

MAKING UNUSUAL Art

1 FOCUS ON THE TOPIC


1. Look at the photo. What kind of art is this? What material did the artist use?
2. What does the art look like? Do you like this art? Why or why not?
3. What kind of art do you like?

GO TO MyEnglishLab TO CHECK WHAT YOU KNOW.

2 FOCUS ON LISTENING

LISTENING ONE MIA PEARLMAN

VOCABULARY

- 1  Read and listen to the information about how Mia Pearlman makes sculptures. Mia uses paper to make very big sculptures. You can see them in many museums and galleries all over the world.

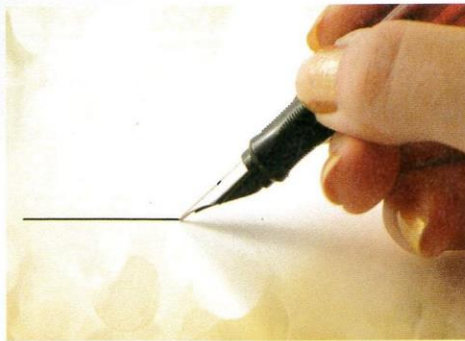
FREQUENTLY ASKED QUESTIONS ABOUT MIA PEARLMAN'S PAPER ART

How does Mia Pearlman make her sculptures?

Mia is very different from other artists. She makes her art in a very **unusual** way. First, Mia goes to the museum or gallery, and she looks at the **space**. She needs to know: "How big is the space? Does it have any windows? Does it have any sunlight?" This is important because Mia makes each sculpture for one **specific** space.

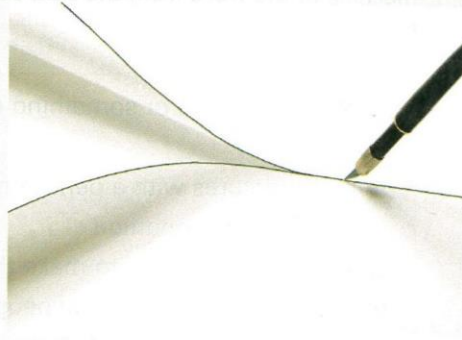


Mia Pearlman standing in front of her sculpture, *Inrush*



After Mia sees the space, she goes home and she starts to **draw**. She uses black ink and long pieces of white paper. She draws many different lines on the paper. She doesn't have a specific plan for these lines.

Then Mia **cuts** out all the white **parts** of the paper between the black lines. She usually cuts 30 to 80 pieces for each sculpture.



Mia goes back to the museum or gallery space. She puts all the pieces of paper on the floor. She thinks about how to make the sculpture. She doesn't have a plan. She decides her plan when she's in the space.

Finally, she puts all the pieces together to make the sculpture.

Paper isn't a very strong material. Why does Mia use paper for her sculptures?

Mia loves paper! She says paper is like everything in **nature**. She loves it because it always moves and changes, and it doesn't **last** forever.¹



Why do many of Mia's sculptures look like clouds?²

Clouds are a beautiful part of nature, and people cannot **control** or change them. Mia's art helps people remember that nature is a very important part of the world.

¹ **forever**: for always; with no end

² **clouds**:



- 2 Take turns with a partner. Student A, read the sentence and choose the correct meaning of the word from the box. Student B, say, "Yes, I agree" or "No, I don't think so. I think . . ."

to make someone or something do what you want
not common
to make pictures with a pencil or pen
to stay in good condition
something people use to make things
things that are not made by people (plants, animals, mountains, etc.)
special or exact
to use scissors or a knife
a place or area
~~art that you usually make with stone, metal, or clay~~
a piece of the whole thing

Example

sculpture

A: A **sculpture** is *art that you usually make with stone, metal, or clay*.

B: Yes, I agree.

1. A: A **space** is . . .

B: (Yes . . . / No . . .)

2. A: A **part of** something means . . .

B: (Yes . . . / No . . .)

