

The Arts

Time to read! (1)

Find the last names of the following famous painters:

- Pablo
- Frida
- Rafael
- Diego
- Salvador
- Julio
- Remedios
- Andy

A	R	M	K	P	M	C	A	R
P	I	C	A	S	S	C	O	R
E	V	E	H	V	S	A	R	O
N	A	G	L	S	A	I	O	N
A	R	A	L	O	F	E	N	E
D	A	L	I	P	A	O	M	A
I	W	A	R	H	G	L	S	C
E	U	N	E	T	A	M	A	B

Richard Meier
Sculpture

September 17 - October 8

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Task 1

Read each paragraph as quickly as you can. Then match them with the subheadings.

Careful!
5 paragraphs, but only 4 sub-headings.

() TELE-BRUSH

() THE "STICK-EM-ALL" SMOCK

P.S.
HIGH-TECH ART MATERIALS
BY DAVID PYLE

1 Personal digital assistants, automatic bread machines, electric nose-hair trimmers... The tide of gadgetry in the world all around us rages on. But we artist types continue to scrape about with the same brushes and paints we've used for decades, centuries even. Where's our gadgi-tronic progress? How are we to keep up with the culture-at-large without some precocious contraption-ism of our own? Here are products that, at the very least, will allow us to stake a claim to our share of do-thingies and whatchamacallits.

2 This handy, window shade-style roll attaches to the top of any standard-size canvas or watercolor block. When you're painting in public, this product is guaranteed to impress any nosy passerby. Quick as you can say "awesome artists all use aureolin," pull the roll cover over your painting and—*presto!*—you're working on a masterpiece for the ages! Available in your favorites:
• In-progress da Vinci: *Mona Lisa*.
• In-progress Michaelangelo: *Sistine Ceiling* (doesn't include *The Last Judgment*).
• In-progress Rodin: graphite study for *The Thinker*.
• In-progress Picasso: *Les Femmes d'Alger*.

3 The phone rings. By the time you've scrambled for a rag, wiped paint from your hands, and snapped up the receiver, the caller has hung up. Never again with the Tele-brush! Just press the answer button on the brush ferrule to connect with a call. And with the speaker option, there's no need to lift the brush to your mouth.

4 Never misplace a tube of paint or a brush again! Just slip the elastic Velcro™ band around your painting tools and "stick-em-all" to the matching smock. Carry your paints on the shoulders, your brushes at the waist. You'll be a walking art material arsenal! Don't forget to ask about the "Stick-em-All" bandolier and cap!

5 Now you can create as fast as you can think! These skintight neoprene gloves have an essential art-making tool attached to each finger. A set includes:
• four brushes (two on each hand)
• one palette knife
• one utility blade (watch out!)
• one mini tape dispenser
• one graphite lead holder
• one charcoal holder
• one fingertip color wheel
• one mini AM-FM radio with antenna (batteries not included).
Also available: The Clip-On Wrist Palette.

During his 12 years in the art materials business, Denver-based David Pyle has seen the best and worst art-related products available.

() THE MASTERPIECE ROLL COVER

() EDWARD PAINTER-HANDS

Task 2

Tick the right completion, according to the meaning in the paragraph.

- 1 Something which is *handy* (paragraph 2) is
- easily used.
 - hardly used.
 - difficult to use.
- 2 Something which is *available* (paragraph 2, 3, 5) is
- hard to obtain.
 - readily obtained.
 - difficult to obtain.
- 3 An *arsenal* (paragraph 4) is
- an establishment for storing weapons.
 - a quantity of something on hand.
 - an English football team.
- 4 A *set* (paragraph 5) is
- a package of art materials.
 - a group of similar things.
 - a part of a game of tennis.
- 5 Something which is *in progress* (paragraph 2) is
- unfinished.
 - finished.
 - difficult to finish.

Choose one of the painters on page 1. Find out some facts (biographical and/or artistic) about him/her. Write a report. (About 100-150 words).

Skill: Inferring (reading between lines)

Task

According to the paragraphs, tick the completion you think is best.

