UNIT 2

Creativity in Our Lives

PREVIEW

A THE CREATIVE PERSONALITY | Listen to a description of 19th century German composer Ludwig van Beethoven, who wrote some of the world's most loved music. How does the speaker describe Beethoven's personality? Do you think his personality is typical of creative people?

B ZOOM-IN | Read and listen to a conversation between two friends. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Kurt = American English (standard)
Wei = Mandarin Chinese



Kurt: Hi, Wei. Nice to see you!
Wei: Thanks, Kurt. You too. How's Sue?
Kurt: She's great . . . Say, have you seen any good art exhibits recently?
Wei: Actually, I haven't had the time. I've been so bogged down with work lately that I end up taking it home with me. What about you?
Kurt: Well, I just discovered this guy named Al Vandenberg. He was a photographer in the 70s, and there's an exhibit of his work at the Metro.
Wei: Should I have heard of him?
Kurt: Probably not. But apparently his street photography had an influence on other photographers of his day. I have to say he had a great eye.
Wei: In that case, maybe I can find some time to go myself. I've always enjoyed photography.
Kurt: I'd highly recommend it. I'm so into his work now. What I love best are his pictures of everyday people.
Wei: Hey, have I ever told you about the exhibits at my company's office?
Kurt: No. What kind of exhibits?
Wei: Well, our boss happened to see an article in the *Times* a few months ago that urged companies to develop their employees' creativity. It turns out the idea has had a lot of success. Apparently it increases problem-solving skills.
Kurt: That sounds familiar.
Wei: You probably saw the article . . . So the company's been trying something new. We set up a "colleagues' gallery" on the office walls. Everyone can show off their talent there.
Kurt: What a cool idea!
Wei: The idea really took off. We were all blown away by the first show, and everyone wants to be a part of it now. In fact, I'm showing my own drawings next month.
Kurt: That's terrific! Can Sue and I drop by to have a look?
Wei: Sure! I'll let you know when the new show is up.



C UNDERSTAND FROM CONTEXT | Complete the statements about these featured words and phrases from Zoom-In.

1 You say you're "bogged down with" something when it makes you extremely (busy / excited).
2 You say "I have to say" to introduce (an opinion / an obligation).
3 You say "In that case" when there's (no reason / a good reason) for doing or not doing something.
4 You say someone "happened to" do something when it (was / wasn't) planned.
5 You say something "took off" to indicate that it (never / quickly) became successful.
6 You say you're "blown away" by something when you find it really (amazing / boring).

D LOOK IT UP AND SHARE | Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.

E PAIR WORK | Discuss the questions.

> "I used to get bogged down with my studies because I was taking too many classes. So I cut back a bit."

1 Describe a time you got bogged down with work or study. What did you do to make things better?
2 Give examples of some famous products or ideas that have taken off. Why did they?
3 Describe a time you happened to read or see something that influenced a decision you had to make.
4 Talk about a time you were blown away by something or someone.

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F TALKING POINTS | Complete the survey by writing personal examples. Tell a partner about the songs and performers you listed. Explain what made each one memorable for you.

Songs and performers we can't forget

Memorable songs

1 One that had a really danceable beat that made you want to get up and move to the music

2 One that had a really catchy, unforgettable melody that you couldn't get out of your head

3 One with really moving lyrics that touched you emotionally whenever you heard the words

4 One that had an annoying sound that drove you crazy whenever you heard it



Memorable performers

5 A singer who blew you away with the quality of his or her amazing voice

6 An innovative group or performer that had a sound unlike anything you'd ever heard before

7 A memorable live musical performance that you thought was just amazing

8 A performer who you didn't think had much talent, but who was very popular



G VOCABULARY | Elements of music | Listen and repeat. Then, with a partner, use the survey to define these words.

a beat	a sound
a melody	a voice
lyrics	a performance

START TALKING

PAIR WORK Tell your partner about how you make the arts and music part of your life. Which of the activities do you include? Explain your reasons. Ask your partner questions.