3. A: **Specific** means . . .

B: (Yes . . . / No . . .)

4. A: **Unusual** means . . .

B: (Yes . . . / No . . .)

5. A: To **draw** means . . .

B: (Yes . . . / No . . .)

6. A: **Material** is . . .

B: (Yes . . . / No . . .)

7. A: To **cut** something means ...

B: (Yes ... / No ...)

8. A: **Nature** is ...

B: (Yes ... / No ...)

9. A: To **last** means ...

B: (Yes ... / No ...)

10. A: To **control** something means ...

B: (Yes ... / No ...)

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

PREVIEW

Look at the photo and discuss these questions with the class:




What does this sculpture look like to you? What does it show? What will people think about when they see it?

MAIN IDEAS

- 1** 🎧 A magazine writer is interviewing a museum guide about the artist, Mia Pearlman. Listen to the interview about Mia Pearlman. Look again at the questions in Preview. Were any of your answers correct? Did they help you to understand the interview?
- 2** 🎧 Listen to the interview again. Choose the correct answer to complete each sentence.
1. Mia is interested in people and the _____ they live in.
a. houses b. world
 2. Mia says people cannot _____ many things in the world.
a. control b. understand
 3. Mia's art uses paper and _____.
a. clouds b. sunlight
 4. Mia's art helps people to feel their connection to _____.
a. nature b. sculpture
 5. Mia's sculptures teach people that everything in life _____.
a. has an end b. is beautiful

DETAILS

-  Read the sentences. Then listen to the interview again. Write **T** (true) or **F** (false).
Correct the false information.

- ____ 1. Mia was interested in houses when she played with her dolls.
- ____ 2. Mia thinks that people are the most important part of the world.
- ____ 3. Some of Mia's sculptures are about the weather.
- ____ 4. The sculpture *Inrush* looks like it is moving.
- ____ 5. With *Inrush*, people can feel like they are inside a cloud.
- ____ 6. Mia's sculpture is similar to a play in a theater.

 GO TO MyEnglishLab FOR MORE LISTENING PRACTICE.

MAKE INFERENCES


UNDERSTANDING SURPRISING STATEMENTS

An inference is a guess about something that is not directly stated. To make an inference, use information that you understand from what you hear.

Sometimes a speaker says something that is surprising to the listener. The speaker may tell the listener unusual *information*, or may use *a word* in a new or unusual way. In these situations, we have to make an inference to understand why the listener feels surprised.

Here are some phrases we use to express surprise:

Really? Interesting! That's (a little/very) unusual. I don't understand!

-  Listen to an excerpt from the interview. Choose the best answer to question 1. In question 2, circle **a** or **b** to explain why the information is surprising.

Example

1. Why is the writer surprised?

Mia (*played with Barbie dolls / made "Barbie worlds"*) when she was very young.

The correct answer is: Mia made "Barbie worlds" when she was very young.

Explanation

Many little girls play with Barbie dolls, so that is **not** surprising.

Most girls make up stories about their dolls' lives. But when Mia played with dolls, she *didn't make up stories about their lives*. She wanted to *make the world where the dolls lived*.


2. This is surprising because the museum guide ____.

- a. tells unusual information
- b. uses a word in a new or unusual way

The correct answer is: a.

Explanation

- a. Most children think only about their lives and about their family and friends. They don't think about the world. **This is unusual.**

 Listen to the excerpts from the interview. Choose the best answer to complete the sentence in number 1. Then circle **a** or **b** in number 2 to explain why the writer was surprised.

Excerpt One

1. Why is the writer surprised?

She doesn't understand how a sculpture can (*end / go to a different museum*).

2. This is surprising because the museum guide:

- a. tells the writer unusual information.
- b. uses a word in a new or unusual way.

Excerpt Two

1. Why is the writer surprised?

Mia doesn't want her sculptures to (*last for a long time / be in a museum*).

2. This is surprising because the museum guide:

- a. tells the writer unusual information.
- b. uses a word in a new or unusual way.

