

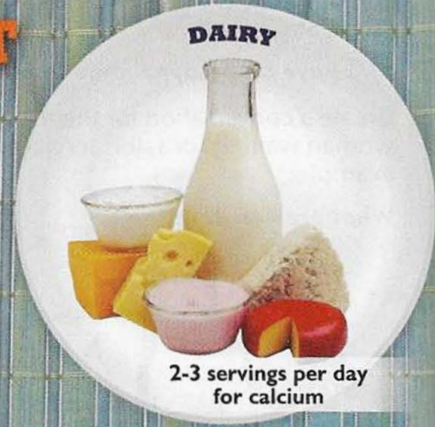
PREVIEW

COMMUNICATION GOALS

- 1 Talk about food passions.
- 2 Make an excuse to decline food.
- 3 Discuss lifestyle changes.
- 4 Describe local dishes.

A HEALTHY DIET

The right balance of foods will keep you healthy.



3:19 VOCABULARY

- Calcium:** Dairy products and leafy green vegetables provide calcium for healthy bones and teeth.
- Carbohydrates:** Grains, pasta, and bread are sources of healthy carbohydrates.
- Protein:** Meat, fish, poultry, eggs, legumes, and nuts are rich sources of protein.
- Vitamins:** Vitamins A, B, C, and D come from a variety of foods, and they are important for good health.

- A Look at the suggestions above for eating a healthy diet. Do you think this diet is healthy? Why or why not?
- B Complete the chart about the foods you eat each day. Compare charts with a partner.
- C **DISCUSSION** How are the Healthy Diet suggestions different from your chart? Which do you think is a healthier diet? Explain.

2-3 servings a day
3-5 servings a day
More than 5 servings a day

**D** ▶ 3:20 **PHOTO STORY** Read and listen to people talking about food choices.



Rita: Didn't you tell me you were avoiding sweets?

Joy: I couldn't resist! I had a craving for chocolate.

Rita: Well, I have to admit it looks pretty good. How many calories are in that thing anyway?



Joy: I have no idea. Want to try some?

Rita: Thanks. But I think I'd better pass. I'm avoiding carbs.\*

Joy: You? I don't believe it. You never used to turn down chocolate!

Rita: I know. But I'm watching my weight now.



Joy: Come on! It's really good.

Rita: OK. Maybe just a bite.

Joy: Hey, you only live once!

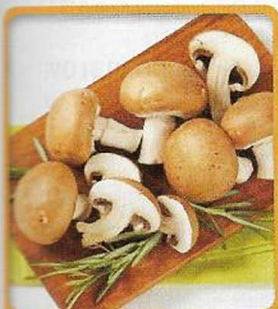
\*carbs (informal) = carbohydrates

**E FOCUS ON LANGUAGE** Find an underlined sentence or phrase in the Photo Story with the same meaning as each of the following.

- |                                       |                           |
|---------------------------------------|---------------------------|
| 1 I don't know. ....                  | 5 I really wanted . . .   |
| 2 I should say no. ....               | 6 I agree . . .           |
| 3 I couldn't stop myself. ....        | 7 say no to . . .         |
| 4 I'm trying not to get heavier. .... | 8 I'll try a little. .... |

**SPEAKING**

Read the descriptions of diets. Would you ever try any of them? Why or why not?



**The Mushroom Diet**

For weight loss.

Replace lunch or dinner every day—for two weeks—with a mushroom dish.

**The Vegan Diet**

For better health and prevention of disease.

Avoid all animal products, including dairy and eggs. Eat lots of grains, beans, vegetables, and fruits.



**The Atkins Diet**

For weight loss.

Eat high-protein foods such as meat, eggs, and cheese. Avoid foods that are high in carbohydrates, such as potatoes, bread, grains, and sugar.

**The Juice Fast**

For better health and prevention of disease.

Instead of food, drink four to six glasses of fresh vegetable and fruit juices for anywhere from three days to three weeks. Get plenty of rest and avoid exercise during the fast.



“ I don't believe in the Atkins Diet. A lot of meat, eggs, and cheese doesn't sound like the right balance of foods for good health. ”

DIGITAL  
FLASH  
CARDS

## VOCABULARY Food passions

A ▶ 3:21 Read and listen. Then listen again and repeat.



B ▶ 3:22 LISTEN TO ACTIVATE VOCABULARY Circle the correct words to complete each statement about the speakers' food passions.

- 1 She (is crazy about / doesn't care for) sushi.
- 2 He (loves / can't stand) asparagus.
- 3 She (is a mango lover / doesn't care for mangoes).
- 4 He (is a big pasta eater / isn't crazy about pasta).
- 5 She (is an ice cream addict / can't stand ice cream).



sushi



mangoes



pasta



ice cream



asparagus

C PAIR WORK Tell your partner about some of your food passions.

“ I'm really a seafood lover,  
but I'm not crazy about clams. ”

## GRAMMAR Use to / used to

Use **use to** and **used to** + the base form of a verb to describe things that were true in the past but are no longer true in the present.

I **used to be** crazy about candy, but now I don't care for it.  
She **didn't use to eat** cheese, but now she has it all the time.

Did you **use to eat** a lot of fatty foods? Yes, I did. OR Yes, I used to.  
No, I didn't. OR No, I didn't use to.

What **did** you **use to have** for breakfast? (Eggs and sausage. But not anymore.)  
Why **did** you **use to eat** so much? (Because I didn't use to worry about my health.)

## Be careful!

They **used to** ... BUT They **didn't use to** ...  
Did they **use to** ...?

## GRAMMAR BOOSTER p. 134

- **Use to / used to:** use and form, common errors
- **Be used to vs. get used to**
- **Repeated actions in the past:** would + base form, common errors

**GRAMMAR PRACTICE** Use the context to help you complete each sentence with used to or didn't use to. Then write two sentences about yourself.

- 1 Gary ..... go out to eat a lot, but now he eats at home more often.
- 2 Nina ..... eat a lot of pasta, but now she does.
- 3 Vinnie ..... drink a lot of coffee, but now he's a coffee addict.
- 4 Anton ..... eat a lot of vegetables, but now he doesn't.
- 5 Cate ..... hate seafood, but now she's crazy about fish.
- 6 Ted ..... eat a lot of fatty foods, but now he avoids them.
- 7 Burt ..... drink a lot of water, but now he has several glasses a day.
- 8 May ..... like salad, but now she has salads several times a week.
- 9 (used to) I .....
- 10 (didn't use to) I .....

**PRONUNCIATION** Sound reduction: used to

▶ 3:23 Notice how the pronunciation of to in used to changes to /tə/ in natural speech. Read and listen. Then listen again and repeat. Practice the sentences on your own.

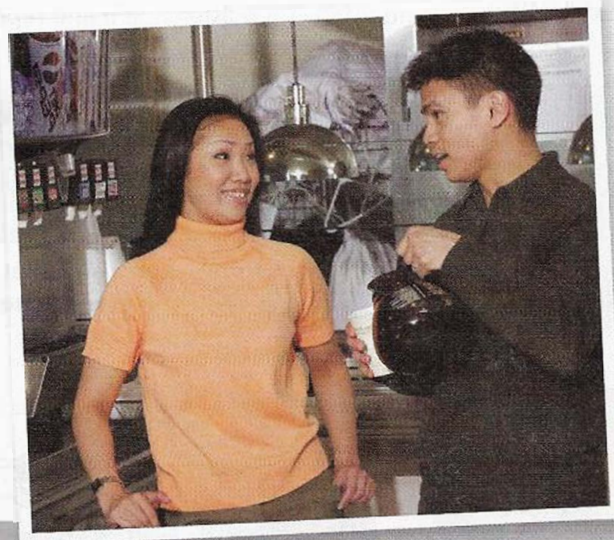
- 1 I **used to** be a big meat eater.
- 2 Jack **used to** like sweets.
- 3 Sally **used to** be crazy about fries.
- 4 They didn't **use to** like seafood.

**CONVERSATION MODEL**

▶ 3:24 Read and listen to two people talking about their food passions.

A: Are you a big coffee drinker?  
 B: Definitely. I'm crazy about coffee. What about you?  
 A: I used to drink it a lot. But recently I've cut back.  
 B: Well, I couldn't live without it.

▶ 3:25 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



**NOW YOU CAN** Talk about food passions

**A NOTEPADDING** Complete the notepad with foods you like and dislike.

**B CONVERSATION ACTIVATOR** With a partner, change the Conversation Model, exchanging information about your food passions. Talk about what you used to and didn't use to eat or drink. Use your notepad and the Vocabulary from page 64.

A: Are you a big ..... ?  
 B: ..... What about you?  
 A: .....

**DON'T STOP!**  
 • Ask about more foods and drinks.

**C CHANGE PARTNERS** Talk about other food passions.

My food passions	
Foods I'm crazy about	Foods I can't stand



**CONVERSATION MODEL**

- A** ▶ 3:26 Read and listen to a dinner guest make an excuse to decline food.
- A: Please help yourself.  
 B: Everything looks great! But I'll pass on the chicken.  
 A: Don't you eat chicken?  
 B: Actually, no. I'm a vegetarian.  
 A: I'm sorry. I didn't know that.  
 B: It's not a problem. I'll have something else.
- B** ▶ 3:27 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



▶ 3:28 **Variations**

It's not a problem.  
 Don't worry.  
 I'm fine.

DIGITAL FLASH CARDS

**VOCABULARY** Excuses for not eating something

- A** ▶ 3:29 Read and listen. Then listen again and repeat.



Coffee **doesn't agree with me.**



I'm **on a diet.** / I'm **trying to lose weight.**



I don't eat beef. It's **against my religion.**



I'm **allergic to** chocolate.



I'm **avoiding** sugar.



I **don't care for** broccoli.

- B** ▶ 3:30 **LISTEN TO ACTIVATE VOCABULARY** Listen to each conversation. Write the letter to complete each statement. Then listen again to check your work.

- ..... 1 Cindy ...      a is a vegetarian.  
 ..... 2 Frankie ...    b is avoiding fatty, salty foods.  
 ..... 3 Marie ...        c is trying to lose weight.  
 ..... 4 Susan ...        d is allergic to something.  
 ..... 5 George ...      e doesn't care for seafood.

- C PAIR WORK** Talk about foods or drinks you avoid. Explain why.

