

Takeaway English 系列规划教材

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2

原著 Peter Loveday
Melissa Koop
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Lisa Varandani
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改编 牛健 张勇军
朱佳文

(教师用书)



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TAKEAWAY ENGLISH

Takeaway English is a topic-based young adult/adult English language course, adapted from the NetLanguages' General English Online self-study course. It combines a multi-layered syllabus, a topic- and text-based approach to materials design, and a communicative methodology to make an engaging and effective course for learners and teachers alike. In addition, **Takeaway English** allows maximum flexibility and provides an unprecedented range of quality print and online resources.

Key Features

- Print and online components that promote teacher flexibility and support student autonomy and self-study skills development.
- A multi-layered syllabus that interweaves lexical, grammatical, and phonological components in a natural language context.
- A focus on each of the four language skills: listening, speaking, reading, and writing.
- Meaningful and interesting contexts that are up-to-date and relevant to a global audience.
- Natural conversations that allow students to practice the language and role-play in meaningful situations.
- A consistent strategy strand that ensures development of academic and critical thinking skills.
- A test-taking strategy section in each unit that helps students practice skills leading to success.
- Multiple classroom interactions—whole class work, pair work, group work, and independent study.
- A simple before/during/after approach to listening/reading/writing that encourages best practices in teaching all skills and that makes the book easy to follow.
- Numerous opportunities for recycling throughout a unit and across units.
- Five original and contemporary songs in each level.
- Alternating songs and culture sections in each level that add variety and richer contexts from which students can learn.
- A fun and meaningful project in each unit.
- A grammar reference section that provides a clear and easy point for learning and reviewing grammar topics.
- A Video that practices the unit skills in an engaging conversation format.
- A Workbook that provides additional practice, exam practice, and self-assessment.
- An interleaved Teacher's Book that includes a multitude of teaching tips, video activities, scripts, and answer keys.

Approach

Takeaway English has been designed with the following goals:

- to maximize interaction and meaningful communication
- to facilitate the learning of English as it is spoken today in a comprehensive range of contexts
- to offer a motivating and effective learning tool for students
- to reflect students' needs and communicative goals
- to have a holistic approach, focusing on language in context
- to provide an inductive approach to grammar
- to be a user-friendly, supportive, and stimulating tool for teachers
- to increase students' desire and ability to participate and speak
- to activate and build on students' world knowledge and cultural awareness
- to encourage students to work together in class
- to increase student autonomy in English language studies, both for personal and professional goals and as preparation for established exams such as TOEIC®, TOEFL®, and IELTS™.

THE PROGRAM

The **Takeaway English** program includes the following components:

- Student Book
- Audio Program, including songs
- Workbook
- Teacher's Book (interleaved)
- EZ Test® CD-ROM with Test Generator
- Online Learning Center with:
 - Takeaway TV Video
 - Interactive activities
 - Teacher and student resources

THE COMPONENTS

Student Book

Each Student Book includes:

- fifteen 12-page Units (providing approximately 8 to 10 hours of class material for each unit)
- three 4-page Reviews (after Units 5, 10 and 15)
- fifteen Grammar Takeaway reference pages (one corresponding to each Unit)
- an Irregular Verb list
- a Key to Phonetic Symbols
- Audioscripts
- Audio Track List (for the Student MP3 CD)

Additional skill-building support is given strategically throughout the Student Book. These features include:

- **ENGLISH express:** English in use, common expressions, and idiomatic phrases
- **HELP listening:** useful listening strategies for students
- **HELP reading:** useful reading strategies for students
- **HELP writing:** useful writing strategies for students
- **CONVERSATION STRATEGY:** conversation strategies for more effective speaking
- **CULTURE matters:** cultural information relevant to the lesson
- **TELL ME MORE!:** a link to the Online Learning Center

Student Book Sections and Suggested Times

START	15 to 30 minutes
LISTENING	45 to 60 minutes
VOCABULARY	30 to 45 minutes
GRAMMAR	30 to 45 minutes

READING & PROJECT	60 to 90 minutes
SONG/CULTURE & PRONUNCIATION	60 to 90 minutes

CONVERSATION	30 to 45 minutes
WRITING	45 to 60 minutes
TEST	15 to 30 minutes
UNIT SUMMARY	30 to 45 minutes

Workbook

The Workbook provides seven pages of activities for each of the fifteen Units, six pages of activities for the three Reviews and two sets of PRETOC—A test paper. Activities focus on the reinforcement of vocabulary, grammar, reading, writing, and test. The Workbook Answer Key is found at the back of this Workbook.