EXPRESS OPINIONS

Discuss the questions with the class.


1. When Mia Pearlman was a child, she understood that "the world is very big, and people are just a very small part of it." Did you ever have that feeling? How old were you? Where were you? Why did you feel that way?
2. Mia takes down her sculptures and never makes them again. Do you understand why she does this? Do you think it's OK or a bad idea? Why? What can you learn about Mia from this?

 **GO TO MyEnglishLab TO GIVE YOUR OPINION ABOUT ANOTHER QUESTION.**

COMPREHENSION



Gee's Bend is the name of a very small town in Alabama. The women of Gee's Bend are famous for their quilts.

 Listen to the documentary about the women from Gee's Bend. Choose the best way to complete each sentence.

1. The women in Gee's Bend make quilts _____.
 - a. because they are artists
 - b. to use on their beds
2. The women make the quilts with _____.
 - a. pieces of old clothes
 - b. expensive material
3. The quilts are art because _____.
 - a. they are beautiful and unusual
 - b. they have so many pieces

(continued on next page)

4. One woman made a quilt to remember _____.
a. her husband
b. her mother
5. The quilts have a special meaning because _____.
a. families make them together
b. they have many colors
6. When they make the quilts, the older women tell the younger women _____.
a. about their families
b. about Africa

VOCABULARY

Work with a partner. Fill in the blanks with one of the words or phrases from the box. Then take turns reading the sentences aloud.

expensive inside outside put . . . together throw . . . away

How did the Gee's Bend quilts become famous? Here is the answer from one woman from Gee's Bend:

The women in Gee's Bend make a lot of quilts, so when the quilts get old, we don't keep them. We just _____ them _____ and we make a new one.

I had one very old quilt, so I took it _____ and I put it near the garbage. I didn't want it.

And one day, a man named Bill Arnett came to Gee's Bend, and he saw my old quilt. And he said, "Look at that beautiful quilt!"

I thought he was crazy, and I said, "Here, you can have it." He asked me, "Do you have any more quilts like this?"

So we went _____ my house, and I showed him all my quilts. Bill paid me \$2,000 for three of my quilts!

Two thousand dollars?! How could my quilts be so _____? I thought they were old and dirty, but Bill said they were art.

Then Bill bought a lot of quilts from different women in Gee's Bend, and he _____ them _____ in a museum! Can you believe that? It's true.

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

LISTENING SKILL

IDENTIFYING MAIN IDEAS AND DETAILS

When you listen to a story or report, it's important to separate main ideas and details. Of course, the main ideas are very important. Why are **details** important?

Details can:

- help you to understand the main idea.
- highlight the main idea—show why it is important.
- give you a good example so you can remember the main idea.
- add “color” or beautiful language that you might enjoy.

🔊 Listen carefully to the vocabulary that the speaker uses. The main ideas have **general** vocabulary. The details have **specific** vocabulary.

Example


MAIN IDEA	DETAIL
<i>These women work just like artists.</i>	<i><u>They decide how to put all the pieces together, always in new and different ways.</u></i>

Artists is a general word. (There are many kinds of artists.) How do *these specific* artists work?

The detail explains this. It gives us two examples:

They decide how to put all the pieces together, always in new and different ways.

(continued on next page)

 Listen to these excerpts and fill in the missing main ideas and details. Remember to listen for general words and specific words.

Main Ideas

Details

Excerpt One

The quilts are unusual.

Excerpt Two

They make their quilts with material from old clothes.

Excerpt Three

One woman's great-grandmother said, "Let me tell you my story. Listen to the story of my life."

 **GO TO MyEnglishLab FOR MORE SKILL PRACTICE.**

CONNECTING THE LISTENINGS

STEP 1: Organize

Who can say these sentences? Write **Yes** or **No** under Mia Pearlman, A Woman from Gee's Bend, or both. Some answers have been done for you.

