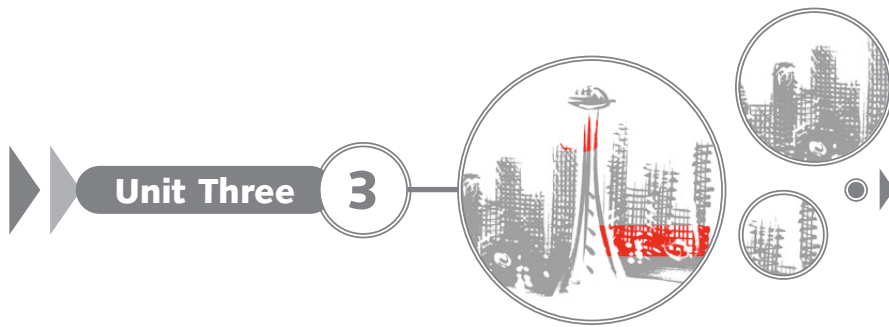


## SKYLINE 3 UNIT 3



## Teacher's notes

### Toward the future – Summary

In scene 3A, Cal, Shawna, Mariana and Josh talk about what people in the past thought about what life would be like today and they talk about the use of money and credit cards. Mariana goes on to talk about how she misses her own money in the United States. In scene 3B, we see a short documentary about how money originated and how it is printed. Finally, in scene 3C, Cal says he believes that in the future we will no longer need cash, and Mariana bets him that this won't be the case.

#### 1 Before you watch

##### ▶▶ Cultural note

- a ● Have the students read the cultural note and ask them what ways they use to refer to money in their own country. They might use slang. If so, use this opportunity to teach the difference between *slang* and *colloquial language* (*slang* = very informal language, which is trendy and might not last, and which is not acceptable to some people; *colloquial language* = informal language).
- Have the students match the formal and informal names for currency. Point out that these expressions are everyday expressions and not slang!
- Check their answers.

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

- b ● Ask the students to look at the illustrations and determine which are older than others and ask them what the difference is between one or two items.
- Pre-teach any new vocabulary as necessary, e.g. *microfibers* (modern materials that are very strong, warm and often waterproof, but very light).
- Have the students match the objects.
- Check their answers.

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

- c ● Put the students into groups and ask them to briefly discuss which items they use.
- d ● Then ask the students to predict what could replace these objects, e.g. *cars – mini helicopters, TVs – flat screens on the wall, CDs – music on computers, food – pills, pets – robots.*

#### 2 Watch for main ideas

10:41 – 14:36

- Ask the students to read the sentences. Answer any questions they might have, e.g. *to miss something or someone* (to wish you still had something or could still do something, or to wish you still saw someone). The first two sentences have been done for the students.
- Have the students watch the video and put the sentences in the correct order. Check their answers.

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

◀◀ Rewind the video to 3A 10:57 in preparation for **Watch for details.**

#### 3 Watch for details

Scene 3A: 10:57 – 12:30

- a ● Ask the students to check (✓) the objects they see in the video.
- Check their answers.

**Answers:** 1 a satellite dish ✓ 2 a PalmPilot ✓ 4 money ✓  
5 a cell phone ✓

- b ● Ask the students to read sentences 1–3 and choose the best summary.
- Check their answers.

**Answers:** 2 They talk about the changes between the past and the present.

##### ▶▶ Scene 3B: 12:33 – 13:47

- Have the students read the sentences and try to guess the answers.
- Pre-teach any new vocabulary as necessary, e.g. *tobacco* (the plant from which cigarettes are made), *press* (a printing machine) and *distribute* (to pass / send to).
- Ask the students to watch scene 3B and check their answers.

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

##### ▶▶ Scene 3C: 13:50 – 14:36

- Pre-teach any new vocabulary as necessary, e.g. *to bet* (to risk some money on the result of something), *to make a deal with someone* (to make a formal agreement, usually in business) and *to owe someone something* (to be in debt to someone).
- Put the students into pairs and ask them to complete the conversation with the words in the box.
- Have the students watch scene 3C and check their answers.
- Check the answers with the whole group.
- Have an open discussion and ask the students who they agree with and why.

**Answers:** 1 probably 2 want 3 bet 4 How about 5 bucks  
6 a deal 7 owe me

#### 4 After you watch

##### Language focus: *will / won't (will not)* for predictions

- a ● Ask the students to work in groups and make three or four sentences from the chart.
- Teach them these phrases: *I don't agree with you.* and *I don't think so.*
- Put the students into pairs and have one student in each pair predict what will happen. Their partner can then agree or disagree and give their reasons why. **Note:** We often use the words *I bet ...* to introduce something that we think will happen.
- b ● Ask the students to write down three more predictions of their own. Have them do this individually.
- c ● Tell them to use the conversation in exercise **a** of scene 3C as a base for their own conversation. You could demonstrate an example of the conversation with a confident student in front of the class.

