

# 6

# Food and Fitness

In this photo, fresh spinach is being harvested in the community garden in the mountain village of Palmiste Tempe, Haiti. Well-known chef José Andrés helped to start the garden and introduce better cooking methods at the school in this remote location. José is passionate about the importance of good, fresh food. Since the programme began in Palmiste Tempe, school enrolment has increased by 136%.





**1** Tick the statements by José Andrés that you agree with. Discuss.

- 1 'Food – how we grow it, sell it, cook it, and eat it – is as important as any other issue we are facing.'
- 2 'We have created a world where food seems to be the cause of many of our problems.'
- 3 'Eating has to be fun.'

☐☐☐



# Lesson 1

## Discussion

'Keeping fit and healthy needn't be expensive or take up too much time.' Discuss.

1 Listen. Listen and repeat. TR: 6.1

2 Listen and read. TR: 6.2

aerobic  
flexible

couch potato  
out of breath

fitness  
oxygen

## How fit are you?

Are you an athlete or a **couch potato**? Are you super-fit or do you get **out of breath** easily? Do the quiz and check your fitness!

**Everyday activities:** You can do these simple activities easily and often. They include housework like tidying your room, walking upstairs and gardening or playing outdoors. You needn't buy special equipment or sign up for classes to do these, but they can make a big difference to your general **fitness**.

- 1 How much time do you spend doing everyday activities?
- |                     |                         |
|---------------------|-------------------------|
| a 4–5 hours per day | c 1–2 hours per day     |
| b 2–4 hours per day | d as little as possible |

**Aerobic and sporting activities:** These are the kind of enjoyable activities that you can do with your friends. Playing basketball, football and games in the playground, swimming and bike riding all fall into this category. **Aerobic** activities are important as they help to pump **oxygen** round the body and exercise the heart and other muscles.

- 2 How often do you do these types of activities?
- |                      |                      |
|----------------------|----------------------|
| a every day          | c 1–2 times per week |
| b 3–5 times per week | d never              |

**Strength-building activities:** These include yoga, judo, stretching and exercising with weights. They help strengthen your muscles and become more **flexible**. Outdoor activities like climbing or playing in an adventure playground will help build strength. In order to stay on form, you must try to include one of these activities regularly.

- 3 How often do you do at least 20 minutes of strength-building activities?
- |                              |                      |
|------------------------------|----------------------|
| a more than 3 times per week | c 1–2 times per week |
| b 2–3 times per week         | d never              |

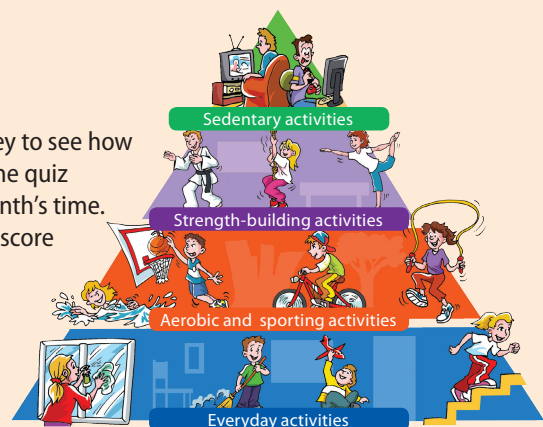
**Sedentary activities:** These are activities you do sitting or lying down. Watching TV, playing computer games or reading can all be easy ways to pass time. If you spend too much time on sedentary activities, you might find it difficult to stay fit, control your weight and keep up your energy levels.

- 4 Not counting the time you are asleep, how many hours a day do you spend in sedentary activities?
- |                      |                     |
|----------------------|---------------------|
| a less than one hour | c 3–5 hours         |
| b 1–2 hours          | d more than 5 hours |

So, how did you do? Add up your score like this:

a = 4 points,  
b = 3 points,  
c = 2 points,  
d = 1 point

Look at the key to see how you did. Try the quiz again in a month's time. Perhaps your score will improve!



13–16 points: Wow! Congratulations – you're at your peak. Don't change a thing! But don't work too hard – make sure you relax, too.

9–12 points: Well done – you're in pretty good shape. Consider adding different activities to keep things interesting.