	MIA PEARLMAN	A WOMAN FROM GEE'S BEND
I am an artist.	Yes	No
I make sculptures.	Yes	No
I use unusual materials.	Yes	
I use expensive materials.		No
I put together many pieces.		
I always make a plan before I begin.		
My work has many colors.	No	
I work alone.		No
I make my art for one specific space.		No
My work is in museums.		
My work has a special meaning.		
My work lasts a long time.		Yes

STEP 2: Synthesize

Mia Pearlman and a woman from Gee's Bend are speaking to a news reporter.

Role-play in groups of three. Complete the conversation with information from Step 1: Organize. Each speaker should add at least four more sentences to the conversation.

REPORTER: Are you an artist?

GEE'S BEND WOMAN: Oh no, I'm not really an artist.

REPORTER: How about you?

MIA PEARLMAN: Yes, I am an artist.

REPORTER: What kind of art do you make?

GEE'S BEND WOMAN: I make quilts.

MIA PEARLMAN: And I make sculptures.

REPORTER: Do you use any unusual materials?

GEE'S BEND WOMAN: Well, I use old . . .

REPORTER: And you?

MIA PEARLMAN: Yes, I use . . .

 GO TO MyEnglishLab TO CHECK WHAT YOU LEARNED.

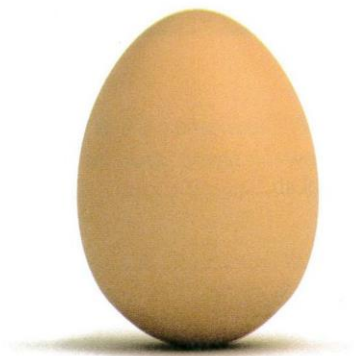
3 FOCUS ON SPEAKING

VOCABULARY

REVIEW

Read about the Eggshell Sculptor. Fill in each blank with words from the box. (You will not use all the words.) Then take turns reading the paragraphs aloud with a partner.

control	expensive	material	put . . . together	specific
cut	inside	outside	sculpture	throw away
draws	last (verb)	parts of	space	unusual



an uncooked egg



an eggshell sculpture made by Gary LeMaster

The Eggshell Sculptor

Some artists today make art with very unusual^{1.} things, like old clothes, vegetables, old books, butterflies, and stones. Gary LeMaster makes beautiful art with a different kind of unusual ^{2.}. He uses eggshells! An eggshell is the hard ^{3.} part of an egg.

How does he do it? First, he ^{4.} a picture on the eggshell with a pencil. Then he uses a dentist's drill³ to ^{5.} out some small ^{6.} the shell. Cutting the shell is very difficult. LeMaster needs to ^{7.} the drill very well. If he doesn't, the eggshell can break into many little pieces. Then he has to ^{8.} the eggshell and start again with a new one.

When the ^{9.} is finished, LeMaster puts a special material on it. Now the eggshell sculpture will not break. Then he puts each sculpture in a special ^{10.} so people can look at it, but not break it. Sometimes he puts his sculptures under glass. This way, the sculptures ^{11.} a long time.

LeMaster makes many different kinds of eggshell sculptures. Sometimes, people pay him to make a ^{12.} sculpture that they want. For example, one man asked LeMaster to make a sculpture of a football with his football team's name on it. Some of LeMaster's sculptures are very ^{13.}. People pay \$2,000 or more for some of his very unusual eggshell sculptures.

³ a dentist's drill: a small machine that dentists use to make holes in teeth

EXPAND

- 1 Work with a partner. Read the expressions. Then write them on the scale from 0 to 5. (0 is for a very negative opinion, and 5 is for a very positive opinion.)

It's my favorite (kind of art).	I like it.
I don't like it (at all).	(It's OK, but) I'm not crazy about it.
I love it.	I like it a lot.
I hate it.	I like it very much.
I can take it or leave it.	

