

### House and home – Summary

The topic of Unit 4 is home decor and interior design. In scene 4A, the presenter describes his living room, which needs decorating and improving, introduces the interior designer who will help him, and talks about his budget. In scene 4B, the presenter talks about the main problems in the room and the designer offers some solutions. They also discuss the color scheme and personal items. In scene 4C, they show the room being changed. The presenter gives his reaction and they talk about the final cost of the improvements.

#### 1 Before you watch

##### ▶▶ Cultural note

- a ● Ask the students to read the cultural note.
  - Explain that only wealthier Americans would normally use an interior designer. A *yard sale* is a sale of secondhand or used furniture, household items, toys, books and clothes in the yard of someone's house; a *flea market* is a sale of the same kinds of secondhand or used goods, usually in an outdoor place.
  - Ask the students to discuss the questions in pairs or small groups. If necessary, suggest the following ideas for question 2: *discount stores, sales in design stores, via the Internet, responding to "for sale" advertisements, etc.*
  - Get feedback from the class.
- b ● Have the students match the pictures to the words.
  - Check their answers.

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

- Ask the students which of the items they have in their own home.
- c ● Briefly describe your own home and which room(s) you would like to change. Check that the students understand *character* in the context of a room (interest and individuality) and ask for examples of things that add character – *pictures, photographs, personal objects, things from other cultures / generations, etc.*
  - Have the students answer the questions in pairs or small groups.
  - Ask the students what they think is the most unusual thing that their classmates described that has character, and which room they think they are going to see.

#### 2 Watch for main ideas

14:00 – 18:31

- Check that the students understand statements 1–8.
- Point out that the presenter refers to something as *pretty ugly* at the beginning of scene 4B. Explain that *pretty* here means *very*.
- Play the unit through without stopping and ask the students to circle the correct information.
- Check their answers.

**Answers:** 1 living room 2 small 3 shades 4 attractive 5 go with 6 change 7 avoiding 8 is

- Ask the students to discuss the new look of the room in pairs or small groups.

- Get feedback from the class. Give the students the opportunity to say what they would do with the room.

◀◀ Rewind the video to 4A 14:16 in preparation for **Watch for details**.

#### 3 Watch for details

Scene 4A: 14:16 – 14:53

- Check that the students understand statements 1–4.
- Play scene 4A again and have the students mark the statements true or false.
- You could ask them to correct the false statements.
- Check their answers.

**Answers:** 1T 2F (The presenter says the apartment feels lonely.)  
3T 4F (Juliette says they can make something more comfortable and nicer-looking within the budget.)

#### ▶▶ Scene 4B: 14:56 – 16:48

- Pre-teach any new vocabulary as necessary, e.g. *pick* (choose), *color scheme* (choice of colors), *feel at home* (feel happy and comfortable).
- Play scene 4B again and ask the students to complete their answers.
- Check their answers.

**Answers:** 1b 2a 3a 4b

#### ▶▶ Scene 4C: 16:50 – 18:31

- Pre-teach any new vocabulary as necessary, e.g. *makeover* (a process of improving the appearance of someone / something), *rug* (a piece of thick fabric on the floor to protect it as well as look decorative – this is shown in the scene but not referred to), *ornamentation* (decorative objects – also shown in the scene but not referred to), *finishing touches* (extra items to give character and interest), *pillows* (fabric, usually square shaped, filled with soft material to make a couch / chair more comfortable), *stool* (a chair without a back – also shown in the scene but not referred to).
- Give the students time to look at the notes and guess the answers.
- Explain that they will need to watch carefully, as some of the answers are visual and are not given by the speakers.
- Play scene 4C again and ask the students to complete the notes.
- Check their answers.

**Answers:** 1 couch 2 (blue) throw 3 picture 4 possible answers: plants, a rug, ornaments, lamps, magazines, pillows, photographs  
5 grandmother 6 \$205

#### 4 After you watch

##### Language focus: *used to / would*

- You could refer the students to the Grammar builder on page 36 of the Student's Book.

## SKYLINE 4 UNIT 4

- Ask the students to complete the texts.
- Check their answers.

**Answers:** 1 used to share, used to / would go 2 used to be, used to / would shop 3 used to / would visit, used to belong

### Discussion

- Give the students time to read the situation.
- In groups of three, have the students plan their room.
- Get feedback from the groups. Establish which groups went over their budget.