Activities
- Streaming my favorite music
- Going to see live concerts
- Performing in front of an audience
- Going to exhibits
- Playing an instrument at home
- Taking photographs
- Singing in the shower
- Drawing or painting as a hobby
- Showing your artwork to others
- Watching performances on TV or a device
- Enjoying street performers and artwork
- Other: .....



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1 COMMUNICATION GOAL

Talk about how you've been enjoying the arts

A GRAMMAR | The present perfect continuous and the present perfect: review and expansion

GRAMMAR EXPANDER p. 116
Finished and unfinished actions: summary

Use the present perfect continuous to describe continuing actions—actions that began in the past and continue in the present. Form the present perfect continuous with have been or has been + a present participle.

Statements
She's been dancing professionally for ten years.
They've been going to a lot of art galleries recently.

Questions
Have you been playing the piano for very long?
What has Peter been doing lately for entertainment?

Remember: Use the present perfect, rather than the present perfect continuous, to describe:

- **finished (or "completed") actions that occurred at an indefinite time in the past.**
  How many times have you seen that play? I've seen it two times.
- **finished actions in sentences that include already, yet, before, and ever.**
  They've already performed today. NOT They've already ~~been performing~~ today.
  Has she seen the new play yet? NOT ~~Has she been seeing~~ the new play yet?

BUT Use the present perfect continuous, rather than the present perfect, to describe a recent continuous action when there is visible evidence that the action has just ended.
That's your guitar, isn't it? Have you been practicing? NOT ~~Have you practiced~~?

Be careful!
Don't use the present perfect continuous with a stative verb to describe a situation that began in the past and continues in the present. Use the present perfect.
Margo's been a teacher since 2015. NOT ~~Margo's been being~~ a teacher since 2015.

Note:
The following words and phrases are often used with the present perfect continuous to describe continuing actions:

for [a month]	all [week]
since [2018]	these days
lately	this [month]
recently	How long . . . ?

The present perfect can also be used to describe a continuing action that began in the past. There is no significant difference in meaning.
She's **danced** professionally for ten years.
They've **gone** to a lot of art galleries recently.
Have you **played** the piano for very long?
What **has** Peter **done** lately for entertainment?

Common stative verbs

be	hate	love
believe	have	need
dislike	know	want
feel	like	

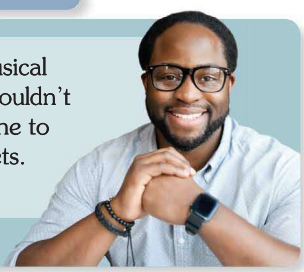
B GRAMMAR CLOSE-UP | Read the commentaries. Notice the featured grammar. Then find examples of the present perfect and explain why the speaker isn't using the continuous form.



I never used to be big on going to art exhibits. However, lately I've been dropping by the Mori Art Museum from time to time to see what's new. I've actually been enjoying these visits a lot! I feel like it's been helping me understand contemporary art a little more. And besides, the views from the fifty-third floor are amazing!

Haruki Tanaka, 23 Tokyo, Japan

Over the last couple of years, I've been going to see a lot of musical theater. So when I recently booked a trip to London, I knew I couldn't go without taking in a few good shows. I've been checking online to see what's playing. Hopefully, I'll find some good deals on tickets. I've heard you can see some great performances there.



Barry Foster, 28 Dallas, USA



I've been playing the violin since I was six years old, but I hadn't taken it out of its carrying case much in the last few years. Then, all of a sudden last year, I had the urge to start playing again, and it's been really nice. At the same time, I've been listening to a lot more violinists, but with different musical styles—not just classical. I think it'll help me open up and improve my own playing.