Audio Program

The Audio Program consists of specific listening activities, as well as recordings of vocabulary, various activities, readings, songs, and culture readings.

The Audioscript for the listening activities is included at the back of the Student Book.

Teacher's Book

The Teacher's Book is an user-friendly guide that accompanies each level of **Takeaway English**. It includes a course overview, general teaching guidelines, a glossary of teaching terms and teaching tips for less-experienced teachers, and point-of-use unit teaching suggestions and notes.

The unit teaching notes include:

- objectives
- warm-up activities
- instructions for each Student Book activity
- answers to Student Book activities
- activity and lesson extension ideas
- teaching tips
- adaptations for mixed ability classes
- culture notes
- background information relevant to the lesson
- potential teaching problems and their solutions

The Teacher's Book also includes:

- photocopiable sheets to accompany the **Takeaway English Game** in Review 2
- teaching suggestions for the **Takeaway TV** video
- photocopiable **Takeaway TV** video worksheets
- photocopiable videoscript of the **Takeaway TV** video

Takeaway TV Video Program

The **Takeaway TV** Video Program is available as a DVD as well as on the Online Learning Center. This entertaining video includes a 3- to 5-minute episode for each unit of the Student Book that incorporates the unit theme, vocabulary, and grammar. The episode format is as follows:

- introduction and chat from the series presenter (using graphics and images to aid comprehension)
- webcam chat between two young adults or international vox pop interviews
- wrap up from the series presenter

The video is accompanied by videoscripts and photocopiable video worksheets at the back of this Teacher's Book.

Students may also choose to do the interactive video activities on the Online Learning Center.

Testing Program

The EZ Test® CD-ROM with Test Generator provides a databank of testing items from which teachers can create customized tests within minutes. Test items reinforce vocabulary, grammar, listening, conversation, reading, writing, and speaking. Teachers can choose to use the test items as is, or they can edit, add, delete, or rearrange items.

Included on the EZ Test® CD-ROM are:

- Unit Quizzes
- Quarterly Exams
- Speaking Prompts with Rubrics
- Writing Prompts with Rubrics
- Placement Tests

Online Learning Center

The Online Learning Center is a comprehensive online resource for teachers and students.

Resources

- **Takeaway TV** video
- Interactive video activities
- Interactive activities: vocabulary, grammar, conversation, games
- Audio Program files

STUDENT BOOK UNITS

Each **Takeaway English** unit revolves around a different topic. The topic is developed as the unit progresses. At the end of each section within a unit the *Talk about it!* activity provides an opportunity for students to use the language in a personalized speaking activity. At each stage of any unit, students encounter new language and strategies. It is important to allow time for students to assimilate the language and strategies and have an opportunity to put them into practice. Above all, it is important not to rush students through the unit material.

START This first section introduces the topic and focus of the unit, and creates interest in the topic. It also serves to activate students' world knowledge and to activate language that they may already know related to the topic. In this way, students are asked to provide some of the content of the lesson. This section is also used to pre-teach vocabulary that students will need in the following sections.

START Section Tips

- When brainstorming vocabulary and pooling what students already know, make organized lists at one side of the board for students to refer to. Add extra information that is useful for students, for example word type (*noun, verb, etc.*) and pronunciation tips (*stress, sounds, etc.*).
- When introducing new vocabulary, be sure that students understand the meaning of the words and that they can pronounce them.
- Allow time in the *Talk about it!* section for students to use the new vocabulary in a personalized and meaningful conversation. Focus on the example dialogues, then model and practice them before asking students to do the activity.
- After speaking, give students feedback and add any useful new vocabulary to the list on the board.

LISTENING In this section, students practice listening skills and strategies. Throughout the program, students listen to a wide variety of listening text types, for example: monologues, conversations, interviews, and formal and informal discussions. The listening text relates to the topic of the unit. The text contains much of the vocabulary and grammar that will be focused on in the sections that follow.

LISTENING Section Tips

- It is important to cover the preliminary activities in order to prepare and engage students fully before playing the recording.
- Emphasize that students will have more than one opportunity to listen. They will listen first for gist and then for more detailed comprehension.
- Complete this section by using the content of the listening as a springboard for a follow-up speaking activity (*Talk about it!*).
- For more information on listening skills practice, see the **Basic Procedures for Skills and Lessons** section on page.

VOCABULARY In this section, students consolidate and expand on vocabulary introduced in the Listening text and relevant to the topic. Target language includes lexical sets, collocations, and fixed phrases. In the *Talk about it!* activity, students are given the opportunity to put new vocabulary into practice in a guided, personalized speaking activity.

