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TAKE AWAY MY TAKEAWAY

Italy

CONTENT AREA: WORLD STUDIES

LEVEL

Common European Framework level B1

This level is suitable for teenage students who have been learning English for at least two years, and assumes a knowledge of approximately 1500 headwords. It corresponds to level 3 of the Scholastic Readers series.

WHAT ARE THE SCHOLASTIC DVD READERS?

The Scholastic DVD Readers are a series of non-fiction graded readers with supporting DVD material. Based on popular TV factual series and documentary films, the Scholastic DVD Readers present teenage students with engaging content that covers a range of curriculum content areas.

The reader itself tells the story of the episode or film in graded language, providing students with background information and context, as well as language support, before they watch the clips that follow each chapter. The DVD clips are taken from the original TV show or film and expose students to authentic English, supported by a simplified voiceover and subtitle option, and provide an excellent opportunity for audio-visual comprehension practice.

USING YOUR SCHOLASTIC DVD READER

The Scholastic DVD Readers are suitable for students to use autonomously or in class.

Autonomous reading

Each student chooses a title that appeals to them personally and reads at home, watching the DVD clips after finishing each chapter and completing the activities. Teacher provides answer key for checking.

Class / teacher-led reading

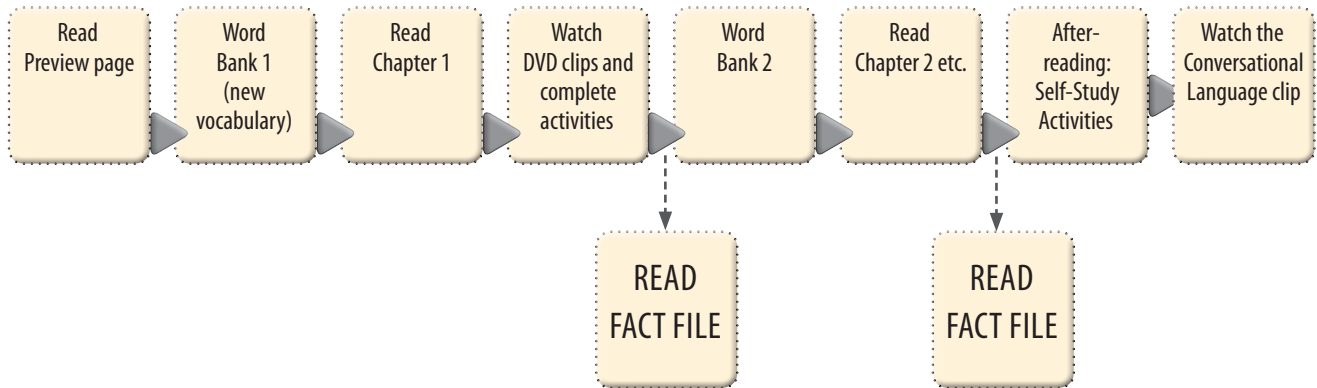
You will usually need two forty-minute classes to comfortably complete a chapter. Use the Word Bank page to introduce the new vocabulary before students read the chapter independently. Set a time limit. (Early finishers could read one of the Fact File pages.) Students watch the DVD clips together, answer the activities and discuss the chapter as a class.

Autonomous & class reading

Choose a reader that will interest your students. Read the Preview page and watch the first clip in class, then set a class reading schedule. For example, students read a chapter for homework, then watch the DVD in class together, completing the activities.

STRUCTURE OF A DVD READER

The structure of each DVD Reader is carefully conceived so that students gain optimum benefit from their reading and watching experience.



PREVIEW (pages 4–5)

Students should read the Preview page before beginning the reader. This section provides background information to the TV show or film and presents the overall themes, the main characters and locations. After reading, students watch a short introductory DVD clip. The clip is accompanied by a while-watching comprehension question.

WORD BANK

Each chapter is preceded by a Word Bank which presents the content area vocabulary that will appear in the chapter that follows and on the DVD voiceover. Students should familiarise themselves with the new words, using a dictionary if necessary to check meaning, before reading the chapter.

In later chapters, Vocabulary Review activities are provided. These act as a refresher and focus on vocabulary from the preceding Word Banks and chapters.

