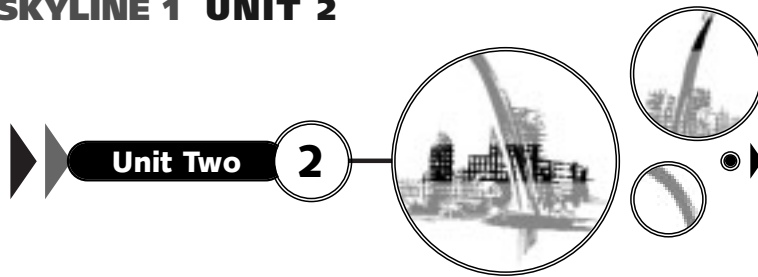


## SKYLINE 1 UNIT 2



### Unit Two 2

### Teacher's notes

#### Get a job – summary

In scene 2A, Josh and Luis admit that they have money problems. Jen suggests that they should get jobs. They look on the Internet, but they don't find anything. Jen suggests that they look at the job ads on the job board at the university. In scene 2B, Josh and Luis go to the university job board Luis finds a suitable job for Josh (a basketball coach). Luis meets Sara, who is rude to him at first. She apologizes and tells him she is looking for a job as a waitress. Luis shows her an ad. She advises him to speak to his faculty adviser (a "faculty adviser" is the professor who helps students plan their classes), about finding a job. In scene 2C, Luis meets Professor Fielding, who offers him a job as her art project assistant. He starts the next day.

#### 1 Before you watch

##### ►► Cultural note

- The main purpose of the first task is to set the context of having money problems and looking for jobs. It is very common in the U.S. for students to "work their way through college." You may need to help students through the cultural note.
- Ask the discussion questions to elicit various jobs. If the students don't know the English word, you could ask them to mime it.

#### 2 Watch for main ideas

07:08 – 13:57

- Have the students watch Unit 2 and decide which titles match with the scenes.
- If students need more support you could stop the video after each scene and elicit the answers.
- Check their answers.

**Answers:** A 3 B 2 C 1

◀◀ Rewind the video to 2A 07:23 in preparation for **Watch for details**.

#### 3 Watch for details

Scene 2A: 07:23 – 09:02

- Pre-teach new words as necessary, e.g. "not enough experience."
- Get students to look at sentences 1 to 6 and mark their answers.
- Ask students to watch scene 2A.

**Answers:** 1 Luis 2 Jen 3 Luis 4 Josh 5 Luis 6 Jen

#### ►► Scene 2B: 09:09 – 12:19

- Ask students to look at the picture of the bulletin board and see if they know what it is.
- Remind them who Sara is, i.e. The young woman who talks to Luis at the bulletin board. Then ask them to find which jobs are good for Luis, Josh and Sara. Tell them not to worry about new words.
- Students watch scene 2B again.
- Check their answers.

**Answers:** 1 B 2 E 3 A

- You may want to ask them why Sara is unfriendly to Luis.  
Possible answers: She is unfriendly because she is unhappy. She is unhappy because she has no money and needs a job.

#### ►► Scene 2C: 12:21 – 13:57

- Pre-teach / check unknown vocabulary, e.g. *scanner, today, tomorrow*.
- Students read sentences 1 to 5 and try to answer them from memory. Then watch scene 2C again to check the answers.

**Answers:** 1 is 2 knows 3 2,000 4 \$12 5 tomorrow

#### 4 After you watch

##### Language focus: question words

- a
- Demonstrate the meaning of *Who* and *What* using people and objects in the classroom, e.g. *Who's this? What's this?*
  - Check students know all the vocabulary, e.g. *roommate* and *rate of pay*.
  - Get students to complete the exercise with Luis's information.
  - Check their answers.

**Answers:** 1 What 2 What 3 Who 4 What 5 Who 6 What 7 What 8 Who

- b
- If your students cannot answer these questions, put the answers on the board in the wrong order and ask them to choose the correct answer from the board.

**Answers:** 1 My name's / I'm Luis. 2 I'm Brazilian.

3 He's / His name's Josh. 4 It's graphic design.

5 She's Professor Fielding. 6 I'm an art project assistant.

7 It's \$12 an hour. 8 She's / Her name's Sara.

- c
- Ask and answer the questions, in open pairs first, if necessary. An alternative approach with a stronger group would be to do the speaking first.

