep analyses and logic because of that. Experts recommend reading general rules and conducting thorough research to create a compelling presentation.

Whether you are an experienced presenter, or just starting out, there should be ideas here to help you to improve:

1. Show your Passion and Connect with your Audience

It's hard to be relaxed and be yourself when you're nervous. But time and again, the great presenters say that the most important thing is to connect with your audience, and the best way to do that is to let your passion for the subject shine through. Be honest with the audience about what is important to you and why it matters.

2. Focus on your Audience's Needs

Your presentation needs to be built around what your audience is going to get out of the presentation. As you prepare the presentation, you always need to bear in mind what the audience needs and wants to know, not what you can tell them. While you're giving the presentation, you also need to remain focused on your audience's response, and react to that.

3. Keep it Simple: Concentrate on your Core Message

When planning your presentation, you should always keep in mind the question: what is the key message (or three key points) for my audience to take away? You should be able to communicate that key message very briefly. Some experts recommend a 30-second 'elevator summary', others that you can write it on the back of a business card, or say it in no more than 15 words. Whichever rule you choose, the important thing is to keep your core message focused and brief.

4. Smile and Make Eye Contact with your Audience

This sounds very easy, but a surprisingly large number of presenters fail to do it. If you smile and make eye contact, you are building rapport, which helps the audience to connect with you and your subject. It also helps you to feel less nervous, because you are talking to individuals, not to a great mass of unknown people. To help you with this, make sure that you don't turn down

all the lights so that only the slide screen is visible. Your audience needs to see you as well as your slides.

#### 5. Start Strongly

The beginning of your presentation is crucial. You need to grab your audience's attention and hold it. They will give you a few minutes' grace in which to entertain them, before they start to switch off if you're dull. So don't waste that on explaining who you are. Start by entertaining them.

#### 6. Remember the 10-20-30 Rule for Slideshows

This is a tip from Guy Kawasaki of Apple. He suggests that slideshows should contain no more than 10 slides; last no more than 20 minutes; and use a font size of no less than 30 point. This last is particularly important as it stops you trying to put too much information on any one slide. This whole approach avoids the dreaded 'Death by PowerPoint'.

As a general rule, slides should be the sideshow to you, the presenter. A good set of slides should be no use without the presenter, and they should definitely contain less, rather than more, information, expressed simply.

#### 7. Tell Stories

Human beings are programmed to respond to stories. Stories help us to pay attention, and also to remember things. If you can use stories in your presentation, your audience is more likely to engage and to remember your points afterwards. It is a good idea to start with a story, but there is a wider point too: you need your presentation to act like a story.

#### 8. Use your Voice Effectively

The spoken word is actually a pretty inefficient means of communication, because it uses only one of your audience's five senses. That's why presenters tend to use visual aids, too. But you can help to make the spoken word better by using your voice effectively. Varying the speed at which you talk, and emphasising changes in pitch and tone all help to make your voice more interesting and hold your audience's attention.

#### 9. Use your Body Too

It has been estimated that more than three quarters of communication is non-verbal. That means that as well as your tone of voice, your body language

is crucial to getting your message across. Make sure that you are giving the right messages: body language to avoid includes crossed arms, hands held behind your back or in your pockets, and pacing the stage.

#### 10. Relax, Breathe and Enjoy

If you find presenting difficult, it can be hard to be calm and relaxed about doing it. One option is to start by concentrating on your breathing. Slow it down, and make sure that you're breathing fully. Make sure that you continue to pause for breath occasionally during your presentation too.

### F. How to Write a Presentation in Nutrition and Dietary Studies

#### 1. Choose a topic

There are two variants:

- a. You can get the ready topic, research it, and reflect the most essential information in the presentation. You do not have the right to choose another topic and have to cope with the assignment no matter what.
- b. Select a topic. You need to study related literature and look for the freshest and most precious topic to introduce in the presentation. It could steal much time but you are free to create and speak about the topic you are interested in.

It is necessary to deal only with updated information. One should not present old data and fail because of that. Below one can see a list of topics that fit the purpose and might help students create a winning presentation.