CHAPTERS

Each reader is divided into four chapters. The function of each chapter: to provide students with extensive reading practice, to enrich their understanding of the topic by giving extension material, and to act as comprehension support to students before they watch the corresponding DVD clips.

After reading each chapter, students watch one longer or two short clips from the DVD.

WATCHING THE DVD CLIPS

The DVD clips are usually between two and three minutes long and link directly with the chapter that the students have just read. They contain a simplified voiceover containing structures and vocabulary familiar to students as well as the authentic English dialogue. The DVD menu contains a subtitle option for each clip.

We recommend playing each clip three times, twice with subtitles as students familiarise themselves with the content, and once without, depending on the confidence and overall level of the class.

Students should complete the DVD activities in the reader, as they watch the clips. The first activity is a while-watching activity; the second activity poses a slightly higher level of challenge, requiring closer attention to the content of the DVD. The section is usually rounded off by a freer activity which encourages students to think about what they have learnt and relate it to their own experience.

Please note As the clips contain real English, the dialogue may sometimes be fast and colloquial. Students do not have to understand every word that is being spoken and the accompanying activities are designed so that students focus on the salient points within the clip.

Do you have any feedback on your Scholastic DVD Reader? Let us know at: readers@link2english.com

FACT FILES

Each DVD Reader contains two magazine-style Fact Files, with further cross-curricular or cross-cultural information on the topic. Each Fact File has a discussion question which can be used by the teacher in class. After reading the Fact Files, students answer the corresponding comprehension questions in the Self-Study Activities.

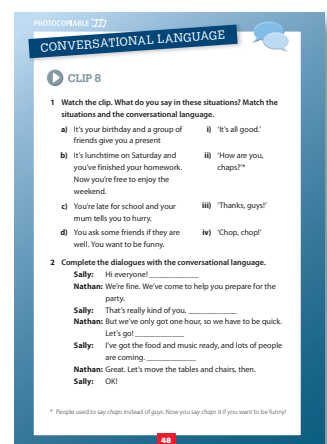


SELF-STUDY ACTIVITIES (pages 46–7)

After completing the reader and watching the DVD clips, the students can complete the self-study activities. These provide further activities on the story as a whole, as well as exploiting the two Fact Files and presenting a short writing task.

CONVERSATIONAL LANGUAGE (page 48)

The DVD clips provide a great opportunity to expose students to chunks of colloquial language in context. The final clip on the DVD pulls out a selection of conversational language from the preceding clips. Students watch the clips, then complete the activities.



ANSWER KEY

TAKE AWAY MY TAKEAWAY: ITALY

PREVIEW (page 5)

▶ CLIP 1

They learn about their favourite takeaway and then they have to cook the dish for an expert.

CHAPTER 1, DVD ACTIVITIES (pages 12–13)

▶ CLIP 2

- 1 a) True
b) False. (Dave asks them two questions about pizza.)
c) False (AJ feels tired.)
d) False (The boys are going to Naples in Italy.)
e) True
f) False (The Ape is a typical form of transport in Italy.)
g) False (For Neapolitans there is really only one type of pizza – cheese and tomato.)
- 2 a) The boys are interested in football, girls and pizza. b) AJ can cook toast. c) No, they don't. d) The first pizza was made in Naples over 100 years ago. e) The boys go to Italy at 4.30 the next morning. f) All of his clothes fall out of it.
- 3 Where does Buffalo Mozzarella come from?
The boys' answer: Italy
The correct answer: buffalo milk
Where was pizza invented?
The boys' answer: in a little shop in Italy
The correct answer: in Naples
- 4 a) Soon they're going to get the biggest surprise of their lives. b) As you really love pizza, I'm going to do the test. c) Imagine I have a friend called Enzo.
- 5 Students' own answers.

CHAPTER 2, DVD ACTIVITIES (page 24)

▶ CLIP 3

- 1 The boys buy: cheese, pepperoni/salami, flour, tomatoes/tomato sauce, olives. The toppings are: basil, cheese, tomatoes/ tomato sauce

- 2 a) The boys meet Enzo in a market.
b) Dave asks them to buy the ingredients for a Neapolitan pizza.
c) They do not understand or speak Italian.
d) In Italian, *pepperoni* means 'peppers'. In English, *pepperoni* is a type of meat.
e) They are happy with the ingredients that they have bought.
- 3 Students' own answers.