VOCABULARY Section Tips

- Use the brainstorming stage of the lesson to find out what students already know.
- Focus on the meaning of new vocabulary and check that students understand it and can use it correctly.
- Make sure that students know how to pronounce new vocabulary.
- To explain meaning, refer to the visuals on the page, give a definition in English, and give example sentences. Use translation as a last resort, or check understanding, if necessary.
- Recycle new vocabulary regularly throughout the course.

GRAMMAR In this section, students focus on and analyze grammar introduced in the Listening text. As students progress through the section, they “discover” patterns and rules and then test their understanding of them. Additional speaking practice, incorporating new grammar, is provided in the *Talk about it!* exercise.

GRAMMAR Section Tips

- Read the Grammar Takeaway on the grammar structure BEFORE the lesson.
- Follow the sequence of activities as it is given on the page. Do not start with a presentation of the grammar area being covered.
- Whenever possible, guide and help students so that they can discover the rule.
- Don't expect students to be able to use a new grammar structure correctly right away.
- Encourage students to correct themselves and each other when practicing new language.
- Allow time for students to discuss their doubts about new language.

READING In this section, students practice reading skills and strategies. They read a text that develops the unit topic and work through a series of comprehension exercises, moving from general comprehension to a detailed understanding. Reading strategies include predicting content, scanning and skimming, reading quickly to complete a specific task, and guessing meaning from context. This is followed by a focus on language in the text that is relevant to the unit theme, and then an opportunity for students to respond to the content of the text.

READING Section Tips

- Read the text before the lesson.
- Follow the lesson as it is planned on the page.
- Set a time limit for each stage of the lesson (especially the gist reading stage).
- Allow students to use dictionaries to complete the intensive reading task, if necessary.
- Leave detailed language focus until after the reading comprehension tasks.
- Allow time to deal with students' lingering doubts before moving on.

PROJECT The Project involves group or individual work, doing research, then compiling and presenting information.

PROJECT Section Tips

- For group work, include students of different proficiency levels.
- Tell students to assign a different task/role to each group member.
- For Projects that result in a printed product, display them in the classroom.
- Depending on class size, you may want to adapt group Projects to be more suitable for individual work.

SONG (Units 2,4,6,8,10,12,14) This section introduces music and the genre of popular songs for the enjoyment of students. It also provides listening and reading skills practice, as well as additional speaking practice. Students generally enjoy working with songs in class. A wide variety of song genres are covered. These original songs also fit the unit theme and contain target language from the unit. The songs are primarily for students' enjoyment, but also add variety to the lesson.

SONG Section Tips

- The *Before listening* exercises will help students complete the song tasks and understand the song, as well as give them a motivating reason for listening.
- After doing the song exercises and focusing on language in the song, always play the song again so that students can listen and follow, or even sing.
- Use the content of the song as a springboard for discussion.

CULTURE (Units 1,3,5,7,9,11,13,15) This section provides a content-based lesson related to the unit topic. It also provides reading, listening, and speaking skills practice, while promoting cultural awareness. Students are asked to compare facets of their own culture with those of different countries.

CULTURE Section Tips

- In general, use this section as fluency practice for students. Respond more to what they are saying, rather than how they are saying it.
- Encourage students to talk about their experiences and opinions.
- For students, being able to talk about their own culture is very useful; for example, if they are traveling, or if they are explaining to visitors about their own country.

PRONUNCIATION This section focuses on a feature of pronunciation relevant to the unit, such as sounds, stress, intonation, and connected speech.

PRONUNCIATION Section Tips

- Work slowly and thoroughly through the Pronunciation exercises. Give students plenty of opportunities to listen and practice.
- Have students practice target words in pairs and then say them aloud for the class.

CONVERSATION In this section, students focus on functional language that is used in a variety of common everyday situations. In *Takeaway English*, functional language is always presented within a conversation. This not only helps to illustrate its meaning, but it also allows related functions to be practiced. For example: *agreeing and disagreeing*, or *inviting and accepting or refusing*. In addition, it gives students a model conversation for the practice activity. Conversation strategies are also featured in this section. These strategies cover ways of managing and participating in conversation.

CONVERSATION Section Tips

- When focusing on functional language, the context (situation) is very important. Defining this clearly will help students to understand the meaning of the target language and when to use it.
- Give students the opportunity to practice saying the target phrases before they practice the complete conversation.
- Respond to the communicative aim of the activity first. For example: *Did you arrange to meet? Good! When are you meeting? Where?* etc. After that, respond to general problems that students had using the target language.

