Top Notch unit walk-through

UNIT GOALS. Clearly state the communication goals of the unit.

TOPIC PREVIEW. Previews the content of the unit and accesses prior knowledge.

AUTHENTICITY. Students have repeated opportunities to observe real English as it appears in the world outside a classroom.

UNIT GOALS
1. Greet someone politely
2. Express preferences
3. Compare tastes in movies
4. Discuss the effects of violence on viewers

UNIT 2 Movies and Entertainment

UNIT GOALS
1. Greet someone politely
2. Express preferences
3. Compare tastes in movies
4. Discuss the effects of violence on viewers

TOPIC PREVIEW
Do you rent videos or DVDs? Read the descriptions of two popular films in a movie catalog.

AUTHENTICITY
Students have repeated opportunities to observe real English as it appears in the world outside a classroom.

SOUND BITES
Previews the language of the unit and provides exposure to “+1” natural language for observation.

WHAT ABOUT YOU?
Confirms students’ understanding, provides language support, and readies students for the unit.

WHAT ABOUT YOU?
1. Do you like movies? Why?
2. Have you ever seen Frida? What do you think of the movie?
3. Do you like to watch movies on TV or in the theater?

DISCUSSION
1. Where would you rather see a movie: at home or in the theater? Why?
2. Have you ever seen Frida or The Day the Earth Stood Still? Which movie would you rather rent? Explain your choice.

IN OTHER WORDS
With a partner, restate each statement in your own words.

WHAT ABOUT YOU?
Confirms students’ understanding, provides language support, and readies students for the unit.

PAIR WORK
Check the genres you like best. Then discuss movies that you’ve seen in each genre.

DIRECTOR: Julie Taymor  CATEGORY: Drama
Frida (2002)
Mexican painter Frida Kahlo’s life is brought to the screen by director Julie Taymor and producer/star Salma Hayek. Kahlo’s story is traced from her teens all the way through her complex relationship with husband Diego Rivera (Alfred Molina). Kahlo’s search for her own identity in her paintings is covered in vivid color and with fresh energy. Ashley Judd, Antonio Banderas, Geoffrey Rush, and Edward Norton also star.

DIRECTOR: Robert Wise  CATEGORY: Sci-Fi & Fantasy
The Day the Earth Stood Still (1951)
All sci-fi drama buffs will want to own this classic sci-fi drama with a message. Michael Rennie stars as Klaatu, a visitor from the stars who arrives on Earth with his robot companion, Gort. Klaatu’s mission is to warn mankind about the danger of nuclear warfare. Patricia Neal, Sam Jaffe, Billy Gray also star; Robert Wise directs.

THEATRE
All Classics All the Time
Some Like It Hot (Comedy)
Frida (Drama)
Chicago (Musical)
Star Wars (Sci-Fi)
Dracula (Horror)

Preview
**COMMUNICATION GOAL.** Assures students of what they'll be able to do at the end of this lesson.

**CONVERSATION MODEL.** Transferable conversation models make social language memorable. Photos support meaning and provide a stimulus for additional oral work.

**GRAMMAR.** The present perfect: additional uses

A: How long have you lived here? I've lived here

B: for five years.

Other uses:

- with already: I've always wanted to see Gone with the Wind
- with even: They have an English dictionary, and I have an English dictionary.
- with still: I haven't seen Chicago yet.
- with never: I've never seen a good movie.

**VOCABULARY.** Some explanations for being late.

1. How long have you been here?
2. Where have you worked?
3. When did you leave?
4. What's her name?
5. How many movies have you seen so far this month?
6. What's the worst movie you've ever seen?
7. What's the best movie you've ever seen?
8. Is there a movie you've always wanted to see?
9. Have you seen any good movies recently?
10. When did you leave?

**CONTROLLED COMMUNICATION PRACTICE.** Students personalize the Conversation Model, using the new vocabulary and grammar, to confirm their progress on a daily basis.

**COMMUNICATION SUPPORT.** Realistic prompts provide support and ensure success.
Discuss Preferences

CONVERSATION MODEL. Read and listen.

A: What would you rather see—a comedy or a musical?
B: It doesn’t matter to me.
A: Well, what do you think of Madonna?
B: Actually, not much.
A: For real? She’s my favorite movie star.
B: Not mine.
A: Well, that’s what makes the world go ‘round!

RHYTHM AND INTONATION PRACTICE.
Provides targeted practice of rhythm and intonation to ensure comprehensibility of student speech.

VOCABULARY. Clear defining illustrations provide a permanent reference for student study.

CONTEXTUALIZED PRACTICE.
Increases memorability and mastery of new language.

LISTENING COMPREHENSION. Frequent listening comprehension activities teach critical listening skills and reinforce vocabulary.

CONVERSATION “GUIDES.” These guides ensure that students practice manipulating the Conversation Model, rather than merely repeating it.

COMMUNICATION SUPPORT. Students gather their thoughts to prepare to personalize the Conversation Model, ensuring successful practice.

COMMUNICATION GOAL. Keeps students aware of the practical value of this lesson.

