

Top Notch TV Video Program and Activity Worksheets

Teaching Ideas

Top Notch TV contains three features: a sitcom, on-the-street interviews, and Top Notch Pop Songs and Karaoke.

Teaching the *Top Notch TV* Sitcom and Interviews

PREPARATION

Before you present a video segment to the class:

- Preview all the segments of a unit to familiarize yourself with the content.
- Read the video scripts to familiarize yourself with the recycled language content.
- Read the Language and Culture Notes to be prepared for questions students may ask.

PROCEDURE

Note: The procedure below is the same for both sitcom and interview segments. However, it is important to keep in mind that the sitcoms were written to recycle much of the language students have learned in the Student's Book. The interviews, on the other hand, are totally unscripted. They were carefully edited for comprehensibility, but you should expect your students to find them a little more difficult to understand than the sitcoms. Therefore, your expectation of how much your students can understand should be adjusted accordingly.

Each video segment has concise corresponding Teaching Notes in the back of the Teacher's Edition and Lesson Planner to assist with classroom presentation. Each segment also has a corresponding Activity Worksheet, which provides optional exercises for further practice of the material in the videos. Following is a three-step structure for presenting a segment.

Step 1—Preview

To help prepare students' expectations about what they are going to watch and to aid in their comprehension, ask warm-up questions, brainstorm relevant previously-taught vocabulary, and conduct other preview activities. The Teaching Notes for every video segment offer specific previewing ideas.

Step 2—View

After a preview activity, play the segment first for general comprehension – to allow students to get the main idea or the general story. Then replay it several times for students to grasp more details. Use the pause button as needed to focus on sections students have difficulty understanding. Don't hesitate to play each segment several times to make students comfortable with the material and to build their confidence. You may wish to ask students to complete an exercise on the corresponding Activity

Worksheet while they are watching. (Complete instructions for using the worksheets are on page 5.)

Step 3—Review

Ask the comprehension questions provided in the Teaching Notes to guide comprehension and to make sure students understand the gist of the segment. Note that the questions include a variety of question types – *yes / no* questions, simple *wh-* questions, and inferential questions. The latter usually move from questions requiring less productive answers to ones requiring more productive answers. In addition, or alternatively, you may wish to ask students to complete exercises on the Activity Worksheets after they have watched a segment.

The Teaching notes in the back of the Teacher’s Edition and Lesson Planner also provide the following features:

Extension Activities

These provide optional oral and writing activities.

Oral work. These may include any of the following: group and pair discussion; describing characters; summarizing what happened; interviewing; role playing; extending conversations; debating.

Written work. These may include any of the following: summarizing; expressing opinions; creating conversations; predicting what will happen next; writing letters or e-mails; creating True and False quizzes.

Language and Culture Notes

These provide explanations of idiomatic language and possible cultural issues that your students may want to know about.

OPTIONAL VIEWING AND REVIEWING TECHNIQUES

Following are some popular techniques you can use any time for a change of pace. They are particularly effective for the sitcom segments.

Sound Off

Purpose: To get students to think actively with visual cues so they are better prepared for listening comprehension.

If there is a lot of physical activity, gesturing, or facial expressions in the segment, try playing the segment first with the sound off. Ask your students what they think is happening or what people are saying or talking about. Don’t look for “correct” answers—let your students say what they think. Then play the segment with the sound on, so students can confirm their guesses.

Screen Off

Purpose: To get students to think actively without visual cues so they concentrate more on listening comprehension.

Play the segment with the sound on, but the screen blank. Ask students to guess what the characters are doing. Then play it again with the screen on so they can confirm their guesses.

Freeze Frame

Purpose: To allow students to stop and think actively throughout the segment.

Use the pause button to stop frequently during viewing to check comprehension or to ask students what they think will happen next.

Captioned Viewing

Purpose: To focus students' attention on specific target language or to confirm understanding.

Top Notch TV provides optional closed captioning. Choose "Captions" on the menu. If you want to focus on specific language from the video, you may want to try playing a segment with captions on so students can pay attention to that language. In addition, you may want to play the segment with captions on at the end of the lesson so students have an opportunity to confirm their understanding.

Just a Taste

Purpose: To practice the strategy of predicting as a way to listen more purposefully.

Play the first twenty seconds or so of a segment and then turn it off. Ask students to predict what they think is going to happen. For example, you can turn it off right after the arrival of a new character or after a character says something surprising. Then play the rest of the segment so students can confirm their guesses.

Here's the Ending

Purpose: To get students to think actively in order to make sense of what they are watching.

Play just the last twenty seconds or so of a segment and ask students to guess what had happened earlier in the segment. Then play the entire segment so they can confirm their guesses.

Jigsaw Viewing

Purpose: To get students to think actively in order to make sense of what they are watching.

