

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.

UNIT

7

About Personality

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

☐ other

2) What color is most likely to make people feel angry?

☒ black

☐ yellow

☒ pink

☐ other

3) What color is best for a hospital room?

☒ pink

☐ white

☒ green

☐ other

4) What color often makes people feel tired?

☒ green

☐ blue

☒ pink

☐ other

5) What is the least appealing color for food?

☒ black

☐ yellow

☐ blue

☐ other

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?

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.

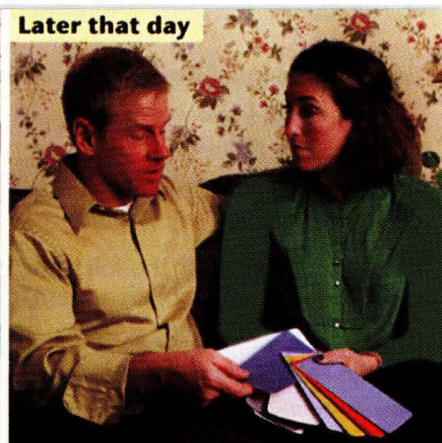
A CLASS SURVEY How many classmates answered the questions on the test correctly? Which color on the questionnaire was the most appealing to your classmates?

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. ”

C ▶ 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!

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

1 "I'm just pulling your leg."

3 "Good point."

2 "I'm not sure the furniture would go with it."

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.

4 Chelsea thinks the blue Chad likes would go nicely with the furniture.

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

5 Chad would like to buy new furniture.

2 Chelsea didn't want a rose-colored living room.

6 It's Chelsea's idea to paint the living room white.

3 Chelsea truly thinks that blue is too masculine.

7 They agree the furniture wouldn't go with white.

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:

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

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

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.

- I decided **to repaint** the bedroom a happier color.
- We plan **to see** the World Cup Finals.
- She doesn't like **to hear** people talking on cell phones.
- 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

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- A** **NOTEPADDING** List your likes and dislikes in gerund form.

Likes	Dislikes
	cooking
	skiing

DIGITAL VIDEO

- 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

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.

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 BOOSTER p. 136

- Negative gerunds

- A GRAMMAR PRACTICE Complete the descriptions with prepositions and gerunds.

Ted

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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



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.

B 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!”

DIGITAL
MORE
EXERCISES

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

DIGITAL
VIDEO

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?

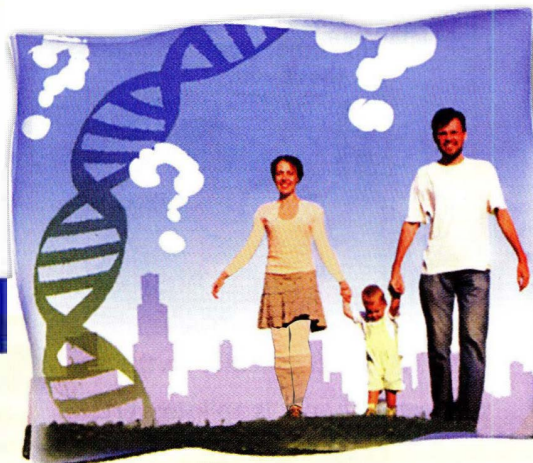
For hundreds of years, psychologists and ordinary people have never stopped debating this fascinating question. Some people think personality develops as a result of the

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 |

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:

- ☐ enjoy being alone.
- ☐ avoid interacting unnecessarily.
- ☐ be quiet.
- ☐ be interested in feelings.
- ☐ think without talking.
- ☐ be hard to understand.
- ☐ know few people, but well.
- ☐ listen.
- ☐ seek peace.
- ☐ 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!

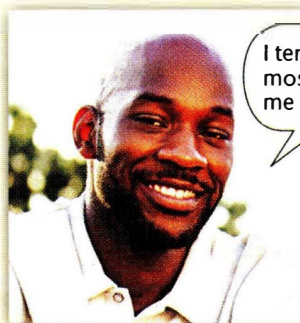


B PAIR WORK Discuss the personality traits you checked. For each, provide a real example from your life to explain your choices.

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 ____.
[sometimes] worry about ____.
[usually] apologize for ____.
get [angry / excited / happy / sad] about ____.
be sick and tired of ____.
be bored with ____.
be afraid of ____.

be crazy about ____.
object to ____.
believe in ____.
not care for ____.
prefer ____.
avoid ____.
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 / rebellious but 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.