6–9 points: You're trying hard, but you would benefit from doing more. Try moving about more when doing daily chores – that can make a big difference.

5 points or fewer: Your fitness level is below average. You probably feel tired a lot of the time. The good news is, even a small amount of exercise will quickly make you feel good. Go for it!

## 3 Answer the questions.

- What type of activities don't need special equipment?
- Which category do swimming and bike riding fall into?
- Which parts of the body do aerobic exercises help?
- Which type of activities help you become more flexible?
- What examples of sedentary activities are given in the quiz?
- Which activity that is done lying down is not included when you work out how many hours you spend in sedentary activities? Why do you think this is?

## 4 Circle the correct words.

- If you often get **flexible** / **out of breath**, you are probably not very fit.
- I used to watch TV for hours every day. I was a real **couch potato** / **athlete**.
- I want to improve my **sedentary** / **fitness** before the competition.
- The heart pumps **oxygen** / **muscles** around the body.
- Karina is a gymnast so she's very **unfit** / **flexible**.
- Playing basketball is an example of an **everyday** / **aerobic** activity.



## GRAMMAR Modals 1: Can, could, be able to, would, have to, must, needn't

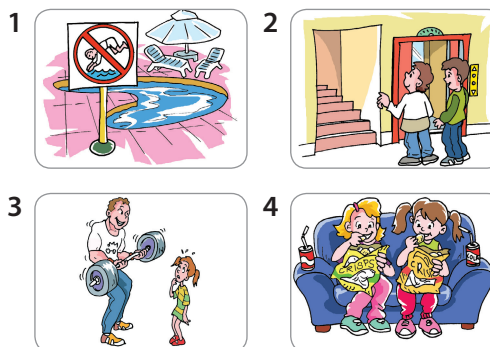
<b>Use</b>	<b>Example</b>
Ability/ possibility	We <b>can</b> go to the pool after school. Tim <b>could</b> swim when he was three. <b>Were</b> you <b>able to</b> go to the gym?
Requests/ suggestions	<b>Can</b> I read your book on healthy eating? <b>Would</b> you ask the coach to call me? We <b>could</b> eat salad instead. <b>Could</b> you leave me to sleep in?
Asking for permission	<b>Can</b> we go to the leisure centre? <b>Could</b> you show me how to dive?
Giving/refusing permission	Yes, you <b>can</b> ./No, you <b>can't</b> .
Deduction	This <b>can't</b> be mine. It's too small. This <b>must</b> be Mum's equipment.
Necessity/ obligation	Carla <b>must</b> see the doctor. We <b>have to</b> look after ourselves.
Prohibition	She <b>mustn't</b> stop eating fruit.
Lack of necessity/ obligation	You <b>don't have to</b> pay for the gym. We <b>needn't</b> sign up for a class.

**Note:** We can't use **could** to talk about specific situations in the past which happened only once; we must use **was/were able to** instead. However, we can use **couldn't** to talk about specific situations in the past.  
I **was able to** run across the street to catch the bus.  
I **couldn't** eat the food she served.

### 5 The words in bold are wrong. Write the correct words. Sometimes more than one answer is possible.

- Do we **must** take part in the aerobics class?  
\_\_\_\_\_
- You **can't** go to hospital; it isn't necessary.  
\_\_\_\_\_
- Can** he able to do the marathon?  
\_\_\_\_\_
- Jack **could** give me some advice yesterday.  
\_\_\_\_\_
- 'Can I borrow your ball, please?' 'No, you **don't have to**.'  
\_\_\_\_\_
- Need** you help me do this exercise, please?  
\_\_\_\_\_

### 6 Look at the pictures and complete the sentences with a suitable modal verb. Sometimes more than one answer is possible.



- You \_\_\_\_\_ dive into the swimming pool.
- We \_\_\_\_\_ take the lift because there are stairs.
- \_\_\_\_\_ you hold this for a minute?
- They \_\_\_\_\_ change their eating habits.

