‘Around the world in 80 days 20 minutes’

by

Jules Verne

David Spencer
‘All animals are equal...’
All animals are equal, but some animals are more equal than others.

(George Orwell)
What’s ‘different/special’ about Gateway 2\textsuperscript{nd} Edition?
The Flipped Classroom Grammar Videos
Flipped Classroom Videos in Gateway 2\textsuperscript{nd} Edition

• Short (3 to 6 minutes) grammar presentations by Dave.

• One per unit, completely integrated and linked to the reading or listening text in that unit.
This page will manage your text using the standard PPT text functions on your tool bar.

The minimum size for presentations that will be projected to an audience should be 18.

The minimum size for slide decks that will be read should be 10.
How to use the Flipped Classroom videos

1) Students watch them at home as part of their homework. They do the worksheet and are ready to do practice in class the next day.

2) Tell students who have missed class to watch the video at home.

3) Use as back-up for your presentation for anybody who needs or wants extra help – watch as many times as necessary.

4) Use as revision in class or at home before a test or exam.

5) Show them in class time for variety and/or listening practice.

6) Newer teachers could use them to get ideas for their own presentations.

7) If your students aren’t used to grammar presentations in English, use the videos as a gentle introduction.
I’ve been teaching Secondary School students for around 25 years and I’m still in the classroom every day.
So I know that a good text book has to be:

- Clear
- Logical
- Transparent
- Easy for students to use
- Easy for teachers to use (even with limited preparation time)
Grammar revision

Reported speech - statements

1. Write the sentences in reported speech.
   1. "I'm going to a concert next week," my sister said.
   2. "I'll be late tomorrow," Daniel told the teacher.
   3. "This is my dictionary," said Holly.
   4. "I've always wanted to write stories," said Sylvia.
   5. "There is going to be a concert in this room," they told us.
   6. "The play will start at 7 pm tomorrow," they said.
   7. "We haven't read any of your books," the students told the writer.
   8. "I wrote the article yesterday," said the journalist.

Reported speech - questions

2. Write these questions in reported speech.
   1. "Are you from Mexico?" she asked me.
   2. "What time are you going to leave?" Jo asked Paul.
   3. "Why were you crying?" I asked Katie.
   4. "Have you ever read this book?" the teacher asked me.
   5. "Will you help me tomorrow?" Tom asked her.
   6. "Did the doctor see Sam yesterday?" Abigail asked her dad.
   7. "Do you know the answer to this question?" our teacher asked us.
   8. "How many pages does it have?" I asked Jo.

Vocabulary revision

1. Complete the sentences with the correct words.
   1. A _________ story is often about dragons, trolls or other imaginary creatures.
   2. A _________ is an exciting story about spies, murders, assassinations.
   3. You can read a _________ or see it at a theatre.
   4. A _________ is a story about people who fall in love.
   5. A _________ is usually about a prince, a princess or a witch.
   6. In _________ fiction, the story takes place in the past.
   7. _________ combines writing and art.
   8. _________ story should be frightening.

2. Which type of book or publication is best in these situations?
   1. You want to find out about the geography of a country.
   2. You want to read about the life of a person, in his/her own words.
   3. You want to find new ideas for dinner.
   4. You want to learn how to use your computer well.
   5. You're going to Prague and want to know what to visit.
   6. You want to know what's happening in the world today.
   7. You want to revise maths for an exam.
   8. You want to find out information about lots of different topics, to write a quiz.
   9. Once a month you want to read new articles and texts with photographs and illustrations.

3. Match the sentence halves.
   1. I love this book, I want to read ...
   2. When you finish that page, turn ...
   3. You have to fill ...
   4. Because the text was difficult, I had to look ...
   5. I can't read what he wrote because he crossed ...
   6. I looked at the magazine quickly, I flicked ...
   7. I want to hear your answers so please read ...
   a. them out to me in a loud voice.
   b. it out with a big X.
   c. over and read the next one.
   d. through it looking at the pictures.
   e. up lots of words.
   f. in the answers on your sheet.
   g. on tonight until I get to the end of it.

Vocabulary

1. Fiction - comic, crime novel, fairy tale, fantasy, graphic novel, historical fiction, horror, play, romance, science fiction, thriller
2. Non-fiction - atlas, autobiography, biography, cookbook, encyclopaedia, guidebook, magazine, manual, newspaper, textbook
3. Phrasal verbs connected with reading and writing - cross out, fill in, flick through, look up, read on, read out, turn over
4. Other words and phrases - page 00
Grammar in context

3 Complete the sentences with the correct form of these verbs.

feel • look • seem • smell • sound • taste

1 I love this song. I think it ______________ great.
2 Mmm! What are you cooking? It ______________ delicious. I want to try it.
3 What’s the matter? You don’t ______________ very cheerful today.
4 Emma ______________ like her sister. Their personalities are very different but their appearance is almost identical.
5 There’s too much sugar in this coffee. It ______________ too sweet.
6 Your hand is cold. It ______________ like ice!

