

NEW CUTTING EDGE

UPPER INTERMEDIATE

Module 2 – Life's ups and downs

- 1 You are going to look at a website which gives information about what is good for you. Type in: <http://www.bbc.co.uk>. When the main page opens, click on **Health** from the list on the left. When the **Health** page opens, click on **Healthy Living** from the box on the right of the page.
- 2 First you are going to find some information on healthy eating and drinking. Click on **Nutrition**, then on **Bread, cereals and potatoes** from the list under **The basics**.

Why are unrefined carbohydrates healthier than refined carbohydrates?

Scroll down the page to find the table with healthy swaps you can make in your diet and complete the table below:

Refined	Unrefined
Frosted flakes	
White toast	
Cereal bar	
French bread	
Normal pasta	
Breadstick	

Now scroll down the page to the **How much is enough?** section to find what percentage of your diet should be made up of these foods: _____

Go back to the **Nutrition** page and click on **Drinks** in the purple box then click on **Alcohol**. Now click on **Recommended intake** to find out how much alcohol a man and a woman should drink every day:

Men: _____

Women: _____

Now scroll down the page to find out what a unit of alcohol is: _____

- 3 Go back to the **Healthy Living** page and click on **Fitness**. Click on **Daily fitness** then click on **Time-saving exercise tips** and a box will appear with different situations (**If you're in employment** etc.). Click on the situation which is true for you and a list of tips will appear. Choose the one which you think is the most practical and write it here:

- 4 Go back to the **Fitness** page and look at the list under **Get active**. Click on one of these activities that you don't do regularly. When the information about this activity appears, take notes about it here.

Now share the information you have found with your partner.



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TEACHER'S NOTES:

Aim: For students to find information in English on the internet about ways of eating and taking exercise to feel good. This webquest could follow on from the Reading and vocabulary on pages 18-19, *So you think you know what's good for you?*

Time: Approximately 45 minutes.

Materials: Photocopies of the worksheet for each student.

- 1 Check that students have opened the **Health** page and that they have found the **Healthy Living** section. Tell students they are first going to find out about healthy eating and drinking. Students click on **Nutrition**, then on **Bread, cereals and potatoes** from the list under **The basics**. Students answer the question:

Why are unrefined carbohydrates healthier than refined carbohydrates?

They are higher in fibre and keep you fuller for longer.

Students scroll down to find the table with healthy swaps. Students complete the table.

Refined	Unrefined
Frosted flakes	Bran flakes
White toast	Porridge oats
Cereal bar	Rice cakes
French bread	Wholemeal bread
Normal pasta	Wholewheat pasta
Breadstick	Dark rye crispbread

Students then scroll down the page again to the **How much is enough?** section to find what percentage of your diet should be made up of these foods: **47 to 50%**

- 4 Students go back to the **Nutrition** page and click on **Drinks** in the purple box **then click on Alcohol**. Check that they have selected **Recommended intake** to find out how much alcohol a man and a woman should drink every day.
Men: **three to four units**
Women: **two to three units**

Students then scroll down the page to find out what a unit of alcohol is. **8g of alcohol**

- 5 Students go back to the **Healthy Living** page and click on **Fitness**. **Click on Daily fitness then click on Time-saving exercise tips**. Students choose the situation which is true for them and choose a tip from the list which they think is the most practical. Students can compare their tips with their partners,
- 6 Students go back to the **Fitness** page and look at the list under **Get active**. Students click on one of the activities that they don't do regularly. When the information about the activity appears, students browse this information and take notes about that activity. Students can share this information with their partners.

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- 7 If you have time, students could browse the rest of the site for other interesting information which they can share with their partners.



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