Diana García, 21 Bogotá, Colombia

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C **UNDERSTAND THE GRAMMAR** | **Check the sentences in which the present perfect continuous can also be used. Then, on a separate sheet of paper, rewrite those sentences, using the present perfect continuous.**

- ☐ 1 She's performed in the musical *Evita* for the past three years.
- ☐ 2 The band has already recorded their fifth album.
- ☐ 3 We've gone to a lot of concerts lately.
- ☐ 4 Have they ever visited the Guggenheim Museum in Bilbao, Spain?
- ☐ 5 I've searched online for several hours to find interesting things to do this weekend.
- ☐ 6 How many times have you seen Adam Levine in concert?
- ☐ 7 Since I discovered Dua Lipa's music, I've told all my friends about her.
- ☐ 8 At Bono's most recent concerts, fans have asked him to play some of his older songs.

D **GRAMMAR PRACTICE** | **Complete the questions, using the present perfect continuous when possible. Otherwise, use the present perfect. Then practice the conversations with a partner.**

1 **A:** ..... (you / see) that new musical starring John Legend yet?
B: No, I haven't. But I'd like to.

2 **A:** ..... (someone / listen to) a Maroon 5 song on my tablet?
B: That was me. Sorry! I'm done.

3 **A:** ..... (what / you / do)?
B: Me? Just checking to see if there's anything interesting to do this weekend.

4 **A:** ..... (Vanessa / play) the piano?
B: Yes, she has. It's too bad you missed it.

5 **A:** ..... (Caitlin / hear) cumbia music before?
B: No. But she will when she goes to Cali in Colombia next week.

6 **A:** ..... (how long / you / wait) to buy tickets to see Adele?
B: About half an hour. But it looks like the line is finally moving now.

PRONUNCIATION LESSON p. 132
Intonation patterns

COMMUNICATION ACTIVATOR

Now let's talk about how we've been enjoying the arts.



A **TALKING POINTS** | **Write notes about what you have and haven't been doing recently regarding the arts. Use the present perfect continuous.**

Visual Arts
I've been drawing funny pictures to entertain my nephew. My cartoons always make him laugh.

Visual Arts	Music	Other

B **DISCUSSION** | **With a partner, discuss the role the arts have been playing in your life recently. Use your Talking Points to discuss what you've been doing or not doing. Ask your partner questions. (OPTION: Use the Unit 2 Soft Skills Booster, p. 152.)**

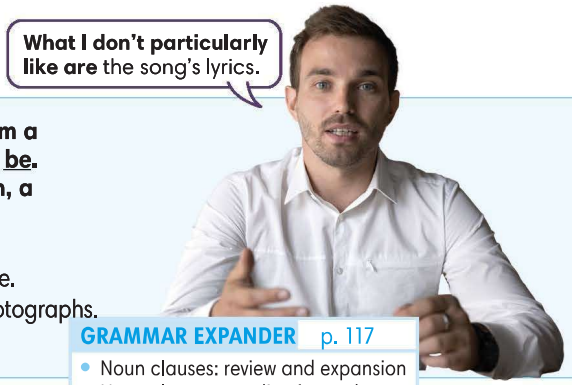
"Have you been going to many concerts or plays lately?"

KEEP TALKING!
- Talk about dislikes and preferences.
- Ask your partner for more details.
- Say as much as you can.

Watch the video for ideas!

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2 COMMUNICATION GOAL Disagree politely about artistic preferences



A GRAMMAR | Cleft sentences with What

Use a cleft sentence with What to emphasize certain information in a sentence. To form a cleft sentence, use a noun clause with What as the subject of the sentence + the verb be. Make sure the form of be agrees with its complement. The complement can be a noun, a noun phrase, or a noun clause.

	Cleft sentences
(His performance was fascinating.)	**What was fascinating was** his performance.
(Their color photographs blew Gary away.)	**What blew Gary away were** their color photographs.
(I like watching documentaries.)	**What I like is** watching documentaries.

