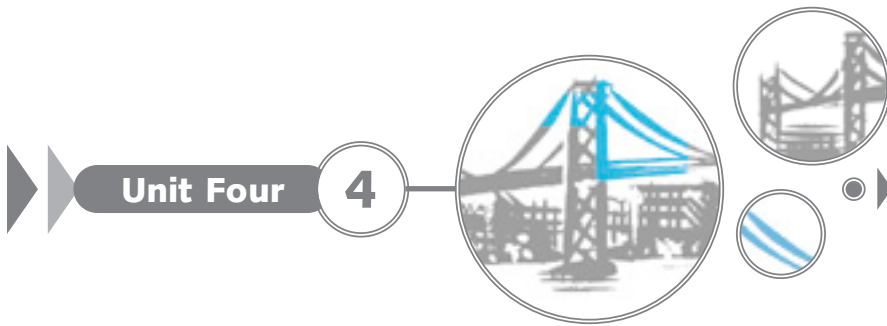


## SKYLINE 2 4



## Teacher's notes

### Cleaning up – Summary

In this unit we see how the friends live! In scene 4A, Shawna complains about the mess that Sara has made, and Mariana finds some mold on a plate. The girls realize that they are all responsible, and decide to keep the place clean. In scene 4B, Jin complains about the mess in his apartment and he claims that he always cleans up. However, Luis finds Jin's smelly tennis shoes in the room, so the three admit that they are all responsible. In scene 4C, the boys and girls clean up their apartments, though the boys are not as strict with their new rules as the girls are!

#### 1 Before you watch

##### Cultural note

- a ● Have the students read the cultural note.
  - Ask them if they find the statistics surprising, especially the fact that women still do most of the cleaning up.
  - The students can discuss the questions in small groups before you open them to the class.
- b ● Check that the students understand the vocabulary in the sentences. Teach any they are unsure of by miming.
  - Have the students work in pairs on the task.
  - Check the pronunciation of *shelves* and *vacuum*.

**Answers:** 1d 2h 3g 4f 5a 6c 7e 8b

- c ● This is a review of Unit 4 Lesson 2 (frequency adverbs).
  - Have the students discuss the household chores in pairs.
  - If you wish, you could teach the class *slob* (a very lazy, untidy person) and then have the students decide who is "the class slob" based on their answers.

#### 2 Watch for main ideas

17:05 – 22:41

- Tell the students to read the four titles and ask them what they think the unit is about.
- Pre-teach any new vocabulary as necessary, e.g. *mold* (a fungus that grows on rotting food).
- Play the unit through while they match the titles and scenes.
- Check their answers.

**Answers:** A4 B1 C2

◀◀ Rewind the video to 4A 17:23 in preparation for **Watch for details**.

#### 3 Watch for details

Scenes 4A & 4B: 17:23 – 21:55

**Note:** In this unit, scenes 4A and 4B are very close in nature, so there are two exercises focusing on both the scenes.

- a ● Play scenes 4A and 4B while the students match the problems with the people responsible.
  - Check the answers around the class.

**Answers:** 1 Sara 2 Mariana 3 Josh 4 Luis 5 Jin

- b ● Now ask the students to look at the chart and complete as much as they can.

- c ● They can compare with a partner before you check as a class.

Answers:	Shawna	Mariana	Sara	Jin	Josh	Luis
1 had friends over last night.			✓			
2 left her jacket on the couch.		✓				
3 left tennis shoes in the living room.	✓					
4 finds mold on a plate.		✓				
5 is reading a newspaper.					✓	
6 studied last night.				✓		
7 left his papers on the table.						✓
8 cooked for friends last night.						✓
9 is afraid to go in the bathroom.				✓		

#### ▶▶ Scene 4C: 21:58 – 22:41

- a ● This is a short, but very visual scene.
  - Have the students try to match the halves of the sentences.
- b ● Play scene 4C for them to check their answers before checking as a class.

**Answers:** 1f 2e 3b 4a 5d 6c

- c ● Ask the students which apartment they would prefer to live in. Ask them to give reasons for their answers!