PAIR WORK. Compare your favorite movies for each genre.

LISTENING COMPREHENSION. Listen to the movie reviews and recommendations. Then use the movie genre vocabulary to complete the chart.

Movie title | Genre | Recommended?
--- | --- | ---
the dog | an action film | yes
First Thing First | a horror film | no
Aqua-technia | a science-fiction film | yes
The Wolf Children | an animated film | yes

DISCUSSION. Which movies sound good to you? Listen again if necessary. Explain.

A: What would you rather see—a comedy or a musical?
B: It doesn’t matter to me.
A: Well, what do you think of Madonna?
B: Actually, not much.
A: For real? She’s my favorite movie star.
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A: Well, that’s what makes the world go ‘round!

GRAMMAR. Would rather

State preferences with would rather / would rather not and the base form of a verb.

I’d rather rent a movie than go to the theater.
He’d rather not see a comedy tonight.

Questions

Would you rather see Star Wars or Frida? Which would they rather see—a comedy or a drama?
Would you like to rent a movie? Actually, we’d rather not. We’re too busy.

Complete each conversation with would rather or would rather not.

1. “I’d love to see a good movie tonight.”
   You: Actually, I’d rather stay home.

2. “I’m in the mood for a horror film.”
   You: Actually.

3. “Why don’t we get tickets for the late show?”
   You: Actually, ____________.

4. “Ben told me you wanted to rent a movie.”
   You: Actually, ____________.

5. “Would you like to see a comedy?”
   You: Actually, ____________.

6. “How about some Italian food after the movie?”
   You: Actually, ____________.

CONVERSATION PAIR WORK. Make a list of your favorite movies and movie stars. Then choose a movie to see. Use the guide to create a new conversation.

A: What would you rather see: _____ or _____?
B: It doesn’t matter to me.
A: Well, what do you think of _____?
B: Actually, _____.
A: _____.

Continue the conversation in your own way.
Compare Tastes in Movies

**VOCABULARY.** Adjectives to describe movies.

Listen and practice.

- **funny:** something that makes you laugh
- **romantic:** about love
- **boring:** not interesting
- **weird:** very strange or unusual, in a negative way
- **violent:** containing a lot of fighting and killing
- **unforgettable:** something that you will always remember
- **silly:** not serious; almost stupid

**PAIR WORK.** Write a movie you know for each adjective. Compare your choices.

- a funny movie:
- a violent movie:
- a romantic movie:
- an unforgettable movie:
- a boring movie:
- a silly movie:
- a weird movie:

**LISTENING COMPREHENSION.** Listen carefully to a conversation between two people reading movie reviews from the newspaper. Choose the adjective from the vocabulary that best represents their opinions.

**TOP NOTCH INTERACTION • Movie reviews**

**STEP 1. PAIR WORK.** Read the capsule movie reviews of four classic movies. Use would rather to talk about which movie you'd like to see. Explain why.

**BEND IT LIKE BECKHAM**

- PG-13, 112 minutes. An Indian girl (Parminder K. Nagra) living in London wants to play pro soccer, but her traditional Sikh parents want her to marry a nice Indian boy. Just about the perfect teenage coming-of-age comedy.

**Finding Nemo**

- G, 101 minutes. A little clown fish gets lost, and his dad and another fish team up to find him. Visually beautiful, an adventure for kids plus a humorous level adults will appreciate.

**The Heart of Me**

- R, 96 minutes. Helena Bonham Carter stars as a woman who has the misfortune to fall in love with the husband (Paul Bettany) of her sister (Olivia Williams). Portrays London society, circa 1940.

**Spellbound**

- Unrated, suitable for all, 95 minutes. This Oscar-nominated U.S. documentary visits the homes of eight finalists for the National Spelling Bee, and then follows them to the finals in Washington. We get to know the kids and their families.

**STEP 2.** On your notepad, make notes about two movies you've seen recently.

**STEP 3.** Discussion. Talk about movies you've seen recently.

- Was it good?
- Do you recommend it?
- Who was in it?
- What was it about?
- What kind of movie was it?
Can Violent Movies Be Dangerous?

Before the 1960s, most movies did not show much graphic violence. When fighting or shooting occurred on the screen, it was clean: Bang! You’re dead! The victim fell to the ground and died, perhaps after speaking a few final words. The viewer never saw blood or suffering. But in the late ’60s, filmmakers Arthur Penn and Sam Peckinpah began making movies with more graphic violence, such as Bonnie and Clyde and The Wild Bunch. They believed that if audiences could see how truly horrible real violence was, people would be less violent in their own lives.

Today, special effects technology has made it possible to create very realistic images of bloodshed and violence. Steven Prince, author of Savage Cinema: Sam Peckinpah and the Rise of Ultraviolent Movies, describes the difference between early movies and the movies of today: “Filmmakers can create any image that they can dream up.” So, Prince believes, because of the technology, movies today have become more and more violent and bloody. Some people are worried that viewing a lot of violence in movies and video games can be dangerous. They feel that it can make violence seem normal and can cause people to imitate the violent behavior to do the same thing themselves. Other people disagree. They believe that showing violence is honest and can even be helpful. One popular filmmaker asks why violent images on the screen are a problem since we live in such a violent world. “Just open any newspaper,” he says. “Any newspaper is much more violent. And those are true stories about what happens in real life. Or open any history book and read about what happens when a people are conquered.”