GRAMMAR EXPANDER p. 117
- Noun clauses: review and expansion
- Noun clauses as adjective and noun complements

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C NOTICE THE GRAMMAR | Find an example of a cleft sentence with What in Zoom-In on page 12.

D GRAMMAR PRACTICE | Rewrite each sentence as a cleft sentence with What.

1 She can't stand listening to heavy metal bands. .....
2 I don't particularly like political documentaries. .....
3 We've always wanted to see a live BTS performance. .....
4 I've never cared for movies based on novels. .....
5 I love how Claude Monet uses color in his paintings. .....
6 The Prado Museum has always been one of my favorite places to visit. .....
.....

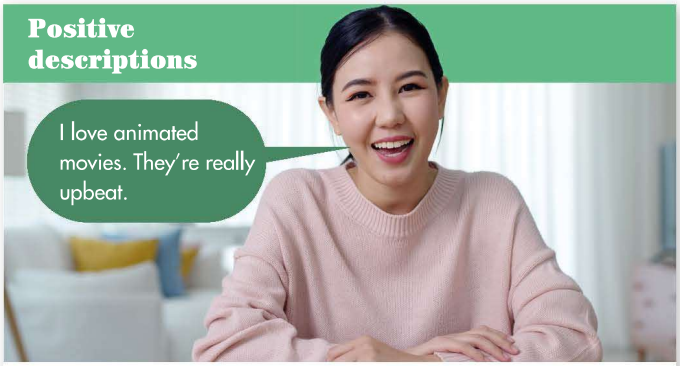
E PAIR WORK | Take turns asking and answering the questions. Use cleft sentences with What in your answers.

1 What kind of music always helps you sleep well at night?
2 What are some things that drive you crazy?
3 What are some things that performers do that you can't stand?
4 What generally helps you unwind and relax?
5 What are some things that really make you feel happy?

> "What always helps me sleep well at night is listening to Beethoven's *Moonlight Sonata*. It's really relaxing."

F VOCABULARY | Adjectives to describe the arts | Read and listen. Then listen again and repeat.

Positive descriptions



- Their songs are very **upbeat**. (make you feel positive or happy)
- His paintings are **unique**. (unusual; not like any others)
- It's so **contemporary**. (modern; up to date)
- Her biography was incredibly **moving**. (touches one's emotions in a good way)
- His performance was pretty **lively**. (full of energy)

Negative descriptions



- This song is kind of **sentimental**. (overly emotional or romantic)
- Their music is so **commercial**. (of little artistic value; focused on popular success)
- I find her fashion designs a little **dated**. (not up to date; not modern)
- His art is way too **serious**. (not fun; doesn't make you feel happy)
- Their melodies are pretty **repetitive**. (repeats the same theme, look, or sound over and over)

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G **LISTEN TO ACTIVATE GRAMMAR AND VOCABULARY** | Listen to each conversation about artistic preferences and complete each statement. Then, with a partner, take turns creating cleft sentences with What to describe each person's opinions.

> "What he likes is looking at art online."

1 He's (into / not crazy about) virtual museum tours. She (doesn't care for / prefers) watching video clips.
2 He (likes / doesn't like) the song "Yesterday." She (likes / isn't into) sentimental lyrics.
3 She's (crazy about / not into) Carlos Diegues's films. He (likes / doesn't care for) newer directors.
4 (He's into / He hates) reggae music. She (prefers / dislikes) rock and pop.

COMMUNICATION ACTIVATOR

Now let's disagree politely about artistic preferences.



A **CONVERSATION MODEL** | Read and listen.

A: Are you as much of a Maluma fan as I am?
B: Honestly? He's not my favorite.
A: No way! How can you not like Maluma?
B: To tell the truth, what I don't like is his sound. To me, his music is kind of commercial. But you know who I really like?
A: Who?
B: Carlos Vives. I think he's great.
A: Carlos Vives? I hate to say it, but I could live without him. He's just not my cup of tea.