#### 4 After you watch

##### Language focus: gerunds

- Have the students write the number of the activity by the verb that represents their opinion.
- Make sure they understand *don't mind*.
- Then have them compare their opinions with their partner(s).
- Encourage them to use the language in their answers, e.g. *I love cooking for friends but I hate washing the dishes!*

##### Role-play

- Have the students work in groups to collect their ideas. The purpose is so that the students can help each other with ideas and vocabulary for the role-play. Tell them not to write anything – they should remember their ideas.
- Then regroup the students so that the new group contains students from each of the original groups. One way to do this is to give each student a letter: A, B or C, and then say, "All the As here, the Bs there," etc.
- All the students can act out their role-play at the same time. Listen and invite the best group to act out their role-play in front of the class.

#### 5 Communication activity

Turn to page 58 for the *Spot the differences* activity.

## SKYLINE 2 UNIT 4

### Video Script

COUNTER  
17:05-22:41

#### Scene 4A: 17:23 - 18:56

**Shawna:** Oh yuck! I can't believe it. What a mess! This place is disgusting!

**Mariana:** Oh, yeah. This place *is* a mess.

**Shawna:** This is enough! We have to talk about this! Sara! Sara!

**Sara:** What, what? What's up?

**Shawna:** Look at this place.

**Sara:** Oh, yeah. It's kind of a mess.

**Shawna:** Dirty glasses ... There's popcorn on the floor ... Plates ...

**Sara:** Well, yeah, I invited some friends over last night. And I was too tired to clean up.

**Shawna:** Oh, look over here! Shoes on the floor ... a jacket on the couch ... dirty socks ...

**Sara:** Hey, those clothes are not mine.

**Mariana:** Oh, uh, those are mine.

**Sara:** And what about this sweatshirt and these tennis shoes, Shawna?

**Shawna:** Well, this isn't *that* much stuff. Not that much at all compared to all this stuff!

**Mariana:** Well look. We're all making a mess. The party last night. Your clothes ... my clothes ... newspapers ... magazines ...

**All:** Ew.

**Mariana:** Old food ... What do you call this stuff, this ... uh green stuff?

**Sara:** Oh, that's mold. M-O-L-D.

**Shawna:** Yeah, that's mold all right.

**Mariana:** OK. Well, why don't we try to keep the place clean so that we don't have any more mold?

#### Scene 4B: 18:59 - 21:55

**Jin:** Oh, look at this mess!

**Luis:** Hey, Jin. Did you study all night? Must be tired.

**Jin:** Yeah, I have a big test. I stayed up most of the night. I *am* tired.

**Josh:** Hey, you guys want some juice?

**Jin:** Yeah, thanks, Josh. You know, you guys. I've been thinking ...

**Josh:** Uh-huh ...

**Jin:** About the apartment.

**Luis:** What about it?

**Jin:** Look around ...

**Luis:** It is kind of a mess. But I guess I'm used to it now. I don't see it anymore.

**Jin:** Well ... look! ... You know, there are soccer shoes ...

**Luis:** A basketball ... and soccer balls ...

**Jin:** A baseball glove ... a baseball bat ...

**Luis:** Old magazines ... newspapers ...

**Jin:** Pizza boxes ... and bottles.

**Josh:** Hey, hey, wait a minute! This mess isn't *all* mine!

**Luis:** Well, I don't know about that ...

**Josh:** Oh, no? Look over there. Those are all of your papers and bottles.

**Luis:** That's my work.

**Josh:** And what about the kitchen, huh? It's full of dirty dishes ...

**Luis:** I cooked dinner for some friends last night ...

**Josh:** So you ... or your friends ... should clean it up.

**Luis:** Yeah, you're right, Josh.

**Jin:** And what about the bathroom? I'm *afraid* to go in to the bathroom! The last time we cleaned it was ... who knows? We *never* clean the bathroom!

**Josh:** And what about you?

**Jin:** Me? What about me?

**Josh:** Yeah, don't *you* ever make a mess?

**Jin:** No. I never make a mess.

**Josh:** You *never* make a mess? Never? Never?

**Jin:** If I make a mess, I always clean up. Always.

**Luis:** Not always. That's impossible. Usually. Sometimes. Not always.

**Jin:** Yes, always! Always.

**Luis:** Except the bathroom, right?

**Jin:** Well ...

**Luis:** And ... what about these?

**Jin:** My tennis shoes.

**Luis:** They smell terrible!

**Jin:** Yeah, they do.

#### Scene 4C: 21:58 - 22:41

**Mariana:** OK, from now on, we have to clean the kitchen every time we use it ...

**Sara:** Pick up our clothes all the time ...

**Shawna:** Vacuum and dust once a week ...

**Mariana:** And put our things away.

**Luis:** Let's wash the dishes every day ...

**Jin:** Leave our tennis shoes outside the window ...

**Josh:** And clean the bathroom twice a year!

## Cleaning up

### 1 Before you watch

#### ▶▶ Cultural note

#### a Read the text and then discuss the questions.

America has a day for everything! And April 7th is National No Housework Day! This is a day when you don't need to wash clothes, cook or clean the house! Of course, for some people (let's call them "men!"), No Housework Day is every day. In a recent American study, 42% of women but only 1% of men said they did all the housework in their household!