5: I love it. _____

4: _____

3: _____

2: _____

1: _____

0: I hate it. _____

- 2 Share your answers with the class.
- 3 Practice the expressions. Ask two students, "Do you like Mia Pearlman's paper art? Do you like the quilts from Gee's Bend? Do you like Gary LeMaster's eggshell sculptures?" After they answer, ask, "Why do you feel that way?" Then switch roles.

CREATE

Work in small groups. Ask and answer the questions. Use the vocabulary in **bold** and some of the words and phrases in parentheses.

1. Do you **like to draw**? If yes, what kinds of things do you **like to draw**?
2. Did you ever make any kind of art? What kind of art was it? (painting, **sculpture**, etc.) What **materials** did you use? Were they **unusual**?
3. In general, do **you like** art? What kind of art do **you like**? Why do **you like it**? (I **love**, I like _____ **very much**, I like . . . , etc.)

- GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

1 Read the excerpts from the interview. Notice the verbs in **bold**.

- (continued on next page)

Look at the sentences on page 45.

1. Underline all the forms of the verbs **be** and **have**.
2. Look at all the other verbs.
 - a. Which verbs end with **s**?
 - b. Why?
 - c. After the subjects *I*, *You*, and *They*, the verb (*ends with s / doesn't end with s*).

THE SIMPLE PRESENT

- | | |
|---|--|
| <p>1. Use the simple present tense for everyday actions or facts.</p> | <p>Mia Pearlman makes sculptures.
The Gee's Bend women make quilts.</p> |
| <p>2. When the subject is the third-person singular—he, she, or it:
put an s at the end of the main verb.</p> <p>NOTE: After the subjects:
<i>everything, something, nothing, anything</i>
<i>everybody, somebody, nobody, anybody</i>
use the third-person singular (<i>s</i> form).</p> <p>NOTE: The verbs <i>be</i> and <i>have</i> are irregular.</p> | <p>Paper moves and changes.
(= It)</p> <p><i>Everything</i> in the world changes.</p> <p>be: <i>am, is, are</i> (See Unit 1.)
have: I have some questions.
The writer has some questions.</p> |
| <p>3. To form negative statements with contractions, use:
doesn't or don't + the base form of the verb.</p> | <p>Paper doesn't last forever.
The women in Gee's Bend don't have a plan for their quilts.</p> |
| <p>4. For yes/no questions, use:
Do (or Does) + subject + the base form of the verb.</p> | <p>Do you see the window?</p> |
| <p>5. For wh- questions, use:
Wh- word + do (or does) + subject + the base form of the verb.</p> | <p>Why does Mia Pearlman use paper?</p> |

- 2 Read the conversation silently. Fill in the correct form of the verb in parentheses in the simple present tense. Some verbs are negatives or questions. Remember, if the subject is third-person singular, you must add **s**.



Mia Pearlman and *Inrush*

MUSEUM GUIDE: Hello, everyone. This _____ Mia Pearlman's new sculpture. Its name _____ *Inrush*.

1. (be)

2. (be)

VISITOR 1: Excuse me. What _____ *Inrush* mean?

3. (do)

GUIDE: Well, _____ you see the window up there? The sunlight from outside always _____ into the

4. (do)

5. (rush)

room and _____ the sculpture a lot of light. So

6. (give)

the paper _____ like it is shining. This sculpture

7. (look)

_____ that nature _____ a part of art.

8. (show)

9. (be)

VISITOR 2: It _____ very beautiful, and it _____ so big!

10. (be)

11. (be)

How much time _____ Mia spend on each sculpture?

12. (do)

GUIDE: Well, it _____ on how big the sculpture is. Sometimes she

13. (depend)

_____ on one sculpture for a few months.

14. (work)

(continued on next page)

VISITOR 1: And how long _____ her sculptures stay in the museum?
15. (do)

GUIDE: They usually _____ for a few weeks or months.
16. (stay)

VISITOR 1: And _____ they go to another museum after that?
17. (do)

GUIDE: No, Mia's sculptures _____ anywhere. When the show at
the museum _____, Mia _____ down all
the pieces of paper, and she _____ that sculpture together
again.
18. (neg. / go) 19. (end) 20. (take) 21. (neg. / put)

VISITOR 2: I _____ it!
22. (neg. / believe)

GUIDE: I _____! Many people _____ the same thing
when they _____ this.
23. (know) 24. (say) 25. (hear)

VISITOR 2: But I _____! Her sculptures _____
beautiful! Why _____ she do that?
26. (neg. / understand) 27. (be) 28. (do)

GUIDE: Mia _____ an unusual idea about sculpture. She
_____ her paper sculptures _____
like dances or theater or music performances. Those things
_____ forever. People _____ them and
_____ them, but then they _____ an end.
That _____ life. Everything _____ an end.
Mia _____ that her art _____ the same. It
_____ to last forever.
29. (have) 30. (think) 31. (be) 32. (neg. / last) 33. (see) 34. (enjoy) 35. (have) 36. (be) 37. (have) 38. (believe) 39. (be) 40. (neg. / have)

3 Read the conversation aloud with two classmates.

 **GO TO MyEnglishLab FOR MORE GRAMMAR PRACTICE.**

PRONUNCIATION

FINAL INTONATION

At the end of a sentence, we use special *intonation*. This means that our voice may go up to a higher pitch or note ("rising" intonation), or it may go up and then down ("rising-falling" intonation).

When you:

a. make a **statement**

OR

b. ask a **wh-** question ("information question")

your voice **rises** (*goes up*) on the last stressed syllable, and then it **goes down** to a low sound.

Wh- question words include:

who, what, where, when, why, how, how much/many

To ask a **yes/no** question, your voice rises (*goes up*) on the last stressed word or after the last stressed syllable.

STATEMENTS:

(one-syllable word)

I only wanted to make the *place* where

Barbie **Lived**.

(two-syllable word)

Mia is an unusual **PER**son.

Wh- QUESTIONS:

(one-syllable word)

What do you **ME**an?

(two-syllable word)

What's going to happen to this **SCUL**Pture?

Yes / No QUESTIONS:

(one-syllable word)

Is that why her sculptures are so **BIG**?

(two-syllable word)

Do you see that **WIN**dow?

1 🎧 Listen to the intonation at the end of these sentences. Does the speaker's voice go "up" or "up-down" on the last stressed word (marked in **bold**)? Circle the correct answer.

a. Mia's sculptures look like things we see in **nature**. (*up* / *up-down*)

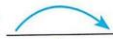
b. What's going to **happen**? (*up* / *up-down*)


c. Is it going to a different **museum**? (*up* / *up-down*)


2 Look at the questions on page 49. Circle the correct answer or answers.


- a. Use rising-falling (up-down) intonation in (*statements / **wh**- questions / yes/no questions*).
- b. Use rising (up) intonation in (*statements / **wh**- questions / yes/no questions*).

3 Read the interview silently. Draw an arrow on the line at the end of each sentence. Show if the intonation goes up → or up-down ↘ on the last stressed word (marked in **bold**). The first few have been done for you.

WRITER: How does Mia Pearlman make her **sculptures**?  1.

GUIDE: Well, first she goes to the museum or **gallery**.  2.

She looks at the space where the sculpture is going to **be**.  3.

WRITER: Why does she **do** that?  4.

GUIDE: She needs to know a few things, like, "How big is the **space**?" 5.

"Are there any **windows**?" 6.

"Is there any **sunlight**?" 7.

WRITER: Why are those things **important**? 8.

GUIDE: Well, because the space is part of the **sculpture**. 9.

Mia makes each one of her sculptures for only one specific **space**. 10.

WRITER: That's very **unusual**. 11.

What does she do **next**? 12.

GUIDE: Next she goes back home, and she starts to **draw**. 13.

WRITER: What materials does she **use** for that? 14.

GUIDE: She just uses long pieces of white paper and black **ink**. 15.

She draws all kinds of black lines on the **paper**. 16.