“ I usually don't eat fried foods. I'm trying to lose weight. ”

## GRAMMAR Negative yes / no questions

Use negative yes / no questions . . .

- to confirm information you think is true.  
Isn't Jane a vegetarian? (Yes, she is.)  
Didn't he go on a diet last week? (Yes. He's trying the Atkins Diet.)
- when you want someone to agree with you.  
Don't you love Italian food? (Yes, it's delicious!)  
Wasn't that a terrible dinner? (Actually, no. I thought it was good.)
- to express surprise.  
Aren't you going to have cake? (I'm sorry, but I'm on a diet.)  
Hasn't he tried the chicken? (No. He's a vegetarian.)

### GRAMMAR BOOSTER p. 135

- Negative yes / no questions: short answers

GRAMMAR PRACTICE Complete each negative yes / no question.

- |   |   |
|---|---|
| 1 A: ..... you allergic to tomatoes?<br>B: Me? No. You're thinking of my brother. | 4 A: ..... your husband been on a diet?<br>B: Yes. But it's driving him crazy.    |
| 2 A: ..... that lunch yesterday delicious?<br>B: It was fantastic!                | 5 A: ..... asparagus disgusting?<br>B: Actually, I like it.                       |
| 3 A: ..... we already have steak this week?<br>B: Yes, we did.                    | 6 A: ..... you like your pasta?<br>B: Actually, it was a little too spicy for me. |

## NOW YOU CAN Make an excuse to decline food

**A NOTEPADDING** Look at the photos. On a separate sheet of paper, use the Vocabulary to write an excuse to decline each food.

**B CONVERSATION ACTIVATOR** With a partner, change the Conversation Model to role-play a dinner conversation. Use the photos to offer foods. Use your notepad to make excuses to decline that food. Then change roles. **OPTION:** Role-play a dinner conversation with more than one classmate.

- A: Please help yourself.  
B: Everything looks ..... ! But I'll pass on the .....  
A: Don't you eat ..... ?  
B: Actually, .....  
A: I'm sorry. I didn't know that.  
B: ..... I'll have .....

### DON'T STOP!

- Offer drinks and other foods.
- Talk about food passions.

### RECYCLE THIS LANGUAGE.

- |                              |                        |
|------------------------------|------------------------|
| be crazy about ___           | can't stand ___        |
| be a big ___ eater / drinker | be not crazy about ___ |
| be a(n) ___ addict / lover   | not care for ___       |

**C CHANGE PARTNERS** Practice the conversation again.



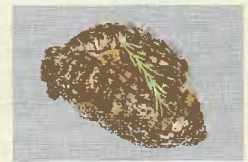
octopus



shellfish



tofu



steak



broccoli



beets



chocolate

## BEFORE YOU READ

**EXPLORE YOUR IDEAS** Do you think people's eating habits are better or worse than they used to be? Explain with examples.

## READING ▶ 3:31

# How Can It Be?

Americans gain weight . . . while the French stay thin

**Have you ever wondered why** Americans struggle with watching their weight, while the French, who consume all that rich food—the bread, the cheese, the wine, and the heavy sauces—continue to stay thin? Now a report from Cornell University suggests a possible answer. A study of almost 300 participants from France and the U.S. provides clues about how lifestyle and decisions about eating may affect weight. Researchers concluded that the French tend to stop eating when they feel full. However, Americans tend to stop when their plate is completely empty, or they have reached the end of their favorite TV show.

According to Dr. Joseph Mercola, who writes extensively about health issues, the French see eating as an important part of their lifestyle. They enjoy food and, therefore, spend a fairly long time at the table. In contrast, Americans see eating as something to do quickly as they squeeze meals between the other activities of the day. Mercola believes Americans have lost the ability to sense when they are actually full. So they keep eating long after the French would have stopped. In addition, he argues that, by tradition, the French tend to shop daily, walking to small shops and farmers' markets where they have a choice of fresh fruits, vegetables, and eggs as well as high-quality meats and cheeses for each meal. In contrast, Americans tend to drive their cars to huge supermarkets to buy canned and frozen foods for the whole week.

Despite all these differences, new reports show that recent lifestyle changes may be affecting French eating habits. Today, the rate of obesity—or extreme overweight—among adults is only 6%. However, as American fast-food restaurants gain acceptance, and the young turn their backs on older traditions, the obesity rate among French children has reached 17%—and is growing.



**A UNDERSTAND FROM CONTEXT** Use the context of the article to help you choose the same meaning as each underlined word or phrase.

- Have you ever wondered why Americans struggle with watching their weight . . .
  - have an easy time
  - have a difficult time
  - don't care about
- . . . while the French, who consume all that rich food, . . .
  - fatty, high-calorie food
  - low-fat, low-calorie food
  - expensive food
- . . . continue to stay thin?
  - worry about their weight
  - not become overweight
  - gain weight
- Researchers concluded that the French tend to stop eating when they feel full.
  - like they can't eat any more
  - worried about their weight
  - hungry
- . . . the French see eating as an important part of their lifestyle.
  - personal care and appearance
  - culture or daily routine
  - meals

- 3 **SUMMARIZE** According to the article, why do the French stay thin while Americans gain weight? Write a four-sentence summary of the Reading. Then share your summary with the class.

*Compared to Americans, the French stay thin because . . .*

- 4 **COMPARE AND CONTRAST** In your country, do people generally stay thin or do they struggle with watching their weight? Are lifestyles in your country closer to those of France or the U.S., as described in the article?

“ I think people here are more like people in France. They like to eat, but they don’t gain weight easily. ”

**NOW YOU CAN** Discuss lifestyle changes

- 1 **FRAME YOUR IDEAS** Complete the lifestyle self-assessment.



1 Have you ever changed the way you eat in order to lose weight?  yes  no

If so, what have you done?

- ate less food
- cut back on desserts
- avoided fatty foods
- other (explain) \_\_\_\_\_

Were you successful?  yes  no

Why or why not? Explain. \_\_\_\_\_

2 Have you ever changed the way you eat in order to avoid illness?  yes  no

If so, what changes have you made?

- stopped eating fast foods
- started eating whole grains
- started eating more vegetables
- other (explain) \_\_\_\_\_

Were you successful?  yes  no

Why or why not? Explain. \_\_\_\_\_

3 Have you ever tried to lead a more active lifestyle?  yes  no

If so, what have you done?

- started working out in a gym
- started running or walking
- started playing sports
- other (explain) \_\_\_\_\_

Were you successful?  yes  no

Why or why not? Explain. \_\_\_\_\_

- 2 **CLASS SURVEY** On the board, summarize your class’s lifestyles.

- 3 **DISCUSSION** How do you think your classmates compare to most people in your country? Are they generally healthier or less healthy? What do you think people need to do to have a healthy lifestyle?

“ I think my classmates are healthier than most people in this country. Too many people eat fast foods. They need to eat healthier food and exercise more. ”

**How many students . . .**

- want to make some lifestyle changes?
- have gone on a diet to lose weight?
- have changed their diet to improve their health?
- have been successful with a diet?
- lead an active lifestyle?

**Text-mining (optional)**

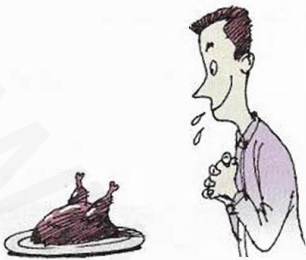
Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion. For example: “gain weight.”



**BEFORE YOU LISTEN**

ESSENTIAL FLASH CARDS

**A** ▶ 3:32 **VOCABULARY • Food descriptions** Read and listen. Then listen again and repeat.



It looks terrific.



It smells terrible.



It tastes   
 } sweet.   
 } spicy.   
 } salty.   
 } sour.



It smells like   
 It tastes like   
 It looks like } chicken.



It's   
 } soft.   
 } hard.



It's   
 } chewy.   
 } crunchy.

**B PAIR WORK** Use the Vocabulary to describe foods you know.

“ Apples are crunchy. ”

**LISTENING COMPREHENSION**

**A** ▶ 3:33 **LISTEN FOR DETAILS** First, listen to the descriptions of foods from around the world and write the letter of each food. Then listen again and choose the Vocabulary that completes each description.

- ..... 1 It's (crunchy / chewy / hard), and it tastes (salty / sweet / sour).
- ..... 2 It tastes (salty / sweet / spicy), and it's (soft / hard / crunchy).
- ..... 3 It's (soft / chewy / crunchy), and it tastes (salty / sweet / spicy).
- ..... 4 It tastes (salty / sweet / spicy). Some think it (tastes / smells / looks) awful.
- ..... 5 It (smells / tastes / looks) great, and it (smells / tastes / looks) awful.
- ..... 6 They're (crunchy / chewy / hard), and they taste (salty / sweet / spicy).



kim chee / Korea



cabbage



caviar / Russia



chapulines / Mexico



grasshopper



cho tofu / China



mochi / Japan



Jell-O® / United States

▶ 3:34 **LISTEN TO PERSONALIZE** Listen again. After each food, discuss with a partner whether you would like to try that food. Explain why or why not.

**HOW YOU CAN** Describe local dishes

**A FRAME YOUR IDEAS** Choose three local dishes that you would recommend to a visitor to your country. Write notes about each.

Name of dish:

Description:

What's in it?

1

Name of dish:

Description:

What's in it?

2

Name of dish:

Description:

What's in it?

3

Name of dish:  
Rain doughnuts

Description:  
soft and sweet

What's in it?  
flour, eggs, milk

**B PAIR WORK** Role-play a conversation in which one of you is a visitor to your country. Introduce and describe your dishes to the "visitor." Use the Vocabulary. For example:

“ Have you tried rain doughnuts? ”

“ No, I haven't. What are they like? ”

“ Well, they're soft. And they taste sweet . . . ”



“rain doughnuts” / Brazil

**RECYCLE THIS LANGUAGE.**

**Ask about the dish**

- What's in [it / them]?
- Is it / Are they [spicy / sweet]?
- How do you make [it / them]?
- Is it / Are they [popular]?
- Does it / Do they taste [salty]?

**Comment on the dish**

- It sounds / they sound [great].
- I'm crazy about \_\_\_.
- I'm a big \_\_\_ eater.
- I'm a(n) \_\_\_ [addict / lover].
- I [used to / didn't use to] eat \_\_\_.
- I don't care for \_\_\_.
- I'm allergic to \_\_\_.
- I'm avoiding \_\_\_.
- \_\_\_ [don't / doesn't] agree with me.
- \_\_\_ [is / are] against my religion.
- I'm not much of a \_\_\_ [eater].
- I'm [on a diet / trying to lose weight].

# REVIEW

**A** ▶ 3:35 Listen to the conversation in a restaurant. Cross out the foods that the speakers don't mention.

beef and broccoli	chicken	clams	noodles	pasta
pizza	salmon	scallops	shrimp	steak

**B** ▶ 3:36 Now listen again and complete the statements.

The man doesn't care for .....

He would rather eat .....

**C** Complete the negative yes / no question for each situation.

1 The weather today is sunny and beautiful. You turn to your friend and say: "..... the weather fantastic?"

2 You've just finished dinner. It was a terrible meal. As you leave, you say to your friend: "..... that meal awful?"

3 You're sightseeing in China. From your tour bus window you see a long wall in the distance. You say to the person sitting next to you: "..... that the Great Wall?"

4 You're surprised to see your friend eating breakfast at 11:30. You say: "..... you ..... breakfast yet?"

5 You see a woman on the street. You're pretty sure it's Norah Jones, the singer. You go up to her and ask: "..... you Norah Jones?"

**D** Write five sentences about things you used to or didn't use to do or think when you were younger. For example:

*I didn't use to like coffee when I was younger.*

**E** Write short descriptions of the following foods.

apples	bananas	carrots	grapefruit
ice cream	onions	squid	steak

*Carrots are orange, and they're sweet and crunchy.*

For additional language practice...

TOP NOTCH POP • Lyrics p. 15  
"A Perfect Dish"

DIGITAL  
SONG

DIGITAL  
KARAOKE

## WRITING

Write a paragraph on the following topic: Do you think people are eating healthier or less healthy foods than they used to? Give examples to support your opinion.

*I think people are eating a lot of unhealthy foods today.*

*People used to eat a lot of fresh foods. However, lately...*

**WRITING BOOSTER** p. 148

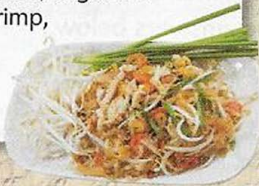
- Connecting ideas: subordinating conjunctions
- Guidance for this writing exercise

# International Buffet

## Today's Selections

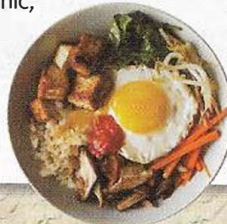
### Pad Thai • Thailand

**Ingredients:** rice noodles, tofu, peanuts, fish sauce, sugar, lime juice, vegetable oil, garlic, shrimp, eggs, hot peppers



### Bi Bim Bop • Korea

**Ingredients:** rice, beef, soy sauce, sesame oil, garlic, black pepper, salt, eggs, lettuce, rice wine, hot peppers



### Chicken Mole • Mexico

**Ingredients:** chicken, salt, vegetable oil, onions, garlic, tomatoes, chocolate, hot peppers



### Potato Soup • Colombia

**Ingredients:** chicken, three kinds of potatoes, corn, avocados



### Tabouleh Salad • Lebanon

**Ingredients:** parsley, mint, onions, tomatoes, salt, black pepper, cracked wheat, lemon juice, olive oil



### Pot Stickers • China

**Ingredients:** flour, cabbage, pork, green onions, sesame oil, salt



### Stuffed Rocoto Peppers • Peru

**Ingredients:** onions, garlic, ground beef, hard-boiled eggs, raisins, cheese, rocoto peppers, vegetable oil



## ORAL REVIEW

**CHALLENGE** Choose a dish and study the photo and the ingredients for one minute. Then close your book. Describe the dish.

### PAIR WORK

- 1 Create a conversation for the man and woman in which they look at the foods and talk about their food passions. For example:  
*Have you tried Pad Thai? It's terrific!*
- 2 Create a conversation in which the man or the woman suggests and offers foods. The other makes excuses. Start like this:  
*A: Would you like some \_\_?*  
*B: Actually, \_\_.*
- 3 Choose a dish and create a conversation between someone from that country and a visitor. For example:  
*Have you ever tried \_\_?*



## NOW I CAN

- Talk about food passions.
- Make an excuse to decline food.
- Discuss lifestyle changes.
- Describe local dishes.

# UNIT 7

## About Personality

### COMMUNICATION GOALS

- 1 Get to know a new friend.
- 2 Cheer someone up.
- 3 Discuss personality and its origin.
- 4 Examine the impact of birth order.

### PREVIEW

## The Psychology of Color

According to research, colors have a powerful effect on us. Take the test and then see if your answers are confirmed by the research. You may be surprised! (Check your answers below.)

### Color test

- 1) What color is the most attention-getting?  
 black    yellow    red
- 2) What color is most likely to make people feel angry?  
 black    yellow    pink
- 3) What color is best for a hospital room?  
 pink    white    green
- 4) What color often makes people feel tired?  
 green    blue    pink
- 5) What is the least appealing color for food?  
 black    yellow    blue

**Answers**

1) Experts say red attracts the most attention. Using red for traffic lights and warning lights makes them more noticeable.

2) Studies have shown that being in a yellow room makes it more likely for adults to lose their tempers and for babies to cry.

3) Green is the easiest color on the eye, and it causes people to relax. Painting a hospital room green helps patients get the rest they need.

4) Research has shown that looking at pink can cause people to feel tired. Some sports teams have painted the dressing room of the opposing team pink to reduce the players' energy.

5) Researchers in marketing have found that using blue in processed foods is unappealing. They believe that this is because blue is rare in nature. Painting a restaurant red, on the other hand, increases the appetite. Many restaurants are painted red.

### Questionnaire

What are your color preferences?

Look at the colors below.



Which color do you find the most appealing?

Which color do you most associate with happiness?

Which color do you most associate with being sad?

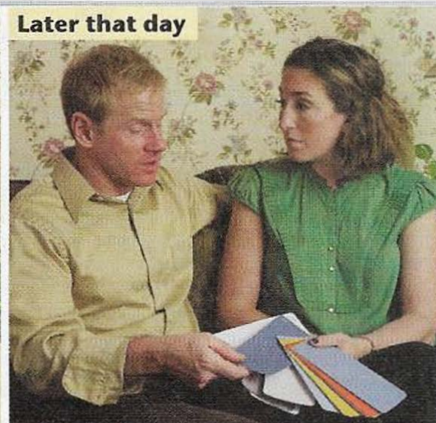
**A CLASS SURVEY** How many classmates answered the questions on the test correctly? Which color on the questionnaire was the most appealing to your classmates?

**B DISCUSSION** In your opinion, what makes people like some colors and dislike others?

“ I think people like colors that remind them of things they like. ”

“ I agree. I love blue. It reminds me of the sky. I love being outdoors. ”

▶ 4:02 PHOTO STORY Read and listen to a couple talking about what color to repaint their living room.



Later that day

**Chelsea:** You know what? I'm getting a little tired of looking at this wallpaper.  
**Chad:** Well, maybe it's time for a change. What would you think about getting the room painted? I never loved that wallpaper, anyway.  
**Chelsea:** Actually, I don't think either of us did. We only got it because we couldn't agree on a paint color.  
**Chad:** Oh, yeah. Now I remember. You wanted pink, and I said it was too feminine.

**Chelsea:** Actually, I never thought it was pink. To me it was a soft rose.  
**Chad:** Well, what would you say to a nice blue?  
**Chelsea:** Blue? Way too masculine.  
**Chad:** What?!  
**Chelsea:** I'm just pulling your leg, silly! Blue would be great.

**Chad:** This one's nice—very relaxing.  
**Chelsea:** True, but I'm not sure the furniture would go with it.  
**Chad:** Good point. I'd hate to have to get all new stuff . . . You know, maybe we're on the wrong track.  
**Chelsea:** What do you mean?  
**Chad:** All of a sudden, I'm thinking white. It's classic, and . . .  
**Chelsea:** And it goes with everything!

**D PARAPHRASE** Restate the expressions from the Photo Story in your own way.

- 1 "I'm just pulling your leg."
- 2 "I'm not sure the furniture would go with it."
- 3 "Good point."
- 4 "Maybe we're on the wrong track."

**E THINK AND EXPLAIN** All the statements are false. Explain how you know they are false.

- 1 Chelsea still likes the wallpaper.
- 2 Chelsea didn't want a rose-colored living room.
- 3 Chelsea truly thinks that blue is too masculine.
- 4 Chelsea thinks the blue Chad likes would go nicely with the furniture.
- 5 Chad would like to buy new furniture.
- 6 It's Chelsea's idea to paint the living room white.
- 7 They agree the furniture wouldn't go with white.

“ Chelsea says, 'I'm getting a little tired of looking at this wallpaper.' ”

**SPEAKING**

Choose colors for rooms. Use the Color Test for ideas. Compare charts and reasons with a partner.

Room	Color	Your reason
a bedroom for a married couple		
a bedroom for a teenaged girl		
a bedroom for a 10-year-old boy		
a kitchen		
a family living room		

## GRAMMAR Gerunds and infinitives

Gerunds and infinitives come from verb forms but function as nouns in a sentence, often as direct objects.

Gerund = an **-ing** form of a verb  
She enjoys **painting**.

Infinitive = **to** + a base form  
He wants **to paint** the kitchen yellow.

Use a gerund after the following verbs and expressions: avoid, discuss, dislike, don't mind, enjoy, feel like, practice, quit, suggest

Use an infinitive after the following verbs and expressions: agree, be sure, choose, decide, expect, hope, learn, need, plan, seem, want, wish, would like

Other verbs and expressions can be followed by either a gerund or an infinitive: begin, can't stand, continue, hate, like, love, prefer, start

Remember: There are two other **-ing** forms:

She is **painting**. (present participle)

The trip was **relaxing**. (participial adjective)

## GRAMMAR BOOSTER p. 136

- Gerunds and infinitives: usage within sentences

- A GRAMMAR PRACTICE Complete the suggestions for ways to make new friends, using the verbs plus gerund or infinitive direct objects.

