

1

Visual Vibes!

Goals

- Check information in conversations.
- Talk about present actions and arrangements.
- Ask and answer subject and object questions.
- Present your plans for a trip.
- Talk about your weekend plans.
- Write your opinion on a current problematic situation.



Sample content
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- What visual arts do you know about?
- Do you use digital tools or traditional materials for your artwork? Why?
- Show your classmates a piece of art you've made.

1. Read and complete with the name and age of the winners.

These are the winners of this year's Visual Arts Contest!



a.

Lucas Tremblay
17
Canadian

Lucas is seventeen and passionate about photography. "I'm always looking for the perfect shot. Capturing moments in light and shadow is everything to me," he explains.



b.

_____ Mokoena
_____ South African

Zanele is seventeen and explores art through printmaking. "I always enjoy the process of carving and pressing. My prints often show people in everyday life," she says.

Daria is eighteen and focuses on mixed media. "I usually combine paint, photography, and collage. Sometimes I experiment with found objects to add new textures," she explains.



c.

_____ Volkova
_____ Russian

Mike is sixteen and practices digital illustration. "I often draw characters and scenes inspired by nature and animation. Art is how I understand the world," says Mike.



d.

_____ Thompson
_____ Australian



e.

_____ Ortega
_____ Mexican

Carla is fifteen. She creates vibrant murals in her neighborhood. "Sometimes in my work I include symbols from indigenous traditions to honor my roots," she says.



f.

_____ Chen
_____ Chinese

Liang is fourteen and doesn't usually create color illustrations. "I prefer the elegance and simplicity of black ink on rice paper," he says.

Niran is sixteen and works with sculpture. "I always look for new ways to reuse discarded items. I never use store-bought materials. I want my art to speak about the environment," she says.



g.

_____ Suparson
_____ Thai

Vikram is fifteen. Enjoys dance and expresses himself with textile art. "I always choose bright, meaningful colors for my fabrics. I never use patterns without a story behind them," Vikram shares.



h.

_____ Patel
_____ Indian

Congratulations! Come to the awards ceremony for the Visual Arts Contest. See you at the Toronto Convention Centre.

2. Read and match each question to a visual artist from exercise 1.

- | | |
|---|---|
| ☒ g. What materials does she use for her sculptures? | ☐ What does he like to draw? |
| ☐ What kind of colors does he use for the fabrics? | ☐ Whose art involves light and shadow? |
| ☐ What does she enjoy about printmaking? | ☐ How does she honor her roots? |
| ☐ What does he like about using black ink? | ☐ What media do you combine in your work? |

3. In your notebook, sort the words into art tools, types of visual art, and art-related actions.

• blend	• canvas	• frame	• palette	• sculpture
• brush	• carve	• mixed media	• printmaking	• sketch

Your grammar: simple present and adverbs of frequency

4. Circle the adverbs of frequency in exercise 1. Then, circle the correct options below.

a. Affirmative sentences: Adverbs of frequency go *after / before / between* most verbs. Note: *Sometimes* can also be at the beginning or end of the sentence.

b. Sentences with *to be*: Adverbs of frequency go *after / before / between* the verb *to be*.

c. Negative sentences: Adverbs of frequency go *after / before / between* the auxiliary and the verb.

Quick note!

	Frequency
always	→ 100%
usually, normally	→ 80%
often	→ 60%
sometimes	→ 40%
hardly ever, rarely	→ 5%
never	→ 0%

5. Write sentences about your hobbies. Add some details.



- a. (never) I never take photos, but I often make videos with my friends.
- b. (sometimes) _____
- c. (often) _____
- d. (usually) _____
- e. (always) _____

Useful English: checking information (tag questions)



6. Listen and complete with ways of checking information.

- a. She's wearing a blue jacket, isn't she?
- b. You're Vikram, from India, _____?
- c. You make art from fabrics, _____?
- d. She is Carla, _____?
- e. She works with mixed media, _____?
- f. And you're Daria, _____?

Quick note!

When the statement is affirmative, the tag question is negative, and vice versa.

- He takes digital photos, doesn't he?
- You aren't Salim, are you?