WRITING In this section, students practice writing skills and strategies. They read and analyze a model text, then organize new content in order to write their own similar text. Over the ten units, students practice a variety of text types, such as emails, blog entries, and brochures. They also focus on a range of writing strategies, such as sequencing, signposting, starting paragraphs, and linking.

WRITING Section Tips

- Allow time for students to come up with ideas and the content of their own writing.
- Allow time for students to organize this content.
- Remind students of the language you expect them to incorporate in their writing.
- Encourage students to refer to the model text and copy features to improve their own writing.
- Encourage students to use dictionaries when they are writing.
- Students find writing more motivating if they know that someone is going to read what they have written, either the teacher or their classmates.
- It is generally useful for students to attempt a writing activity more than once. For example, first doing a draft, getting feedback on the draft, and then writing a better, "final" version.

TEST In this section, students practice test-taking strategies, the target language of the unit, and also a variety of common exam-style questions found in international exams such as TOEFL, TOEIC, Cambridge ESOL, and IELTS.

TEST Section Tips

- Build students' confidence by first allowing them to become familiar with different exam tasks and by having them work together, especially in the first half of the course. Later in the course they can practice doing exam questions under exam conditions.
- Allow time for students to correct their answers and understand why each answer is correct or incorrect.
- Encourage students to make personal lists of language they have difficulty with.
- Emphasize the importance of test-taking strategies—that knowing how to approach and take an exam is an important skill.

UNIT SUMMARY In this section, students review all the new words and expressions of the unit.

BASIC PROCEDURES FOR SKILLS AND LESSONS

The following are basic procedures and tips for skills practice lessons. Each lesson in *Takeaway English* is designed to follow these basic procedures, so it is important to follow the sequence of activities as they appear in the book.

The stage timings below are included as a guide only. The length of different lesson stages will depend on the students, the difficulty of the content and tasks, and the timetabled length of the lesson.

Lesson types:

Receptive lessons: Listening—Reading

Productive lessons: Speaking—Writing

A Listening Lesson

A listening lesson will usually follow this pattern:

Set the scene ➤ **Predict contents of the listening** ➤ **Set task 1** (gist listening) ➤ **Feedback** ➤ **Set task 2** (intensive listening) ➤ **Feedback** ➤ **Respond to the listening contents** ➤ [Optional] **Focus on language in the listening** ➤ **Discuss the topic further**

Before listening

- Create interest in the topic of the listening.
- Ask students to predict what the content of the listening will be. (Pre-teaching of key vocabulary will sometimes occur here.)
- Give students a reason for listening. For example: *Listen and check your predictions*, or *Listen and match the photos to the speakers*. The first listening task is usually a listening for gist activity.

Listening

- Students listen and complete the first task.
- Students compare and check their answers.
- The second listening task is usually an intensive listening task, listening for detailed information to complete a comprehension task.
- Students listen and complete the second task.
- Students compare and check their answers.

After listening

- [Optional] The students can listen again and follow the audioscript. This provides an opportunity for students to focus on language in the audioscript.
- Students respond to what they have listened to.
- Students have a discussion on the topic or content of the listening.

TIPS for a successful listening skills lesson

- Ask students to compare answers and listen again to check before you give them the answers. Students at lower levels can easily be de-motivated if they feel they do not understand the recording. Helping them to reach the required level of understanding (depending on the task) will be a more satisfying experience for them.
- Play the recording as many times as is necessary for students to complete the task. At low levels, the more times, the better. This is a skills practice lesson. It is not a test!
- If students find it hard to hear the information they need, use the rewind or fast forward buttons to highlight the part of the recording where the information is.

A Reading Lesson

A reading lesson will usually follow this pattern:

Set the scene ➤ **Predict contents of the text** ➤ **Set task 1** (gist reading) ➤ **Feedback** ➤ **Set task 2** (intensive reading comprehension) ➤ **Feedback** ➤ **Respond to the text** ➤ [Optional] **Focus on features of the text** ➤ **Discuss the topic further**

Before reading

- Ask students to predict what the content of the text will be. (Pre-teaching of key vocabulary will sometimes occur here.)
- Give students a reason for reading. For example: *Read and check your predictions* or *Read and match the headings to the paragraphs*. The first reading task is usually a reading for gist activity.

Reading

- Students read and complete the first task.
- Students compare and check their answers.
- The second reading task is usually an intensive reading task, reading for detailed information to complete a comprehension task.
- Students read and complete the second task.
- Students compare and check their answers.