## FIVE WAYS TO MAKE NEW FRIENDS

- Everyone ..... friends. We ..... these principles:
1. ....  
1 want / make ..... 2 suggest / follow  
3 decide / be ..... friendly to everyone you meet. Take advantage of every opportunity.
  2. Even if you ..... interest in at least one new person  
4 not feel like / socialize ..... 5 learn / show  
every day. .... every new acquaintance ..... a real friend, but if you  
6 not expect ..... 7 become  
..... new friends, this is a good way to start.  
8 would like / meet
  3. .... new acquaintances questions about themselves. People .....  
9 be sure / ask ..... 10 enjoy / talk  
about themselves.
  4. .... too much about yourself. .... people questions about their  
11 avoid / talk ..... 12 practice / ask  
interests and opinions before you ..... them about your own.  
13 begin / tell
  5. If you ..... later, ..... something that you both like. If your new friend  
14 decide / get together ..... 15 plan / do  
has different interests from yours, say you ..... something new.  
16 not mind / try

DIGITAL  
MORE  
EXERCISES

- B FIND THE GRAMMAR Underline all the gerunds and infinitives in the "Answers" section on page 74.

DIGITAL  
VIDEO  
COACH

### PRONUNCIATION Reduction of to in infinitives

▶ 4:03 Notice how an unstressed to reduces to /tə/ in natural speech. Read and listen. Then listen again and repeat.

- 1 I decided **to repaint** the bedroom a happier color.
- 2 We plan **to see** the World Cup Finals.
- 3 She doesn't like **to hear** people talking on cell phones.
- 4 I know you'd like **to choose** a more cheerful color.

## CONVERSATION MODEL

**A** ▶4:04 Read and listen to a conversation about likes and dislikes.

A: So tell me something about yourself.

B: What would you like to know?

A: Well, for example, what do you like doing in your free time?

B: Let's see. Most of all, I enjoy playing tennis. I think it's relaxing. What about you?

A: Well, I find tennis a little boring. But I do love going to the movies.

B: So do I. We should go to the movies together sometime, then.



**B** ▶4:05 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

### **NOW YOU CAN** Get to know a new friend

**A** **NOTE PADDING** List your likes and dislikes in gerund form.

Likes	Dislikes

**B** **CONVERSATION ACTIVATOR** With a partner, personalize the Conversation Model, using your likes and dislikes in gerund form from your notepad. Change the time or occasion.

A: So tell me something about yourself.

B: What would you like to know?

A: Well, for example, what do you like doing ..... ?

B: Let's see. Most of all, I enjoy ..... I think it's ..... What about you?

A: Well, .....

B: .....

#### Other times and occasions

- in your free time
- on weekends
- on vacations
- with your friends / family
- for lunch / dinner

#### **DON'T STOP!**

Ask about your partner's plans for this weekend or for a vacation. Use the following verbs and your own infinitives:

need                      want  
plan                        would like

For example:

"What do you **plan to do** this weekend?"

#### **RECYCLE THIS LANGUAGE.**

##### Positive adjectives

awesome  
fantastic  
wonderful  
great  
terrific  
relaxing  
interesting  
exciting  
thrilling  
fascinating

##### Negative adjectives

boring  
awful  
horrible  
terrible  
disgusting  
frightening  
scary  
silly  
weird

**C** **CHANGE PARTNERS** Talk about other likes and dislikes.





CONVERSATION MODEL

- A ▶ 4:06 Read and listen to someone trying to cheer a friend up.
- A: You look down. What's up?
- B: Oh, nothing serious. I'm just tired of the same old grind. But thanks for asking.
- A: I know what you mean. I'm tired of working, too. How about going to a movie? That always helps me.
- B: Great idea. Let's go this afternoon!
- B ▶ 4:07 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

▶ 4:08 More adjectives

- down
- sad
- unhappy
- upset
- depressed

Expressions followed by gerunds

Adjective + preposition	
angry about	afraid of
excited about	sick / tired of
depressed about	bored with
happy / sad about	crazy about

Verb + preposition	
complain about	apologize for
talk about	believe in
worry about	object to
think about	

With **How about** or **What about**  
 How about [going to a movie]?  
 What about [leaving work early]?

GRAMMAR Gerunds as objects of prepositions

A gerund can function as an object of a preposition.

	preposition	object
I'm afraid	of	flying.
She's bored	with	cooking.
She objects	to	discussing her feelings.

**Be careful!** Don't use an infinitive as the object of a preposition.  
 Don't say: Let's go to a movie instead of ~~to~~ watch TV.

GRAMMAR BOOSTER p. 136

- Negative gerunds

A GRAMMAR PRACTICE Complete the descriptions with prepositions and gerunds.

Ted



Ted is an extrovert. Like most extroverts, he's direct. And he's honest; he believes ..... the truth to everyone.

1 tell



At his job, he works with other people and he never complains ..... long hours. He works hard and doesn't worry ..... work on weekends or holidays.

2 work

3 have to



He has a few fears, though. Most of all, he's afraid .....

4 fly

**Nicole**



Ted's wife, Nicole, on the other hand, is an introvert. But she doesn't object ..... about herself from time to time.



Right now, she's bored ..... a student, and she's sick and tired ..... so many long reports and ..... exams every few weeks! She's angry ..... spend so much time in front of a computer.



However, unlike Ted, she's not at all afraid ..... ! She's excited ..... on vacation.

**PAIR WORK** Answer the questions about yourself, using gerunds. Then share the information with a partner.

Right now, what are you .....	
happy about?	
excited about?	
bored with?	
sick and tired of?	

☺☺ Right now, I'm happy about getting engaged! ☺☺

**NOW YOU CAN** Cheer someone up

**A NOTEPADDING** Make a list of things that you are tired of. Write them as gerunds.

What are you tired of?  
*studying so hard*



**B CONVERSATION ACTIVATOR** With a partner, role-play cheering someone up. Use your notepad for ideas. Then change roles.

- A: You look ..... What's up?
- B: Oh, nothing serious. I'm just tired of ..... But thanks for asking.
- A: I know what you mean. ....
- B: .....

**DON'T STOP!**  
 Make more suggestions, using gerunds and infinitives.

**C CHANGE PARTNERS** Cheer your new partner up.

**RECYCLE THIS LANGUAGE.**

Be sure [to get enough sleep].  
 You should think about [quitting your job].  
 What about [going out for a nice dinner]?  
 How about [getting a massage]?  
 If you [avoid drinking a lot of coffee],  
 you [will sleep better].  
 That always helps me.  
 That's a good idea.  
 Don't expect [to feel better right away].

## BEFORE YOU READ

**EXPLORE YOUR IDEAS** In what way does a parent's behavior affect a child's development?

**READING** ▶ 4:09

## Personality: from Nature or Nurture?

**What is personality?** Many people define personality as a person's usual manner or style of behavior. These patterns of behavior tend to be predictable throughout a person's lifetime. Some people are introverts; others are extroverts. Some people have easygoing personalities: they are usually cheerful and calm and able to cope with life's difficulties without much trouble. Their emotions are usually under control: they don't get extremely angry about little things. Others, at the other end of the personality spectrum, are more emotional, experiencing higher highs and lower lows. Most people's personalities, however, don't fall at the extreme ends but rather fall somewhere in between.

### Where do we get our personality?

For hundreds of years, psychologists and ordinary people have never stopped debating this fascinating question. Some people think personality develops as a result of the

environment—the combination of influences that we learn from, such as our families, our culture, our friends, and our education. The people who believe this theory believe that all babies are born without a personality and that it's the environment that determines, or forms, each child's personality. This school of thought is called the “nurture school.”

At the other end of the continuum we find people who believe that personality is determined by “nature,” or the characteristics we receive, or “inherit,” from our parents biologically, through their genes. These people believe that our personality is not determined by the environment, but rather by genetics, and that each baby is born with a personality.

### The “nature-nurture controversy”

The nature-nurture controversy is very old. Experimental psychologists



have tried to discover which of these two factors, genetics or the environment, is more important in forming our personality. However, it's very difficult, if not impossible, to conduct research on real people with real lives. There's just no way to put people in a laboratory and watch them develop. For this reason, there's no scientific way to settle the nature-nurture controversy. Recently, however, most researchers have come to believe that both the environment AND the genes—nurture and nature—work together and are both important.

Even though the experts have largely discarded the idea that personality development is so black and white, the nature-nurture controversy remains a popular discussion among friends. It seems that everyone has an opinion.

**A UNDERSTAND VOCABULARY FROM CONTEXT** Match the words and phrases in the two columns.

- |   |  |
|---|--|
| ..... 1 genes                             | a a person's usual pattern of behavior             |
| ..... 2 environment                       | b what we feel, such as anger, love, and happiness |
| ..... 3 emotions                          | c the source of traits we inherit from our parents |
| ..... 4 the “nature school” (of thought)  | d the world around us                              |
| ..... 5 the “nurture school” (of thought) | e the belief that learning determines personality  |
| ..... 6 personality                       | f the belief that genetics determines personality  |

**DIGITAL  
MORE  
EXERCISES**

**B MAKE PERSONAL COMPARISONS** How is your personality similar to or different from those of your parents? If you have children, how are your children similar to or different from you? Use language from the Reading.

**NOW YOU CAN**

**Discuss personality and its origin**

**A FRAME YOUR IDEAS** Complete the survey to find out if you are an introvert or an extrovert.

**ARE YOU AN EXTROVERT OR AN INTROVERT?**

**Instructions:** From each pair of personality traits, check one that sounds like your personality. At the end, add up your selections for each column. Then decide for yourself: Are you an introvert or an extrovert?

**Extroverts tend to:**

1.  enjoy being in a group.
2.  need to interact with others.
3.  be active.
4.  be interested in events.
5.  talk without thinking.
6.  be easy to understand.
7.  know many people a little.
8.  talk.
9.  seek excitement.
10.  express their opinions openly.

**Introverts tend to:**

1.  enjoy being alone.
2.  avoid interacting unnecessarily.
3.  be quiet.
4.  be interested in feelings.
5.  think without talking.
6.  be hard to understand.
7.  know few people, but well.
8.  listen.
9.  seek peace.
10.  keep their ideas to themselves.

Total extrovert selections

Total introvert selections

I'm an extrovert.  I'm an introvert.  I'm a mixture of both!