“Filmmakers speak against violence: by making violent films and television shows, filmmakers speak against violence: by making violent films and television shows. “There’s so much violence right now,” says a well-known European actress. “And maybe this is the way that filmmakers speak against violence: by making violent movies.”

- **Adequate Preparation.** Concrete steps—such as “notepadding” activities, charts, surveys, and critical thinking activities—prepare students for successful and productive free communication.

- **Examples.** Student examples take the guesswork out of what’s expected.

- **Writing.** Fully integrated and prepared topics boost students’ written productivity.

- **Communication Goal.** Top Notch has a fully developed discussion syllabus. Students progress beyond functional language and express their views successfully on a variety of popular discussion topics. Warm-up questions build expectation and get students talking.

- **Engaging Topics.** Readings on both expected and unexpected topics ensure thought-provoking classes.

- **Thinking Skills.** These go beyond strict factual recall to inference and critical thinking.

- **Discussion.** Where do you stand?

- **Free Practice.** Any newspaper is much more violent. And those are true stories about what happens in real life. Or open any history book and read about what happens when a people are conquered.

- **Discussion.** Where do you stand?

- **Writing.** Write a short article expressing your opinion about violence in movies and on TV.
UNIT WRAP-UP. A full-page illustration deliberately elicits and reviews all language from this unit, demonstrating to all students their mastery of new language.

CHECKPOINT. Integrated-skills checkpoints permit students to consolidate, review, and confirm what they’ve learned.

UNIT WRAP-UP. Create conversations for the people.
A. How long have you been here?
B. About 20 minutes.

SELF-ASSESSMENT. Students confirm mastery of the unit’s communication goals.

EXTRA TOP NOTCH FEATURES. Three exciting features add value to Top Notch by extending language practice and use.

TOP NOTCH SONGS
Singer: Lisa, This is... Listen on the back page.

TOP NOTCH PROJECT
Craft a movie review page with your class. Write reviews about good and bad movies.

TOP NOTCH WEBSITES
Log on to these activities. Compare tastes in movies. Discuss the effect of violence on viewers.

UNIT 2 CHECKPOINT

LISTENING COMPREHENSION. Listen carefully to the conversations about movies. Decide which adjective best represents each speaker’s opinion.

1. Mediterranean Moon is __________
2. The Violinist was __________
3. The Good Catch was __________
4. My Neighbor on Neptune is __________

Read the DVD box labels. Then write the genre of each movie.

1. __________
2. __________
3. __________
4. __________

Write your own response to each statement or question.

1. “Sorry I’m late.”
   – __________________________
2. “How long have you been here?”
   – __________________________
3. “I rented Murder at Midnight. I hope that’s OK.”
   – __________________________
4. “You bought the tickets? How much do I owe?”
   – __________________________
5. “Next time it’s my treat.”
   – __________________________

Complete each statement or question with for or since.

1. That film has played at the Metropolyx __________ two weeks.
2. The Talking Parrot has been available on DVD __________ last Tuesday.
3. I’ve loved the movies __________ I was a child.
4. Have you been here __________ more than an hour?

Unit walk-through Tix
Other *Top Notch* Components

**WORKBOOK**

An illustrated workbook contains exercises that provide additional practice and reinforcement of language concepts and skills from the *Top Notch* Student’s Book and its Grammar Booster.

**COMPLETE ASSESSMENT PACKAGE WITH EXAMVIEW® SOFTWARE**

Ten easy-to-administer and easy-to-score unit achievement tests assess listening, vocabulary, grammar, social language, reading, and writing. Two review tests – one mid-book and one end-of-book – provide additional cumulative assessment. Two speaking tests assess progress in speaking.

In addition to the photocopiable achievement tests, ExamView® software enables teachers to customize tests that best meet their own needs.

**COPY & GO: READY-MADE INTERACTIVE ACTIVITIES FOR BUSY TEACHERS**

Motivating games, puzzles, and other practice activities in convenient photocopiable form support Student’s Book content and provide a welcome change of pace.
COMPANION WEBSITE
A companion website at www.longman.com/topnotch provides numerous additional resources for students and teachers. This no-cost, high-benefit feature includes opportunities for further practice of language and content from the Top Notch Student’s Book.

CLASS AUDIO PROGRAM
The audio program contains listening comprehension activities, rhythm and intonation practice, and targeted pronunciation activities that focus on accurate and comprehensible pronunciation.

To prepare students to communicate with a variety of speakers, regional and non-native accents are included. Each class audio program also includes five Top Notch Pop songs in standard and karaoke form.

TOP NOTCH TV
A hilarious TV-style situation comedy reintroduces language from each unit. Also includes authentic unrehearsed interviews and Top Notch Pop karaoke. Comes with Activity Worksheets and Teaching Notes.