CHAPTER 2, DVD ACTIVITIES (page 25)

▶ CLIP 4

- 1 a) They take the ingredients to Enzo's pizza restaurant. b) He is surprised by them. He doesn't think that salami/pepperoni or olives are good for pizzas. c) It is simple to make a pizza, but not easy to make it very well. d) They love it.
- 2 The correct order is: c, e, h, d, a, g, b, f.
- 3 Students' own answers.

CHAPTER 3, WORD BANK 3 (page 27)

VOCABULARY REVIEW

- 1 a) flour b) dessert c) butcher d) excavate
e) expert f) in a market g) a pizzeria
- 2 a) red, white, green
b) & c) Students' own answers.
d) useful things to say in another language

CHAPTER 3, DVD ACTIVITIES (page 32)

▶ CLIP 5

- 1 a) mozzarella cheese b) He is a buffalo farmer. He makes buffalo mozzarella. c) He wants them to milk a buffalo. d) AJ e) He isn't happy because his expensive new trainers are dirty.
- 2 a) at six o'clock b) farm c) two d) 2,000
e) 500 f) hand g) refuses
- 3 Students' own answers.

ANSWER KEY

TAKE AWAY MY TAKEAWAY: ITALY

CHAPTER 3, DVD ACTIVITIES

(page 33)

CLIP 6

- 1 a) Dave has arranged for the boys to have dinner with an Italian family.
b) They live in a flat in Naples.
c) The starter is mozzarella cheese and he has seen enough mozzarella that day!
d) He says that it has been one of the nicest meals he has ever had.
- 2 a) At times I felt very happy and at times I felt very unhappy. b) My nice trainers no longer look new. c) Today has helped me to be happy. It's made me be myself.

CHAPTER 4, WORD BANK 4

(page 37)

VOCABULARY REVIEW

- 1 a) iii b) i c) ii d) v e) iv f) vi
- 2 a) an oven b) a painting c) knead it
d) pepperoni e) moody
- 3 a) toast b) scooter c) chef d) confused
e) buffalo

CHAPTER 4, DVD ACTIVITIES

(pages 44–5)

CLIP 7

- 1 a) Dave asks them to cook pizzas for an expert.
b) AJ cooks half of his pizza too much and half of it not enough. c) Daniel hits the pizza dough too hard. d) oil e) Mr Pace does not like the boys' pizzas. f) Daniel
- 2 a) False (The boys have to cook pizza in the best pizzeria in Naples.)
b) True
c) False (AJ made his mistake because he was nervous / confused.)
d) True
e) False (The trip has taught him more about himself.)

- 3 a) Mr Pace b) AJ c) Dave d) AJ e) Enzo
- 4 a) I'm impressed by how you managed the trip.
b) I was confused about how long to cook the pizza.
c) It made me understand I'll have to work to achieve what I really want in life.
d) I'm going to have to study more at school.
- 5 Students' own answers.

SELF-STUDY ACTIVITIES

(pages 46–7)

- 1 a) v b) iii c) iv d) vii e) ii f) i g) vi
- 2 The correct order is: b, h, f, a, i, g, d, e, c.
- 3 a) 1,280 metres tall
b) three
c) 1600
d) 1944
e) two million
- 4 Brunelleschi was an architect. He designed the *Duomo* in Florence.
Michelangelo was an artist. He painted the ceiling of the Sistine Chapel in Rome.
Raphael was a painter. He worked with Bramante in Rome. Many of his paintings are in the Vatican.
Leonardo da Vinci was an artist. He painted the *Mona Lisa* and drew ideas for amazing machines.
Galileo Galilei was a scientist. He found proof that the Earth travels around the sun.

WRITING

- 1 & 2 Students' own answers.

CONVERSATIONAL LANGUAGE

(page 48)

CLIP 8

- 1 a) iii b) i c) iv d) ii
- 2 How are you, chaps?
Thanks, guys!
Chop, chop!
It's all good.