7. Complete with info about a classmate. Then, check the information.

favorite food

favorite movie or series

sport they enjoy

place or city they like to visit

favorite animal

You like pizza, don't you?

No, I don't. Your favorite food is ramen, isn't it?

No, it isn't. It's sushi.

Checkpoint

I can check information in conversations.



Language and Function: B



1. Listen to the conversation. Mark (✓) the topics they mention.



_____ Canadian food



_____ Liang relatives



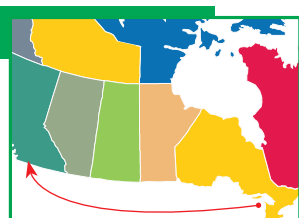
_____ population of Canada



_____ online tickets



✓ _____ size of Canada



_____ buses from Toronto to Vancouver



_____ Carla's friends



_____ Chinese food



2. Read and complete with the synonyms in the box. Then, listen and check.

• awesome • beautiful • ~~fascinating~~ • fed up • huge

- It's a fascinating (very interesting) country.
- Yeah, China is _____ (very big).
- You'll get really _____ (very bored).
- That's sounds _____ (very good)!
- It's a _____ (very attractive) place.

Quick note!

It's really huge. ✓
It's very big. ✓
It's very huge. ✗

Your grammar: present progressive



3. Listen again and complete the sentences. Then, write *N* (Now) or *F* (Future).

a. Hey, Carla. What are you guys doing ?

N

b. Hi, Lucas. I' _____ some sketches for my mural.

c. I' _____ on an ink illustration.

d. _____ you _____ it in the competition?

e. What are you doing when the ceremony is over?

F

f. I _____ some art galleries.

g. I' _____ taking a bus.

h. I _____ on my cellphone, right now.



4. Write two more questions for a classmate. Then, take turns asking and answering.

- What are you doing right now?
- What are you doing after school?
- Are you studying a lot at the moment?
- _____
- _____

Quick note!

I'm writing an email.
I'm ~~not~~ taking a photo.
Are you developing film?

5. Read the email and number the events (1-4) in chronological order.

Hi Robert!

Just wanted to let you know that I'm coming to Vancouver. I'll get there next Thursday on flight YVA5678, arriving at 8:15 PM. It'll take five hours to get there. Can you pick me up at the airport? I'll be there for a week, so I hope you'll have some time to hang out. My flight back to Toronto is the following Wednesday. It leaves at seven thirty in the morning and lands at three in the afternoon. Sounds odd, but the flight is just four and a half hours. The day after that, I'm heading back to Beijing.

I'm really enjoying my time in Canada. The other artists in the competition are amazing. My new friends Lucas and Carla are planning to take some night photos together after dinner. The awards ceremony is tomorrow.

I'm excited to see you!

Liang ;)



Liang flies to Vancouver.



The awards ceremony takes place.



Liang and his friends are taking some photos.



Liang flies to Beijing.

6. Complete according to exercise 5. Then, fill in the details for an imaginary trip.

Outbound Flight - Thu, Sept 10

 YVA5678	From
	Toronto
	3:15 PM
Details	To
_____ hours total 2,078 total miles	Vancouver

Return Flight - Wed, Sept 16

 YVA7834	From
	Vancouver
Details	To
<u>4.5</u> hours total 2,078 total miles	Toronto

Outbound Flight - _____

 YVA9578	From

Details	To
_____ hours total _____ total miles	_____

Return Flight - _____

 YVA6247	From

Details	To
_____ hours total _____ total miles	_____



7. Ask a classmate about their imaginary trip. Then, answer.

Where are you right now?

Where are you going?

Where are you going next?

What are you doing there?

What places are you visiting?

When are you going back to your hometown?

Challenge!

Include tag questions in your conversation. Say "tag!" every time you spot one.

- You're not going to the North Pole, *are you?*
- You're going to the Bengaluru Palace, *aren't you?*

Checkpoint

I can talk about present actions and arrangements.