3 My sister has got/is having a new pet.
4 Jack can’t speak to you at the moment. Having a shower.
5 Do you know/ Are you knowing the answer?
6 I don’t understand/am not understanding you’re saying.
7 Ok, ok, don’t get angry. I believe/am believing you.
8 I don’t like/am not liking this film. I want wanting to leave now.

4a Write sentences about the items in the photos. Use one of the verbs and at least one of the adjectives in each sentence.

4b Your partner thinks _______________
5 Your partner doesn’t need _______________
6 Your partner believes that _______________
7 At the weekend, your partner likes _______________

6 SPEAKING: Complete these sentences about yourself and then predict your partner’s answers. Compare predictions. How well do you know your partner?

You
1 You think _______________ sounds great.
2 You think _______________ looks really attractive.
3 You usually feel _______________ on Monday morning.
4 You think coffee tastes _______________
5 You don’t need _______________ to be happy.
6 You believe that _______________
7 At the weekend, you like _______________

Your partner
1 Your partner thinks _______________ sounds great.
2 Your partner thinks _______________ looks really attractive.
3 Your partner usually feels _______________ on Monday morning.
4 Your partner thinks coffee tastes _______________
5 Your partner doesn’t need _______________ to be happy.
6 Your partner believes that _______________
7 At the weekend, your partner likes _______________
With Gateway, students (and teachers) don’t just learn English!
Complete the text with the correct form of the verbs in the box.

be • do • eat • look • play • put

There are some very unusual jobs!
If people (a) ____________ golf better, this first job wouldn’t exist. Some golf clubs pay professional divers to go into lakes and collect all the golf balls that go into the water.

If you (b) ____________ like a famous person, you would be able to make money. You could pretend to be the famous person and appear at parties or in adverts or TV shows.

Believe it or not, some people taste dog food professionally to check that it tastes good. If I (c) ____________ dog food, I’d be ill!

One hotel in London had a professional bed warmer. They paid somebody to get into the bed for five minutes and make it warm. If I (d) ____________ that job, I’d fall asleep all the time!

Would you buy an orange if it (e) ____________ green or yellow? Most people wouldn’t. But in some warm places the natural colour of oranges isn’t actually orange. That’s why some people’s job is to make oranges orange – by suddenly making them cold or by exposing them to ethylene gas.

If people (f) ____________ their chewing gum in the bin, we wouldn’t need ‘Gum Busters’. These are people who use water at high pressure to take away chewing gum from any type of surface.
3 Complete the text with the missing words.

Extreme ironing is an unusual sport (a) ........................................ was invented in 1997 by an Englishman (b) ...................... name is Phil Shaw. He had to do the ironing at home (c) ...................... he preferred to go rock climbing. So he decided (d) .................................. combine the two things. Of course, ironing and climbing are two activities (e) .................................. don’t have a lot in common. But now people do it all over the world. When Phil was in New Zealand he started an organisation called Extreme Ironing International. Diving, skiing, skating and parachuting are some of (f) ................. other sports which people have combined with ironing. Underwater, in the air and on the top of mountains are just some of the strange places (g) ...................... people have done this sport. Ben Gibbons and John Roberts are two Englishmen (h) ...................... adventure with extreme ironing became a short film, Extreme Ironing to Mount Everest!
Protecting yourself on the internet

**LIFE SKILLS OBJECTIVES**
- To think about social media implications.
- To think about good advice for safe social networking.
- To give advice to others about how to protect yourself online.

**KEY CONCEPTS**

- **social media** [n]: She is an expert in social media, or the different ways people use new technologies to communicate. Profile [n]: His personal profile gives the impression that he only likes sport and that he thinks he's better than everyone else. *post* [v.1]: I only post messages on the website when I have something important to say. *share* [v.1]: When you put a photo on a public website you share it with other people. *privacy* [n]: She's famous but her privacy is important to her. She doesn't talk about her private life in public.

1a Work with a partner. What can you do on social networking websites? Make a list of ideas.

You can chat online.

1b **QUICK** What do you think are good and bad things about using social networking websites?

You can communicate with people all over the world.

Yes, but you’re probably giving information to people that you don’t know.

2 Read this text and answer these questions.

1 What main problem with social networking does the text talk about?

2 Does the text say that social networking is always good/always bad/it depends? Explain your answer.

3 Read the text again and answer these questions.

1 How many US companies investigate a candidate’s social media profile?

2 Is it more common for this investigation to have a positive or negative consequence for the candidate?

3 What is the most common problem with a candidate’s social media profile?

4 What can an employer discover about a person’s qualifications by looking at social media?

5 In what different ways can your social media profile help you to get a job?

6 Why do companies look at social media to help them decide about a candidate?

7 What is the basic message of the text?

4 Look at these words or expressions. They are titles from a video giving advice about using social networking sensibly. Work with a partner. What do you think the advice will be?

a Password 1234
d The right age
b Keep it private
e Kind words
c Think first

5 **LISTEN** 0:00 Watch and listen. Put the titles in 4 in the order that you hear them. Were your ideas in 4 right?