WRITER: Before she starts, does she have a specific **plan**? 17.

Does she know what she wants to **draw**? 18.

GUIDE: No, she just draws what she feels at that **time**. 19.

- 4 Compare your arrows with your partner's and the teacher's. Then practice reading the conversation aloud with your partner. Pay special attention to use correct intonation.

SPEAKING SKILL

EXPRESSING OPINIONS

When we say our opinion, we often begin with a phrase such as "I think." Here are some other useful phrases:

In my opinion, . . .

I believe (that) . . .

If you ask me, . . .

I feel (that) . . .

I feel (that) Mia Pearlman's art is beautiful.

In my opinion, the Gee's Bend women are true artists.

If you ask me, eggshell sculpture is not real art.

I believe (that) art is a good way to express your ideas about the world.

Work with a partner. Student A: Tell Student B your opinion about the type of art in number 1. Begin with one of the phrases from the box. You can also add a sentence to say if you like it or not. Then ask Student B, "What do **you** think?" Student B: Explain your opinion. Begin with one of the phrases from the box. Then switch roles.

Example *Mia Pearlman's art*

STUDENT A: **In my opinion**, *Mia Pearlman's paper art is beautiful. I love it.*

(opinion)

(like/dislike)

What do **you** think?

STUDENT B: **I feel that** *it's very unusual. I like it a lot.*

(opinion)

(like/dislike)

1. modern art

A: If you ask me, _____

What do you think?

B: _____

(continued on next page)

2. the eggshell sculpture

A: In my opinion, _____

What do you think?

B: _____

3. the Gee's Bend quilts

A: I feel _____

What do you think?

B: _____

4. Mia Pearlman's sculpture *Inrush*

A: I believe _____

What do you think?

B: _____

GO TO MyEnglishLab FOR MORE SKILL PRACTICE AND TO CHECK WHAT YOU LEARNED.

FINAL SPEAKING TASK

A role play is a short performance. The students take on roles, or become characters, and act out a situation.

*You are going to role-play a discussion about what kind of art to buy for a museum. Use the vocabulary, grammar, intonation, and phrases for expressing opinions from this unit.**

Role-play: Choosing Unusual Art for a Modern Art Museum.

You work for a Modern Art Museum. The Museum wants to buy one new piece of art. You are going to choose the art.

STEP 1: Meet in three groups:

Group 1: Mia Pearlman's paper sculpture

Group 2: a Gee's Bend quilt

Group 3: an eggshell sculpture

* For Alternative Speaking Topics, see page 55.

In each group, look carefully at the picture(s) of your art and discuss these questions:

- | | |
|--|---|
| a. Is this art beautiful or interesting? | e. How will people feel when they see this art? |
| b. Is it difficult to make this art? | f. Why is this art important or special? |
| c. Does this art have a special meaning? What is it? | g. Why is this a good piece of art for a modern art museum? |
| d. Did the artist use unusual material? | |

STEP 2: Now, form new groups of three. Each new group has one person from each "art" group.

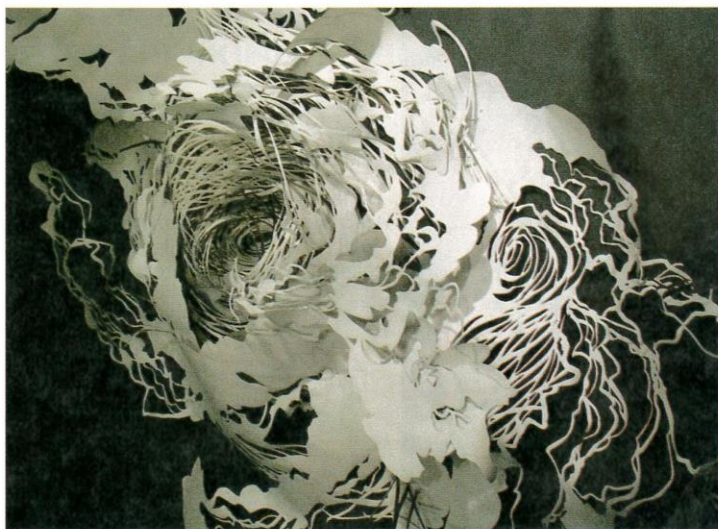
You and your partners work for the same modern art museum. You need to decide which type of art to buy for your museum. You can buy only one piece of art. Take turns speaking about the art you discussed in Step 1. Tell your partners why that art is the best one to buy. If anyone says, "That is not art," explain why it *is* art.