- a. Animal vs. Vegetarian Meals: Is It Possible to Be Healthy Eating only One Type of Food?
- b. Supplementary Food for Children between 6 And 12 Months: Raw and Processed
- c. Meals and Their Positive and Negative Influence on a Child's Organism
- d. Is Food Processing Harmful? To what Degree?
- e. Is It Possible to Prevent the Deficiency of Vitamins and Minerals in The Organism?
- f. Lactation, Nutrition, and Dietary: What Food to Prefer to Make Milk Nourishing for a Baby



- g. Meals Low in Carbohydrate: Pros And Cons
  - h. A Cup of Coffee a Day: An Energizer or a Hidden Threat
  - i. Is Natural Medication as Effective as Traditional Medicine?
  - j. Probiotics and Prebiotics: Advantages and Disadvantages for Children with Colic
- Is There Some Food That Helps to Lose Weight?

## 2. Structure

Each academic assignment demands a specific structure that a person should keep to. An average paper must have an introduction, a body, and a conclusion, and the list of used sources. Each part serves a concrete purpose and a student has to follow them to get the highest grade.

### a. An introduction

It is better to write an introduction after the body. Nobody will know what precious information one has until the text is ready. Sometimes students have to rewrite the introductory part. They often find out that it does not reveal the value of the presentation or it is not full. An introduction usually has a thesis statement that frames the basic idea in one sentence. A slide does not contain many words. That is why it is important to convey as much sense as possible.

Experienced students devote not more than 2 slides to this part. The first one speaks about key moments and the second slide introduces the thesis statement. If a person manages to find an informative picture, it will help the audience understand the topic better and even memorize basic notions.

Besides, an introduction must be striking. A speaker should attract the attention of listeners at the very beginning. Professionals often use jokes, interesting stories, citations, and even read poems by heart to impress everyone. A student should see the eyes of everybody and only then speak about the topic in detail.

### b. A body

Even though a body continues the message of the introduction, experts recommend writing it first. Its purpose is to accumulate everything

one knows about the topic. The body includes from 5 to 7 slides and the speaker adds supporting details orally. Nevertheless, each slide provides a visual background of the speech. Many people have eye memory and depend mostly on the words they see on the screen. Images in combination with oral explanation create associations a person will be able to restore later.

If the presentation has words without vivid facts, it will sound miserable and unreliable. A person must back up all the data with examples and facts. Senior students select citations and shreds of evidence that represents the key idea of the presentation. It looks impressive and trustable. Moreover, a citation or a fact is not to be long and contain up to 6-10 words per slide.

c. A conclusion

Just like the introduction, a person usually writes a conclusion after the body. Due to that, a person will be ready to summarize the given data. It will be easier to pick up words that could mirror the value of the presentation. The pre-last slide should better conclude everything with the help of a diagram, table, or infographics. Such visual aids save space but are informative enough to convey the message.

d. Bibliography

Each research needs information. A presentation collects the most essential data. A student has to analyze available literature on the topic to sound smart and be an expert in it. It is not a secret that the audience and college committee often asks questions during or after the presentation. A knowledgeable person will be able to answer them or at least suppose something that might fit the answer.

Nobody welcomes plagiarism. It is cheating, breach of the law, and gross violation of copyright policy. It goes without saying, nobody knows everything. Even Google does not possess answers to all questions. Consequently, a person needs to protect one's dignity. The last slide must present the list of applied sources, both web and printed. ABC order is

required for the bibliography section. Still, the formatting must correspond to academic requirements.

It is not easy to create a citation and take into consideration each peculiarity. Fortunately, there are online tools to generate citations in several minutes. For example, Scribbr asks to type the author(s) of the article or book, mention the year of publication, and pages. If it is an online source, one will just copy and paste the link and the tool will find the required information. Another free citation tool is Cite This for Me. It supplies the user with citations in APA, MLA, Harvard, and Chicago formats.

### 3. Sources to Study

It is better not to cite literature taken from the yellow press or blogs with a doubtful reputation. For instance, bloggers long for many likes, comments, views, and followers. They are ready to give unchecked information with a picture altered by Photoshop or other image editors. It is risky to use such information in the presentation for the basis. One can mention such ideas as possible variants. Only trustworthy websites have materials that are worth citing.

To recognize a reputable website, a student has to pay attention to several things. Such websites update their articles regularly. They give links to data presented in articles to avoid plagiarism and problems with copyright policy. A student can cite a blogger only in case he or she can prove the reliability of the post and visual aids.

## G. Speech: Nutritional Topic

### Health and Nutrition

The World Health Organization defines health as a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity'; and nutrition as an input to and foundation for health and development. A healthy body is a healthy adage that has stood the test of time. Nutrition is the most important factor in maintaining and keeping good health Nutrition begins with food and includes everything that the body needs in order to live i.e. function and

grow. Food that one eats regularly constitutes our diet. Dietary habits are habitual decisions an individual or culture makes. Although humans are omnivores, each culture holds some food preferences and some food taboos. Individual dietary choices may be more or less healthy. The choice of food may also vary according to an individual's genetic makeup, environment and health. For a significant section of the population, lack of food and malnutrition are the main impediments to healthy eating. Conversely, amongst the affluent, obesity is a larger concern.