## SKYLINE 1 UNIT 2

### Video Script COUNTER 07:08-13:57

#### Scene 2A: 07:23 - 09:02

**Josh:** Bills, bills, bills, bills, bills. Another credit card bill!  
**Luis:** Money problems, Josh?  
**Josh:** Yeah, money, money, money. It's always the same.  
**Luis:** Money ... or NO money. That's a big problem.  
**Jennifer:** Excuse me, but I think you guys need to get jobs.  
**Luis:** That's a good idea, Jennifer.  
**Jennifer:** I think so.  
**Luis:** Let's get jobs!  
**Josh:** Let's see. Architects ... architects ... more jobs for architects. Well, I am not an architect.  
**Luis:** Computers. Hmmm, there are lots of jobs in computers ... graphic design jobs ... oh ... four years experience ... ten years experience ... Too bad ... I don't have enough experience for any of them.  
**Jennifer:** Go to the job board at the university. Maybe you'll find something there.

#### Scene 2B: 09:09 - 12:19

**Josh:** Babysitter needed for 3-month-old baby ... No, I don't think so.  
**Luis:** You don't want to take care of a little baby, Josh?  
**Josh:** No. No babies.  
**Luis:** Taxi driver? Hmmm. No. I don't know the city very well. New restaurant opening. Now hiring waiters and waitresses. No, I don't want to work in a restaurant. Basketball coach. Hmmm. Hey, here's a job for you, Josh. Part time basketball coach for a team of 12-year-old boys.  
**Josh:** Basketball coach! It's great. I love basketball. I like working with kids, too. Big kids. Not babies ... This is perfect. Thanks, man. I'll see you later ... oh sorry.  
**Sara:** No. Can't do *that*. Can't do *that*. Ugh! Not for me. Pay is terrible ...  
**Luis:** Hi. What kind of job are you looking for?  
**Sara:** Do you work here or something?  
**Luis:** No. I don't work here.  
**Sara:** Then why are you asking?  
**Luis:** Well, I was just trying to help.  
**Sara:** Look. I'm sorry. I'm just in a bad mood. I need to find a job, soon ... I need to make some money. I'm looking for a job as a waitress.  
**Luis:** A waitress? I think I saw a job for a waitress. Where did I see that? Hmmm, yeah, here it is. Now hiring ... waiters and waitresses.  
**Sara:** New restaurant ... French food. Hmm. Sounds good. Thanks. Er ... how about you? What are you looking for?  
**Luis:** I'm studying graphic design. So I really want to find a job where I can get some experience.  
**Sara:** So, why don't you ask your faculty adviser to help you?  
**Luis:** My faculty adviser? What's that?  
**Sara:** Your faculty adviser. You know, a professor who helps you plan your classes. Sometimes they can help you find a job. Do you have your class schedule with you?

**Luis:** My faculty adviser ... Fielding ... Professor N. Fielding.  
**Sara:** Oh, Professor Fielding. I know her. Her office is right down there.  
**Luis:** Thanks! Uh, what's your name?  
**Sara:** My name is Sara. What's yours?  
**Luis:** Luis. Maybe I'll see you again.  
**Sara:** I hope so! Look, Luis, I'm sorry I was rude. Really sorry.  
**Luis:** It's OK.

#### Scene 2C: 12:21 - 13:57

**Prof. Fielding:** Oh, come in.  
**Luis:** Hi.  
**Prof. Fielding:** Hello, I'm Nancy Fielding. Come in, sit down.  
**Luis:** Thank you. It's nice to meet you, Professor Fielding. I'm Luis Mendes.  
**Prof. Fielding:** Oh, yes. Good to meet you, Luis. I see here you're one of my students this year. How can I help you?  
**Luis:** I'm looking for a job. A part time job. I need to make some money.  
**Prof. Fielding:** You're a graphic design major, isn't that right?  
**Luis:** Yes. Graphic design. That's right.  
**Prof. Fielding:** That's good. Most graphic design students have good computer skills. Do you?  
**Luis:** Yes, I do. I worked with a lot of computers in Brazil. I know all the major software programs.  
**Prof. Fielding:** Do you know how to use this scanner?  
**Luis:** Uh ... Sure. Yeah, I know this kind of scanner.  
**Prof. Fielding:** I'm working on a large art history project. These are slides of paintings from different periods. That's a lot of slides!  
**Luis:** Yes, there are probably about 2,000 slides here.  
**Luis:** Wow. That is a lot!  
**Prof. Fielding:** It is. And I want to scan them into a computer file. The pay is \$12.00 an hour. Are you interested?  
**Luis:** \$12.00 an hour. Yes. Yes. Sure. That sounds good.  
**Prof. Fielding:** When can you start?  
**Luis:** Uh ... I can start tomorrow. My last class ends at 2:30.  
**Prof. Fielding:** 2:30 tomorrow, then.  
**Luis:** Great. See you then, and thanks a lot.  
**Prof. Fielding:** You're welcome. See you tomorrow.  
**Luis:** Bye.

