



7 Home, Sweet Home

1 Synopsis

In this video, photographer Pat Booth gives us a tour of her apartment on the 61st floor of a New York City apartment building. She describes the style and décor she chose, and she describes how she decorated the apartment with her collection of photographs in mind. She chose an eclectic mix of furniture, including some antique furniture. However, the overall feel of the décor is minimalist, and the predominant colors are black, gray, and white. We briefly see the kitchen, which is small, but very functional. We go on to learn that, although the space inside the apartment is very limited, Pat has extensive views of Central Park and Manhattan's skyscrapers. These beautiful views are magical at night and give her a sense of peace. Pat concludes that in big cities like New York, there is never enough space.

Length of video: 3:24 min

2 Target Language

Grammar: quantifiers

Vocabulary: describing homes and home décor; words for talking about big cities; words for talking about homelessness

Language Points: *kind of, sort of, absolutely, vice versa, just a splash, in the region of*

3 Procedural Notes

A Before you watch

As a class. To introduce the topic of describing homes, have students look at the prompts. Then, draw a circle in the middle of the board and write *My dream house* inside it. Draw seven branches coming out of this circle. Draw a circle at the end of each branch and write one of the following words in each one: *type, location, size, rooms and other spaces, outside space, décor, and feel*. Ask students to help you brainstorm words for describing each of these aspects of a house. Complete the mind map with a lot of ideas.

Possible answers: **type:** apartment, house, mansion, cottage, ranch **location:** in the city, in the suburbs, in the country, on the beach, remote **size:** medium-sized, huge, really big **rooms and other spaces:** spacious bedrooms, indoor swimming pool, five-car garage, home movie theater **outside space:** vegetable garden, big lawn, small yard **décor:** modern, classic, minimalist, stylish, colorful, neutral **feel:** comfortable, spacious, cozy, lived-in

Individuals. Give students time to make some notes about their dream house. Encourage them to use some of the words from the board. Circulate and give help as necessary.

In groups. Ask students to share their answers in groups of three.

As a class. Nominate a few students to describe the dream home of one of the students in their group.

B While you watch

1 As a class. Write these words on the board: *a few, a lot, a pair, much, one, some, any*. Elicit what they have in common (they all describe quantity or amount). Explain that these words are called *quantifiers*. Highlight that *much* and *any* are most often used in questions and negative sentences. If you have the time and think that the students will benefit from this revision, ask them to call out nouns that can go with each quantifier. Write them on the board. Elicit the difference between a countable and an uncountable noun (countable nouns can be counted and have plural forms; uncountable nouns cannot be counted and do not usually have plural forms). Ask what type of noun can follow each quantifier.

Answers:

a few apples/cars/students = countable

a lot of water/money/coins/cars = countable and uncountable

a pair of jeans/glasses/shoes/socks = plural countable nouns

much = much rice/space/water = singular uncountable

one = one hat/apartment/home = singular countable nouns

some people/space/chairs/bread = uncountable and plural countable nouns

any rice/traffic/coins/doors = uncountable and plural countable nouns (in negative and interrogative forms)

Tell the class that you are going to play the first part of the video with the sound off. They have to watch carefully for the things that are described in the paragraph on their worksheet (e.g., photographs, comfortable chairs, space, kitchen appliances, etc.) and choose the correct quantifiers to complete the text.



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Individuals. Give students a minute to read the text first so they know what they need to look for. You might want to explain the meaning of the following words:

shelf (n., pl. *shelves*) – a flat piece of wood, plastic, or glass attached to the wall or as part of a piece of furniture used for putting things on, e.g., books

clutter (n.) – the mess created when there are too many things in one place

appliance (n.) – a machine or piece of equipment that you have in your home

neat (adj.) – carefully arranged and looking nice

Play the video from the beginning to [01:53] with the sound off. Then, give students a couple of minutes to complete the blanks.

In pairs. Ask students to compare their answers, discussing any differences.

Answer key: 1 a lot 2 a pair 3 much 4 a few / some 5 one 6 some / a few 7 any

As a class. Check the answers as class. If there is any disagreement, do not give the correct answer. Instead, watch the video again [up to 01:53], this time with the sound on. Encourage students to raise their hands at the relevant part(s) of the video. Pause it and elicit the correct answer.

2 As a class. Assign each student a number from one to six as follows: start at one end of the class and have students count, in turn, from one to six as many times as necessary until everyone has a number. Explain that students with the number 1 need to listen for the match to the sentence half in question 1, students with the number 2 listen for the match to the sentence half in question 2, and so on. Play the video [01:53 to the end].

In groups. Ask students to form groups containing each of the numbers, one to six. Any leftover students can each join a group that already has six members. Ask students to share their complete sentences with the rest of the group.

As a class. To check answers, nominate students from different groups to read aloud their complete sentence.

Answer key: 1 f 2 a 3 c 4 b 5 d 6 e

3 Individuals. Ask students to choose answers based on what they remember from the video. If they can't remember, encourage them to make a good guess. Do

not check answers at this point. Pre-teach or elicit the meaning of:

skyscraper (n.) – a very tall building containing offices or apartments.