## COLLOCATIONS

### 7 Choose the correct answers.

- Going to the gym helps me stay on \_\_\_\_\_.  
a fit      b shape      c form
- How can I control my \_\_\_\_\_?  
a weight      b kilos      c figure
- What can I do to maintain physical \_\_\_\_\_?  
a exercise      b health      c effort
- Sami's in good \_\_\_\_\_ after all his training.  
a form      b fitness      c shape
- He can't get to the \_\_\_\_\_ of the problem.  
a basis      b foundation      c root
- Training regularly keeps athletes at their \_\_\_\_\_.  
a top      b peak      c height

### 8 Work with a partner and suggest ways young people can make their lifestyles healthier. One of you can talk about keeping fit and the other about having a healthy diet. Use **can, could, be able to, must, have to** and **needn't**.

### 9 Write two short paragraphs using your ideas from Activity 8.



# Lesson 2

## Discussion

'You are what you eat.' Discuss.

1 Listen. Listen and repeat. TR: 6.3

2 Listen and read. TR: 6.4

crops	fertiliser	harvest	minerals
nutrition	pesticide	vitamins	

## Grow your own

Experts in **nutrition** recommend that we should eat at least five portions a day of vegetables and fruit. They are an essential part of a healthy, balanced diet, containing the **vitamins** and **minerals** that help our bodies work well. They can help reduce the risk of disease, including heart disease. There's a huge variety of fruit and vegetables to choose from and they taste delicious. Best of all, you can grow your own!

It's easy to buy our food from the local supermarket, so why go to the trouble of growing our own? Here are several good reasons:

- Growing food should save money. **Crops** that are easy to grow include salad leaves, tomatoes, courgettes and herbs. You ought not to start with varieties that are difficult to grow, so find out what grows well where you live.
- Food that you grow yourself is guaranteed to be fresh. You can **harvest** and eat it immediately. When you have tried it, you will agree that vegetables and fruit that are eaten straight from the garden taste better than anything you can buy in a supermarket.
- You may want to cut down on your 'food miles' – the distance that a product has travelled before it reaches your kitchen. Many food items are flown halfway across the Earth. That's not so good for you, or for the planet.
- Homegrown food is likely to be healthier. Food producers often use **fertilisers** and **pesticides** which can end up in your food. If you grow your own, you're in control of what goes on and into the food you eat. You might also choose to grow some more old-fashioned varieties of fruit and

vegetables. These often contain more of the vitamins, minerals and protein that keep you healthy.

If you're fortunate enough to have a large garden, or if there are community allotments in your neighbourhood, then growing your own is easy. But you ought to think about growing your own even if you only have a small backyard or a balcony. An amazing variety of food can grow well in pots and other containers, including lettuce, tomatoes, potatoes, beetroot and carrots. Even if you only have a windowsill ask your parents if you may use it to grow salad leaves and herbs. Recycle containers such as food cans, plastic bottles, old yoghurt pots and drinks cups. All of these work well as growing containers; just make sure there are holes for drainage and a small plate underneath to catch the drips. Happy gardening!

**Guess what!**

The Earth has more than 80,000 species of plants that can be eaten, but 90% of the food people eat comes from just 30 plants.



3 Read. Tick T for True or F for False.

- |  |                            |                            |
|--|----------------------------|----------------------------|
| 1 To be healthy, we should eat five meals a day.   | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 2 It is often cheaper to grow fruit and vegetables than to buy them.                                 | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 3 'Food miles' refer to the distance we have to travel to buy our food.                              | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 4 Modern varieties of fruit and vegetables often contain more vitamins and minerals than older ones. | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 5 You need a large garden to grow carrots and tomatoes.  | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 6 Old food cans and bottles make great containers for growing your own crops.                        | <input type="checkbox"/> T | <input type="checkbox"/> F |

4 Match.

- |                         |  |
|-------------------------|--|
| 1 crops                 | a to pick fruit or vegetables that are ready to eat        |
| 2 fertiliser            | b substances that we need to be healthy                    |
| 3 harvest               | c substance used for killing insects than damage crops     |
| 4 minerals and vitamins | d plants that we grow for food                             |
| 5 nutrition             | e substance added to soil to make plants grow more quickly |
| 6 pesticide             | f the science of healthy eating                            |



## GRAMMAR Modals 2: May, might, should, ought to

Use	Example
Possibility	Lukas <b>may</b> become a fitness instructor. The dietician <b>might</b> suggest some changes.
Asking for permission	<b>May</b> I take a look at your vegetable garden?
Giving permission	You <b>may not</b> have another biscuit.
Giving advice	You <b>should</b> have a check-up. They <b>ought not to</b> eat so much fast food.
Prediction	He <b>should</b> win the race.