- 1 The articles are written in a
 - serious tone
 - scientific style
 - humorous way
- 2 The tone the author uses in the article is
 - sweet
 - scientific
 - ironic
- 3 The gadgets described are
 - utilitarian
 - necessary
 - superfluous
- 4 High-Tech art materials are
 - common products nowadays
 - easily found in this city
 - unnecessary for a good artist
- 5 All these products are
 - useless items
 - useful gadgets
 - interesting tools

Clearing it up

Task 1

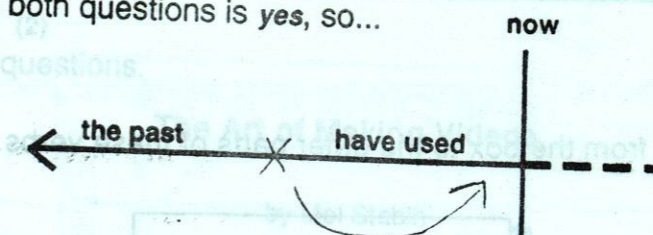
Look at this phrase from the text...

"... The same brushes and paints we've used for decades..."

This statement implies that:

- | | | |
|--------------------------|--------------------------|---|
| Yes | No | |
| <input type="checkbox"/> | <input type="checkbox"/> | Artists used brushes and paints before now. |
| <input type="checkbox"/> | <input type="checkbox"/> | Artists use brushes and paints now. |

The answer to both questions is yes, so...



Now look at these sentences. They all describe activities that began in the past and still continue.

This verb form is called the present perfect. It is formed by using the auxiliary _____ or _____ and the _____ participle of the verb.

- 1 I have lived in Monterrey since I was born.
- 2 I have been in High School for 3 semesters.
- 3 We have studied English since Junior High.
- 4 But we haven't had an English class for a year.
- 5 My sister has helped me to keep practicing.
- 6 She has spoken English all her life.

Task 2

Some of these sentences are not correct. Mark the wrong ones with a re-write them correctly.

- 1 The earth **has been** in existence for millions of years.
- 2 Latin **has been** a dead language since the decline of Rome.
- 3 Israel **has been** a state since 1948.
- 4 Islam **have been** the most important religion in the Middle East for many years.
- 5 Buddhism **has been** a major religion in the Far East for more than two thousand years.
- 6 The Sun **has was** in the center of our solar system for millions and millions of years.
- 7 Washington, D.C., **hasn't been** the capital of the United States since 1800.
- 8 The Red Cross **have been** an important international organization since 1864.
- 9 Canada and Australia **has been** a part of the British Commonwealth for a few years.

Words at work

Task

Add the past participles from the box to the other parts of these verbs.

use	used	_____	been	crept			
paint	_____	_____	made	worked	tell	told	_____
work	worked	_____	run	said	hang	hung	_____
invest	invested	_____	told	bought	have	had	_____
enjoy	enjoyed	_____	used	gone	make	made	_____
stage	staged	_____	paint	put	buy	bought	_____
play	played	_____	had	sold	sell	_____	_____
			written	hung	say	said	_____
			read	come			
			gone	staged			
			enjoyed	played			
			invested	cut			
			spoken	become			

become	became	_____	go	went	_____
come	came	_____	write	wrote	_____
run	ran	_____	see	saw	_____
			be	(is/are) was/were	_____
			spea	spoke	_____

read	read	_____
put	put	_____
cut	cut	_____

What can you say about the past participle form of each group of verbs?

Time to read! (2)

Answer the following questions.