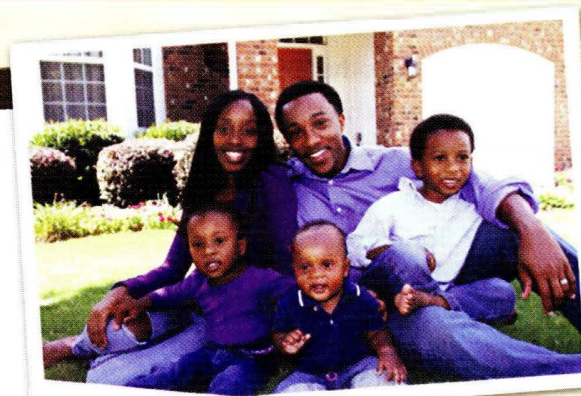
- C CLASSIFY INFORMATION** Check the most common birth position for each personality, according to the discussion. Listen again if necessary.

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

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

- 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.
- 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.



- B 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

- C 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 worry¹ talking in public. They believe² being honest, and they get bored³ being alone. They may talk⁴ staying home and reading a book, but when they do, they complain⁵ having no one to talk to. They object⁶ 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



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.



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✓ NOW I CAN

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

COMMUNICATION GOALS

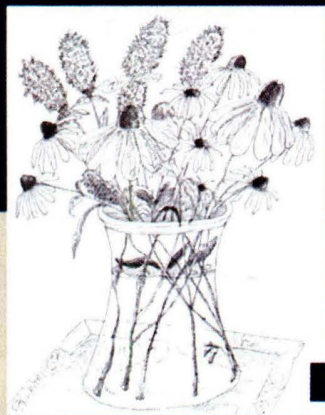
- 1 Recommend a museum.
- 2 Ask about and describe objects.
- 3 Talk about artistic talent.
- 4 Discuss your favorite artists.

UNIT

8

The Arts

PREVIEW



Drawing

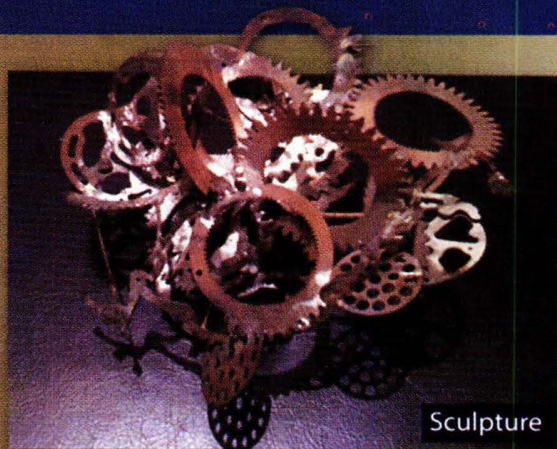


Jewelry

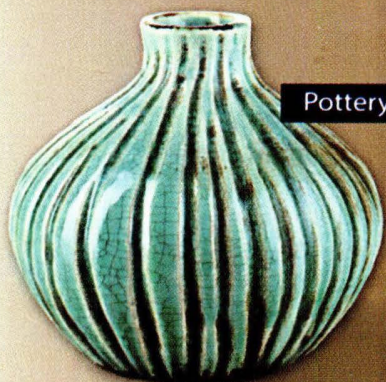
ART Exhibit



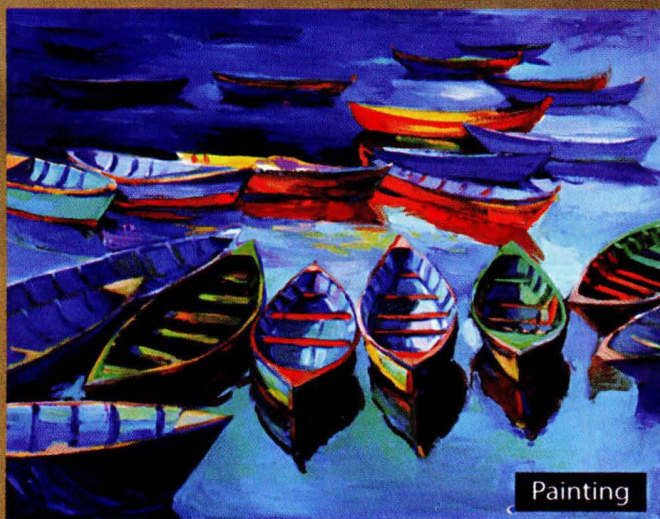
Fashion



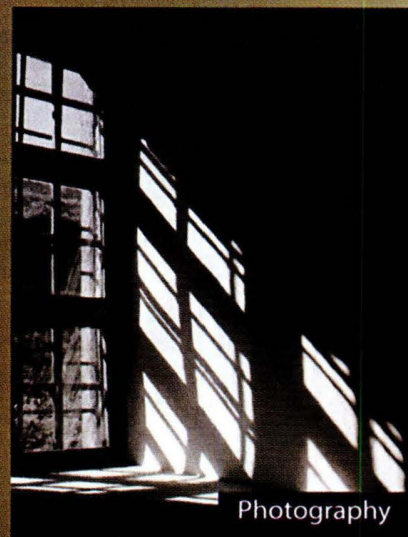
Sculpture



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.

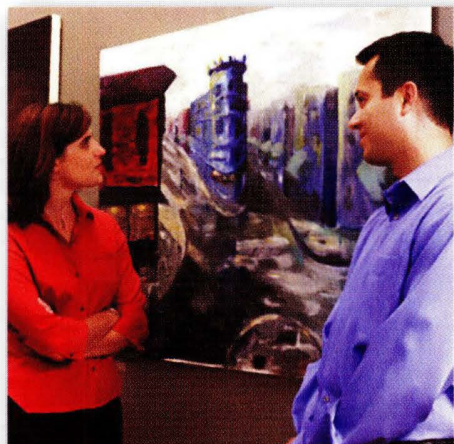
“I’m not really into paintings, but I think this one’s beautiful.”

“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

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.

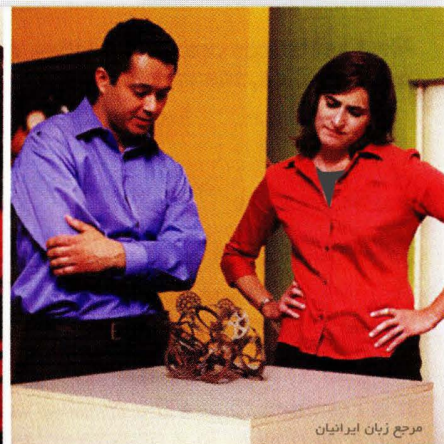


Teo: Believe it or not, these were taken by Paul Johns.

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.

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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 . . .

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

SPEAKING

What kinds of art do you prefer? Explain why.

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



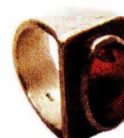
Art can be realistic . . .



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

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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?

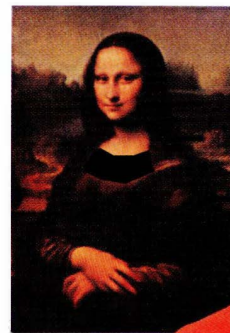
A: Well, for one thing, that famous painting, the *Mona Lisa*, is kept there.

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!

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



The *Mona Lisa* by Leonardo Da Vinci



DIGITAL
VIDEO
COACH

PRONUNCIATION Emphatic stress

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

- 1 No **KIDD**ing! 2 That's fan**TAST**ic! 3 That's **PER**fect! 4 How **IN**teresting!

B Now practice saying the following statements with emphatic stress.

- 1 That's ter**RI**fic! 2 That's **WON**derful! 3 How ex**CL**iting! 4 How **NICE**!

NOW YOU CAN

Recommend a museum

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DIGITAL
VIDEO

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.

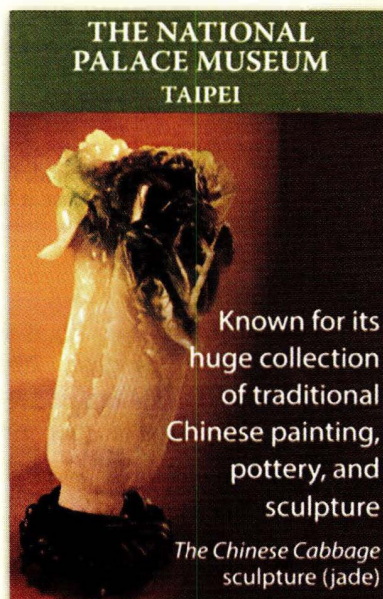


RECYCLE THIS LANGUAGE.

Have you ever ...

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

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THE GOLD MUSEUM - BOGOTÁ

Famous for its large collection of jewelry and sculpture

El Dorado's Raft (gold and emeralds)



THE MUSEUM OF MODERN ART NEW YORK CITY



A fantastic collection of modern painting, drawing, sculpture, and photography

Starry Night by Vincent van Gogh

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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.