## SKYLINE 3 UNIT 3

- Put the students into pairs and ask them to talk about their predictions. Monitor their conversations.

### 5 Communication activity

Turn to page 56 for the *Give me a clue!* activity.

### Video Script

COUNTER  
10:41-14:36

#### Scene 3A: 10:57 - 12:30

- Cal:** It's funny what they thought life would be like in the year 2000!
- Josh:** Little cars flying around in the air ... that would be cool, though.
- Mariana:** A long time ago, who would have really thought what it would be like ...
- Cal:** Yeah, who would have thought thirty or forty years ago that we'd be walking around talking on cell phones? Or that we'd have Palmpilots ... or ... or satellite dishes ...
- Josh:** Or microfibers or fleece ... or tennis shoes with air cushions!
- Mariana:** Or that everyone would be using credit cards to pay for everything.
- Cal:** Yeah, that is a big difference. I mean ... some people think that thirty or forty years from now, they won't use money at all anymore. Everything will be done electronically.
- Mariana:** Oh, I think there will still be money. People like to have money because it's so ... I don't know ... it's so real ... I didn't think about money that much until I came here and started using dollars. And I missed Venezuelan money.
- Josh:** I never thought about that. I guess if you go to another country, one of the things you miss is your money.
- Mariana:** And you know, they still print a lot of money ...

#### Scene 3B: 12:33 - 13:47

- Narrator:** Dollar bills have been used for over three hundred years in the United States. But have you ever taken a good look at a dollar bill? It isn't just used in exchange for goods and services. A dollar bill is also a work of art with a real history. The first dollar bills were introduced in 1715 in the colonies of Maryland, North Carolina and Virginia. They were called tobacco notes and could be converted to quantities of tobacco. They were easier to carry and make large payments than coins and tobacco were. After the revolutionary war with Great Britain the term "dollar" became very popular with Americans. And after the American Civil War, the job of making paper money was given to the Bureau of Engraving and Printing in Washington. But how is money made? First of all, artists make the currency plates. These plates are then covered with ink. Special sheets of paper are fed into the press and then stacked and cut. Once the bills have been cut they are sent to twelve different Federal Reserve Banks around the country, which, in turn, distributes the notes to the local banks where most people do their banking.

#### Scene 3C: 13:50 - 14:36

- Josh:** Yeah. Did you know they even made an Elvis Presley coin? That proves there will always be money.
- Cal:** Come on. You like money because you're so used to it, I mean, I almost never use money anymore. And in twenty-five years I'll probably never use it.
- Mariana:** Do you want to bet?
- Cal:** A bet? OK ... How much?
- Mariana:** I don't know. How about twenty dollars?
- Cal:** Twenty bucks? You got a deal. And in twenty-five years, we'll get together and you will owe me twenty dollars!
- Josh:** Oh, hey, I think the pizza's here. You got ten bucks?
- Cal:** Yep, sure. Here you go.
- Mariana:** Look, cash! I think you're going to lose this bet, Cal. And you're going to have to pay me twenty dollars. In cash!
- Cal:** No, no, I'm not. Here take the ten dollars ...

## Toward the future

### 1 Before you watch

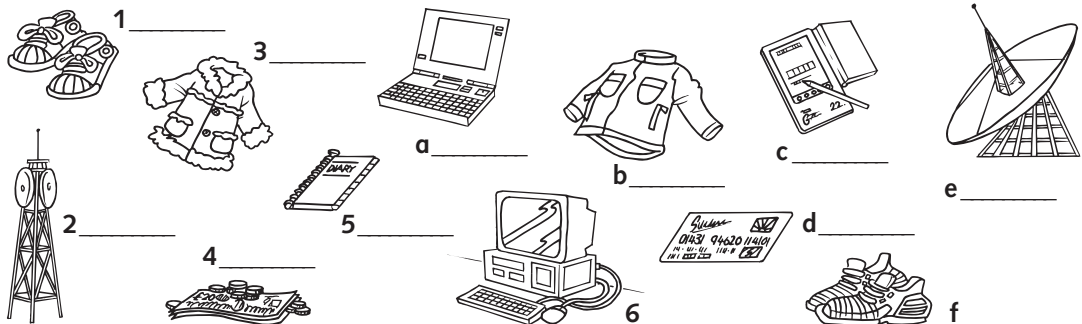
#### ▶ Cultural note

All languages have colloquial names for money. In the U.S. some people call money *bread*.