Social language
Ways to politely express a different point of view
[She's] not my favorite.
I could live without [her].
[They're] just not my cup of tea.
I'm not too crazy about [him].

B **PRONUNCIATION PRACTICE** | Listen again and repeat. Then practice the Conversation Model with a partner.

C **TALKING POINTS** | List some of your favorite artists, writers, filmmakers, and performers and write what you like about them.

Name	Description	What I like
Jennifer Lopez	lively and contemporary	What I love are her great dance beats.

Name	Description	What I like

D **IN YOUR OWN WORDS** | Use your Talking Points to role-play a conversation in which you disagree politely about your artistic preferences. Start like this: *Are you as much of a ___ fan as I am?* Be sure to change roles and then partners. (Option: Use the Unit 2 Energizer Worksheet.)

KEEP TALKING!

- **Discuss other artists, writers, filmmakers, or performers you like or don't like.**
- **Talk about other ways you've been enjoying the arts lately.**

Watch the video for ideas!

Ideas
annoying
boring
depressing
loud
offensive
silly
thought-provoking
weird



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3 COMMUNICATION GOAL Describe the personalities of creative people

A VOCABULARY | Describing creative personalities | Read and listen. Then listen again and repeat.

Positive traits		Negative traits	
energetic	very active physically and mentally	**difficult**	hard to please; never satisfied
perceptive	able to notice things that most people don't	**eccentric**	behaving in an unusual way; seeming different from most people
imaginative	able to think of new and unique ideas	**egotistical**	believing oneself to be better or more important than other people
passionate	having or expressing strong ideas or beliefs	**moody**	becoming angry or unhappy quickly and easily

B READING | Read about creative personalities. Which traits do artists and performers exhibit?



PSYCHOLOGY DIGEST

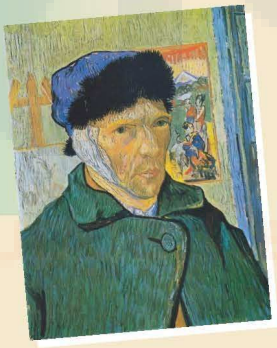
CREATIVITY AND PERSONALITY

We all know people whom we would identify as creative—people who take risks putting their art out there for all to see, or who delight us with their ability to see the world in a new way. Some psychologists have attempted to identify characteristics that seem to be common among them. Do any of them sound like you?

Most would agree that creative people tend to be more perceptive than the rest of us. U.S. writer Pearl S. Buck noted that creative people are highly imaginative and perceptive. They experience a world with more color, beauty, and drama and express it through their art—writing, painting, photography, film, music, etc.

Psychologist Jennifer O. Grimes, who in her research interviewed heavy metal rock band musicians, found their personalities complex. Off-stage, they appeared to be introverts—both quiet and reflective. However, they explained to her that while they were performing in concert, they were total extroverts and "in the zone"—at the height of their energy and able to do things they would never do in a different setting.

Similarly, the singer Michael Jackson was able to perform before huge crowds of people, exciting his fans with his unique dance moves and contemporary sound. Yet, in his private life, he was very shy. Jackson's producer, Quincy Jones, recalled his eccentric behavior: During an early recording session, the talented singer insisted on performing with his back to Jones and with the room lights turned off.



Creative people can also be quite moody and have frequent emotional ups and downs. In some cases, they surprise their friends and colleagues by suddenly becoming impolite or angry. Many people who knew the painter Vincent van Gogh didn't find him particularly difficult. They described him as considerate of others and rather polite. Yet, an angry confrontation with the painter Gaugin abruptly ended their friendship and possibly led to van Gogh's cutting off his ear.

Many people find creative people appealing because they are highly energetic—both physically and mentally—spending hours, days, or sometimes even years on a single piece of work. However, they may be so passionate about their work that they are simply unable to pay attention to the needs of others, making them "difficult to love." Their relationships are often short and stormy. The Spanish painter Picasso's wives and lovers described him as egotistical and complained about the difficulty of living with his frequently changing moods.