VOCABULARY Objects, handicrafts, and materials

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



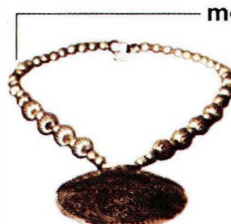
wood
(a wood figure)



glass
(a glass pitcher)



cloth
(a cloth bag)



silver
(a silver necklace)



ceramic
(a ceramic plate)

metal (metal jewelry)



gold
(a gold bracelet)



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

DIGITAL
MORE
EXERCISES

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



a figure / Greece



cups / Thailand

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
awesome
terrific

cool
interesting
beautiful

BEFORE YOU READ

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

“ I paint sometimes.
I find it relaxing. ”

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

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



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.

- B 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"/>

- C 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, ...

DIGITAL
MORE
EXERCISES

NOW YOU CAN Talk about artistic talent

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

Who's Got Talent?

- 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? _____
- Do you think you have natural artistic talent?
☐ yes ☐ no ☐ not sure
- Do other people think you're talented?
☐ yes ☐ no ☐ not sure
- How would you rate your own artistic talent on a scale of 1 to 5?
- In which of the arts do you think you may have talent? Explain.

1 2 3 4 5
POOR AVERAGE EXCELLENT

- example
☒ music I sing and play several musical instruments.
- ☐ music _____
- ☐ drawing / painting _____
- ☐ handicrafts _____
- ☐ acting _____
- ☐ dancing _____
- ☐ photography _____
- ☐ other _____



- B 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)

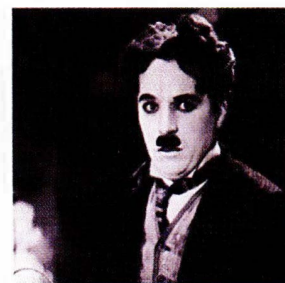
Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion.
For example: "have talent."

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.

Stella McCartney
fashion designerVincent van Gogh
painterCharles Chaplin
actor, filmmaker

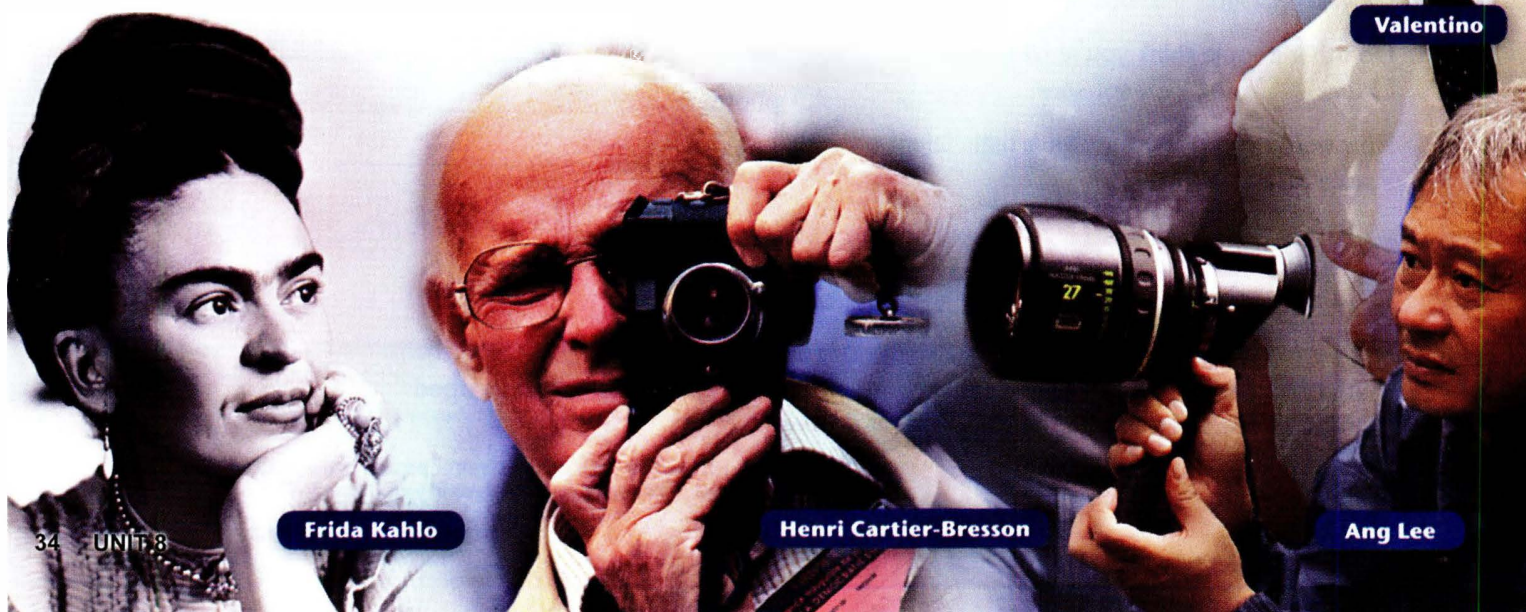
- B PAIR WORK** Tell your partner what inspires, influences, interests, fascinates, and moves you. Use passive participial phrases.

