

# Task 2: Break the Fast

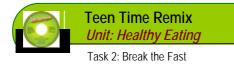
In order to promote the eating of breakfast, Mr Solomon would like you to design a leaflet. In Part A, you will listen to the second part of the Teen Time programme about the importance of eating breakfast, in which the host of the programme, Helen, talks to Clare Yurman, a nutritionist, about the importance of eating breakfast, and take notes on the note sheet provided. In Part B, you will write the leaflet based on the notes you have taken.

### Part A: Note-taking

Pre-listening Activity: Anticipation

With your group mates, try to anticipate at least four questions that Helen, the host of the programme, may ask Clare. Write them down in the box below.

1	
2	
3	
4	



## Task: Note-taking

Listen to the second part of the Teen Time programme, which is about the importance of eating breakfast. Complete the note sheet while you are listening.

	Note sheet
1.	Why does Clare use 'interesting fact' to refer to children skipping breakfast?
2.	What is the percentage of children who skip breakfast?
3.	According to Clare, why do these children skip breakfast? a) b) c)
4.	Explain why it is important not to skip breakfast.
5.	What particular age group does Clare think breakfast is particularly important for?
6.	Clare states that "if you eat more, you tend to lose weight". Explain her view.

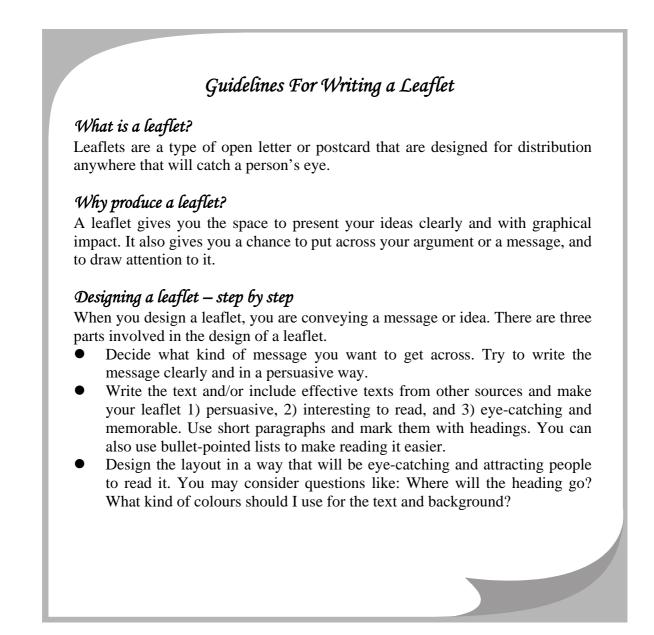


#### Part B: Leaflet Writing Activity

Based on your response to the Breakfast Quiz in Task 1 and the information you have jotted down in Part A of this task, write in the space provided on p.5 a leaflet on the importance of eating breakfast. Give the leaflet a title. To help you write the leaflet, Mr Solomon has provided you with the following for reference:

- Guidelines For Writing a Leaflet; and
- Breakfast Tips.

After you have completed the leaflet, assess your own work using the assessment form on p.6.





# Breakfast Tips

Breakfast is the first meal of the day which is eaten in the morning. The word derives from the idea of breaking the involuntary fast of sleep. A good breakfast that is packed with nutrients may help you keep a healthy body weight, get more done in the morning, and help control the urge to nibble or eat a big lunch. Here are a few tips to give you a better idea of a good breakfast that will help boost your energy in the morning.

### D Tip 1

Choose a breakfast that includes at least three of the four following food groups, namely the Grain group (e.g. bread, cereal, rice and pasta), Fruit and Vegetable group (e.g. oranges, bananas, broccoli, tomatoes), Milk group (e.g. milk, yogurt, cheese), and Meat and Protein group (e.g. poultry, fish and beans). For example, have a piece of whole wheat toast, a banana, a glass of low fat milk and a boiled egg.

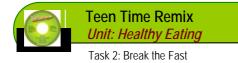
# Tip 2

Stock up foods with high fibre or low fat content in your fridge at home. For example, choose low fat yogurt, fresh fruit juice, whole wheat bread, high fibre bran or oatmeal cereal, fresh fruit such as grapes, apples, and bananas, and low fat milk.

# Tip 3

When you go out for a quick breakfast, try to switch from low fibre or high fat foods (e.g. bacon and fried eggs, croissant, pancakes and syrup, hash browns) to low fat or high fibre foods (e.g. boiled tea eggs, wheat bread/roll, rice congee with a bit of minced lean meat, noodles with vegetables and veggie dumplings).





### **Assessment Form**

	Yes	No
Content		
<ul> <li>The title of the leaflet is appropriate.</li> <li>The content includes an overview of the situation of skipping breakfast and its possible causes, a reference to food items for breakfast and a discussion of the importance of eating breakfast.</li> </ul>		
Organisation		
• Short paragraphs are used with headings and subheadings.		
• Bullet-pointed lists are used to make reading easier.		
<ul> <li>Language and Style</li> <li>The leaflet is interesting to read, eye-catching and memorable.</li> </ul>		
Layout		
• The layout of the leaflet is appropriate.		
Grammar		
<ul><li>The expressions and words are accurate.</li><li>Verb forms, punctuation and spelling are accurate.</li></ul>		
Other comments: Asso	essment cond	lucted by
	(Name)	
* This assessment form can be used for self, peer and/or teacher assessment. The person who provides the feedback may put his/her name down if necessary.		