People who study the creative personality point out that many of the traits said to be characteristic of creative people do not accurately describe *all* creative people. At the same time, we can recognize many of them in the creative people we're familiar with—including ourselves!

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C **UNDERSTAND FROM CONTEXT** | **With a partner, discuss and paraphrase the meaning of these sentences that use words and phrases from the article.**

1 Creative people "delight us" with their ability to see the world in a new way.
2 They were "in the zone" when they were performing in concert.
3 They were tired of his "emotional ups and downs."

D **IDENTIFY SUPPORTING INFORMATION** | **Complete the statements. Support your answers with information from the article.**

..... 1 was struck by the eccentricity of one very talented client.
..... 2 observed that a person who is creative usually has a highly developed imagination.
..... 3 is an example of someone who could be easygoing one minute and rude the next.
..... 4 was someone whose passion for his art interfered with his ability to develop healthy romantic relationships.
..... 5 noted how some creative people's energy levels differ depending on the setting in which they find themselves.

a Pearl S. Buck
b Quincy Jones
c Jennifer O. Grimes
d Vincent van Gogh
e Pablo Picasso

E **RELATE TO PERSONAL EXPERIENCE** | **Describe celebrities, artists, and other famous people who you've heard have traits similar to the ones described in the article.**



COMMUNICATION ACTIVATOR

Now let's describe the personalities of creative people.

A **TALKING POINTS** | **Rate yourself or another creative person, using the traits below.**

NAME:

0 = not at all
1 = a little
2 = somewhat
3 = extremely

collaborative	energetic	independent	passionate
considerate	extroverted	indifferent	perceptive
difficult	fun-loving	introverted	serious
eccentric	funny	judgmental	shy
egotistical	hardworking	moody	other
empathetic	imaginative	open-minded	

B **DISCUSSION** | **Tell your classmates about the people you know who you think are creative (including yourself if appropriate!). Ask them about the creative people they know.**

"I have to say, my sister's probably one of the most creative people I know. She's extremely perceptive and she's a great writer. And you can sense her fun-loving personality in everything she writes."

"I'm not sure if I would call myself creative, but I'm pretty passionate about playing the piano. I think it's great to really love what you do."



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4 COMMUNICATION GOAL

Discuss ways to increase creative thinking

A WORD STUDY | Participial adjectives: present and past forms

Present and past participles are often used as adjectives. Like all adjectives, they can precede the noun they describe, or they can be placed after the verb be or other linking verbs such as appear, become, feel, look, seem, or sound.

Present participles	Past participles
His artwork is so **amazing**.	His mood was **relaxed**.
I love his **amazing** work.	He was in a **relaxed** mood.

Remember: The present participle describes a cause, and the past participle describes an effect.

The talk was **inspiring**.
We left the talk feeling **inspired**.

Some participial adjectives

Base form	Present participle	Past participle
amaze	**amazing**	**amazed**
annoy	**annoying**	**annoyed**
bore	**boring**	**bored**
depress	**depressing**	**depressed**
disappoint	**disappointing**	**disappointed**
entertain	**entertaining**	**entertained**
excite	**exciting**	**excited**
fascinate	**fascinating**	**fascinated**
inspire	**inspiring**	**inspired**
interest	**interesting**	**interested**
move	**moving**	**moved**
relax	**relaxing**	**relaxed**
stimulate	**stimulating**	**stimulated**
surprise	**surprising**	**surprised**
touch	**touching**	**touched**
trouble	**troubling**	**troubled**

B WORD STUDY PRACTICE | Circle an adjective to complete each sentence.