**Note:** We don't use the question forms of **ought to** or **might**.

**5** Underline the examples of **may**, **might**, **should** and **ought to** in the article. What does each example express?

**6** Rewrite the sentences using the words given.

- It's possible that Lin will take up gardening. **might**  
Lin \_\_\_\_\_ gardening.
- You don't eat enough vegetables. **should**  
You \_\_\_\_\_ vegetables.
- It's possible that garlic is good for you. **may**  
Garlic \_\_\_\_\_ good for you.
- Why don't they go on a first-aid course? **to**  
They \_\_\_\_\_ on a first-aid course.
- Is it a good idea for me to eat fish? **I**  
\_\_\_\_\_ fish?
- You worry too much about your weight. **ought**  
You \_\_\_\_\_ so much about your weight.



**7** Write the correct words.

dairy products   nutritional information   nuts  
packets of food   ready meal   supplements

1

2

3

4

5

6

**8** Listen and number the issues in the order they are presented. **TR: 6.5**

- growing your own vegetables
- physical fitness
- personal hygiene
- nutrition
- question time
- aches and pains


## PREPOSITIONS

**9** Match.

- |                                  |                          |
|----------------------------------|--------------------------|
| 1 Why go to the trouble          | a from drowning.         |
| 2 This advice doesn't apply      | b from getting ill.      |
| 3 Vaccination can prevent people | c of growing vegetables? |
| 4 Some people are prone          | d from poor health.      |
| 5 I saved her                    | e to heart patients.     |
| 6 My sister suffers              | f to getting colds.      |



# Lesson 3

## Vocabulary

### 1 Complete the sentences with these words.

burn	consume	digest
nibble	nourish	supplement

- Do you think I should take vitamin pills to \_\_\_\_\_ my diet?
- Fruit and vegetables are foods that are easy to \_\_\_\_\_.
- Vitamins and minerals are necessary to \_\_\_\_\_ your body.
- We ought not to \_\_\_\_\_ on unhealthy snacks between meals.
- We shouldn't \_\_\_\_\_ more food than we need.
- Is gardening a good way to \_\_\_\_\_ fat?

## Listening skills

### 2 Listen to the dialogue and draw items in the boxes that the man talks about. TR: 6.6

a	b	c

### 3 Which of the drawings is the least likely to be the correct answer to the question below?

What does the woman recommend that the man should eat?

### 4 Now listen again and tick the picture which best answers the question in Activity 3. TR: 6.7

### 5 Think about the woman in the dialogue. What do you think her job is? Discuss with a partner.

## Listening task

### 6 Listen and tick the correct pictures. TR: 6.8

1 What does the boy want to eat?



2 What doesn't the girl use on her vegetable garden?



3 Which ingredients does the recipe say ought not to be used?



4 What time must the girl be at the sports centre?



5 Which talk might the man attend?



6 What does the girl suggest her mum should do?





## Express Yourself!

### Agreeing

Yes, I totally/completely/entirely agree with you.  
I think you're right./You're absolutely right about ...  
That's exactly what I think.  
I see what you mean.  
I couldn't agree more.

### Disagreeing

I'm not sure that's a good idea.  
I don't think that's the best option.  
I'm afraid I don't agree.  
I think it'd be better if/to ...

### Conceding a point

You've got a point, but ...  
I see what you're saying, but ...  
I agree to a certain extent, but ...

## Listen Up!

- 7** Listen to Sebastian and Elena doing the following speaking task and answer the questions. **TR: 6.9**

Your friend's eleven-year-old son would like to lose some weight and your friend has asked you and your partner for advice on how he can do this. Discuss various options and recommend one activity that you think he should do.

- Which expressions from *Express Yourself!* does each student use?
- What arguments and counter-arguments do they present for each choice?
- What do they finally agree on?

## Speaking skills

- 8** Look at the task in Activity 10. Which student will give advice to the other one? How can you start the dialogue?
- 9** Look at the photo below. Who do you think is Student A and who is Student B from Activity 10?