**B PAIR WORK** Discuss the personality traits you checked. For each, provide a real example from your life to explain your choices.

I'm pretty active. I like to go out almost every night, to the movies or to play sports.

I tend to stay home most nights. It gives me time to think.

**C DISCUSSION** Where do you think your personality came from, nurture or nature? Did your personality traits come from your parents' genes, or did you learn to be the way you are? Explain with examples using gerunds and infinitives.

**RECYCLE THIS LANGUAGE.**

[never] complain about __.	be crazy about __.
[sometimes] worry about __.	object to __.
[usually] apologize for __.	believe in __.
get [angry / excited / happy / sad] about __.	not care for __.
be sick and tired of __.	prefer __.
be bored with __.	avoid __.
be afraid of __.	not mind __.
	tend to __.

**Text-mining (optional)**  
Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion.  
For example: "easygoing."

## BEFORE YOU LISTEN

**EXPLORE YOUR IDEAS** Do you think the first child in a family has different personality traits from those of siblings who are born later? Explain your answer.

## LISTENING COMPREHENSION

**A** ▶ 4:10 **LISTEN FOR MAIN IDEAS** Read the statements. Then listen to all three parts of the discussion. Choose the statement that best expresses the main idea of the discussion.

- First-born children are often too critical of themselves.
- Children in the same family usually have personalities that are determined by order of birth.
- Children usually have personalities that are determined by genes.

**B** ▶ 4:11 **LISTEN FOR SPECIFIC INFORMATION** Read the exercise. Then listen to each part of the discussion again separately. Complete the exercise as you listen.

**Part 1:** Check True or False for each statement.

- 1 Brian is usually dissatisfied with himself.
- 2 Brian obeys rules.
- 3 Brian does most things well.
- 4 Brian's mother thinks her husband pushed Brian to be successful.
- 5 Brian never liked being with adults when he was growing up.

**True**      **False**

- |                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

**Part 2:** Complete each statement by circling the correct information.

- 1 Annie is (the middle child / the "baby").
- 2 Annie had (a lot of / only a little) time with her parents before her younger sister was born.
- 3 Annie is jealous of (Brian / Brian and Lucy).
- 4 Annie (breaks / obeys) rules.
- 5 Annie is (rebellious and / rebelliousbut not) popular.

**Part 3:** Circle the answer to each question.

- 1 How old was Annie when Lucy was born?
  - a 13 years
  - b 13 months
- 2 What does Lucy like most?
  - a making other people laugh
  - b laughing at other people

- 3 What did Lucy do to the dining room wall?
  - a She painted it.
  - b She washed it.
- 4 Why does Lucy drive her older siblings crazy?
  - a She pays too much attention to them.
  - b Others pay too much attention to her.



**CLASSIFY INFORMATION** Check the most common birth position for each personality, according to the discussion. Listen again if necessary.

Personality traits	First child	Middle child	Youngest child
Breaks rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feels less important than siblings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grows up fast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grows up slowly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a lot of friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is rebellious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is self-critical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plays by the rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows off	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**NOW YOU CAN** Examine the impact of birth order

**FRAME YOUR IDEAS** Complete the checklist for yourself.

**1 What's your birth position in your family?**

- I'm the first child or the only child in the family.
- I'm a middle child—neither the first nor the last.
- I'm the "baby"—the youngest child in the family.

**2 What are your personality traits? (Check all that are true.)**

- I'm self-critical. I always feel I should do better.
- I'm a rebel.
- I'm popular. I have a lot of friends.
- I feel less important than my older or younger siblings.
- I love to clown around and make people laugh.
- I can be lovable one minute and a rebel the next.
- I'm creative.
- I often feel jealous of my siblings.



**GROUP WORK** Form three groups of students, according to your birth positions. Compare your checklists with other members of your group. Do you share the same personality traits? Report your findings to the class.

**Group 1:** first or only children

**Group 2:** middle children

**Group 3:** youngest children

**DISCUSSION** Talk about how birth order can affect the development of a person's personality.

“ Almost everyone in our group checked 'I'm self-critical!' ”

**Ideas**

- genetics / nature
- the environment / nurture
- introverts and extroverts
- parents' behavior

# REVIEW

**A** ▶ 4:12 Listen to the conversations. Then circle a word or phrase to complete each statement.

- 1 Andy is feeling (down / happy).
- 2 Mollie is (an extrovert / an introvert).
- 3 Greg is (an extrovert / an introvert).
- 4 Millie thinks (genetics / the environment) is the most important factor in personality development.
- 5 Vera thinks (genetics / the environment) is the most important factor in personality development.

**B** Complete the paragraph with the correct prepositions.

Extroverts don't worry .....<sup>1</sup> talking in public. They believe .....<sup>2</sup> being honest, and they get bored .....<sup>3</sup> being alone. They may talk .....<sup>4</sup> staying home and reading a book, but when they do, they complain .....<sup>5</sup> having no one to talk to. They object .....<sup>6</sup> being by themselves.

**C** Complete each personal statement with a gerund or infinitive phrase.

- 1 When I want to stay healthy, I avoid .....
- 2 I really enjoy ..... on Saturdays and Sundays.
- 3 I wish other people would quit ..... in the movies.
- 4 Two things I can't stand are ..... and .....
- 5 On weekends, I dislike .....
- 6 If the weather is bad, I don't mind .....
- 7 Tomorrow I would really like .....
- 8 If I want to do well in this class, I need .....
- 9 Tomorrow I plan .....
- 10 I think most people are afraid of .....
- 11 I think people are usually excited about .....
- 12 Too many people complain about .....
- 13 My family worries most about .....

**D** Complete each statement. Circle the best answer.

- 1 John is such (an extrovert / an introvert). He doesn't like to talk about himself a lot.
- 2 Our usual pattern of behavior is our (personality / environment).
- 3 Another word for characteristics is (nurture / traits).
- 4 Many people believe that (self-criticism / birth order) affects personality development.
- 5 The nature-nurture controversy is an argument about the origin of the (environment / personality).

## WRITING

Write at least two paragraphs about the personality of someone you know well. Use vocabulary and ideas from Lessons 3 and 4.

### WRITING BOOSTER p. 149

- Parallel structure
- Guidance for this writing exercise

For additional language practice ...

🎵 **TOP NOTCH POP** • Lyrics p. 154  
"The Colors of Love"

DIGITAL  
SONG

DIGITAL  
KARAOKE

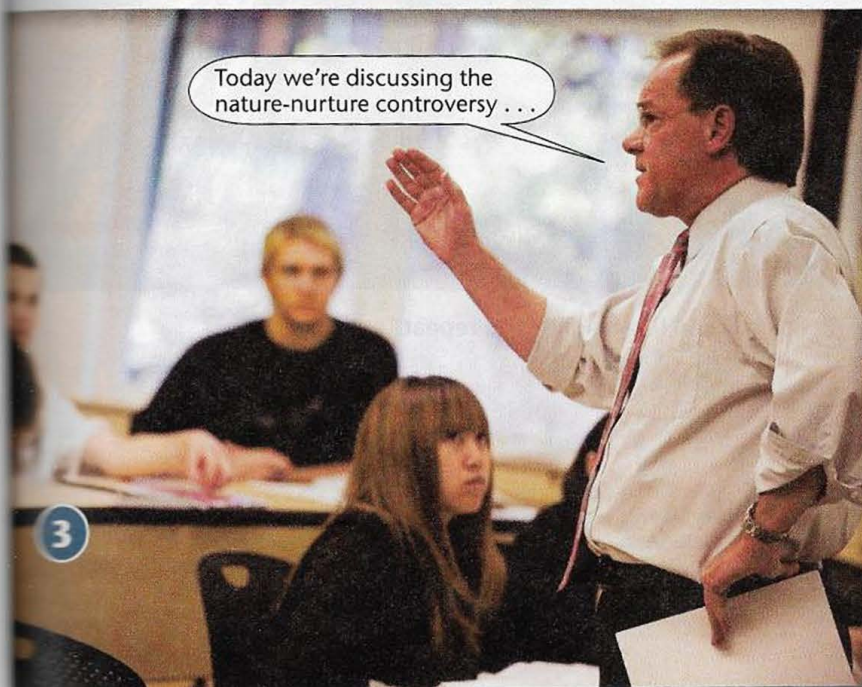
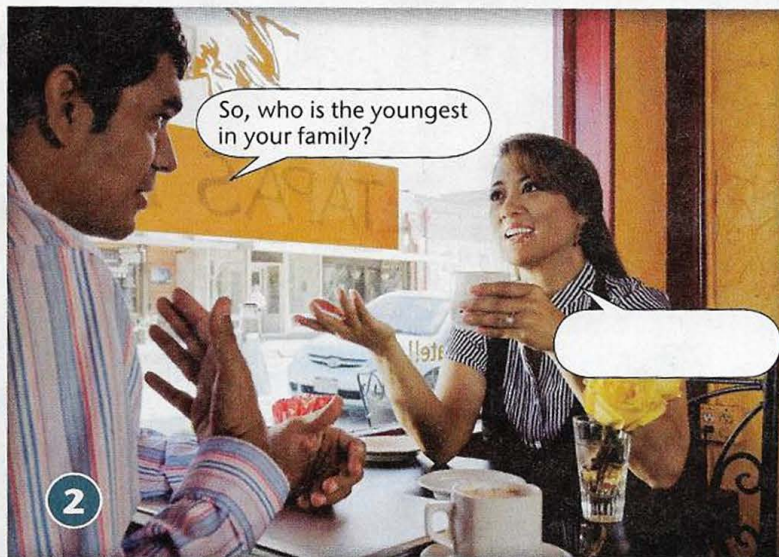
## ORAL REVIEW

### PAIR WORK

1 Create a conversation for photo 1 in which the girl on the left cheers up her friend. Use gerunds and infinities.

2 Role-play a discussion between the two people in photo 2. They discuss the birth order of their siblings and their personalities.

**GROUP WORK** Choose one person to be the professor in photo 3. Help that person create a lecture about personality development. Then the other classmates listen to the lecture and ask questions.



### NOW I CAN

- Get to know a new friend.
- Cheer someone up.
- Discuss personality and its origin.
- Examine the impact of birth order.