Healthy nutrition, basically, is eating wholesome and balanced food from all the basic food groups; which consist of dairy group, poultry group, grains and pulses group, fruits and vegetables group, and some from fats, oils and sweets group, so as to get a healthy mix of proteins, carbohydrates, fats, vitamins and minerals., proteins are needed as the building blocks and for the chemical machinery of the human body, carbohydrates for immediate fuel and energy, fats for long-term storage of fuel and energy, vitamins e.g. A, B-complex, C, D, E, K) and minerals (e.g. calcium, magnesium, potassium, phosphorus, iron, zinc, sodium) for maintaining good health. It is equally important to drink an adequate quantity of water, a guideline says eight glasses a day; and proper ingestion and absorption of essential food materials in the body. A good nutrition should be part of an overall healthy lifestyle including regular exercise, not smoking and not drinking alcohol because food alone is not the solution to a longer and healthier life.

Healthy eating is also an important part of personal well-being as it drastically improves physical fitness, allows one to feel better and does wonders to personal health does not mean adopting a strict diet or giving up certain Preferred foods, but limiting the fattening and harmful foods such as white-flour products, processed foods, solid hydrogenated fats, sweets and fast food .Eating wrong could be deadly. Heart disease, cancer, stroke and diabetes have been directly linked to the way people eat, Eating habits can even influence some of the genetic problems e.g. the gradual bone thinning that result in osteoporosis which may be controlled if enough calcium is consumed, adequate vitamin-D levels are maintained, and weight-bearing exercises form a regular feature. Similarly, possibility of genetically predisposed diabetes and coronary heart disease could

be reduced by avoiding obesity and adopting a healthy regime of diet and physical exercise.

That infection and malnutrition are related is well known. Better nutrition means stronger immune system, less illness and better health. Healthy children learn much better, healthy people are stronger. They are more productive and more adept at utilizing opportunities to gradually overcome poverty and hunger in a sustainable way.

Although death is inevitable; extending life through good health is possible. Nutrition is the key to health and longevity. 'Aging' is contributed by compounds called free radicals which attach themselves to health cells making them to lose their structure and function. Inclusion of antioxidants, readily available through many fruits and vegetables, in the diet could delay this process.

Let "Food be our Medicine" and not let "Medicine become our Food."

### Healthy Food and Habits

Before beginning my speech on healthy food habits I would like to wish Greetings and salutations to everyone present here. It is a pleasure to me having a chance to speak on healthy food habits.

What are healthy food habits? Healthy food habits are those eating practices that give us good health and keeps us away from any type of disease. First of all, we should gather information about healthy foods and unhealthy foods. After we can easily develop healthy food habits.

We tend to eat delicious and tasty food without knowing how healthy or unhealthy it is for our health. But it is not so difficult to know about the nutritional value of any specific food item. You can google about that and you will get a lot of information about it.

Food and eating are some of the most discussed topics around the globe. There are millions of dishes to eat and discuss. But have you ever think about which one of them are healthy for us and which one is unhealthy. We are just involved in eating tasty and delicious food without gathering information about their nutritional value.

At last, to develop healthy food habits, one needs to understand what our body needs to be healthy. Of course, they are some vitamins, minerals, proteins, carbohydrates etc. But one does not need to worry about these. One can follow some simple methods to be healthy.

1. Eat one food item at a time
2. Take your meals at the proper time
3. Drink a lot of water
4. Drink milk and healthy shakes
5. Eat green vegetables, pulses every day
6. Eat fruits every day
7. Avoid eating junk food a lot
8. Avoid eating processed food
9. Avoid packaged food
10. Don't drink cold drinks a lot

There is a lot to say but time is limited and we must respect time. Thank you all for listening to me!

### Tes Formatif

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1. To do public speaking, you need to know your audience. What does it mean?
2. What is the meaning of public speaking?
3. Write one topic about nutrition!

### Kunci Jawaban Tes Formatif

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1. Ask yourself what your audience members want to hear.
2. Public speaking is the act of talking in front of a live audience with the intent to educate, persuade, or entertain your listeners.
3. Is Food Processing Harmful? To what Degree?

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