After reading

- Students respond to what they have read, to the content of the text.
- Students have a discussion on the topic or content of the text.

TIPS for a successful reading skills lesson

- Follow the sequence of activities as they appear in the Student Book.
- Make the difference between stages obvious to students, so that they understand the logic of the lesson. For example: *First we are going to read quickly to find out what the article is about. Now read the article carefully to answer these questions.*
- Allow students to respond to the content of the article after they have read it and completed the comprehension tasks. For example: *What do you think? Do you agree with what it says here?*
- Encourage students to select and note down new vocabulary in the text that they think is useful for them. Giving it a context and associating it with a particular text could help them to remember it.

A Speaking Lesson

A speaking lesson or activity will usually follow this pattern:

Set the scene ➤ **Feed in language** ➤ **Provide a reason for speaking** ➤ **Set the task** ➤ **Speak** ➤ **Feedback** ➤ [Optional] **Language focus**

Before speaking

- Create interest in the topic of the lesson.
- Focus on, brainstorm, or pre-teach language that students will need to successfully complete the speaking task.
- Set up a structure so that students know what they are going to speak about and why.
- Make sure there is a communicative aim. For example: *Arrange a time to meet at the weekend*. Tell students what outcome you expect.
- Set a time limit.

Speaking

- When students are speaking, monitor but do not intervene unless they ask for help or are not doing the task correctly.

After speaking

- Give students feedback on how they have done. First, respond to the outcome of the task. For example: *Did you arrange a time to meet? Where are you going to meet? At what time?* etc. Then, respond to useful language that came up during the activity and language problems that students had.

TIPS for a successful speaking skills lesson

- Make sure students have the language they will need to do the speaking activity.
- Students need a model to base their own conversation on. This model could be printed, could be a skeleton conversation on the board, or could be a demonstration of the conversation that they have seen or listened to.
- Another possible format for a speaking lesson is: *Students speak.* ➤ *Focus on language problems students have.* ➤ *Students repeat a variation of the task, incorporating feedback from the previous stage.*

A Writing Lesson

A writing lesson or activity will usually follow this pattern:

Read and analyze a model text ➤ **Provide a reason for writing and set the task** ➤ **Plan and organize the content** ➤ **Write** ➤ **Read what other students have written** ➤ **Feedback** ➤ [Optional] **Language focus**

Before writing

- Focus on the model text and its content. Check comprehension of the text and then focus on language contained in it.
- Provide a reason for writing and set the task. Tell students what the outcome will be. For example: *I will read your emails.* or *You will exchange your emails with your partner and then...* etc.
- Students plan their writing.
- If the writing is done in class, set a time limit.

Writing

- If students are writing in class, move around the class to be available to answer questions they have.

After writing

- Allow time at the end of the lesson, or during the following lesson for students to read and respond to each other's writing.
- Language feedback on writing can be given in a number of ways:
 - (1) Students exchange and correct each other's work.
 - (2) The teacher reads students' writing and lists typical problems to correct in class.
 - (3) The teacher reads students' writing and indicates mistakes for students to correct.
 - (4) The teacher corrects some or all of the mistakes in students' writing.

TIPS for a successful writing skills lesson

- Provide a model text, an example of what students are expected to write.
- Give students time to think of and organize the content of their writing.
- Make sure the writing task is appropriate to the students' level and needs.
- Provide a clear reason for writing. For example: *Later you will read your partner's email and reply to it.*
- Make sure that students receive feedback on their writing.
- Encourage students to keep their writing tasks. These are useful records for them of text types, new language, and also of language difficulties that they may have.

More Quick Teaching Tips

Learning skills

Encourage students to take an active role in their language learning. Suggest that they keep an organized notebook for new grammar and vocabulary. Encourage them to use dictionaries and to experiment with language and work out rules for themselves. Provide opportunities for them to help each other in class.

Encourage students to ask questions

Encourage students to ask you or the rest of the class about questions they have, relating to the lesson. Resolving questions is an important step in learning.

Have clear aims

Take a bird's eye view of your lesson when planning. Start with your main aim and work back from that. For example: *At the end of the lesson, I want students to understand this text, or by the end of the lesson students will have described their rooms.*

Less is more

Don't try to do too much in a lesson. Rushing through material can be frustrating and stressful for students. Allow time for students to speak and to express their opinions as well as to make mistakes and learn how to do tasks and activities better. Often an activity can be done more than once. It can be done as a practice run and then, with help, done better a second time.