- 1 Who does most of the housework in your home?
- 2 Do you think men are doing more housework today than in the past?
- 3 What do you think of the idea of a No Housework Day?

#### b Match the verbs with the nouns to produce expressions about housework.

- |              |                   |
|--------------|-------------------|
| 1 keep       | a a mess          |
| 2 put away   | b the dishes      |
| 3 vacuum     | c the bathroom    |
| 4 dust       | d the place clean |
| 5 make       | e old pizza boxes |
| 6 clean      | f the shelves     |
| 7 throw away | g the carpet      |
| 8 wash       | h your clothes    |

#### c Do you always, usually, or never do the things in part b? Tell your partner.

### 2 Watch for main ideas

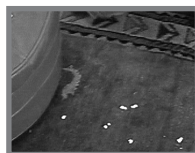
Watch Unit 4. Match each scene with a title. There is one title you do not need to use.

- |          |                                |
|----------|--------------------------------|
| Scene 4A | 1 Boys can't keep things tidy! |
| Scene 4B | 2 Cleaning up                  |
| Scene 4C | 3 Two apartments in a mess     |
|          | 4 Rubbish, rubbish and mold!   |

### 3 Watch for details

#### ▶▶ Scenes 4A and 4B

#### a Both apartments are in a mess! Watch scenes 4A and 4B and match the picture to the person responsible for the problem.



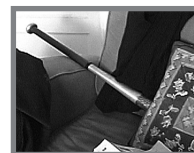
1 popcorn on the carpet

Mariana



2 clothes on the couch

Jin



3 a baseball bat

Luis



4 bottles of Fruity Fruit

Sara



5 smelly tennis shoes

Josh

## SKYLINE 2 UNIT 4



### Worksheet Cleaning up

**b Check the box (✓) for the correct person.**

	Shawna	Mariana	Sara	Jin	Josh	Luis
1 had friends over last night.						
2 left her jacket on the couch.						
3 left tennis shoes in the living room.						
4 finds mold on a plate.						
5 is reading a newspaper.						
6 studied last night.						
7 left his papers on the table.						
8 cooked for friends last night.						
9 is afraid to go in the bathroom.						

**c Now watch Scenes 4A and 4B again and check your answers.**

▶▶ **Scene 4C**

**a Now see what they decide to do about the problem. Match the halves of the sentences.**

- |                                |                         |
|--------------------------------|-------------------------|
| 1 We have to clean the kitchen | a every day.            |
| 2 Pick up our clothes          | b once a week.          |
| 3 Vacuum and dust              | c twice a year!         |
| 4 Let's wash the dishes        | d outside the window.   |
| 5 Leave our tennis shoes       | e all the time.         |
| 6 And clean the bathroom       | f every time we use it. |

**b Watch scene 4C again and check your answers.**

**c Which apartment would you prefer to live in? Why?**

### 4 After you watch

**Language focus: gerunds**

**We use -ing after many verbs for liking and disliking. Put the numbers of these actions next to the verb which best describes the way you feel about them.**

- 1 washing clothes   2 dusting   3 cooking for friends   4 washing the dishes  
 5 cleaning the bathroom   6 vacuuming the carpet   7 tidying the room   8 making the bed  
 9 working in the garden   10 ironing clothes

love \_\_\_\_\_ don't like \_\_\_\_\_  
 like \_\_\_\_\_ hate \_\_\_\_\_  
 don't mind \_\_\_\_\_

**Role-play**

**Imagine that you live in an apartment like the ones in the video – it's a mess!**

- In groups, think of five or more problems in the apartment, e.g. there are ten old pizza boxes in the kitchen; there are hairs in the bath.
- Now make new groups with one person from each original group. Have a conversation like the one on the video.

**A:** *What a mess! Look at these hairs in the bath.*

**B:** *I'm sorry. I didn't have time to clean it. Anyway, what about this cola can on the floor?*

**C:** *Oh, it's mine.*