- Ask the students to vote for the best plan for the room.
- If appropriate, ask the students to describe an actual makeover of a room in their house.

### 5 Communication activity

Turn to page 56 for the *Where shall we live?* activity.

## Video Script

COUNTER  
14:00-18:31

### Scene 4A: 14:16 – 14:53

**Presenter:** I just got this apartment, but I really need to do something with this room. I don't like it – it's cold, it's unfriendly, it's boring, it feels barren and lonely and it doesn't have a whole lot of character, but I don't have that much money ... anyway, this is Juliette. She's an interior designer. She's going to help me decorate this room for a budget of \$200. Do you think you could really make it different with only \$200?

**Juliette:** Well, it's not very much money, but I think we can do something to make it more comfortable and nicer-looking.

### Scene 4B: 14:56 – 16:48

**Presenter:** Well, the first problem are these windows – the shades keep out the light, but ... they're just not interesting, they need something else.

**Juliette:** Well, there's a lot of different things you can do with windows ... erm, there's different varieties of roll shades, there's blinds, but I think for this room ... curtains with an interesting color would be the best thing.

**Presenter:** I really like this couch; it's very comfortable and I've had it for a long time. But, as you can see, it's pretty ugly.

**Juliette:** What I would normally do is get a slipcover made which is something that would cover the whole couch exactly but it is very expensive. So what we'll do is get either a throw or a tapestry that will cover it more loosely.

**Presenter:** You've talked a lot about color, er, how do we pick a color scheme?

**Juliette:** Well, we've both decided that we like this red couch, so that would be a good place to start. Erm, picking colors that either look good with red or have hints of red in them.

**Presenter:** Oh.

**Juliette:** So, like you'll see here these are some different variations on reds and similar colors.

**Presenter:** Now, I'm very excited – everything we've talked about sounds great, but, the room needs a little more character – something to make it more lively, something to make me feel at home.

**Juliette:** Well, that will happen with time. But, to start, we can add photographs of your family and friends, we can bring in personal items, things that you love ... and, maybe we can put something different on the wall here. It would be more interesting.

**Presenter:** But ... I like Wonder Woman, it's red, it works!

**Juliette:** It is red, but maybe we can find something better.

**Presenter:** OK. Well, let's get started.

**Juliette:** All right.

### Scene 4C: 16:50 – 18:31

**Juliette:** These are the curtains we chose. They've got some red in them to go with the couch, and ... er, I think they'll make the light look really interesting. Goodbye old couch. Hello new ... Look at this, it's great.

**Juliette:** You can find really interesting things by staying away from stores and going to yard sales and flea markets.

**Presenter:** That really works ... No?

**Juliette:** Go straight.

**Presenter:** Oh ...

**Juliette:** And there's always room for a plant.

**Presenter:** And now for the finishing touches.

**Juliette:** And ... a couple of pillows for comfort.

**Presenter:** Oh ... and this is a piece that I got from my grandmother which has a lot of meaning for me. Wow, look at this, I'm really impressed. It looks great.

**Juliette:** Thanks.

**Presenter:** And you only went five dollars over budget.

**Juliette:** Thanks a lot, Juliette. I ... er ... really appreciate it.

**Presenter:** You're welcome. I had a lot of fun doing it.

**Juliette:** Yeah, so did I.

## House and home

### 1 Before you watch

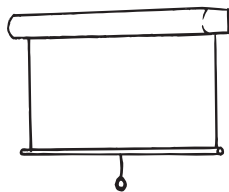
#### ▶▶ Cultural note

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

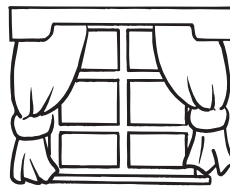
Interior decorating is very popular in the United States. Most people decorate their home themselves, but some Americans hire an interior designer to give them ideas. There are lots of interior design stores that sell materials and objects. If people are on a limited budget, they can often find nice things for the house at yard sales or flea markets.

- 1 What do people in your country do when they want to decorate their home?
- 2 Where can people find nice objects for the house if they are on a budget?