- 10** Work with a partner and role-play a dialogue between two friends. One of you should be Student A and the other Student B. Use this information and the phrases from *Express Yourself!* to help you.

Student A	Student B
<p>You want to lose weight and have decided to eat only fruit and not to exercise.</p> <ul style="list-style-type: none"> <li>• low calories</li> <li>• no fat</li> <li>• high in vitamins</li> </ul>	<p>Your friend wants to lose weight and has decided to eat only fruit and not to exercise.</p> <ul style="list-style-type: none"> <li>• not balanced diet</li> <li>• need for proteins and some fat</li> <li>• physical exercise important</li> </ul>

## Speaking skills

- 11** Read the task in Activity 12 and look at the pictures. Talk to your partner about what suggestion each picture shows and then rank them from 1–5, with 1 being the most helpful and 5 being the least helpful.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- 12** Your friend has been feeling very tired lately and doesn't have much energy. Look at the pictures below and work with your partner to talk about the kind of changes she could make to her lifestyle in order to feel better. Decide which two things are the most helpful.





# Lesson 4

## Capturing and keeping readers' interest

Writers of features for magazines try to ensure that their articles are read from the beginning to the end. In order to do this, they include special language features which are designed to make the writing more interesting. These include directly addressing the reader, asking rhetorical questions (questions that we don't expect an answer to – they are just for effect) and using imperatives.

**1 Write DA (direct address), RQ (rhetorical question) or I (imperative) next to these sentences. There may be more than one answer in each case.**

- 1 Do you ever feel guilty about the foods you eat? \_\_\_\_\_
- 2 Before you rush out to buy a miracle cure, see your doctor. \_\_\_\_\_
- 3 If you're one of those people who hates physical exercise, then read on. \_\_\_\_\_
- 4 What's the point in having the perfect figure if it doesn't bring happiness? \_\_\_\_\_
- 5 Is nibbling on a chocolate bar more appealing to you than eating fruit? \_\_\_\_\_
- 6 You should take time to prepare nutritious meals with fresh ingredients. \_\_\_\_\_

## Writing task

**2 Read this writing task and answer the questions.**

Write an article for your school magazine about a health issue concerning young people.

- 1 Who will read the article?
- 2 Are you given a specific issue to write about or will you decide what to focus on?

**3 Read the model article and underline examples of direct address, rhetorical questions and imperatives.**

## Comfort Eating KICK THE HABIT



### What's the problem?

Have you ever felt anxious or depressed, and tried to make yourself feel better by consuming a sugary snack? We all know that we need to eat properly and to cut out unhealthy foods. How easy is it, though, to maintain a balanced diet when we're feeling

stressed? For some people, it can be difficult.

### Bad eating habits

Everyone knows that a healthy diet of fresh food which is rich in vitamins and minerals



and low in sugar is good for us. However, pressures like exams and arguments with friends or family can lead young people to have problems with their diet. The occasional chocolate bar doesn't do too much harm, but don't let this become a routine. People who regularly use food as a reward may have developed a bad habit.

### It's no solution

Comfort eating may make people feel better in the short term, but it doesn't provide a solution to life's problems. In fact, it will probably make you feel

worse. When you find yourself saying, 'I shouldn't have eaten that', think about how you could have dealt with the real problem. Ask for help if necessary.

### Just remember ...

Eating is a very important part of our lives. However, we all need to develop a healthy relationship with food and resist the temptation to eat for comfort. 🍷



## Analyse it!

### 4 Tick the things the writer has done in the article.

- |  |                          |
|--|--------------------------|
| 1 provided a headline                            | <input type="checkbox"/> |
| 2 used very informal language                    | <input type="checkbox"/> |
| 3 written about one main health issue            | <input type="checkbox"/> |
| 4 chosen a health issue relevant to young people | <input type="checkbox"/> |
| 5 given advice                                   | <input type="checkbox"/> |
| 6 used subheadings to organise the article       | <input type="checkbox"/> |

## Writing plan

### 5 Complete the plan for the model article with these sentences.

- Analyse the nature of the problem.
- Comfort eating – kick the habit
- Introduce issue to be discussed and make some general points.
- Provide specific advice on how to deal with the problem.
- Sum up and give general advice about the issue.