Keep it communicative

Meaningful communication is more satisfying for students than mechanical practice. In meaningful communication, students are talking about real or true things or trying to complete real tasks. The exchange of information between students makes lessons more motivating and productive.

Personalize

Inevitably, students are motivated when they are talking about personal experiences and things that are important to them. It can also be very engaging for students to hear about the teacher's experiences.

Allow thinking time

It's difficult enough for native speakers to instantly come up with ideas. Don't expect your students to be able to do it. Allow them time to think of and organize ideas.

Respond to problems

Respond to problems that students are having. However, this doesn't mean you have to do it on the spot. Ask yourself if the problem is relevant to the lesson. If so, try to deal with it during the lesson. You can respond to other problems at the end of the lesson, or, for example, in the next lesson.

Don't get side-tracked

It is good to be flexible and respond to problems that arise in a lesson. However, don't let these interfere with the main aims of the lesson. Follow the lesson as you planned and as it appears in the Student Book. Give your attention to the whole class and not just to the students who demand the most attention. If a complicated problem cannot be dealt with quickly, note it down and deal with it in a future lesson.

Feed in language

In the process of doing an activity, students often find that they need extra language. A good test for knowing what language students need to complete a task is to do the exercise yourself. Feed in this language as it is needed during the lesson. If, during an activity, a student stops to ask you how to say something, write the word on the board so that the whole class can see it. Refer back to your list of "more useful words" at the end of the activity. Encourage students to copy the list.

Always in English

Encourage students to speak in English whenever possible during the lesson. Be patient when students are making an effort to explain something in English.

Teachers don't know everything

Don't worry if you do not know the answers to all questions that students ask you about language. If you can't come up with an immediate answer, tell students that you will answer in the next lesson.

Review

Review and recycling are important elements in a course. Allow time in the course to do Review sections and the self-assessment in the Workbook. Build on what students have learned in previous lessons. The more often students come across a new language item, the more likely they are to remember it. Elicit from them language you think they already know.

TEACHING GLOSSARY

This glossary is a list of words and phrases that are frequently used in the *Takeaway English* Teacher's Book. They describe basic classroom principles and practices and are included here as a guide for less experienced teachers.

accuracy: Accuracy refers to a student's ability to follow the rules of the language, in terms of grammar, vocabulary or pronunciation. Accuracy is often contrasted with **fluency**, which is the ability to communicate in real time.

brainstorm: Brainstorming is an activity in class where students work together to think of ideas or language. This is a useful way of stimulating ideas, of allowing students to provide lesson content, or of finding out what students already know. For example, *Brainstorm a list of things people eat for breakfast.*

check understanding: A teacher can use a concept question to check that students understand a new vocabulary or grammar item. The idea is to avoid saying *Do you understand?* which doesn't show if students do understand or not. For example, after introducing the word *cheese*, a teacher could ask:

Is it food or drink? [Food.]

How can you eat it? [In a sandwich. On pasta.]

What is it made from? [From milk.]

closed pairs: When two students are working in closed pairs, they are speaking together without the rest of the class listening. In **open pairs**, the two students are speaking together and the other students are listening, for example, when you want one pair to demonstrate an activity for the rest of the class.

comprehension questions: Comprehension questions are used to measure students' understanding of a reading or listening text. They can be used to check understanding of the gist or of detailed information. They often take the following forms:

- *Jerry had a terrible day.* True / False
- *Jerry had a ____ day.*
(a) good (b) normal (c) bad
- *Jerry had a _____ day.*
(Students write in the word.)
- *How was Jerry's day?*

correcting homework: It is motivating for students if their homework exercises are corrected in class. It is also useful for the teacher to see if students are having difficulties in completing the tasks. However, it is important that correcting homework doesn't take up too much lesson time. The beginning of the lesson is a good time to correct homework. Here are some different ways of doing this.

- Students compare answers in pairs, then the teacher checks them in open class.
- Give the class a copy of the answers and ask them to correct their own work. They can then ask the teacher about things they do not understand.
- Students read out answers while the teacher gives immediate feedback.

correction: The following are some different factors to consider about correction during a lesson.