UNIT **8**

The Arts

**COMMUNICATION GOALS**

- 1 Recommend a museum.
- 2 Ask about and describe objects.
- 3 Talk about artistic talent.
- 4 Discuss your favorite artists.

**PREVIEW**

**ART Exhibit**



Drawing



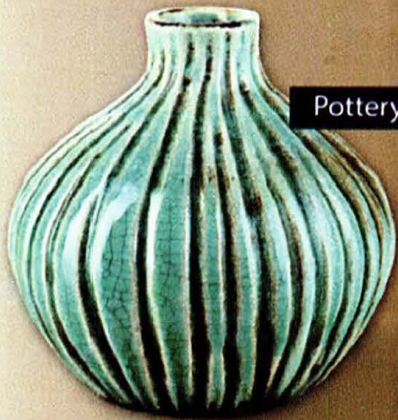
Jewelry



Fashion



Sculpture



Pottery



Painting



Photography

**ARKER STREET GALLERY**  
OCT. 12—NOV. 24

DIGITAL FLASH CARDS

**A** ▶ 4:15 **VOCABULARY** • *Kinds of art* Read and listen. Then listen again and repeat.

**B** **DISCUSSION** What kinds of art do you like? Which pieces of art in the Preview do you like? Why? Use some of the adjectives.

“ I’m not really into paintings, but I think this one’s beautiful. ”

“ I like jewelry, but I don’t think the necklace is very interesting. ”

**Adjectives to describe art**

beautiful	awful	feminine
exciting	boring	masculine
fascinating	weird	unusual
relaxing	silly	practical
thought-provoking	depressing	interesting

**ENGLISH FOR TODAY'S WORLD**

Understand English speakers from different language backgrounds.

Teo = Spanish speaker

**C** ▶ 4:16 **PHOTO STORY** Read and listen to a conversation at an art show.



**Lynn:** Teo, this is just great. I had no idea you had so much talent!

**Teo:** Thank you!

**Lynn:** I mean it. Your work is very impressive.

**Teo:** It's so nice of you to say that. I don't think I'm particularly talented. I just love to paint.

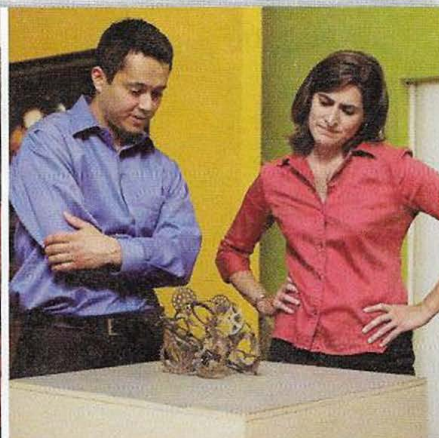


**Teo:** Believe it or not, these were taken by Paul Johns.

**Lynn:** Your boss? How do you like that! They're really quite good.

**Teo:** I know. He doesn't look like the artistic type, does he?

**Lynn:** No. I had no idea he took photos. I guess you can't always judge a book by its cover.



**Teo:** Hey, this is an interesting piece. I kind of like it.

**Lynn:** You do? I find it a little weird, actually.

**Teo:** But that's what makes it so fascinating.

**Lynn:** Well, to each his own. I guess I'm just not really into abstract art.

**D** **ACTIVATE VOCABULARY** Circle the three kinds of art Lynn and Teo discuss:

painting    fashion    sculpture    photography    drawing    jewelry

**E** **FOCUS ON LANGUAGE** With a partner, discuss and find an underlined expression in the Photo Story to match each of the phrases.

1 I didn't know . . .

2 I don't really like . . .

3 Everyone has a different opinion.

4 I have some information that may surprise you.

5 I'm really surprised!

6 You can't really know someone just by looking at him or her.

7 In my opinion, it's . . .

**SPEAKING**

What kinds of art do you prefer? Explain why.

“ I prefer more realistic art. I'm just not into abstract paintings. ”

“ I'm into fashion. I like clothes that are really modern. ”



Art can be realistic . . .



or abstract.



It can be traditional . . .



or modern.

GRAMMAR *The passive voice*

Most sentences are in the active voice: the subject of a sentence performs the action of the verb. In the passive voice, the receiver of the action is the subject of the sentence.

Active voice: Architect Frank Gehry designed the Guggenheim Museum in Bilbao, Spain.

Passive voice: The Guggenheim Museum in Bilbao, Spain, was designed by architect Frank Gehry.

Form the passive voice with a form of **be** and the past participle of a verb.

These vases **are made** in Korea.

The museum **was built** in the 1990's.

The *Mona Lisa* **has been shown** at the Louvre Museum since 1797.

It is common to use the passive voice when the performer of the action is not known or not important.

Use a **by** phrase in a passive voice sentence when it is important to identify the performer of an action.

Pottery is made **by people** in many parts of the world. (not important)

This bowl was found **by someone** in Costa Rica. (not important)

This dress was designed **by Donatella Versace**. (important)

GRAMMAR BOOSTER p. 137

- Transitive and intransitive verbs
- The passive voice: other tenses

**A UNDERSTAND THE GRAMMAR** Read each passive voice sentence and decide if the **by** phrase is necessary. If it isn't necessary, cross it out.

- 1 The glass pyramids were added to the Louvre Museum in Paris by workers in 1989.
- 2 The sculpture *The Thinker* was created by French artist Auguste Rodin.
- 3 Antoni Gaudí designed and built some of the most famous buildings in Spain. His plans for the Casa Milà in Barcelona were completed by him in 1912.
- 4 The melody of "Ode to Joy" is known by people all over the world. It was written by German composer Ludwig van Beethoven.
- 5 China's famous Terracotta Army figures in Xi'an were discovered by farmers in 1974.

**B GRAMMAR PRACTICE** Change each sentence from the active to the passive voice. Use a **by** phrase.

- 1 Leonardo da Vinci painted the *Mona Lisa* in the sixteenth century.  
.....
- 2 Brazilian photographer Sebastião Salgado took that photograph in 2007.  
.....
- 3 Mexican filmmaker Alfonso Cuarón directed the 2013 3D film *Gravity*.  
.....
- 4 Japanese master printmaker Katsushika Hokusai made that print over a century ago.  
.....
- 5 Korean fashion designer Sang A Im-Propp created these beautiful handbags.  
.....
- 6 Weavers have produced beautiful Persian rugs for several thousand years.  
.....

## CONVERSATION MODEL

A ▶ 4:17 Read and listen to someone recommend a museum.

A: Be sure not to miss the Louvre while you're in Paris.

B: Really? Why's that?

A: Well, for one thing, that famous painting, the *Mona Lisa*, is kept there.

B: No kidding! I've always wanted to see the *Mona Lisa*!

A: Well, they have a great collection of paintings. You'll love it.

B: Thanks for the suggestion!



The *Mona Lisa* by Leonardo Da Vinci



B ▶ 4:18 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

## PRONUNCIATION *Emphatic stress*

A ▶ 4:19 Notice how stress is emphasized to show enthusiasm. Read and listen. Then listen again and repeat.

- 1 No **KIDDING**!      2 That's **fanTASTIC**!      3 That's **PERfect**!      4 How **INTEResting**!

B Now practice saying the following statements with emphatic stress.

- 1 That's **terRific**!      2 That's **WONderful**!      3 How **exCiting**!      4 How **NICE**!

## HOW YOU CAN Recommend a museum

**CONVERSATION ACTIVATOR** With a partner, change the Conversation Model to recommend a museum. Use the information in the pictures or museums you know. Use the passive voice and emphatic stress. Then change roles.

A: Be sure not to miss ..... while you're in .....

B: Really? Why's that?

A: Well, for one thing, ..... is kept there.

B: ..... ! I've always wanted to see .....

A: Well, they have a ..... collection of ..... You'll love it.

B: Thanks for the suggestion!

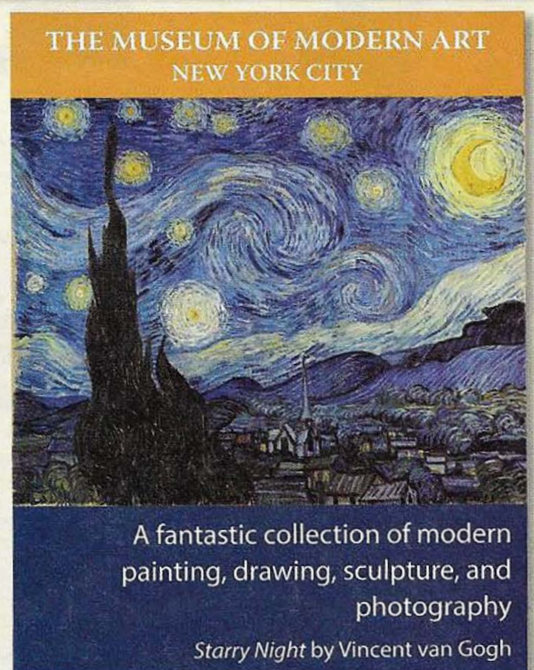
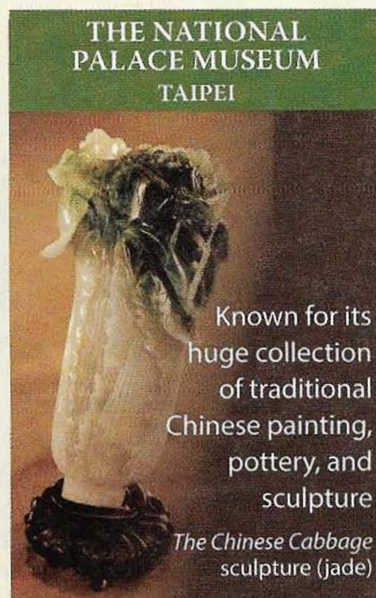
### DON'T STOP!

- Recommend other things to see or do.

## RECYCLE THIS LANGUAGE.

Have you ever ...

- tried \_\_\_?
- climbed \_\_\_?
- gone to the top of \_\_\_?
- gone sightseeing in \_\_\_?
- taken a tour of \_\_\_?



## CONVERSATION MODEL

A ▶4:20 Read and listen to someone asking about an object.

A: Excuse me. What's this figure made of?