#### a Can you match the American money with its colloquial name?

- |             |            |
|-------------|------------|
| 1 a nickel  | a 10 cents |
| 2 a dime    | b 25 cents |
| 3 a buck    | c 1 dollar |
| 4 a quarter | d 5 cents  |

#### b Match the objects (1–6) with the modern alternatives (a–f).



- |                      |                                    |
|----------------------|------------------------------------|
| 1 tennis shoes       | a laptop                           |
| 2 radio receiver     | b (microfiber) fleece jacket       |
| 3 sheepskin coat     | c PalmPilot                        |
| 4 money              | d credit card                      |
| 5 appointments diary | e satellite dish                   |
| 6 desktop computer   | f athletic shoes with air cushions |

#### c Which of these things do you use?

#### d Look at the items in the box. What do you think will replace them in the future?

cars TVs CDs food pets

### 2 Watch for main ideas

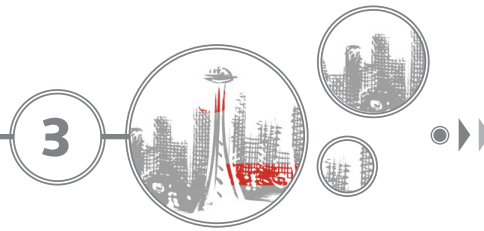
#### a Watch the video and put the events in the correct order (a–g).

The first two have been done for you.

- a Shawna, Cal, Josh and Mariana watch an old science fiction film.
- \_\_\_\_\_ A pizza is delivered.
- b They talk about what people in the past thought about today.
- \_\_\_\_\_ Mariana and Josh say people miss their own money when they live abroad.
- \_\_\_\_\_ Mariana bets Cal that credit cards won't replace money.
- \_\_\_\_\_ They talk about what will happen in the future.
- \_\_\_\_\_ We watch a program about printing money.

#### b Now check your answers.

## SKYLINE 3 UNIT 3



### Worksheet Toward the future

#### 3 Watch for details

##### ▶▶ Scene 3A

**a Watch scene 3A and check (✓) the objects that you see.**

- |   |                                     |   |  |
|---|-------------------------------------|---|--|
| 1 a satellite dish <input type="checkbox"/> | 3 a laptop <input type="checkbox"/> | 5 a cell phone <input type="checkbox"/> | 7 a microwave <input type="checkbox"/>   |
| 2 a PalmPilot <input type="checkbox"/>      | 4 money <input type="checkbox"/>    | 6 a computer <input type="checkbox"/>   | 8 a credit card <input type="checkbox"/> |

**b In pairs, decide which summary best describes scene 3A.**

- 1 They say why things were better in the past.
- 2 They talk about the changes between the past and the present.
- 3 They talk about transportation in the future.

##### ▶▶ Scene 3B

**a Read the statements and try to guess the correct answer (a, b or c).**

- 1 The dollar bill was first used in a) 1650. b) 1715. c) 1900.
- 2 The Bureau of Engraving and Printing is in a) Boston. b) Miami. c) Washington.
- 3 Making dollar bills begins with a) an artist. b) a printer. c) an editor.
- 4 The dollars go to \_\_\_\_\_ Federal Reserve Banks. a) 20 b) 12 c) 51

**b Now watch scene 3B again and check your answers.**

##### ▶▶ Scene 3C

**a Read the conversation and try to complete it with the words in the box.**

How about    want    owe me    probably    bet    bucks    a deal

**Cal:** I mean, I almost never use money anymore. And in twenty-five years I'll  
(1) \_\_\_\_\_ never use it.

**Mariana:** Do you (2) \_\_\_\_\_ to bet?

**Cal:** A (3) \_\_\_\_\_? OK ... How much?

**Mariana:** I don't know. (4) \_\_\_\_\_ twenty dollars?

**Cal:** Twenty (5) \_\_\_\_\_? You got (6) \_\_\_\_\_. And in twenty-five years  
we'll get together and you will (7) \_\_\_\_\_ twenty dollars!

**b Now watch scene 3C and check your answers.**

**c Read the conversation again. Who do you agree with, Cal or Mariana?**

#### 4 After you watch

**Language focus: will / won't (will not) for predictions**

**a Use the chart to make predictions. Discuss your predictions with a partner.**

I bet in	5	years	there'll be	hotels on the Moon.
	10		there won't be	diseases that kill people.
	15			computer-driven cars.
	20			oil.
	25			robots.
				space missions to Mars.
				wrist computers.
				nuclear power.

**b Write down three more predictions of your own.**

**c In pairs, use the predictions above and the conversation in scene 3C to have your own conversation.**

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PHOTOCOPIABLE  
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