Headline \_\_\_\_\_

Paragraph 1 \_\_\_\_\_

Paragraph 2 \_\_\_\_\_

Paragraph 3 \_\_\_\_\_

Paragraph 4 \_\_\_\_\_

## GRAMMAR Modals 3: Perfect forms

We can use modal verbs + **have** + the past participle to talk about past actions and states.

Possibility	She <b>may/might have gone</b> to see the doctor. He <b>could have broken</b> the record.
Deduction	You <b>can't have done</b> aerobics in the 1950s. It <b>must have been</b> a dance class you did.
Criticism	They <b>shouldn't have eaten</b> all the cake. He was sleeping when he <b>ought to have been</b> exercising.

### 6 Circle the correct words.

- They could have **told** / **tell** us the cake contained nuts.
- He ought not to **have** / **have been** drunk the sugary drink.
- It can't **be** / **have been** Jane at the pool yesterday. She's in France.
- Rob **could** / **might** have scored a goal, but he fell.
- Should we have **watched** / **watch** the nutritional advice video?
- Jane **can't** / **must** have been on a diet because she's lost weight.

## USEFUL LANGUAGE

### Making suggestions

Have you ever ... ?  
Why don't you ... ?  
One idea would be to ...  
You could always ...  
... is extremely beneficial/good for young people because ...  
long-term/short-term benefits

## Writing task

Write an article for a school magazine advising students on how to keep fit.

## WRITE RIGHT!

### Use these steps to help you write your article.

- Step 1** Underline the key words in the Writing task.
- Step 2** Make a list of possible ways students could keep fit and then choose two or three that you will focus on.
- Step 3** Make notes about the advantages of the activities you have chosen. Think about matters such as the benefits they bring, who they appeal to and how much they cost.
- Step 4** Make a plan for your article and decide on an appropriate headline and subheadings. Use the plan on the left to help you.
- Step 5** Use your notes, your plan and the useful language above to write your article.
- Step 6** Edit your article when you have finished to check you have used direct address, rhetorical questions and imperatives.

## Discussion

'We face many health threats every day.' How far is this true regarding:

- a the food we eat?      b illnesses?



# Review

## 1 Circle the correct words.

- The ship is **en route** / **on board** for Chile.
- I believe that travel **shortens** / **broadens** the mind.
- Sedentary** / **Aerobic** exercise strengthens the heart.
- I don't do a lot of exercise. I quickly get out of **oxygen** / **breath**.
- You must **ensure** / **enable** that you have your passport.
- Her skills set her **apart** / **back** from the other team members.

## 2 Write the correct words.

glider  
container

couch potato  
helicopter

crop  
vitamins

1



2



3



4



5



6



## 3 Choose the correct answers.

- I'm trying to \_\_\_\_\_ on the amount of chocolate I eat.  
a cut down    b set off    c set back
- Did you get to the \_\_\_\_\_ of the problem?  
a shape    b root    c peak
- We completed the marathon against all \_\_\_\_\_.  
a limitations  
b odds  
c accomplishments
- \_\_\_\_\_ like milk and cheese don't stay fresh for long.  
a Ready meals  
b Convenience foods  
c Dairy products
- Luisa is always \_\_\_\_\_ herself to the limits.  
a battling    b pumping    c testing

## 4 Match.

- |                                     |                      |
|-------------------------------------|----------------------|
| 1 You must work out to stay         | a her weight.        |
| 2 My parents lead                   | b sedentary lives.   |
| 3 Try to kick                       | c the balance right. |
| 4 Anne's trying to control          | d in shape.          |
| 5 With diet it's hard to get        | e physical fitness.  |
| 6 Walking is a good way to maintain | f your bad habits.   |





**5 The words in bold are wrong. Write the correct words.**

- 1 Stop! You **don't must** eat that! \_\_\_\_\_
- 2 Will you **can** come with me? \_\_\_\_\_
- 3 Oh no! That car **will** crash into us! \_\_\_\_\_
- 4 I'm not sure, but I **should** go out. \_\_\_\_\_
- 5 She might **had** forgotten. \_\_\_\_\_
- 6 They'll have been **run** for hours by now. \_\_\_\_\_