1 Listening to music at work can be very (relaxing / relaxed) and help employees work more effectively.
2 Most of the company's employees were (surprising / surprised) to hear the new office manager's ideas, but most of them responded positively.
3 It was the most (touching / touched) talk I'd ever heard. It made me want to change my career to nursing.
4 What I disliked the most about this unbelievably (boring / bored) horror film was the bad acting.
5 We were (amazing / amazed) that our colleagues came up with such great suggestions.
6 Everyone felt a little (depressing / depressed) after the creativity workshop got cancelled. We had all been looking forward to it.

C PAIR WORK | Take turns. Choose a present participial adjective and use it in a statement or question. Then your partner responds with the past participial form in another sentence.

I thought the film *Cry Baby* was very **moving**.

Are you often **moved** by the films you see?

D LISTEN TO CONFIRM CONTENT | Listen to a podcast. Choose the topics that Bruce Tyler discusses. Then tell your partner what he says about each topic.

How companies can . . .

- ○ change office designs
- ○ increase salaries
- ○ encourage employee participation
- ○ offer company perks
- ○ increase vacation time
- ○ improve customer loyalty
- ○ encourage employees to take risks



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E LISTEN FOR DETAILS | Listen to the podcast again. Discuss the questions.

1 What did Google tell its employees to do with their workday time? What was the goal?
2 What have other companies been doing to change the traditional office space? What is the goal?
3 What perks have some companies been offering their employees? What is the goal?

F RELATE TO PERSONAL EXPERIENCE | How would you feel about working at a company that encouraged creative thinking and problem solving? Use some of the participial adjectives from Word Study.

> "I'd be excited if my company did this. I find the traditional office too depressing."

COMMUNICATION ACTIVATOR

Now let's discuss ways to increase creative thinking.

A TALKING POINTS | If you were an employee, how would you rate the following company practices in importance? Compare responses with a partner.

1 = extremely important
2 = not sure
3 = not particularly important

In my opinion, companies should . . .

- ◯ encourage employees to be open-minded.
- ◯ urge employees to take risks.
- ◯ assure employees it's OK to make mistakes.
- ◯ set up opportunities to brainstorm ideas.
- ◯ offer perks to reduce stress.
- ◯ set clear goals and objectives.
- ◯ design inspiring work spaces.
- ◯ offer more opportunities for employee interaction.
- ◯ invite employees to role-play interactions with customers.
- ◯ other _____

B GROUP WORK | Brainstorm ways that creative thinking could be increased in your class. How could problem-solving activities be included as well? Present your ideas to the class.

WRITING HANDBOOK p. 142

- **Skill** Parallel structure: writing words in a series
- **Task** Describe the personal qualities of a creative person



PROGRESS SELF-CHECK

NOW I CAN

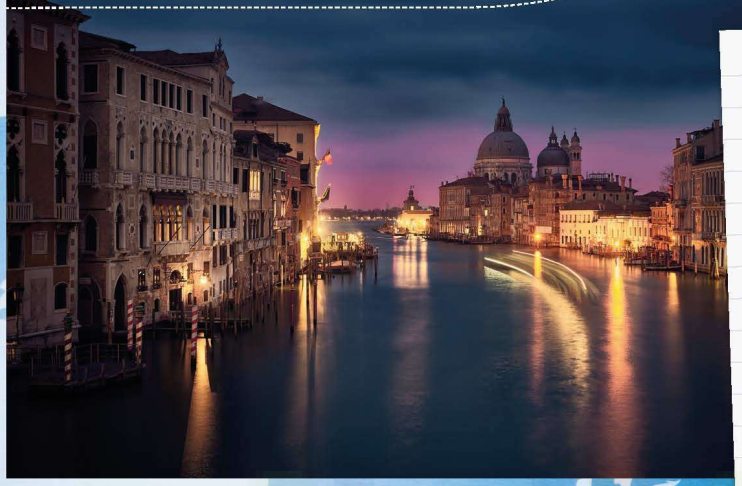
- ☐ Talk about how I've been enjoying the arts.
- ☐ Disagree politely about artistic preferences.
- ☐ Describe the personalities of creative people.
- ☐ Discuss ways to increase creative thinking.

