



## 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.

### ***Guidelines For Writing a Leaflet***

#### ***What is a leaflet?***

Leaflets are a type of open letter or postcard that are designed for distribution anywhere that will catch a person's eye.

#### ***Why produce a leaflet?***

A leaflet gives you the space to present your ideas clearly and with graphical impact. It also gives you a chance to put across your argument or a message, and to draw attention to it.

#### ***Designing a leaflet – step by step***

When you design a leaflet, you are conveying a message or idea. There are three parts involved in the design of a leaflet.

- Decide what kind of message you want to get across. Try to write the message clearly and in a persuasive way.
- Write the text and/or include effective texts from other sources and make your leaflet 1) persuasive, 2) interesting to read, and 3) eye-catching and memorable. Use short paragraphs and mark them with headings. You can also use bullet-pointed lists to make reading it easier.
- Design the layout in a way that will be eye-catching and attracting people to read it. You may consider questions like: Where will the heading go? What kind of colours should I use for the text and background?



## 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.

### 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).

A large, empty rectangular box with a thin black border, intended for student work. The box is centered on the page and has rounded corners. A horizontal line is drawn across the top of the box, and a decorative shadow effect is visible at the bottom right corner of the box's frame.



Assessment Form

**Assessment Form**  
**Leaflet-writing on the Importance of Eating Breakfast**

Tick  the appropriate boxes and add comments below.

	Yes	No
<b>Content</b>		
• The title of the leaflet is appropriate.	<input type="checkbox"/>	<input type="checkbox"/>
• 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.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organisation</b>		
• Short paragraphs are used with headings and subheadings.	<input type="checkbox"/>	<input type="checkbox"/>
• Bullet-pointed lists are used to make reading easier.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Language and Style</b>		
• The leaflet is interesting to read, eye-catching and memorable.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Layout</b>		
• The layout of the leaflet is appropriate.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Grammar</b>		
• The expressions and words are accurate.	<input type="checkbox"/>	<input type="checkbox"/>
• Verb forms, punctuation and spelling are accurate.	<input type="checkbox"/>	<input type="checkbox"/>

Other comments:

Assessment conducted 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.*