

**Gateway**  
2<sup>nd</sup> Edition

**Teach**  
FROM HOME 

## Gateway 2<sup>nd</sup> edition, Level B1, Unit 6: Planet Earth

### Lesson: Gateway to life skills: Reducing our ecological footprint

This lesson plan, based on pp. 94–95 of the Teacher's Book, gives you tips on how to teach the lesson in an online/distance learning situation.

It is designed for live online lessons in a virtual classroom environment or with a video conferencing tool like Skype or Zoom.

**Length:** 45–60 minutes

#### Learning outcomes:

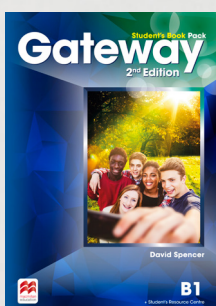
- To understand texts about conservation and the environment
- To learn about carbon footprints and water footprints
- To consider positive action we can take to reduce our ecological footprints
- To make an action plan to reduce our impact on the environment

#### Materials:

- Student's Book, p. 74–75
- Teacher's Book, pp. 94–95
- Video/audio track 37

Some resources above can be downloaded **here**

- Students will need notebooks and pens



For further preparation, you could watch these teacher development webinar from the Macmillan 'Teach from Home' webinar series <https://www.macmillanenglish.com/us/training-events/webinar-archive>.



**Procedure:**

**Before the lesson:**

Open the online lesson room or software a few minutes early to make sure your camera and microphone are working correctly, and have the materials open in other windows (for screen sharing) during your lesson.

Follow the teacher’s notes on pp. 94–95 in the Teacher’s Book. In addition, see the notes below for how to adapt your lesson for online teaching.

Stage 1	
<p><b>Lesson warm-up and topic introduction</b></p> <p><b>5 minutes</b></p>	<p>Display a footprint, the symbol for recycling and a greenhouse. This is something you could prepare on a slide, ready to share, or you could simply draw them on a piece of paper or mini-whiteboard and hold up to your webcam.</p> <p>Ask students to see if they can think of ways that these connect to environmental issues. If your system allows you to use breakout rooms, you can split the class into pairs or small groups. Alternatively, you can ask students to type in the chat box.</p> <p>After a few minutes, nominate pairs to give their ideas or summarise the ideas from the chat box. (See Teacher’s Book for suggested answers.)</p> <p>Ask students to open their books to page 74 (and share your screen to display this page). Read through the Life Skills objectives and the Key Concepts and see if they can add any extra information.</p>
Stage 2	
<p><b>Are these things bad for the environment?</b></p> <p><b>(Exercise 1)</b></p>	<p>Pre-teach any terms you think students will need for the discussion (for example, <i>fuel, packaging, high-speed, by hand</i>).</p> <p>Again, if possible, put students into small groups or pairs in breakout rooms. Alternatively, depending on the number of students, you could do this as a whole group. Go through each photo one at a time and ask students to raise their hand if they want to contribute. (Not all students will be comfortable contributing in front of the whole group in an online environment.)</p> <p>You could also ask students to choose one photo and ask them to type their thoughts about that photo in the chat box.</p> <p>Don’t confirm answers at this stage.</p>



Stage 3	
<p><b>Reading: Carbon footprint/ Water footprint</b></p> <p><b>(Exercises 2, 3 &amp; 4)</b></p>	<p>Half the class will need to read Text A; the other will need to read Text B. (How you divide the group will depend on how you are going to do the next stage, where student As discuss with student Bs.)</p> <p>If you are using breakout rooms, make sure that there is at least one Student A and one Student B in each pair/small group. If you are going to do the next stage as a whole class, simply divide the class into two groups.</p> <p>Students read their allocated texts and answer the questions about them. Make sure they take notes as they will need these in the next exercise.</p> <p>If you have access to breakout rooms, split the class into pairs and small groups (including at least one A and one B) and ask them to explain the carbon/water footprint to the student(s) who read the other text. Also ask them to look at question 4 in their groups.</p> <p>If you don't have breakout rooms, you can do Exercise 3 in various ways. For example, you could go through the questions and unmute the microphone of a confident student to answer each one. (To help you, students could write their allocated letter on a piece of paper and hold it up to the screen so that you know who read text A and who read text B!) With strong groups, you can even ask students to answer the questions for the other text (without reading it) and then getting the other half of the group to confirm or not.</p> <p>If you are doing Exercise 4 as a group, it may be more manageable to get students to submit answers in the chat box.</p> <p>For Exercise 4, they can focus on their real school building(s) but they may also come up with ideas linked to an 'online' school.</p>
Stage 4	
<p><b>Listening and follow-up</b></p> <p><b>(Exercises 5, 6 &amp; 7)</b></p>	<p>Show the video or play the listening via the system.</p> <p>Ask students to do Exercise 6 by writing the answers into their Student's Book. You can ask strong groups to fill the gaps from memory before listening again.</p> <p>The tape script is on p. 154.</p> <p>Answers:</p> <ul style="list-style-type: none"> <li><b>1</b> recycling</li> <li><b>2</b> 11</li> <li><b>3</b> cans, plastic bottles</li> <li><b>4</b> paper</li> <li><b>5</b> little</li> <li><b>6</b> forgot</li> <li><b>7</b> 12</li> </ul> <p>Do Exercise 7 as a group, asking students to raise their hands before you unmute their microphone.</p>



Stage 5	
<p><b>Life task</b></p>	<p>It will be difficult for the students to complete the task in groups. However, you can do the brainstorming elements of this task as a group or in breakout rooms during class time.</p> <p>You can set the creation of a poster or production of a short video as an individual homework task. You might decide to limit the students to creation of a poster if there are any concerns about asking students to create a video. Alternatively, you could give the students the choice of creating a poster or producing a video.</p> <p>If you give the students the choice, then make sure they are brainstorming with students who have the same task.</p> <p>Students can send you their videos or photos of their posters once they have completed them as homework. You can get students to share their work at the start of the next lesson.</p> <p>There are some online tools available for creating posters digitally:</p> <p><a href="https://www.canva.com/create/posters/">https://www.canva.com/create/posters/</a></p> <p><a href="https://spark.adobe.com/make/posters/">https://spark.adobe.com/make/posters/</a></p> <p><a href="https://piktochart.com/formats/posters/">https://piktochart.com/formats/posters/</a></p> <p>Students may have to create accounts to use those sites, so, depending on school policy and parental preferences, you may just prefer that they create paper posters and share them by posting a photograph.</p>

**For asynchronous lessons with self-study tasks set by the teacher:**

If you do not have access to a live lesson platform, here are a few tips for managing the lesson asynchronously:

- Clarify the objective of the lesson.
- If you can, upload your introduction to the topic as a video. This will promote greater levels of engagement at the beginning of the lesson. If you are able to upload a video, you should also add instructions for all stages of the lesson.
- If possible, use a separate comment/discussion thread for each of the lesson sub-stages.
- Students can post answers to questions in online discussions.
- If students are able to post their homework ideas to an online chat with the Learning Management System, ask each student to comment on a least two other contributions.