1. Listen and mark (✓) the photo that the judges are talking about.



2. Listen again and take quick notes on Lucas.

a. Family	_____
	Older;
b. Education	_____

c. Interests	_____

Quick note!

raise awareness of =
to inform and
educate people on a
problematic issue



Your grammar: simple present vs. present progressive

3. Highlight the auxiliary verb and the main verb in each sentence. Then, match.

a. The judges are evaluating the photos.	This is a routine or general fact.
b. They are judges in a competition.	This is something happening now or around now.
c. Lucas is going to the awards ceremony.	This is a future arrangement.

4. Read and complete with sentences from the text.

Lisa Méndez, a fifteen-year-old Argentinian student, also likes photography. She wants others to see the world through her lens. Lisa lives in Rosario and is taking a photography course after school. She has lessons three times a week. "Lisa's working really hard and is very talented," her best friend told us. She isn't one of the Youth Photo Competition's winners, but she's preparing for next year's competition and is participating in a national event in two weeks.

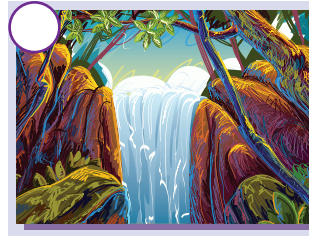


- a. Routine or general fact: _____
- b. Something happening around now: _____
- c. Future arrangement: _____



5. Listen and match.

- | | | | |
|---------------|-----------------------|-------------------------|----------------|
| a. landscape | b. recycled materials | c. black and white | d. textile art |
| e. camera kit | f. collage | g. digital illustration | h. mural |



Vaggelis Kousioras / Shutterstock.com



6. Complete the questions. Then, listen again and answer.

- Who wins in the first category? _____
- What _____ Aisha _____ about Daria's artwork? _____
- Who _____ in Carla's mural? _____
- What prize _____ Lucas _____ ? _____

Your grammar: subject and object questions

7. Match the questions in exercise 6 with the rules.

- Object questions have an auxiliary verb (*do/does*).
- Subject questions have the same word order as a sentence.
- Object questions ask for information about an object.
- Subject questions ask for information about a subject.

a	b	c	d
a	b	c	d
a	b	c	d
a	b	c	d



8. Pair work. Choose a different quiz to your classmate's and answer it. Then, take turns asking and answering each other's quiz.

Quiz A

- Who lives in the Blue House?

- Which American ex-president appears on the one-dollar bill?

- How many colors does a rainbow have?

- Where does the sun set?

Quiz B

- Who lives in the Pink House?

- Which famous person appears on British banknotes?

- How many colors does your country's flag have?

- Where does the sun rise?

Checkpoint

I can ask and answer subject and object questions.



Language and Function: D

1. Match the frequently asked questions (FAQs) with the answers.

a. Are there any restaurants in the park?

b. How do you get to Ontario Place?

c. Is there a safe place to leave my bag?

d. What attractions does the park have?

We recommend you come hands-free to enjoy all of the rides comfortably. Are you planning to come directly after you **get off** a plane? Although there's luggage storage nearby, the park is not responsible for any lost items.

Of course! With a view of Lake Ontario, you can enjoy a casual meal or snacks at our outdoor restaurant. You can also enjoy movie nights, take part in Segway tours, or rent a boat there. All in the same place!



Attractions include waterslides, a movie theater, and a climbing structure. You can even **get on** a boat for a little adventure at the lake. We want people of all ages and tastes to visit us and have a great time!

Bring your car and leave it at any of our parking lots, or **get in** a taxi and come by now! **Get out of** the car, and you're steps away from the entrance. Do you prefer to **get on** your bike? Use any of our racks to leave it. You can also take any of the bus routes available. **Get off** at the bus stop, and it's just a ten-minute walk.