Play the entire video for students to check, and if necessary correct, their answers.

Answer key: 1 Metropolitan 2 61st 3 19th
4 excellent 5 skies 6 East 7 peace

C After you watch

1 In groups. Nominate students to read aloud the questions. Give students ten minutes to discuss them in groups of three or four. Circulate and help as necessary.

As a class. Check answers as a class. Ask students who would like to live in Pat Booth's apartment to raise their hands. Ask a few of these students to explain why. Repeat with students who wouldn't like to live there. Then, nominate individual students to share information they discussed in their group about questions 2 and 3.

D Language Points

As a class. Have students take turns reading sentences aloud. After each sentence is read, tell the class to select their answer.

In pairs. Have students check their answers with a partner. Call on pairs to give their answers. Explain that *kind of* and *sort of* have similar meanings, and here they can both mean *to some extent* or *more or less*.

Answer key: 1 f 2 d/e 3 d/e 4 a 5 b 6 c

In groups. Divide the class into groups. Give each group a language point and ask them to write another example sentence. Circulate and give help as necessary, then nominate students to write their sentences on the board. Here are some ideas you can help with, if necessary:

I have a new phone, which I absolutely love.

Watching American TV kind of helps me with my English.

Studying with other people sort of helps motivate me.

My brother likes to wear black clothes with just a splash of color.

Fish can't live where I live and vice versa.

There were in the region of 10,000 people at the concert.

Read over the sentences and correct any errors.



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2 In pairs. Before students try this exercise in pairs, explain that when we speak, we are sometimes unable or unwilling to give completely exact or clear information. Write the term *vague language* on the board. Explain that English speakers use a range of different words and expressions to signal that they are not being very exact. Ask students to read the transcript excerpt from the video and underline all the examples of this type of language.

As a class. Check answers as a class by reading the passage aloud yourself or nominating a student to do so. Tell students to raise their hands each time they hear some vague language. At the end of the exercise, highlight that *kind of* and *sort of* are synonyms meaning *more or less*. They are used in informal spoken English and should not be used in writing. Also, explain that modal verbs like *might* also contribute to the vagueness of the text: sometimes it's one, then another week it might be another.

Answer key:

"One week, I might have purple orchids, another week I might have giant sized sunflowers, to kind of lighten the room up. I decided to sort of do the floor in gray marble, simply because I thought it was really rather wonderful to have this kind of gray, and the gray skies of Manhattan sort of going out into infinity, bringing the external in and vice versa."

E Your Viewpoint

As a class. Nominate students to read aloud the statistics. If necessary, remind the class that % is *percent*. Elicit the meaning of *homeless* (without a place to live) and *homelessness* (the condition of being homeless). Tell students that a *shelter* is a temporary place for where homeless people can sleep at night. Nominate different students to read aloud the questions, and make sure everyone understands them.

In groups. Give students about ten minutes to discuss the questions in groups of three or four.

As a class. For each question, nominate students from different groups to share the arguments and points their group brought forward. For question 4, encourage a class discussion and finish off by holding a class vote.

4 Video Script

Pat: It's an apartment building called the Metropolitan Tower. It's right in the center, midtown in Manhattan. And I live on the 61st floor, which I absolutely love. Really a great space. I've lived here probably around, oh, ten years. I decorated this apartment specifically with my photography collection in mind. I'm a passionate photographer myself, and I've had several exhibitions, all over the world. What I tried to do with this apartment was to mix minimalism with things like 19th-century furniture. For example, I've got Biedermeier furniture mixed with Mies van der Rohe, and also Italian leather. So, I like that enormously eclectic mix of furnishings, but still leaving it very subtle and very minimal. The kitchen here is a small space, a very small space, but it's very tightly designed so it really works very well. It's got a very excellent fridge,

it's got the usual microwave all built in, and the dishwasher, so it's very small. Most of the time, I prefer black and white, and just a splash of furniture with a little bit of color to it, or I add the color with flowers. One week, I might have purple orchids, another week I might have giant sized sunflowers, to kind of lighten the room up. I decided to sort of do the floor in gray marble, simply because I thought it was really rather wonderful to have this kind of gray, and the gray skies of Manhattan sort of going out into infinity, bringing the external in and vice versa. I must have views, that's the most important thing. And this afforded me the most enormously beautiful views of Central Park, but also the city's skyscrapers. From here, I see the Hudson River and the East River. I love these kind of views because it gives you a sense of enormous



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peace, and yet, at the same time, at night, all the lights sparkle, so you're just in the middle of fairyland. The other thing I'm able to do is look down on Central Park's skating rink. That's wonderful, because in the summer they use it as a carousel for the children, and in the winter you see these marvelous visions of people sort of skating on the ice there. I'm very passionate about photography, and certainly other

people's photography. So, I designed this apartment really around my photographic collection. I have up usually around 20, 25 photographs, and then I can add to those. So, my collection of photography probably is in the region of about a hundred great photographers' work that I collect. But it is very difficult to deal with space in big cities. Nobody's ever got enough of it.