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

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

Valentino

Ang Lee

- B** ▶ 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
<i>explores culture</i>	<i>took black-and-white photos</i>	<i>is Italian</i>	<i>was sick as a child</i>

- 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

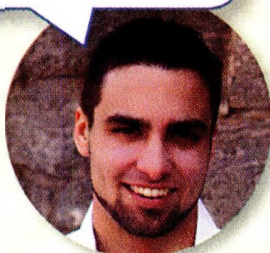
drawing
painting
sculpture
photography
jewelry
pottery
fashion
handicrafts

- 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.

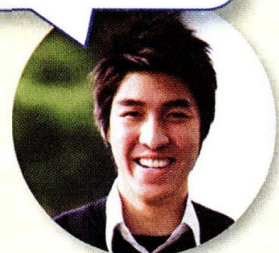
I'm a real fan of the Mexican painters Frida Kahlo and Diego Rivera. I'm fascinated by their lives.



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

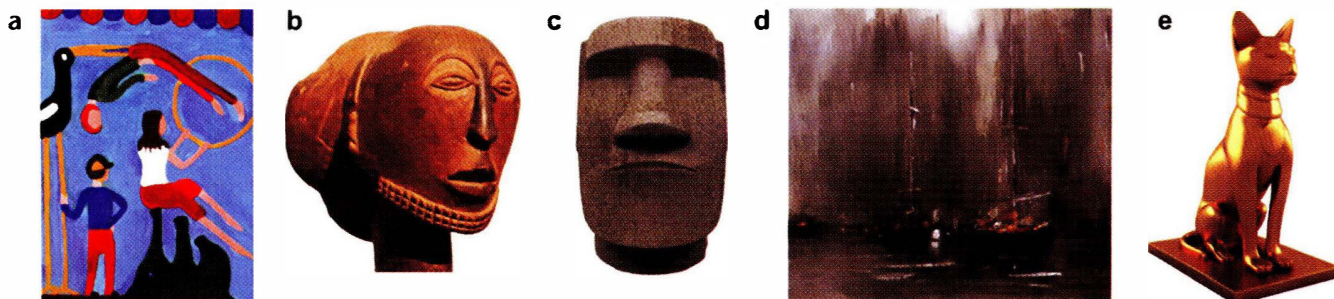


One of my favorite Japanese artists is Naoki Urasawa. His drawings in the comic book *Yawara!* are really exciting.



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.

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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) _

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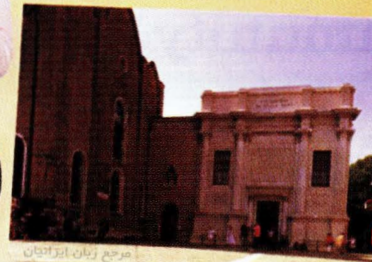


1



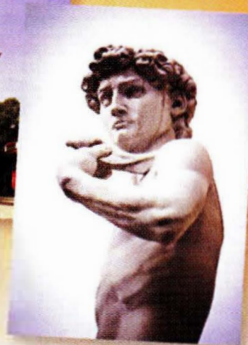
THE GREAT MUSEUMS OF EUROPE

The Accademia Gallery
FLORENCE, ITALY



The world's largest collection of statues by Michelangelo!

David by Michelangelo

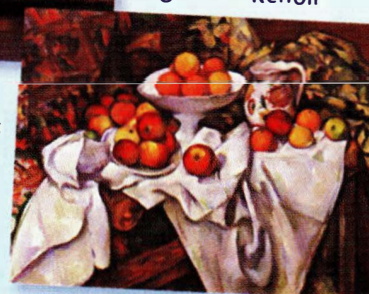


Musée d'Orsay
PARIS, FRANCE



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



India



China



Peru



Sweden



NOW I CAN

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