2. Look and complete with the verbs in **bold** in exercise 1.

get in

get on

get out of

get off

get out of

get on

get on

get off

Pronunciation: /s/ vs. /z/



3. Listen and circle the word you hear.

a. bus / buzz

b. price / prize

c. plays / place

d. race / raise

e. eyes / ice



4. Classify the words in exercise 3. Then, listen, check, and repeat.

/s/	/z/
bus	buzz

5. Look and complete. Use a dictionary if necessary.

a.  r _ e _ str _ o _ o _ ms	b.  r _ _ st _ _ _ r _ _ n _ _	c.  l _ _ _ k _ _ r _ _	d.  _ _ _ M
e.  g _ _ _ t s _ _ o _ _	f.  f _ _ _ st - a _ _ d st _ _ ti _ _ n	g.  _ a _ k _ n _ _ l _ _ t	h.  p _ _ c _ _ _ c a _ _ _ a

6. What do you do in the places from exercise 5? Circle the right option.

- | | |
|---|--|
| a. You wash your <i>eyes</i> / <u>hands</u> . | e. You buy <i>souvenirs</i> / <i>tickets</i> . |
| b. You get <i>clothes</i> / <i>food</i> . | f. You get your <i>health</i> / <i>wallet</i> checked. |
| c. You leave your <i>bags</i> / <i>pet</i> . | g. You leave your <i>car</i> / <i>documents</i> . |
| d. You take out <i>coins</i> / <i>cash</i> . | h. You eat your <i>order</i> / <i>packed lunch</i> . |

7. Read, listen, and circle *T* (True) or *F* (False). Then, correct the false statements.

- | | | |
|---------------------------------------|-----|-------|
| a. Juan's staying at the hotel. | T F | _____ |
| b. They're riding Segways at 12:30. | T F | _____ |
| c. They're eating at the picnic area. | T F | _____ |
| d. They're taking a taxi to go back. | T F | _____ |

8. Complete. Then, choose another tourist place and fill in a similar table in your notebook.

Name	Ontario Place
Location	
How to get there	
Attractions	

9. Follow the model to present a one-day trip to the place in exercise 8.

Trip to the National Coffee Park	
7:30 AM	Leave from Armenia
9:00 AM	Grab some snacks
10:00 AM	Watch a play
11:00 AM	Take the train tour
12:00 PM	Have lunch
1:30 PM	Amusement rides all afternoon!

We're going to the National Coffee Park.

We're leaving at 7:30 AM.
As soon as we get off the bus, we're...



Checkpoint

I can present my plans for a trip.



Listening and Speaking



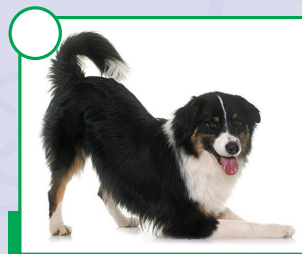
1. Listen and label.



Ines



- Hana
- Leo
- Ines
- Amina
- Fatima
- Tomas



Quick note!

unwind = to relax, rest, or take a break



2. Listen again and match each question to an image from exercise 1.

- a. What are you watching?
- b. Are you going out this weekend?
- c. Are you doing any homework?
- d. What class are you taking?
- e. Are you playing any sports?
- f. Are you hanging out with your friends?



3. Work in groups of three. Follow the instructions.

- Answer the questions in exercise 2 with just one word. Write one answer in each cell. Don't follow any particular order.
- Rotate the books in your group. Ask and answer questions about your classmates.

What class is Amina taking this weekend?



He's going to a capoeira class.



4. Pair work. Ask questions about your weekend. Record the interviews.

Are you hanging out with friends this weekend?



Not really. I think I'm staying home. But **there's a movie on** that I really want to see. You know what? I'm going to the movies.

Quick note!

there's (a movie / a show) on = it's in theaters now, the theaters are showing it

Checkpoint

I can talk about my weekend plans.





Video



Flashcards

Before reading

1. Pair work. Compare the photo on this unit's opener with the ones in the text below. Then, answer and discuss.
 - a. What are the people in the photos doing?
 - b. What's a selfie? Which of the photos is a selfie?
 - c. Do you think the people in the photos are in danger? Why?

While reading

2. Does the text include similar ideas to the ones you discussed with your classmate? Read and check.

Rise of Selfie Deaths Leads Experts to Talk

About a Public Health Problem

Oriol Güell

A new global study shows one fatality a week on average in 2021, mostly involving young people trying to take risky photos to gain more followers on social media. (1)

Vaccines against yellow fever and malaria tablets were the classic precautions for tourists traveling to certain locations. But in the age of the smartphone, avoiding taking selfies in spectacular but dangerous locations is now on the list. (2)

A study by the Spanish iO Foundation, which specializes in tropical diseases, revealed that during the first seven months of 2021, there were 31 fatal accidents – one per week – despite the travel restrictions still in place after the pandemic. “It is a growing problem that can now be considered a public health issue because of the dimensions it is reaching. The study helped us to understand the situation better, and that is the first step toward taking precautions,” (3) says Manuel Linares Rufo, president of the iO Foundation.

