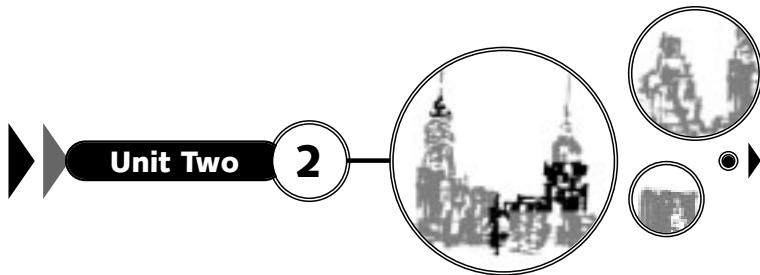


## SKYLINE 4 UNIT 2



## Teacher's notes

### Women in construction – Summary

The topic of this unit is women who work in the construction industry. In scene 2A, the presenter talks about the jobs that women in construction do, and about pay and working conditions. In scene 2B, we look at women who took on men's roles during World War II. Women today also talk about why they have chosen to work in construction. In scene 2C, the presenter and women talk about how the women got their jobs and their sense of achievement.

#### 1 Before you watch

##### ►► Cultural note

- a ● Have the students read the cultural note.
  - Explain that many areas of work in the U.S. are more open to women than in the past, e.g. science, engineering, business, computing, politics and the arts. Point out, however, that women who work in construction are still in the minority.
  - Get the students to answer the questions in pairs or small groups. If necessary, give them the following prompts: *changes in workplace / type of work, use of computers, influences from abroad, etc.*
  - Get feedback from the class.
- b ● Have the students match the names of the jobs to the descriptions.
  - Check their answers.

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

- c ● Ask the students to label the pictures with the correct job.
  - Check their answers.

**Answers:** 1 mason 2 carpenter 3 equipment operator 4 plumber 5 iron worker

#### 2 Watch for main ideas

04:10 – 08:59

- Check that the students understand the statements.
- Play the unit without stopping while the students circle the correct information.
- Check their answers.

**Answers:** 1 have to 2 Trades 3 protect 4 have 5 reject traditional roles 6 neighborhood

◀◀ Rewind the video to 2A 04:26 in preparation for **Watch for details**.

#### 3 Watch for details

Scene 2A: 04:26 – 05:29

- Have the students complete the summary.
- Tell the students to listen for the key information in the scene and not individual words to check their answers.

**Answers:** 1 difficult 2 men 3 train 4 earn 5 rights 6 traditional

##### ►► Scene 2B: 05:31 – 07:01

- Check that the students understand the following vocabulary: *defiant* (not wanting to do what people tell you); *support* (to provide money for).
- Give the students time to predict the type of words that can go in each gap.
- Play scene 2B again and have the students complete the notes.
- Check their answers.

**Answers:** 1 World War 2 home 3 stay 4 support 5 loves 6 needs

##### ►► Scene 2C: 07:04 – 08:59

- Check that the students understand the following vocabulary: *tear down* (past tense *tore* – to destroy); *bring a lawsuit* (past tense *brought* – to bring a complaint to a court of law); *bent over* (with the top half of your body moved forward and down); *stick with* (past tense *stuck* – not give up); *accomplishment* (achievement).
- Check that the students understand the statements.
- Play scene 2C again for the students to complete their answers.
- Check their answers.

**Answers:** 1 T 2 F 3 F 4 T 5 T 6 F

#### 4 After you watch

##### Language focus 1: compound words

- a ● Get the students to look at the examples from the unit.
  - Have them match the words to form compound nouns.
  - Check their answers.

**Answers:** hotel receptionist, police officer, fashion model, tourist guide, computer programmer, coal miner, TV presenter, tennis player

##### Language focus 2: relative clauses

- b ● Ask the students to underline the relative pronouns in the two sentences.
  - Check their answers.

**Answers:** 1 that 2 who

- c ● Have the students answer the questions.
  - Check their answers.

**Answers:** You can also use *which* in sentence 1. It isn't possible to omit the relative in the sentences. (If necessary, explain that the relatives in these sentences are the subject of the verb so they cannot be omitted.)

- d ● Make sure that the students understand that they should omit the relative where possible.
  - Ask the students to complete the sentences.
  - Check their answers.

**Answers:** 1 who 2 that / which 3 – 4 who 5 that / which 6 –

## SKYLINE 4 UNIT 2

### Video Script

COUNTER  
04:10-08:59

#### Scene 2A: 04:26 - 05:29

**Presenter:** What does it mean to work in construction? Construction work is hard, heavy, difficult work. And some people think that this kind of work can only be done by men. But women work in construction too. Some women are masons. And some are carpenters. Others are equipment operators, plumbers, or iron workers. You have to learn how to be a carpenter or a mason and the jobs that require training are called "trades." The pay is always better in a trade. People who work in the same or similar professions are often members of trade unions. Trade unions are organizations that protect the rights of their members, and the pay and working conditions are usually better for these people. And that is why some women in America want these hard jobs in construction. Union jobs in the trades pay much more than other traditional jobs held by women.

#### Scene 2B: 05:31 - 07:01

**Presenter:** But this isn't the only time that women have done this kind of work. During World War II, women did take these kinds of jobs because the men went to war.

**Interviewer:** How do you like your job, Mrs. Donner?  
**Mrs. Donner:** I love it.

**Interviewer:** How about after the war. Are you going to keep on working?  
**Mrs. Donner:** I should say not. When my husband comes back, I'm going to be busy at home.

**Presenter:** But not all women could stay home then ... or now. Many women need to work, and they want high-paying jobs. They don't want to follow the traditional path. Cynthia Cruz operates a crane.

**Cynthia:** I come from a family where the women cook, stay at home and have babies. And ... with traditional values, but it's not like that in my household, 'cause I was defiant all the way.

**Presenter:** Tanya Valdez has a family to support.  
**Tanya:** I want a job where I'm gonna make a lot of money right away.

**Presenter:** Bobbi Robinson works in construction today. She is a union cement mason.

**Bobbi:** One reason why I'm here is because I love the work. It's not so much that I'm trying to show that I can do the work as a man. I just want to be able to work with the man. I used to think that I was taking bread out of another man's family, until I really looked and said I, well, need this job just as bad as he does.

#### Scene 2C: 07:04 - 08:59

**Presenter:** How did some of these women get construction jobs? When the government tore down houses to build a freeway through this neighborhood, residents became angry. Many of them were poor. They demanded jobs in return for their neighborhood. Good jobs, building the highway. And they demanded work for women, not just men. They brought a lawsuit against the government and won. The government had to provide jobs and training. The training was very difficult.

**Man:** The first day, we're gonna have you bent over driving nails for about three hours. If you're out of shape and you're not used to stretching, you're going to find yourself all stiff and sore Tuesday morning. We always lose somebody on Tuesday.

**Woman 1:** They showed us the basic stuff on how to use certain tools, how to hammer.

**Presenter:** When they started their jobs, the women found the work difficult. Today Denise Johnson is an iron worker. She remembers her first day.

**Denise:** My first day I went home and I was shakin', y'know, not the kind of shake where you could see it, it was like inside. I was just shakin', and I lay down on the floor and could barely move and ... oh I was sore.

**Presenter:** Some women stuck with it, and those who made it, had a real sense of accomplishment.

**Woman 2:** I build bridges, and it feels so good to build a bridge!

**Cynthia:** I proved really well that I can do the job.

**Woman 3:** I know I could do it and you can't tell me that I shouldn't be no carpenter just cause I'm a woman.

**Denise:** I'll be in this trade for as long as I can. Y'know? And ... er ... I can last oh, another 20-30 years.

**Woman 4:** I feel like I can do anything.

## Women in construction

### 1 Before you watch

#### ►► Cultural note

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

The world of work in the U.S. has changed over recent years. Women are now employed in areas of work that were traditionally dominated by men. This includes construction work – the building of houses, public buildings, freeways, bridges, etc.

- 1 How has the world of work changed in your country over recent years?
- 2 Which areas of work are women moving into in your country?

#### b Match the jobs (1–5) to the descriptions (a–e).

- |                             |   |
|-----------------------------|---|
| 1 An iron worker ...        | a works with brick or stone.                                  |
| 2 A plumber ...             | b works with wood.  |
| 3 A mason ...               | c drives / uses building machinery.                           |
| 4 An equipment operator ... | d puts water pipes into a building or repairs them.           |
| 5 A carpenter ...           | e works with the metal structures of a building, bridge, etc. |

#### c Now label the pictures with the correct job.



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_

### 2 Watch for main ideas

#### Watch Unit 2 and circle the correct information.

- 1 You *have to* / *don't have to* train to become a mason.
- 2 *Unions / Trades* are jobs that you have to train for.
- 3 Organizations that *employ* / *protect* workers are called trade unions.
- 4 Women *have* / *haven't* taken male roles in the past.
- 5 Some women work in construction because they *reject traditional roles* / *want to be like men*.
- 6 Some women started working in construction when their *government* / *neighborhood* was changed.

### 3 Watch for details

#### ►► Scene 2A

#### a Before you watch scene 2A again, complete the summary with the words in the box.

train difficult traditional men earn rights

Construction work is heavy and (1) \_\_\_\_\_. Some people think that only (2) \_\_\_\_\_ can do this type of work, but women also do a range of construction jobs. People who work in trades (3) \_\_\_\_\_ to do their job and they (4) \_\_\_\_\_ more than other workers. Trade unions protect the (5) \_\_\_\_\_ of the people in their organization. Women are attracted to union jobs in trades because their pay is higher than in (6) \_\_\_\_\_ jobs.

#### b Now watch scene 2A and check your answers.

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## SKYLINE 4 UNIT 2



## Worksheet

Women in construction

### ►► Scene 2B

Watch scene 2B again and complete the notes.

Women did men's jobs during (1) \_\_\_\_\_ II.

Mrs. Donner will work at (2) \_\_\_\_\_ when her husband returns.

In Cynthia Cruz's family, the other women cook, (3) \_\_\_\_\_ at home, and have babies.

Tanya Valdez needs to earn a lot of money because she has a family to (4) \_\_\_\_\_.

Bobbi Robinson really (5) \_\_\_\_\_ her work. She isn't trying to be like man but she wants to work with men. She used to worry about taking a job away from a man but she (6) \_\_\_\_\_ her job badly, too.

### ►► Scene 2C

Read statements 1–6. Watch scene 2C and mark each one T (True) or F (False).

- |   |                            |                            |
|---|----------------------------|----------------------------|
| 1 The government destroyed houses to make space for a new road.     | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 The government had to pay the residents a lot of money.           | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 The first day of training doesn't teach practical skills.         | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 Some people don't return to the construction training on day two. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 Denise couldn't move after the first day because her body ached.  | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 6 The women who completed the training received extra money.        | T <input type="checkbox"/> | F <input type="checkbox"/> |

### 4 After you watch

Language focus 1: compound words

a Look at these examples of compound words from Unit 2.

*equipment operator iron worker*

Now match words from box A with words from box B to form eight compound words which are the names of jobs.

A hotel police fashion tourist computer coal TV tennis

B miner presenter model programmer player receptionist guide officer

Language focus 2: relative clauses

b Underline the relative pronouns in these sentences from Unit 2.

- You have to learn how to be a carpenter or a mason and the jobs that require training are called "trades."
- People who work in the same or similar professions are often members of trade unions.

c In which sentence in exercise b can you also use *which*? Is it possible to omit the relative in the sentences?

d Complete the sentences with *that* / *which* or *who* only where necessary.

- My neighbor is a woman \_\_\_\_\_ works in construction building bridges.
- There's the freeway \_\_\_\_\_ was built by a group of women.
- The training \_\_\_\_\_ they did was very hard.
- I really admire women \_\_\_\_\_ work in construction.
- We've joined the union \_\_\_\_\_ protects construction workers.
- The woman \_\_\_\_\_ they took on was an excellent mason.

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