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

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Extend-It 1

1 PLAN A TRIP



Imagine you are planning a trip with your partner. Make notes to help you plan. Then compare notes and discuss with your partner.

possible travel dates:

number of days you can spend:

flight and seat type preferences:

hotel room type preferences:

activities you think are fun / boring / scary:

the kind of personality or temperament you have:

how you react when things go wrong:

2 Choose a destination

Look at the two trips. Discuss the pros and cons of each one, according to your own tastes. Then together choose one.





Miami:
Fun and Culture in the Sun

Drifters Hotel: small and friendly
Day tours: Seaquarium, Everglades, or Little Havana
Evening tours: South Beach outdoor restaurants

CHICAGO: CITY CULTURE AND NIGHTLIFE







Compton Hotel: full-service deluxe
Day tours: Museums or neighborhood walking tours
Evening tours: Nightclubs and restaurants

3 Check into the hotel



Role-play arrival at the hotel. Practice playing the role of guest or clerk.

Guest: Arrive at the front desk.
Clerk: Welcome the guest. Use the ideas and your own ideas. Then change roles.

Good afternoon. I'm checking in.

Do you have a reservation?

Ideas
- Identify yourself.
- Confirm your reservation and room details.
- Ask and answer questions about:
  Wi-Fi and Internet
  fitness center
  check-out time
  other hotel amenities and services
  opening and closing times
  help with luggage

4 *Arrange local activities*

GROUP ROLE PLAY. Form groups of three: two travelers and a concierge at the hotel. Look at the daily events listings. Make plans for the weekend, asking the concierge for information about schedules and places. Ask the concierge to make reservations and get tickets if necessary.

That walking tour of Little Italy is totally my style.

Mine too! Should we make reservations for that one?

HOTEL TERRACE — 70° — SATURDAY 14:35

VISTORS' GUIDE

Live music (Ask concierge for locations.)

The Symphonics (classical jazz)	8:00 P.M.
Robert and Sylvia sing show tunes	8:30 P.M.
Hip-Hop at the Tip Top	10:00 P.M.
Midnight Ballroom: dance music for lovers	12:00 A.M. to 4:00 A.M.

Theater (Ask concierge for locations.)

The Frogs (classic Greek theater)	5:30 P.M.
My Cousin Felice (musical comedy)	8:00 P.M.
Unlucky in Love (drama)	8:00 P.M.
The Field (experimental)	8:00 P.M.
Too Much to Do (improv)	8:30 P.M.

Sports

Tennis finals Europa Cup: all day. Ask for schedule.
Night baseball at Downtown Stadium: 7:00 P.M.

(Ask concierge for locations and times of tours and visits.)

NEIGHBORHOOD WALKING TOURS
Little Italy OR Sidewalk art

MUSEUM TOURS
Modern Art Museum OR Photography Museum

BEACH VISITS WITH ROUND-TRIP TRANSPORTATION

EVENING NIGHTLIFE—3 NIGHTCLUBS WITH DANCING

Movie week at the Mall Cinema

INTO AFRICA *A love story for all time*	5:15 7:40 9:55
THE SECRET LIFE OF ONIONS *You'll laugh until you cry*	6:30 8:15 10:05
THE MILLIE PICTURE SHOW *Bring your umbrella*	10:30 1:00 A.M.
THE BAT CAVE *Only for the brave*	Midnight only

PIETRO'S PIZZA PALACE $ — INDOOR OR OUTDOOR DINING
Like you're in Italy!

CLEMENT'S INTERNATIONAL HOUSE OF CUISINE $$$$ — ELEGANT DÉCOR, ELEGANT FOOD
When you want something out of the ordinary

A Taste of Thailand $$
The hottest restaurant in town

Sea Breeze Seafood Restaurant $$$
The freshest fish, the most varied menu



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