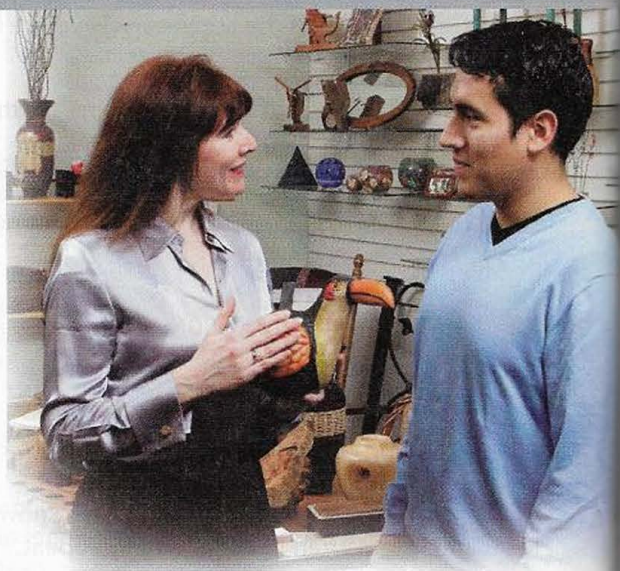
B: Wood. It's handmade.

A: Really? Where was it made?

B: Mexico. What do you think of it?

A: It's fantastic!

B ▶4:21 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



DIGITAL FLASH CARDS

## VOCABULARY Objects, handicrafts, and materials

A ▶4:22 Read and listen. Then listen again and repeat.



wood  
(a wood figure)



glass  
(a glass pitcher)



silver  
(a silver necklace)



gold  
(a gold bracelet)



cloth  
(a cloth bag)



ceramic  
(a ceramic plate)



stone  
(a stone bowl)

B PAIR WORK Tell your partner about some of your favorite objects in your home.

“ On my vacation last year, I bought a large stone bowl. It's in my kitchen, and I use it for serving. ”

## GRAMMAR The passive voice: questions

Was this stone figure **carved** by hand?  
Were these wood bracelets **made** in Thailand?  
What **is** this **made** of?  
What **is** this ceramic bowl **used** for?  
When **was** this picture **painted**?  
Where **were** these cloth figures **made**?  
How **were** those handbags **manufactured**?

Yes, it was. / No, it wasn't.  
Yes, they were. / No, they weren't.  
It's made of wood.  
It's used for preparing food.  
It was painted in the 1980s.  
In Brazil.  
By machine.

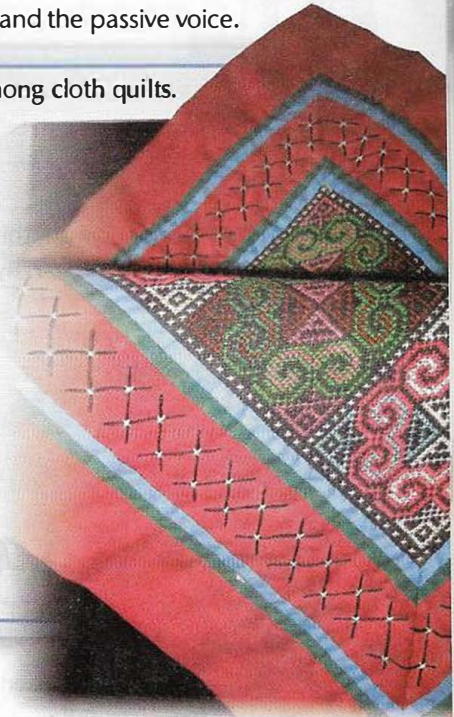
GRAMMAR BOOSTER p. 138

• Yes / no questions in the passive voice: other tenses

**A GRAMMAR PRACTICE** Complete the questions in the interview. Use a question word and the passive voice.

We interviewed Brian Tardiff at the Sanford Gallery about the exhibit of modern Hmong cloth quilts.

- Q *Where are* these quilts *made* ?  
1 make
- A These beautiful quilts are made in Vietnam by women from the Hmong tribe.
- Q ..... they ..... of?  
2 make
- A They're made of cloth. The pieces of cloth are cut by hand and sewn together.
- Q ..... the cloth ..... ?  
3 dye
- A It's dyed in different colors, using plants and beeswax. It takes a lot of time.
- Q ..... they ..... ?  
4 sew
- A They are sewn by hand. Each is unique.
- Q ..... they ..... for?  
5 use
- A Many people just use them for decoration. However, Hmong culture doesn't have a written tradition, so some are used to tell stories about the women's lives.



**B** Complete the conversations. Write information questions, using the passive voice.

- 1 A: ..... ? 4 A: ..... ?  
 B: The glass cups? They were made by hand. B: These wood chairs? They were made in Venezuela.
- 2 A: ..... ? 5 A: ..... ?  
 B: That silver bowl? It's used for serving sugar. B: That Chinese bag? It was made by machine.
- 3 A: ..... ? 6 A: ..... ?  
 B: This beautiful figure? It's made of gold. B: This cup? It's made of ceramic.

**NOW YOU CAN** Ask about and describe objects

**A CONVERSATION ACTIVATOR** With a partner, change the Conversation Model to ask about and describe one of the objects. Use the Vocabulary. Then change roles.

- A: Excuse me. What ..... made of?  
 B: .....  
 A: ..... Where ..... made?  
 B: ..... What do you think of ..... ?  
 A: .....

**DON'T STOP!**

- Ask about other objects.
- Ask other passive voice questions.



a vase / China



a plate / Italy



dolls / Russia



cups / Thailand



a figure / Greece

**B CHANGE PARTNERS** Practice the conversation again about other objects.

**C DISCUSSION** Describe an object in your own home. Ask your classmates questions about the objects they describe.

“ In my living room, I have a small figure. It's made of wood. It's a piece of traditional art. I bought it on my vacation last year. ”

**RECYCLE THIS LANGUAGE.**

- |           |             |
|-----------|-------------|
| fantastic | cool        |
| awesome   | interesting |
| terrific  | beautiful   |

## BEFORE YOU READ

**WARM-UP** Do you do anything artistic? Do you paint, draw, or do handicrafts? Why or why not?

## READING ▶ 4:23



## Is it talent or hard work?

When children are asked to draw or paint a picture, they are happy to oblige. And they are willing to talk about and show their creation to anyone they meet. But when adults are asked to do the same thing, they typically get nervous and refuse to even try, claiming that they have no talent.

Most adults see themselves as lacking the “artistic gene.” However, when you look at drawings made by artists when they were children, their work doesn’t differ much from the scribbles and stick figures all children draw when they are young. When Don Lipski, who makes a successful living as a professional artist, looks back at drawings that he made as a child, he doesn’t find any early evidence of his own artistic talent. “I was always making things . . . doodling and putting things together. I didn’t think of myself as a creative person. I was just doing what all kids do.”

The general belief is that artistic talent is something one is born with: a person either has talent or does not. Clearly, great artists like Michelangelo or Picasso had natural talent and possessed more artistic ability than the average person. However, one factor that isn’t often considered is the role that years of training, practice, and

“ I paint sometimes.  
I find it relaxing. ”

“ Actually, I’m not interested in art.  
I don’t really think I have any ability. ”



All young children scribble, doodle, and draw stick figures.

hard work have played in the creation of great pieces of art. In addition, most artists are successful because they are passionate about their art—they love what they do. Their passion motivates them to continue to create—and improve their ability—day after day. While natural talent may be an advantage, hard work appears to be a necessary part of the creative process.

In *Drawing on the Right Side of the Brain*, author Betty Edwards argues that while few people are born with natural artistic talent, all of us have the potential to improve our artistic ability. We just have to be willing to keep working at it. She claims that anyone can learn to use the right side of the brain, the side that governs visual skills like drawing and painting. In other words, artistic ability can be learned.

**A RECOGNIZE THE MAIN IDEA** Choose the main idea of the article.

- a Artistic skill can be taught.
- b Children are better artists than adults.
- c To draw well, you have to be born with artistic talent.
- d Few people are born with artistic talent.

**IDENTIFY SUPPORTING DETAILS** Read each statement. Check **True** or **False**, according to the article. Support your choice with details from the article.

		True	False
1	Young children generally don't worry if they are talented or not.	<input type="checkbox"/>	<input type="checkbox"/>
2	Most adults think they are not talented.	<input type="checkbox"/>	<input type="checkbox"/>
3	It's easy to see which children are going to be artists when you look at their drawings.	<input type="checkbox"/>	<input type="checkbox"/>
4	There isn't much difference between famous artists and other people.	<input type="checkbox"/>	<input type="checkbox"/>
5	Talent is all one needs to create great artistic work.	<input type="checkbox"/>	<input type="checkbox"/>
6	People who don't have natural talent can improve their artistic skill.	<input type="checkbox"/>	<input type="checkbox"/>

**PARAPHRASE** Read the paragraph in the article about *Drawing on the Right Side of the Brain* again. In your own words, restate Betty Edwards's theory about artistic ability.

According to Betty Edwards, ...

## NOW YOU CAN Talk about artistic talent

**FRAME YOUR IDEAS** Complete the survey. Then compare responses with a partner.

### Who's Got Talent?

1. Do any of your family members or friends have artistic talent?  yes  no

Relationship to you: \_\_\_\_\_

In which of the arts? \_\_\_\_\_

Where do you think this talent comes from?  
\_\_\_\_\_

2. Do you think you have natural artistic talent?  
 yes  no  not sure

3. Do other people think you're talented?  
 yes  no  not sure

4. How would you rate your own artistic talent on a scale of 1 to 5?

1      2      3      4      5  
POOR      AVERAGE      EXCELLENT

5. In which of the arts do you think you may have talent? Explain.

example  
 music I sing and play several musical instruments.

music \_\_\_\_\_

drawing / painting \_\_\_\_\_

handicrafts \_\_\_\_\_

acting \_\_\_\_\_

dancing \_\_\_\_\_

photography \_\_\_\_\_

other \_\_\_\_\_



**DISCUSSION** Do you think people are born with artistic talent? Or is it developed through years of training, practice, and hard work?

**Text-mining (optional)**

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion. For example: "have talent."



BEFORE YOU LISTEN

DIGITAL FLASH CARDS

A 4:24 VOCABULARY • *Passive participial phrases* Read and listen. Then listen again and repeat.