## SKYLINE 1 UNIT 2

### Unit Two

### 2

## Get a job

### 1 Before you watch

#### ►► Cultural note

Read the text and then discuss the questions.

Students sometimes have money problems and need to work. In the U.S., students sometimes get jobs in restaurants, as babysitters, in stores, etc.

- 1 Do students work in your country?
- 2 What jobs do students do?



### 2 Watch for main ideas

a Watch Unit 2. Match the scenes and titles.

- |         |                           |
|---------|---------------------------|
| Scene A | 1 Luis gets a job         |
| Scene B | 2 Luis meets Sara         |
| Scene C | 3 No jobs on the Internet |

b Check your answers.

### 3 Watch for details

#### ►► Scene 2A

a Look at sentences 1 to 6. Before you watch scene 2A again, put a check (✓) in the correct box.

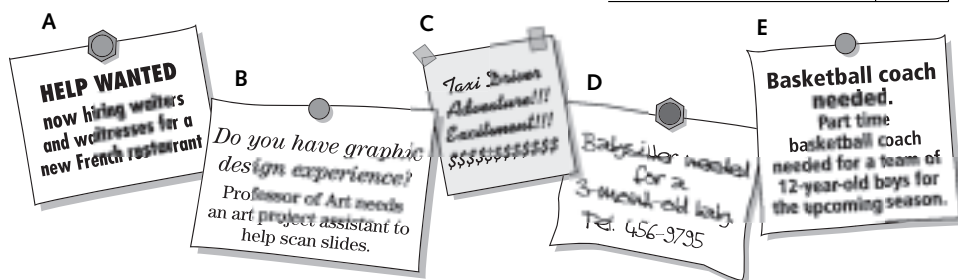
- |  |                               |                               |                              |
|--|-------------------------------|-------------------------------|------------------------------|
| 1 "Money ... or NO money. That's a big problem." | Luis <input type="checkbox"/> | Josh <input type="checkbox"/> | Jen <input type="checkbox"/> |
| 2 "You guys need to get jobs."                   | Luis <input type="checkbox"/> | Josh <input type="checkbox"/> | Jen <input type="checkbox"/> |
| 3 "That's a good idea!"                          | Luis <input type="checkbox"/> | Josh <input type="checkbox"/> | Jen <input type="checkbox"/> |
| 4 "I am not an architect."                       | Luis <input type="checkbox"/> | Josh <input type="checkbox"/> | Jen <input type="checkbox"/> |
| 5 "I don't have enough experience."              | Luis <input type="checkbox"/> | Josh <input type="checkbox"/> | Jen <input type="checkbox"/> |
| 6 "Go to the job board at the university."       | Luis <input type="checkbox"/> | Josh <input type="checkbox"/> | Jen <input type="checkbox"/> |

b Now watch scene 2A and check your answers.

#### ►► Scene 2B

a Look at the jobs on the university job board. Which job is good for:

1 Luis	
2 Josh	
3 Sara	

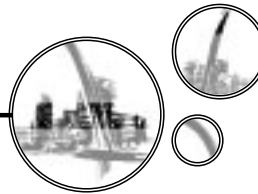


b Now watch scene 2B and check your answers.

PHOTOCOPIABLE

## SKYLINE 1 UNIT 2

2



## Worksheet

Get a job

### ►► Scene 2C

**a** Before you watch scene 2C again, look at sentences 1 to 5. Circle the correct answer.

- 1 Luis *is / isn't* good with computers.
- 2 He *knows / doesn't know* this type of scanner.
- 3 Professor Fielding has *200 / 2,000* slides to scan.
- 4 The pay is *\$11 / \$12* dollars an hour.
- 5 Luis starts work *today / tomorrow*.

**b** Now watch scene 2C again and check your answers.



### 4 After you watch

**Language focus: question words**

"*What's* your name?"

"*Who's* your faculty adviser?"

We say *What* for things.

We say *Who* for people.

**a** Put *What* or *Who* in questions 1 to 8.



- |                             |                                 |
|-----------------------------|---------------------------------|
| 1 _____'s your name?        | 5 _____'s your faculty adviser? |
| 2 _____'s your nationality? | 6 _____'s your job?             |
| 3 _____'s your roommate?    | 7 _____'s your rate of pay?     |
| 4 _____'s your major?       | 8 _____'s your new friend?      |

**b** Imagine you are Luis. Write your answers to these questions.

**c** Speaking practice. Ask and answer the questions. One of you is Luis.

PHOTOCOPIABLE