Compared to locals, the tendency to take risks is much higher among tourists. By age group, deaths were most frequent among individuals under 19 (41% of the total) and those in their 20s (37%).



Media stories about this issue have a significant repercussion, particularly when the victim is well-known on social media. (4) One of the most recent cases involved an influencer named Sophia Cheung, 32, who was famous for posting pictures taken in extremely dangerous places. Cheung died after slipping and falling from a waterfall in Hong Kong. Other incidents include a 24-year-old Norwegian who fell from a ninth-floor balcony in Marbella and a 14-year-old who fell from a skylight in Madrid.

“We thought of doing the study when we saw the notable impact that the news of these deaths was having and the lack of perception of the problem in scientific literature and in travel medicine,” says Linares Rufo. One option to tackle the problem is to identify the most dangerous places and issue warnings to people visiting them, something which should also involve cell phone manufacturers, app programmers, and [social media] administrators. At the local level, training programs should be organized,” (5) the researcher adds.

Adapted from *El País* (English edition)



Challenge!

Go online and answer: *Is the number of fatalities caused by risky selfies this year different or the same than in 2021?*

After reading

3. Read and match.

a. Why does the iO Foundation consider risky selfies a public health problem?	b. According to the study, how old were most of the reported victims?	c. Which famous influencer died taking a selfie?	d. Where were the three victims mentioned when they died?	e. What does Linares propose as possible starting points?
To identify the most dangerous places and warn people	People under 19 and in their 20s	Because of the dimensions that the problem is reaching	Sophia Cheung	At a waterfall, a balcony, and a skylight

4. Which one of the five underlined sentences in the text...

- | | |
|--|---|
| a. is a cause of the problem? | 1 |
| b. explains the usefulness of the study? | |
| c. is an invitation for others to participate in the solution? | |
| d. expresses the importance of social media in the situation? | |
| e. is a comment on how the times are changing? | |

Believe it or not...

Selfie craze is also killing animals. In 2016, tourists pulled a baby dolphin out of the ocean in Argentina to take some pictures with it. As a consequence, the dolphin died.



5. Apart from the solutions in the text, what other ideas do you think can work to stop selfie deaths? Discuss with your classmates.

Writing

6. Imagine the boy in the photo is your friend. Express your opinion as a reply to his post.

Tommy Wow

Hey, all! Where are you right now? I'm **on top of the world!** Cool, isn't it?

Your username

SEND

Quick note!

on top of the world = at a very high place or very happy

Checkpoint

I can write my opinion on a current problematic situation.





Step 1 Pair work. Think of a problem affecting your community and complete.

Kind of problem (e.g., people are abandoning pets):

a. The problem is disturbing...	_____ some people.	_____ most people.	_____ everyone.
b. The problem is affecting...	_____ some public facilities.	_____ most public facilities.	_____ all public facilities.
c. You feel really...	_____ sad.	_____ angry.	_____ hopeless.
d. People are...	_____ ignoring the problem.	_____ complaining about the problem.	_____ waiting for others to take action .

Quick note!

take action = to do something, to act

other:

other:

Step 2 Think about a possible solution to the problem. Answer the questions.

- What can you do? _____
- Who can you ask for help? _____
- How can you use photography to help solve the problem? _____

Step 3 Take pictures that represent the problem in your community and the possible solution(s). Use these and the ideas from steps 1 and 2 to share your work with the class and school.

In our community, people are abandoning their pets. This problem is disturbing everyone. We feel really sad. The problem is affecting most public facilities. People are ignoring the problem.

Some owners can't take care of their pets. So, we can make adoption campaigns with the help of animal protection organizations. We can take pictures of abandoned pets and post them on our social networks to promote pet adoption.



Step 4 Discuss your experience. Read the value scale and mark (✓) a number.