- **Who corrects?** Correction can be made by the teacher, by other students in the class (peer correction), or in some cases, by students themselves (self-correction). When students are correcting themselves, or each other, they are more engaged and motivated, and are becoming more autonomous learners. Constant correction by the teacher can be de-motivating for students.
- **How much correction?** The amount of correction should relate to the stage of the lesson. If the teacher wants to encourage **fluency**, then there should be very little or no correction at that stage. If the teacher wants to encourage **accuracy**, then there will be more correction, especially of the **target language** of the lesson.
- **When to correct?** Correction can be done during or after an activity. For example, during a fluency activity, the teacher can note down mistakes students are making and deal with them after students have finished speaking, or ask students to work together to correct the mistakes.

demonstrate: Demonstrating an activity before it starts is a way of showing students what to do, instead of just telling them what to do. This is especially effective at low levels. For example, if the activity is a short conversation, the teacher can demonstrate the conversation in front of the class with a volunteer student. Or, two students could demonstrate the conversation as the teacher guides and the other students watch.

drill: A drill is a practice exercise where students repeat a target sound, word, or phrase. Drills are often used to practice pronunciation or fluency, for example, of a question like *Have you ever...* Drills can be done individually, or with the whole class speaking together. Here are examples of drills:

Example 1	Example 2	Example 3
Teacher: <i>I get up at seven.</i>	Teacher: <i>I get up at seven.</i>	Student 1: <i>Have you ever ridden a horse?</i>
Students together: <i>I get up at seven.</i>	Student: <i>I get up at seven.</i>	Student 2: <i>No, I haven't. Have you ever been in love?</i>
Student 1: <i>I get up at seven.</i>	Teacher: <i>She...</i>	Student 1: <i>Yes, I have.</i>
Student 2: <i>I get up at seven.</i>	Student: <i>She gets up at seven.</i>	

elicit: To elicit means to ask students for information or a language item. It is an alternative to giving them information, and is a way of engaging students to participate in the lesson. For example:

Teacher: *What animal is this?* (Pointing to a picture.)

Students: *A koala.*

Teacher: *Yes, good.*

or

Teacher: *I will possibly come. What's another way of saying this?*

Students: *Might come.*

Teacher: *Yes, I might come.*

feedback: To give students feedback means to give them information on their performance. This is either correction (feedback on form) or encouragement (feedback on content).

- Feedback on form: *Yes, correct.* or *No, that's not right.* Another way of giving the message of something being incorrect is to say *I'm sorry, I don't understand.*
- Feedback on content: *Yes, that's really interesting.* *Thanks, Gemma.*

fluency: See **accuracy**.

focus on form: Students focus on form when they pay attention to a detail of grammar. For example: *I have, She has, verbs in the 3rd person end in s.* When new language is introduced, in general, it is a good idea to **focus on meaning** first and then focus on form.

focus on meaning: Students focus on meaning when they pay attention to the meaning of a word, or the message of a phrase or sentence. For example: *It can be hot in June.* *This means it is sometimes hot in June.*

functional language: Functional language is language used for a specific communicative purpose. For example: *introducing yourself, saying thank you, making requests, agreeing and disagreeing, asking for information, etc.*

gist: Reading or listening for gist means reading or listening for general understanding or for the main points of a text. Ideally, in listening and reading lessons, students listen to or read a text more than once. The first time is for gist and then for more detailed information.

L1: A student's L1 is his/her first language or native language. However, some students may be bilingual or may use one language at home and another at school.

model: A model is a written or spoken example of what students are expected to produce. A teacher can give models of:

- a word by saying it for the class
- a sentence for students to copy and adapt
- a text, for example an email for students to base their own version on
- a conversation, for example before students practice their own conversation in pairs.

monitor: A teacher can monitor students' performance during a speaking activity. This means moving around the class to listen (but probably without interrupting). Reasons for monitoring are:

- to see that students are on task and doing the activity correctly
- to see how well students are doing the activity, and possibly to identify common difficulties to focus on later.

open class: An activity is done in open class when the whole class is listening while someone is speaking, either the teacher explaining something, or a question and answer exchange.

open pairs: See **closed pairs**.

personalize: To personalize is to use target language to talk about what you know, your experiences, or your feelings. Personalizing makes language more meaningful for students and improves the chances of them being able to use it outside the classroom. It is also more motivating and rewarding for students to speak about what they really feel. A simple example could be: *Now write five true sentences about yourself, using "ago".* Having done this, it is then important to respond first to what students write (the content), and then to the way that they have written it (form).

phonemic symbols: Phonemic symbols are used to represent phonemes. Phonemes are particular sounds that change the meaning of a word. For example: /v/ and /b/ are phonemes. Changing one for the other changes the meaning of a word, as in *ban* or *van*. As there is not always a direct relationship between spelling and pronunciation, using phonemic script can be a useful guide for students, showing them how to pronounce a word. For example, we can show that different spellings can correspond to the same phonemic symbol, for example: *bird* and *heard* both have the phoneme /ɜː/. A key to phonetic symbols is found on page 210.