#### b Match the pictures (1–5) with the correct words (a–e).



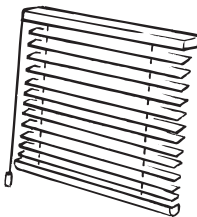
1 \_\_\_\_\_



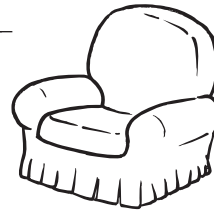
3 \_\_\_\_\_



5 \_\_\_\_\_



2 \_\_\_\_\_



4 \_\_\_\_\_

a shades    b a slipcover    c blinds    d curtains    e a throw

#### c Discuss the questions in pairs or small groups.

- 1 How would you describe your own home? Which room would you like to change in it?
- 2 What things give a room "character?" What's your favorite thing that gives your home character?
- 3 The presenter of Unit 4 wants help with the windows and couch in a room in his apartment. Which room do you think it is?

### 2 Watch for main ideas

#### a Watch Unit 4 and circle the correct information.

- 1 The presenter wants to change his *bedroom* / *living room*.
- 2 The presenter has a *small* / *large* budget to decorate his room.
- 3 The presenter doesn't like the style of the *shades* / *windows*.
- 4 The couch isn't very *comfortable* / *attractive*.
- 5 Juliette suggests colours that *go with* / *contrast with* red.
- 6 Juliette thinks the presenter should *keep* / *change* his poster.
- 7 Juliette recommends *visiting* / *avoiding* stores.
- 8 The presenter *is* / *isn't* pleased with the new room.

#### b What do you think of the new look of the room?

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## SKYLINE 4 UNIT 4



### Worksheet House and home

#### 3 Watch for details

##### ▶▶ Scene 4A

Watch scene 4A again and mark each statement T (True) or F (False).

- |   |                            |                            |
|---|----------------------------|----------------------------|
| 1 The presenter hasn't lived in the apartment very long.      | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 The presenter feels lonely in his apartment.                | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 The presenter has two hundred dollars to decorate the room. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 Juliette seems worried about the budget.                    | T <input type="checkbox"/> | F <input type="checkbox"/> |

##### ▶▶ Scene 4B

Watch scene 4B again and choose the correct answer (a or b).

- What aspect of the curtains will be important? a) the design b) the color
- Why is a slipcover not suitable for the couch?
  - It costs too much.
  - It covers the couch too exactly.
- Why does Juliette pick red as the basic color scheme?
  - The room already has a nice piece of red furniture.
  - There are lots of variations of red.
- What does Juliette suggest to make the presenter feel at home?
  - inviting his family and friends
  - adding personal objects

##### ▶▶ Scene 4C

Watch scene 4C again and complete the notes. In number (4), write three examples.

##### Living room makeover

- Color of curtains: red to go with the \_\_\_\_\_
- Covering for old couch: \_\_\_\_\_
- For the walls: a photograph, a \_\_\_\_\_ and a frame
- Personal effects and finishing touches: \_\_\_\_\_
- Personal item: a stool from presenter's \_\_\_\_\_
- Actual cost: \$ \_\_\_\_\_

#### 4 After you watch

##### Language focus: *used to / would*

Complete the texts with *used to / would* and the verb in parentheses. Sometimes both *used to* and *would* are possible and sometimes only *used to* is possible.

- When I was at college, I \_\_\_\_\_ (*share*) an apartment. We didn't have much money, so we \_\_\_\_\_ (*go*) to local yard sales to buy things for the apartment.
- My friend Annie \_\_\_\_\_ (*be*) an interior designer. She lived in New York City and she \_\_\_\_\_ (*shop*) at the most expensive stores to decorate her home.
- During vacations with my parents, we \_\_\_\_\_ (*visit*) flea markets in different places. One day my dad found an old tapestry. The man who sold it said it \_\_\_\_\_ (*belong*) to a very wealthy family.

##### Discussion

Work in groups of three. Imagine that you have just moved into an apartment together. The living room has a lot of dull furniture, but no curtains or decoration. Look at the options below and decide how best to spend your budget of \$300.

- |                                  |  |
|----------------------------------|--|
| curtains, shades or blinds \$125 | lamps \$80   |
| paint and brushes \$75           | pictures and interesting objects from flea market \$40 |
| rugs, pillows \$85               | posters \$35   |
| throws for furniture \$90        | plants and flowers \$45                                |