1
2
3
4

6 **LISTEN** 0:00 Watch or listen again. What advice do the speakers give about...

1 age limits?
2 photos and videos?
3 phone numbers?

7 Work with a partner. What do you think of the advice in 5?

**LIFETASK**

You want to give a presentation about protecting yourself on the Internet. Follow this plan:

1 Work in a group. Think of more advice about safe use of social networking websites. Look for ideas on the internet if necessary.

2 Organise your ideas in a logical way and decide what you are going to say for each point.

3 Decide what type of presentation you are going to give and create it. Include illustrations or graphics.

4 Give your presentation to the class.
Gateway teaches for a life of tests as well as for the tests of life.
EXAM SUCCESS

The next activity is a cloze activity. You have a text with gaps, but you do not have the words to fill the gaps. What type of words do you think you will have to put in?

EXAM SUCCESS page 145

3 Complete the text with the missing words.

Extreme ironing is an unusual sport (a) was invented in 1997 by an Englishman (b) name is Phil Shaw. He had to do the ironing at home (c) he preferred to go rock climbing. So he decided (d) combine the two things. Of course, ironing and climbing are two activities (e) don't have a lot in common. But now people do it all over the world. When Phil was in New Zealand he started an organisation called Extreme Ironing International. Diving, skiing, skating and parachuting are some of (f) other sports which people have combined with ironing. Underwater, in the air and on the top of mountains are just some of the strange places (g) people have done this sport. Ben Gibbons and John Roberts are two Englishmen (h) adventure with extreme ironing became a short film, Extreme Ironing to Mount Everest!
Every year I prepare students for Cambridge First for Schools and the Spanish University Entrance Exam.
Gateway doesn’t just **test** students. It helps the students by **developing** the students’ **skills** and **vocabulary** in a **systematic** and **structured** way.
2. Read a blog post from Tom. Were your ideas in 1 correct?

TOM'S WORLD

MY AMAZING DISCOVERY!
Did you see me in the newspapers yesterday?!

Yesterday evening I went out with my friend Max. We were waiting at the bus station. At

3. Look at the words and expressions in the Writing bank. Tick (√) the ones which appear in the text.

**Writing Bank**

**Useful words and expressions of sequence and time**

- At first ✓
- Then
- In the end
- Suddenly
- The next day
- First of all
- Next
- Finally
- A few minutes/hours/days later

4. Imagine that you found something unusual last week. Make notes answering the questions.

1. When did you find it?
2. Where were you?
3. Who were you with?
4. What did you find?
5. Why was it unusual?
6. What did you do with the object?
7. What happened in the end?

5. Look at the task and write your blog post. Use your notes from 4 and the words and expressions in the Writing bank to help you.

Last week you found something unusual. Write a blog post about what you found. Tell them:

- what you found and where
- why the object was unusual
- what you did next and what happened in the end.

**Writing Bank** ➤ Page 150
Developing vocabulary

Negative prefixes un-, in-, im-, ir-, il-

1) Look at the words in the box. What do they have in common? What is the opposite of each word?

- illegal
- impossible
- incorrect
- informal
- invisible
- irregular
- unhappy
- unusual

2) Choose the correct alternative.

Many common English verbs, such as go, do and make, have a regular/an irregular past form.

People aren’t usually happy/unhappy when somebody reads their private messages.

‘A books’ is correct/incorrect English.

You couldn’t see the message. It was visible/invisible.

‘Dear Sir or Madam’ is a formal/informal expression.

It is legal/illegal to steal data.

It is possible/impossible to read hundreds of messages in just two minutes.

1.17 Listen to the words. Underline the syllable we stress each word. Do we stress the prefix in each word?

1.17 Listen again and repeat the words with the correct stress.

Link of an example of something (for example, a word or a situation) for each word in 1.

PAIRS Work with a partner. Say one of your words or situations. Can your partner guess the word?

Climbing Everest in a day.

Impossible.
Gateway has an incredible amount of extra resources.
Teens-focused culture worksheets

A graded Macmillan Reader + extra activities and extended reading support

Study skills materials

Life skills video worksheets

Flipped classroom video worksheets

Audio + video scripts

CEFR checklists
Teacher notes and guides to accompany all material

Audio and video files and scripts

Complete answer key

Teacher tips and videos

Extra grammar worksheets and communication activities

Everyday English worksheets

Optional CLIL and literature lessons

Teacher notes and guides to accompany all material

TEST GENERATOR + Printable tests*
Interactive versions of many pages of the Student’s Book and Workbook

Automated marking

Class audio and video

Interactive vocabulary presentation tools
Possibly the only text book where the author is continually in contact with teachers using the book.