pronunciation: Pronunciation is the term used to describe focus on phonology, the study of sound systems in a language. Different aspects of pronunciation include: phonemes, connected speech, stress, rhythm, and intonation.

scanning: To scan a text means to read it quickly, looking for specific information. For example: reading a bus timetable.

skimming: To skim a text means to read it for **gist**, to get a general idea of what it is about. For example: as readers, we often skim a news story or article to decide if we find it interesting and want to read it in detail.

stress: The term **word stress** describes the way that some syllables in a word are emphasized. For example: *photograph*, *photographic*. **Sentence stress** describes the way emphasis occurs in a whole sentence: *I'm from France*.

target language: Target language is the vocabulary, grammar, or functional language that appears in the language objectives of a lesson. For example: *breakfast food* (vocabulary), or *present perfect to describe experiences* (grammar), or *ways of agreeing and disagreeing* (functional language).

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Unit	Start	Listening	Vocabulary	Grammar	Reading
1 Good luck, bad luck page 2	Good luck and bad luck customs	A lucky man!	Expressions with <i>get</i>	Review: simple past	A lucky thief <i>Strategy</i> : Order the sequence of events
2 My favorite things page 14	Things people collect	What do you collect?	Vocabulary building	Present perfect	Enthusiastic collectors <i>Strategy</i> : Predict
3 Memorable experiences page 26	Feelings	A childhood memory	Accidents happen!	Past continuous versus simple past	Experiences to remember <i>Strategy</i> : Know your purpose for reading
4 I love chocolate! page 38	Made with chocolate	A dessert recipe	Cooking instructions	The passive voice	All about chocolate <i>Strategy</i> : Preview the contents
5 How can we help? page 50	In need of help	A service trip	Ways to help	Object pronouns	The recycled goats <i>Strategy</i> : Know the writer's purpose
Review 1 , page 62					
6 World languages page 66	Understanding languages	Learning languages <i>Strategy</i> : Listen for key words	How well do you speak the language?	Simple present and present continuous	The written word <i>Strategy</i> : Preview the task
7 Are you fashionable? page 78	Formal and casual clothes	What do you wear to work? <i>Strategy</i> : Listen for details	Different ages, different clothing	Verb patterns (verb + infinitive or verb-ing)	Jeans, jeans, jeans <i>Strategy</i> : Read for the main idea
8 That's life! page 90	Tell me about your family	How's it going? <i>Strategy</i> : Identify relationships	Life events	Present perfect and past perfect	A special family reunion <i>Strategy</i> : Identify verb forms to understand sequence
9 Do you know a good story? page 102	Classifying animals	An African folktale: <i>The Eagle and the Tortoise</i> <i>Strategy</i> : Preview	Giving and responding to information	Simple past and past continuous	A folktale from India <i>Strategy</i> : Make a prediction
10 Home, sweet home page 114	Apartment for rent	I'm calling about the apartment <i>Strategy</i> : Listen for specific information	What's in the living room?	<i>Should</i> for advice and the imperative for instructions	Feng Shui <i>Strategy</i> : Identify cause and effect
Review 2 , page 126					
11 Doing it for charity page 130	Charity events	A walk for charity <i>Strategy</i> : Identify sequence	What do you do and where do you go to stay in shape?	Future forms: <i>will</i> , <i>be going to</i> , simple present	A blog about a charity event <i>Strategy</i> : Understand the writer's purpose
12 How do you stay healthy? page 142	The human body	Let's exercise! <i>Strategy</i> : Understand instructions	Where does it hurt?	Modal verb review	A health advice column <i>Strategy</i> : Scan for specific information
13 Space travel page 154	Fly me to the Moon	A vacation on the Moon <i>Strategy</i> : Understand hesitations	Build your vocabulary!	<i>Would</i> for hypothetical situations	What about the Moon? <i>Strategy</i> : Skim for the main idea
14 What have you been doing? page 166	The average American	How long does it take? <i>Strategy</i> : Take notes	Time flies!	Present perfect continuous	Have you been waiting long? <i>Strategy</i> : Ask and answer questions
15 Great adventures page 178	Famous expeditions	Expedition to Lhasa <i>Strategy</i> : Focus on what you understand	Equipment for a camping trip	Passive voice	Adventures in Africa <i>Strategy</i> : Predict
Review 3 , page 190					