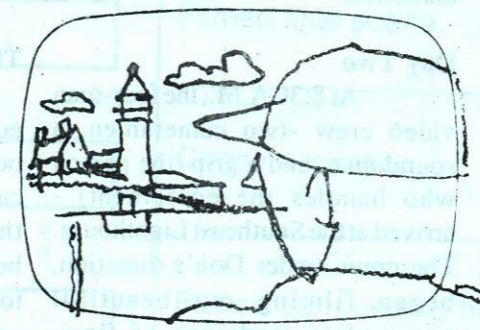
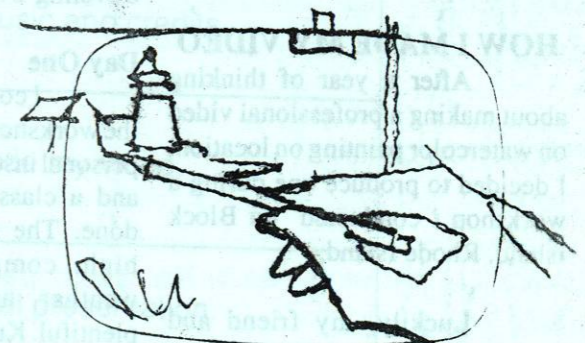
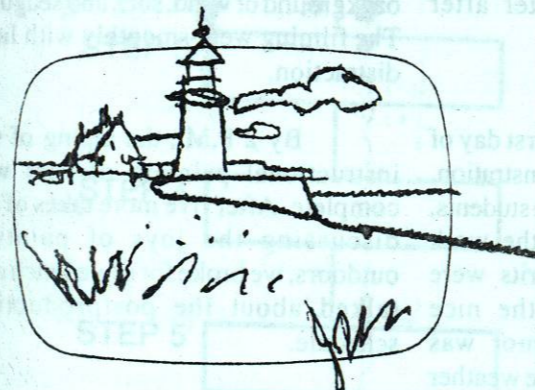
The Art of Making Videos

by Mel Stabin

What do you expect this text will be about? _____

This text appeared in American Artist magazine on the page devoted to "Watercolor". These visuals were with the text.

Now, do you have any more ideas on what the text will be about?



Task

Read the text. Use information in it to complete the chart on the next page. The phrases you need are mixed up on the right of the chart.

The Art of Making Videos

by Mel Stabin

In this age of technology, videos are not only entertainment outlets but are valuable educational tools. Here's how you can make a semi-professional video following a few simple steps.

HOW I MADE MY VIDEO

After a year of thinking about making a professional video on watercolor painting on location, I decided to produce one during a workshop I conducted on Block Island, Rhode Island.

Luckily, my friend and student Don Tortoriello is a film director. When he offered his services, my response was immediate and enthusiastic. He contacted a capable production facility in New York City and put together a budget and schedule. I roughly sketched a storyboard of how I envisioned the video unfolding - spontaneously but in a natural, documentary-style form - and the project was born.

The Plan

After several meetings with the production company, we decided to fly the video crew from New York to Block Island on a chartered plane and have them tape a day out of the week-long workshop. Upon arrival, Don and I

scouted the island for subject matter. Although five beautiful spots caught our interest, we settled upon the Southeast Lighthouse. Meanwhile, the workshop participants, who'd all agreed to be in the video, rested back at the hotel after traveling over by ferry.

Day One

I conducted the first day of the workshop with a demonstration, personal instruction for the students, and a class critique of the work done. The students' spirits were high, complementing the nice weather, and good humor was plentiful. Knowing that the weather forecast for the week was favorable, Don and I decided to begin production the following day. Later that evening, over dinner, we discussed last minute concerns about the video, easing my anxieties.

Day Two

At 8:30 A.M., the four-man video crew - two cameramen, a sound man, and a grip (the person who handles the equipment) - arrived at the Southeast Lighthouse. The crew, under Don's direction, began filming our beautiful surrounding landscape of flora, fauna, jagged bluffs, and the lighthouse in the distance.

After I arrived on location

at 10 A.M., Don, the cameramen, and I decided the best position for the cameras as we began to choreograph what I'd be doing. For sound, a discrete lapel mic was clipped to my shirt to record my voice over the background of wind, surf, and seagulls. The filming went smoothly with little distraction.

By 2 P.M., the taping of my instructional painting process was complete. After five more takes of me discussing the joys of painting outdoors, we broke for a late lunch and talked about the postproduction schedule.

Around 5 P.M., the crew filmed the closing scene to the video - a close-up of the harbor bathed in afternoon light. Soon after, Don and I drove the crew back to the airport. After four more workshop-filled days, we all flew home.

The Postproduction Process

Postproduction consists of editing to remove any errors that occurred during filming. Thanks to a carefully planned collaborative effort, the video and audio reproduced beautifully. The talented crew was able to make my instruction come across as spontaneous and relaxed, the way I hoped it would. All the video really needed to make it complete were some small cuts, the addition of classical music, and credits.

Clearing it up

Complete the following exercise using verbs in parentheses.
Example:

