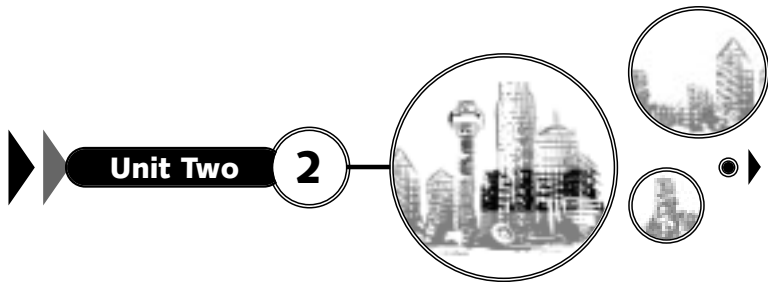


SKYLINE 5 UNIT 2



Teacher's notes

Just a gizmo? – Summary

A gizmo is a small piece of technological equipment, often one that is trendy, for example, a palmtop computer or MP3 player. Gizmo is a rather negative term and suggests that the speaker does not take the equipment seriously. The question mark in the title suggests that some of the technological devices discussed in the unit are just gizmos. In this unit, the announcer introduces us to ways in which new technology makes his life easier. In scene 2A, he describes how he pays his bills by computer, and how fast and convenient it is. In scene 2B, he goes shopping and explains what a revolution bar code scanning was and how much money it saves. He also does his own checkout and withdraws some money from his bank account. In scene 2C, he uses a speed pass to fill up his car with gas and a fast lane card to avoid waiting to pay a highway toll.

1 Before you watch

►► Cultural note

- a
 - Ask the students to read the cultural note.
 - Present the topic of the unit to the students (new technology) and ask them what they think a gizmo is.
 - Ask if they are surprised by the statistic about the U.S. and ask if they can guess how their country compares.
 - Ask the students to work out how many times they use gizmos every day, in pairs.
 - Check their answers and ask the student with the largest number to list the gizmos he / she uses.
- b
 - This exercise lists some of the key collocations from the unit.
 - Have the students try to match the pairs.
 - Check their answers and explain any unknown phrases.

Answers: 1 run errands 2 grocery shopping 3 pay bills 4 bar code scanner 5 bank account 6 credit card

2 Watch for main ideas

04:48 – 09:12

- Have the students look at the five screens and try to identify them from their own experience.
- Ask them to match the screens with the activities.
- Have the students watch the whole unit to check their answers.

Answers: 1D 2B 3A 4E 5C

◀◀ Rewind the video to 2A 05:03 in preparation for **Watch for details**.

3 Watch for details

Scene 2A: 05:03 – 06:08

- Ask the students what advantages they think there are in paying bills by computer.
- List the answers on the board, then let the students look at the list on their worksheets.
- Have the students check (✓) the four advantages they think the announcer talks about, in pairs.
- Ask the students to watch scene 2A again and check their answers.

Answers: 2, 3, 4 and 6

►► Scene 2B: 06:11 – 08:13

- Ensure that the students understand *bar code scanning* (the use of codes to identify prices and other information), *labor costs* (the cost of staff), *checkout* (where you pay in a supermarket) and *inventory* (all the items currently on the supermarket shelves).
- Make sure that the students understand the abbreviations *m.* (million) and *bn.* (billion), *ATM* (automated teller machine), and the concept of a *stop and shop card* (a card that gives discounts in the store that issues it).
- Have the students choose the correct words in the mind map, then watch the scene again to check their answers.

Answers: 1 1974 2 bar code 3 \$17bn. 4 labor costs
5 inventory 6 checkout

►► Scene 2C: 08:16 – 09:12

- Check that the students understand the words *toll* (a fee paid to go on a highway, a bridge, etc.) and *fast lane* (the part of the road where traffic moves fastest).
- Have the students watch the video and match the words and sentences.
- Check their answers.

Answers: 1c 2d 3a 4b

4 After you watch

Language focus: two-word verbs

- a
 - Remind the students of the work they did on two-word verbs in the Student's Book on page 19. Remind them that some verbs are separable, e.g. *She turned the lights off*, or *She turned off the lights*.
 - Ask the students to underline the two-word verbs in the example sentence (turn on, type in).
 - Have the students decide which nouns go with which two-word verbs, in pairs.
 - Check their answers.

Answers: 1 turn on a computer / a new computer game / the radio / the TV 2 open up a bank account / a software program 3 type in an email address / a message / a password 4 try out a car / a computer / a new computer game / a software program 5 fill up a bottle / a car / the tank

- b
 - Read the example sentence from the video with the students and ask: *What is the announcer doing?* (He's paying his bills by computer.)
 - Explain to the students that they should use processes that involve several stages, e.g. accessing the Internet, making a call using a cellphone, using a washing machine.
 - Have the students use the example as a model to write about a process.
 - Ask them to hand their description to another student, who guesses the process.
 - Ask some students to read their processes aloud to the class.

SKYLINE 5 UNIT 2

Video Script COUNTER 04:48-09:12

Scene 2A: 05:03 – 06:08

Announcer: When I was a kid, I really looked forward to Saturdays. I could do whatever I wanted, play basketball with my friends, go to the movies, and go wherever I pleased ... But now Saturdays are for running errands and doing other unpleasant things that I don't like to do. Like going grocery shopping or getting gas or paying the bills. Luckily, technology makes all these nasty chores easier ... and faster. I pay all my bills electronically. I just turn on the computer ... open up the software program ... type in the company that I have to pay ... and the amount ... there ... So I can pay my bills whenever I want –24 hours a day. Plus, I don't have to write checks, go get stamps or go to the mailbox. And I can do it in a few minutes, instead of an hour like it used to take. So that's done!

Scene 2B: 06:11 – 08:13

Announcer: Next is food shopping, so let's go. Scanning technology's been around for a long time. In 1974, the first bar codes were developed. Bar code scanning saves the food industry 17 billion dollars a year – all thanks to modern technology. Can you imagine that? 17 BILLION dollars? The population of the United States is around 270 million so that's about ... that's about \$60 for every man, woman and child in America. That's a lot of money! A bar code is printed on each label and that means nobody has to put a price on every single one of these cans, and that saves a lot in labor costs. Bar code scanners save time and money by helping to control and track inventory. That helps keep the cost of food low, and, best of all, it helps me get out of here fast. At this store, I can do my own checkout ...

Machine: Welcome. If you have a stop and shop card please scan it now. 99 cents ...75 cents ...

Announcer: Paying is really easy. I just swipe my ATM card here ... the amount that I owe appears here ... if I want some extra cash, I don't even have to go to the bank, I can get it right here. The money's taken right out of my bank account. Easy!

Machine: Please remember to take your change and your receipt.

Announcer: Here's my receipt. Shows me exactly what I bought and how much it cost. Cool!

Scene 2C: 08:16 – 09:12

Announcer: Oh, I'm out of gas. But look, this is cool. It's another gizmo that helps me pay for things quickly ... so I can get to the fun stuff. It's a speed pass. I just wave my tag and it recognizes me. I just fill up my tank I don't even have to run inside to pay. The amount's billed to my credit card. Now I can get out of town, and enjoy my Saturday. Long line to wait for tolls? Not for me. I have a fast lane card. I can go into the fast lane. My fast lane card is scanned, and a fee is billed to my credit card ... and so I can get out of town and enjoy my Saturday ... almost as much as I did when I was a kid. I'll just turn on the radio ...

SKYLINE 5 UNIT 2

Unit Two

2

Just a gizmo?

1 Before you watch

►► Cultural note

a Read the text and then discuss the question.

People in the U.S. are very dependent on new technology now. In August 2000, there were one or more computers in 51% of American households and the majority of these were also on the Internet. Computers are used in every walk of life, from schools to libraries, from stores to banks.

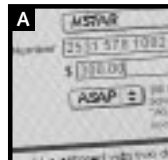
How many times do you use new technology every day? Think of equipment like washing machines and VCRs, as well as computers.

b Match the words on the left with those on the right to make two-word phrases.

- | | |
|------------|----------|
| 1 run | bills |
| 2 grocery | account |
| 3 pay | shopping |
| 4 bar code | errands |
| 5 bank | card |
| 6 credit | scanner |

2 Watch for main ideas

Look at these five screens from the video. What does each one show? Match each screen with an activity below.



- | | | | | |
|--------------------------------------|--------------------------------|-----------------|-------------------------------------|---|
| 1 taking money out of a bank account | 2 buying some grocery shopping | 3 paying a bill | 4 filling up a car at a gas station | 5 checking out your own shopping at a supermarket |
|--------------------------------------|--------------------------------|-----------------|-------------------------------------|---|

b Now watch the video and check your answers.

3 Watch for details

►► Scene 2A

a Before you watch scene 2A again, look at these possible advantages of paying bills by computer. Which four does the announcer talk about? Check (✓) the boxes.

- | | |
|--|---|
| 1 It's cheaper than paying traditionally. <input type="checkbox"/> | 4 You don't have to go to the mailbox. <input type="checkbox"/> |
| 2 You can pay your bills whenever you want. <input type="checkbox"/> | 5 You don't have to pay bills as often. <input type="checkbox"/> |
| 3 You don't have to write checks. <input type="checkbox"/> | 6 It's faster than paying traditionally. <input type="checkbox"/> |

b Now watch the video and check your answers.

PHOTOCOPIABLE

SKYLINE 5 UNIT 2

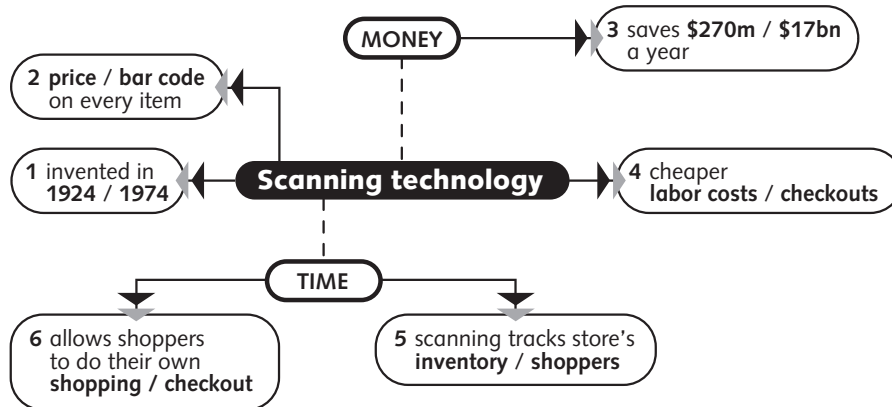
2

Worksheet

Just a gizmo?

►► Scene 2B

a In this scene, the announcer talks about scanning technology and its use in stores. Choose the correct words to complete the mind map.



b Now watch the video and check your answers.

►► Scene 2C

Watch scene 2C. Match the words on the left with the sentences on the right.

- | | |
|------------------|--|
| 1 speed pass | a The amount is billed to a _____ |
| 2 tank | b It reduces the wait for highway tolls. |
| 3 credit card | c It helps you pay for gas quickly. |
| 4 fast lane card | d You just have to fill up the _____ and go. |

4 After you watch

Language focus: two-word verbs

a Underline the two-word verbs in this example sentence.

On the video, the announcer turns on the computer and types in an amount.

Which nouns can go with the two-word verbs below? Choose from the nouns in the box. You can use at least two of the nouns with each verb.

- 1 turn on 2 open up 3 type in 4 try out 5 fill up

a bank account a bottle a car a computer an email address a message
a new computer game a password the radio a software program the tank the TV

Are these verbs separable or inseparable?

b Write a few sentences to describe a process you do regularly that involves several stages, for example: *I just turn on the computer ... open up the software program ... type in the company that I have to pay ... and the amount.*

Do not write what the process is! Give your description to another student. Can he / she guess what the process is?