Listeners: Ask questions about the art your partners are describing.

STEP 3: Decide together which type of art you are going to buy for your museum.

STEP 4: Compare your answers with the other groups.

Group 1: Mia Pearlman's paper sculpture



"Eddy,"* a paper sculpture by Mia Pearlman

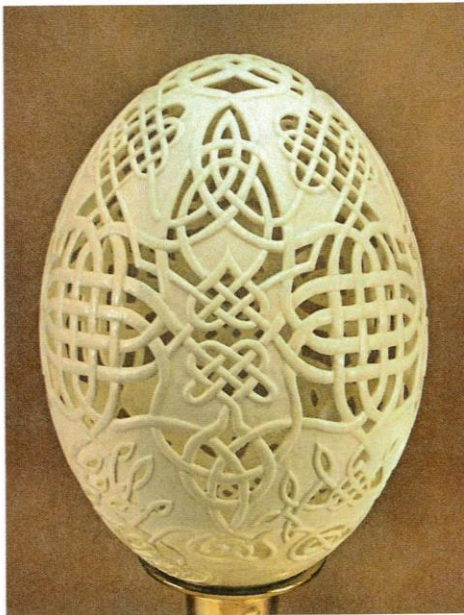
* an "eddy" is air or water that moves in a circle

Group 2: Gee's Bend quilt



A quilt made by Annie Mae Young from Gee's Bend, Alabama. Young used pieces of men's work clothes to make this quilt.

Group 3: Eggshell sculpture



"1000 Celtic Dreams," an eggshell sculpture by Gary LeMaster

LeMaster used one continuous line to make the traditional Celtic design on this egg. It took him over 1000 hours to finish this sculpture. That's why he called it "1000 Celtic Dreams."

UNIT PROJECT

STEP 1: Work with a partner. Do research online about *traditional paper art* from one of these countries (or any other country that you are interested in):

China, Germany, India, Indonesia, Japan, Korea, Mexico, Poland, Turkey

STEP 2: Print some pictures or be prepared to show some online images of the type of art you researched.

STEP 3: Together with your partner, prepare to speak to your class for 3 minutes about what you learned. Don't memorize a speech. Just practice speaking about the type of paper art you researched.

Practice pronouncing the key words in your presentation before you speak. Ask your teacher to help you with this *before* your presentation.

STEP 4: Take turns speaking and presenting your pictures/photos to your classmates. Be sure to make eye contact with all of your classmates as you speak. Answer any questions that your classmates ask you.

Listening Task

Listen to your classmates' presentations. Ask them a question about something you don't understand completely, or ask them to give you more information

ALTERNATIVE SPEAKING TOPICS

1. Does your country have a traditional type of art (paper or other type)? What materials do people use to make it?
2. In your country, do students take art classes in school?
 - a. If yes: At what age? (elementary school, junior high school, high school)
Do the students *make* art, *learn about* art, or *study* famous art?
 - b. If no: Is this OK? Why or why not?
 - c. Is it important to have art classes in school? Why or why not?
3. Do you have any art in your room, apartment, or house? What kind of art is it? (paintings, posters, sculptures) What kind of art do you like to have in your home?

GO TO MyEnglishLab TO DISCUSS ONE OF THE ALTERNATIVE TOPICS, WATCH A VIDEO ABOUT ART, AND TAKE THE UNIT 2 ACHIEVEMENT TEST.