**6 Rearrange the words to make sentences.**

- 1 will / ship / 10,000 / be / containers / carrying / this
- 2 have / you / yesterday / gone / running / could
- 3 ? / Markos / a / going / travel / on / plane / is / to
- 4 noon / left / we / have / gym / will / the / by
- 5 ? / fitter / by / summer / she / be / will
- 6 ? / borrow / on / book / may / your / Clara / expeditions

**7 Match.**

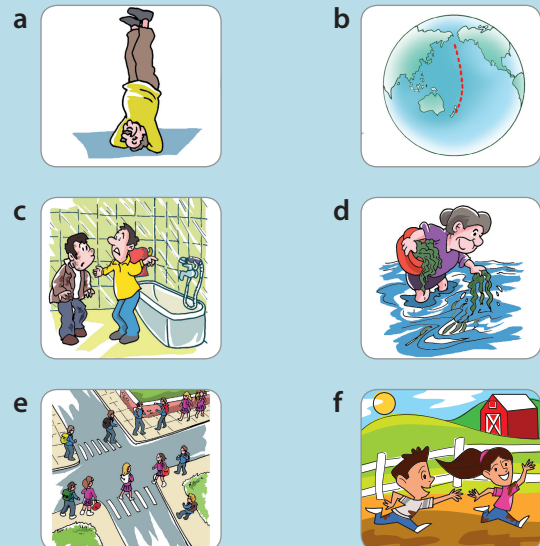


- a He must avoid the other ship. ☐
- b He is going to dive into the water. ☐
- c He should have a drink of water. ☐
- d He ought to have put his hat on. ☐
- e He may fall down the hatch. ☐
- f He will be eating fish for dinner. ☐

## Strange but true!

**8 Match these strange but true stories with their pictures.**

- 1 We try to avoid dirt and bacteria in order to stay healthy, but scientists now claim that dirt can be good for you. Kids growing up in traditional farming environments seem to develop protection against some diseases and stay healthier as a result. ☐
- 2 A 90-year-old woman from Okinawa says eating seaweed has allowed her to live a long life. Every day she collects her own fresh seaweed from the beach near her house. ☐
- 3 In Kentucky, USA, everybody must take a bath once a year by law. ☐



- 4 A seabird called the Sooty Shearwater migrates nearly 64,000 kilometres every summer from New Zealand to the North Pacific Ocean to look for food. ☐
- 5 Fumiyasu Yamakawa does yoga every day because he wants to stay in shape for the yearly decathlon which he takes part in. His favourite events are the pole vault and the long jump. Fumiyasu is a very young 85 year-old. ☐
- 6 Some schools organise Walk to School Weeks for their students. They encourage students to give up the school bus or their parents' cars for one week in the year and walk all the way to school. Some schools even offer them a healthy breakfast when they arrive. ☐



# Video



## 1 BEFORE YOU WATCH Which of these qualities do you think you need for a long journey?

patience                      determination  
 adaptability                pessimism  
 laziness                      empathy  
 fearlessness                independence

I think serious travellers should be \_\_\_\_\_ and \_\_\_\_\_.

**Discuss the differences between a traveller and a tourist.**

Travellers have a different approach to time. Tourists are often in a hurry.

Yes, I think travellers are more likely to take a rest than a photograph.

## 2 WORDS TO KNOW Match the words to the photos.

nomad      horse      desert      steppe      yacht







**3 WHILE YOU WATCH** Circle the words you would use to describe Tim Cope.

- |               |             |
|---------------|-------------|
| untrustworthy | restless    |
| brave         | resourceful |
| naïve         | worried     |
| desperate     |             |

**4 AFTER YOU WATCH** Tick T for *True* or F for *False*.

- Tim was 18 when he met nomads in the Gobi Desert.
- His idea was to ride from Mongolia to Hungary.
- Horse riding was not a problem for Tim.
- His horses were stolen after only a short time.
- The journey took longer than planned.

T	F
T	F
T	F
T	F
T	F

**5 WATCH AGAIN** Do you have any ambitions, like for example to become an explorer or traveller? Talk about it!

Travelling is too tiring!  
Imagine not knowing  
where you're going to  
sleep every night.

True, but at least  
you get to see some  
amazing places and  
people.