**be inspired by** He is inspired by nature. He tries to capture nature's beauty in his photographs.

**be influenced by** She was influenced by Stella McCartney's work. You can see similarities between McCartney's fashion designs and her own.

**be fascinated by** He has always been fascinated by the life of Vincent van Gogh. He thinks the artist was extremely fascinating.

**be moved by** You will be moved by Charlie Chaplin's films. Even though they are funny, their themes of life and love really touch your heart.

B PAIR WORK Tell your partner what inspires, influences, interests, fascinates, and moves you. Use passive participial phrases.

“ I'm inspired by my parents. They work really hard. ”



Stella McCartney  
fashion designer



Vincent van Gogh  
painter

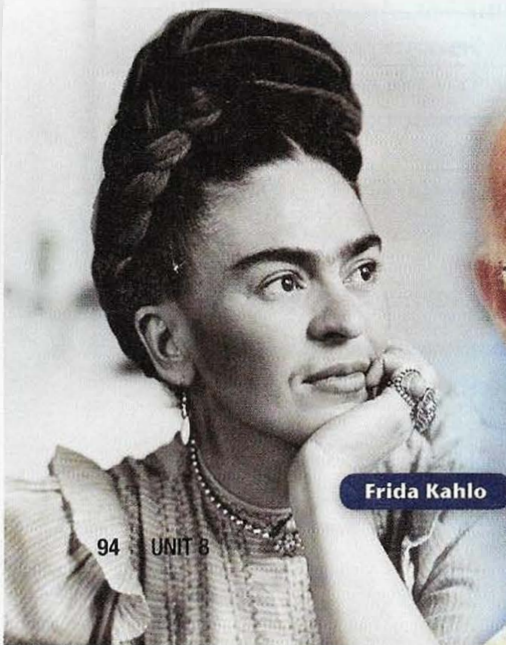


Charles Chaplin  
actor, filmmaker

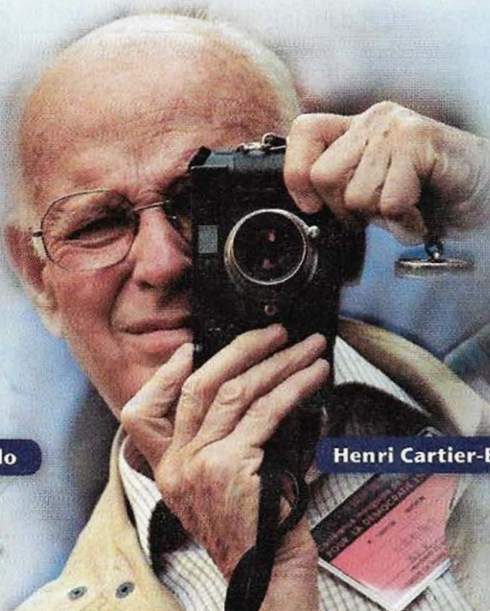
LISTENING COMPREHENSION

A 4:25 UNDERSTAND FROM CONTEXT Listen to the interviews. Complete each statement with the name of the artist.

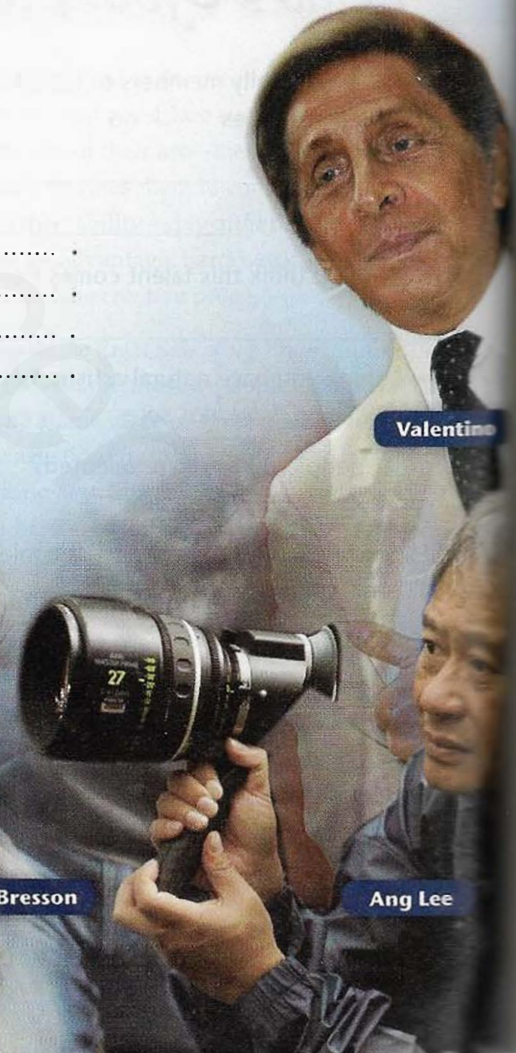
- 1 Burt Hildegard is fascinated by the work of .....
- 2 Susan Wallach is influenced by the work of .....
- 3 Katherine Wolf is inspired by the work of .....
- 4 Nick Jenkins is moved by the work of .....



Frida Kahlo



Henri Cartier-Bresson



Ang Lee

Valentino

- 3 ▶ 4:26 **LISTEN TO TAKE NOTES** Listen again to each interview and write some of the details you hear about each artist. Compare notes with a partner.

1 Ang Lee	2 Henri Cartier-Bresson	3 Valentino	4 Frida Kahlo
explores culture	took black-and-white photos	is Italian	was sick as a child

- C **DISCUSSION** Which of the artists described in the Listening do you find the most fascinating? Use your notes to explain why.

## NOW YOU CAN Discuss your favorite artists

- A **FRAME YOUR IDEAS** Complete the questionnaire. Then compare answers with a partner.

### WHICH QUALITIES ATTRACT YOU TO AN ARTIST?

Check all that apply.

HIS OR HER WORK...

- is realistic / traditional.
- is abstract / modern.
- is easy to understand.
- makes you think.
- touches your heart.
- makes you laugh.
- other: \_\_\_\_\_

HE OR SHE...

- is a rebel.
- is creative.
- tries new things.
- has his or her own style.
- inspires people.
- other: \_\_\_\_\_

#### Types of artists

a painter  
a writer  
a sculptor  
a filmmaker / director  
a fashion designer  
an architect  
a photographer  
an actor  
a singer  
a dancer

#### Types of art

drawing  
painting  
sculpture  
photography  
jewelry  
pottery  
fashion  
handicrafts

- B **NOTEPADDING** On your notepad, write about some of your favorite artists.

	Artist's name	Type of artist	Why I like this artist
1			
2			
3			

- C **GROUP WORK** Discuss your favorite artists. Tell your class why you like them. Ask your classmates questions about the artists they describe.

I'm a real fan of the Mexican painters Frida Kahlo and Diego Rivera. I'm fascinated by their lives.



Donatella Versace is my favorite designer. Her fashions are so creative!



One of my favorite Japanese artists is Naoki Urasawa. His drawings in the comic book *Yawara!* are really exciting.



# REVIEW

**A** ▶ 4:27 Listen and write the letter of the piece of art each person is talking about. Then listen again and circle the best way to complete each statement.



- ..... 1 She thinks it's (beautiful / ugly / abstract).  
 ..... 2 He thinks it's (traditional / ugly / fascinating). She thinks it's (fantastic / OK / abstract).  
 ..... 3 She thinks it's (OK / awful / great). He thinks it's too (abstract / dark / traditional).

**B** On a separate sheet of paper, change each sentence from active to passive voice.

- César Pelli designed the Petronas Twin Towers in Kuala Lumpur.
- The great Iranian filmmaker Majid Majidi directed *Children of Heaven* in 1998.
- Henri Matisse made the print *Icarus* in 1947.
- Annie Leibovitz took that photograph of John Lennon in 1980.
- The Japanese artist Hokusai produced *The Great Wave of Kanagawa* in the early 1830s.

**C** List materials under each category. Answers may vary.

Materials that are expensive	Materials that weigh a lot	Materials that break easily
gold		

**D** Complete the statements.

- The art of designing clothes is called .....
- One type of ..... is a figure carved from wood or stone.
- Two types of metal often used to make jewelry are ..... and .....
- Art in a conservative style from the past is called ..... art.
- A piece of art made with a pen or pencil is called a .....

For additional language practice...

TOP NOTCH POP • Lyrics p. 154  
 "To Each His Own"

DIGITAL SONG      DIGITAL KARAOKE

## WRITING

Choose a favorite object that decorates your home. Describe it in a paragraph.

### WRITING BOOSTER p. 150

- Providing supporting details
- Guidance for this writing exercise

### Ideas

- a painting or drawing
- a photo or poster
- a piece of furniture
- a figure or sculpture
- a plate, bowl, or vase
- (your own idea) \_\_\_\_

## ORAL REVIEW

**CONTEST** Look at the page for one minute and close your books. Using the passive voice, who can describe the most objects and art?

*The horse figure is made of \_\_. The statue of David is kept in the \_\_.*

### PAIR WORK

**1** Create a conversation for the man and woman. Recommend a museum. Start like this:

*Be sure not to miss the \_\_ while you're in \_\_.*

**2** Create a conversation for the customer and the store clerk. Ask about the objects. Start like this:

*Excuse me. What's this \_\_ made of?*

**DISCUSSION** Talk about the pieces of art in the photos. Say what you like or don't like about each one.

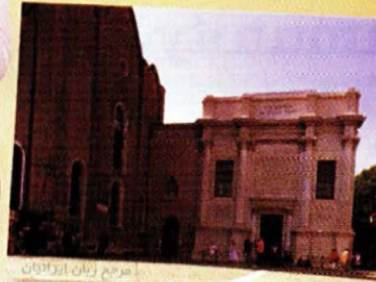


1



# THE GREAT MUSEUMS OF EUROPE

## The Accademia Gallery FLORENCE, ITALY



The world's largest collection of statues by Michelangelo!

David by Michelangelo



## Musée d'Orsay PARIS, FRANCE



Home of the best collection of 19th-century French art, including famous painters such as Mone Degas, and Renoir

Apples and Oranges by Paul Cézanne



2



Peru



India



China



Sweden

### NOW I CAN

- Recommend a museum.
- Ask about and describe objects.
- Talk about artistic talent.
- Discuss my favorite artists.