	1	2	3	4	
a. I think the project was cool.					1: I totally disagree.
b. I could practice my English.					2: I disagree.
c. I think my group's project was captivating.					3: I agree.
d. I enjoyed the time I spent doing the project.					4: I totally agree.



1. Listen and correct.

- a. Mila's taking a photography class next semester.

She's taking it after school at the moment.

- b. Mila doesn't like photography very much.

- c. Dante doesn't have time to help Mila.

- d. Mila's going home later.

- e. Mila's taking lots of animal photos at the moment.

- f. Sometimes, Mila calls her parents after school.

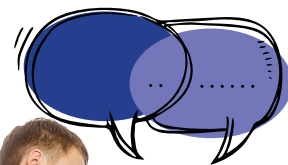
2. Read and complete with the correct verb form.

The Johnson family (a) is moving (move) to California next weekend. They (b) _____ (love) their home in New York, but Candy, the mom, (c) _____ (start) a new job in Los Angeles soon. Right now, the Johnson kids are in their rooms. Kevin (d) _____ (pack) his bags, Lindy (e) _____ (play) with her friend, and Noah (f) _____ (watch) TV. The Johnson kids are sad because they (g) _____ (think) New York is fantastic. However, they (h) _____ (know) that they have to move.



Quick note!

When is a good time for you? = When do you have time?



3. Circle P (Present) or F (Future).

a. Are you going to school tomorrow?	P	<u>F</u>	e. Kim is taking French classes these days.	P	F
b. Are you watching TV right now?	P	F	f. Ari is starting a new school next week.	P	F
c. Vic and Joe are at home.	P	F	g. Are you going away for the vacation?	P	F
d. Jake is coming to Paris in September.	P	F	h. Are you tired?	P	F

4. Underline the correct answers.

- | | | | |
|--------------------------------------|----------------------|-------------------------------|----------------------|
| a. Who gets to school first? | To school. | <u>Sebastian always does.</u> | He gets off the bus. |
| b. What do you do in your free time? | I often go swimming. | Yes, I do. | Are you? |
| c. Who has a laptop? | Eliana has. | Eliana is. | Eliana does. |
| d. Who studies the most? | Yes. I love it! | Awesome! | I do. |
| e. Who goes with you? | Cool! | My sister. | Isn't she? |
| f. What are you writing? | An email. | A photo. | Sometimes. |

5. Read and mark (✓) what you can do in the Finding Europe program.



Here at Teen Travel, we want to put an end to boring bus tours. We know that teenagers love to travel, meet new people, and experience other cultures, and our programs are designed to meet those expectations and more. Three of our most popular programs are Finding Europe, Thailand for Teens, and Awesome Australia. Just take a look at what our Finding Europe program offers:

Day 1: Morning-Arrive in Paris.

Visit Eiffel Tower.

Afternoon-Free time.

Day 2: Morning-Euro Disney and French classes.

Afternoon-Try a traditional French meal.
Hope you like snails!

Evening-Fly to Madrid.

Day 3: Morning-Guided tour of Real Madrid's Stadium Santiago Bernabéu.

Afternoon-Open-top bus tour of city;
then, free time.

Day 4: Morning-Rock climbing or mountain biking.

Afternoon-Make your own *paella*.

Day 5: Morning-Fly to Rome, tour city.
Afternoon-Train to Florence.

Day 6: Morning-Free time.
Afternoon-Fly to London.

Day 7: Morning-Sightseeing in London, including a ride on the London Eye.
Afternoon-Free time.

Day 8: Free day.

Day 9: Fly home.

☒ eat French food

☐ ride a bike

☐ swim with sharks

☐ go to an amusement park

☐ eat German sausages

☐ visit a soccer stadium

☐ visit the Acropolis

☐ make a traditional dish

6. Imagine you are traveling with the Finding Europe program. Describe your trip to a friend.

Dear _____,

7. Pair work. Role-play a phone conversation with another person on the tour. Make plans for your free time.

What are you doing in the afternoon after the bus tour?



I want to go to the Prado Museum. You're going with me, aren't you?



Tell your friend about:

- the place you're visiting now.
- what you're doing next.
- when you're flying home.