Task 3: Skip It or Eat It

To enhance your understanding of what a healthy breakfast consists of, Mr Solomon would like you to design a breakfast menu. In Part A, you will listen to the third part of the Teen Time Programme, in which Clare Yurman, a nutritionist and a dietitian, offers suggestions on good breakfast food. You will also complete a note sheet. In Part B, you will design a breakfast menu based on the notes taken.

Part A: Note-taking

Pre-listening Activity 1: Anticipation

In the third part of the Teen Time programme, Clare talks about eating breakfast and the kinds of breakfast we should eat and avoid eating too often. With your group mates, try to anticipate the kinds of food Clare suggests as good and bad for breakfast.

Examples of good breakfast food	Examples of bad breakfast food

Pre-listening Activity 2: Anticipation

It seems that skipping breakfast is a common phenomenon among teenagers. Again, in your group, anticipate whether the following statements are true or false before you listen to the recording.

	True	False
1. Skipping breakfast is okay as it is not an important meal of the day.	❒	❒
2. If only for a couple of minutes, having breakfast at home encourages family time.	❒	❒
3. A healthy breakfast should be a big one with a variety of food items.	❒	❒

Task: Note-writing

Complete the note sheet while listening to the third part of the Teen Time programme. For Items 2 to 9, circle the best option(s).

Note Sheet

1. Jot down examples of good and bad breakfast food that Clare mentions in the programme.

Examples of good breakfast food	Examples of bad breakfast food
a. _____	a. _____
b. _____	b. _____
c. _____	c. _____
d. _____	d. _____

2. Clare mentions the Breakfast Week because it <u>encouraged people to eat / discouraged people from eating</u> breakfast every day.

3. Clare has a <u>positive / negative / scornful</u> attitude towards eating a <u>big / simple / light</u> breakfast.

4. Having breakfast is a <u>good / bad</u> way to spend family time together no matter how short it is.

5. Clare prefers a <u>home-cooked breakfast / shop breakfast</u>, which may be a bit more nutritious and contains less junk food and allows her to sit back and relax with her family.

6. Breakfast eating <u>does / does not</u> have an impact on eating lunch.

7. In Clare's view, a simple breakfast may consist of <u>bacon / ham / yogurt / fruits / a sandwich / butter cookies / fresh fruit juice / plain biscuits</u>.

8. What is Clare's attitude towards encouraging families to eat breakfast together?
    a) uninterested   b) enthusiastic   c) excited   d) hesitant

9. When Helen asks Clare about the kind of food Clare had for breakfast that morning, Clare responds, "Ah, I was…". What kind of message does her tone convey?
    a) She anticipates this question.
    b) She is not ready for this question.
    c) She is surprised for being asked such a question.
    d) She is embarrassed for being asked such a question.

Part B: Designing a School Breakfast Menu

Design on the following page a healthy school breakfast menu which consists of food items from the five food groups, using the notes you have taken in Part A. To help you complete the task, Mr Solomon has given you a sample menu to refer to.

A sample breakfast menu from Mr Solomon

<div style="border:1px solid black; padding:1em;">

ABC School Breakfast Menus

A. Rocket Breakfast (Grab-and-go)
Tuna salad sandwich
Yogurt
Banana
Chocolate milk

B. Morning Bird Breakfast (Traditional)
Omelette
Raisin toast
Apple juice
Skimmed milk

C. Double-Sun Depot (Buffet)
*Seafood pizza
*Noodles with egg and vegetables
*Cinnamon roll
(*Choose one from the above three items)
Variety of wholemeal cereal
Choices of fruit juices
Fresh fruit
Soya milk

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Healthy School Breakfast Menu

Self-reflection

Having completed a range of listening tasks using different listening strategies in this Unit, do you think you are more confident in listening to authentic English and you know what to do to understand what people mean? Here is an activity to help you think about your performance.

Self-reflection Form

Name: _____ Form: _____ Date: _____

How well can you listen to authentic English and understand what is heard? Assess your own performance by putting a tick (✓) in the appropriate boxes.

	Yes	No	Sometimes
Preparing to listen			
• I can figure out why I am listening.	❑	❑	❑
• I can predict words I may hear before I start listening.	❑	❑	❑
• I can predict the content of what I am going to listen to.	❑	❑	❑
Listening for the main idea			
• I can understand a whole conversation or discussion.	❑	❑	❑
Listening for details			
• I can listen carefully to find the answers to specific questions.	❑	❑	❑
• I can use the questions given to help me decide what is and is not important.	❑	❑	❑
• I can take notes to help me identify supporting ideas.	❑	❑	❑
Listening for attitudes			
• I can work out the opinions and attitudes of different speakers.	❑	❑	❑
Making inferences			
• I can guess ideas that are not directly expressed by the speakers.	❑	❑	❑