Play a few seconds from the beginning, middle, and end of a segment and ask students to guess what they think they missed. Then play the entire segment so they can confirm their guesses.

Point of View

Purpose: To get students to focus their attention purposefully.

Assign different groups of students to focus on one character each. Ask them to pay attention specifically to what that character says or does. Then ask the different groups to explain what happened from that character's point of view.

Soul Mates

Purpose: to get students to make a personal connection to what they are watching.

Before viewing a segment, ask students to think about which character they are most like in a particular segment. Then ask them to explain why.

Letters

Purpose: To get students to make a personal connection to what they are watching.

After viewing a segment, ask students to write a letter or e-mail to one of the characters at Top Notch Travel in response to the segment they just watched. As appropriate, they can make suggestions, request information, criticize a character's actions, give support to a particular character, and so on. For example, write a letter to Bob telling him how funny you think he is; or write a letter to Cheryl's mother telling her what a wonderful and hardworking daughter she has. Another option would be to ask students to answer their classmates' letters, imagining that they are that character at Top Notch Travel.

Top Notch TV Guide

Purpose: To get students to practice summarizing effectively.

After viewing a segment, ask students to write a very short synopsis, as one would find in a newspaper or magazine guide for TV shows of the week. At the end of the term, these can be bound together as a guide.

Culturally Speaking

Purpose: To get students to notice cultural differences.

After viewing a segment, ask students to list the things they saw or heard that seem different from their own culture.

Teaching Top Notch Pop Songs and Karaoke

Each level of *Top Notch TV* presents ten Top Notch Pop songs. The song lyrics are shown line by line with a bouncing ball that students can follow to sing along with. Each song is presented first with the vocalist. Then it is presented again in karaoke form—with complete musical accompaniment, but no vocalist.

Top Notch TV's pop songs and karaoke are a totally optional activity for your students. You know best how comfortable your students are about singing in front of each other. Depending on your students and your own teaching style and situation, you can invite your students to sing individually, in small groups, or as a whole class. You may want to use the *Top Notch TV* pop songs as the focus of a class party or as a way to spice up a school talent show. Above all, have fun!

Here are some options for using the songs in the classroom:

Safety in Numbers

If your students are a little shy, try the “safety in numbers” approach and have the whole class sing along together with the non-karaoke version. Once they are more familiar with the song, they can try the karaoke version as a whole class.

Male / Female

If the song has both male and female parts, divide your class accordingly. Have all the males sing the male part and all the females sing the female part. Once students are familiar with the song, you may want to invite one male student and one female student to perform the karaoke version. If the class is all or mostly male or female, you may just want to divide the class in half to sing each part.

Bit by Bit

Assign each line to a different student or to different pairs of students. That student or pair of students sings that line only. Alternatively, assign each verse to a different student or to a different group of students.

Show Off

Have a karaoke party at the end of the term. Ask students to choose and sign up for specific songs so they can prepare in advance. Students can perform songs with or without the vocalist. They can also perform the songs individually or in groups.

Using the Optional Activity Worksheets

The *Top Notch TV* Activity Worksheets provide a variety of exercise types that maximize the value of the video for students. A separate worksheet is available for each video segment, and it consists of exercises that elicit both receptive and productive responses. The use of the worksheets is optional. They can be used consistently every time the class watches the video, or only occasionally as class time permits.

It would be best for students to do the worksheets in class, while viewing a video episode, or soon after viewing, depending on the exercise types on a particular worksheet. Preview the worksheets to see if there are any exercises that require completing sentences or circling responses students hear. These exercises should be done *while* viewing the video.

Step 1—Preview

Hand out the worksheets. Have students read through the exercises *before* viewing the video. Clarify unknown vocabulary. Point out which exercises students will have to do *while* viewing the video.

Step 2—View

Tell students to turn over their worksheets and to watch and listen only. Play the video once or twice for general comprehension. Make sure students don't try to complete the worksheets during the first viewing.

Step 3—Complete

Play the video again and have students complete the exercises that must be done while viewing. Replay the video as many times as is needed. Then have students do the rest of the exercises.

Step 4—Review

After students complete the worksheet, be sure to provide feedback. Immediate feedback will be the most valuable since the video will be fresh in students' minds. There are several ways to do this:

Whole class. Go over the answers as a class, calling on students for answers they wrote.

Pair work or group work. Divide the class into pairs or groups and have them go over the answers. Then bring the class together and go over any outstanding questions.

When going over the True and False exercises, be it in groups or as a class, instruct students to correct the false statements.

Step 5—Evaluate

Teachers can choose to collect the worksheets to gauge the overall comprehension level of the class. Another option is to circulate while students work on the worksheets or while they discuss their answers in groups, to see if any particular students are having difficulties.