

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

**Teach**  
FROM HOME 

## Gateway 2<sup>nd</sup> edition, Level A2, Unit 4: Tourist Information

### Lesson: Vocabulary

This lesson plan, based on pp. 70–71 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

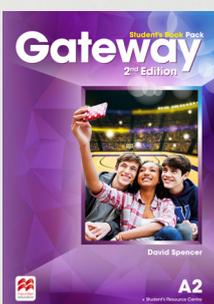
#### Learning outcomes:

- Students reflect on and discuss their own thinking styles and preferences.
- Students read a text about geniuses and learn about distinguishing between fact and opinion.
- Students write a short text about someone they admire.

#### Materials:

- Student's Book, p. 52
- Teacher's Book, pp. 70–71
- Unit 4 audio (tracks 40 and 42)

Some resources above can be downloaded **here**



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. 70–71 in the Teacher's Book. In addition, see the notes below for how to adapt your lesson for online teaching.

If time is limited in the live lesson, you can set exercise 1a and exercise 2a as work to be completed before the lesson.

<b>Stage 1</b>	
<b>Lesson warm-up and topic introduction</b>	<p>As a group, discuss what students think the unit will be about, based on the title: 'Tourist Information'.</p> <p>Ask the students to brainstorm possible tourist attractions. You could use the chat box function for this. Alternatively, you can use breakout rooms and ask the students to work in pairs or small groups to see how many attractions they can list within a set time limit.</p>
<b>Stage 2</b>	
<b>Tourist attractions in different countries</b>	<p>Ask students to refer to the four tourist attractions on p. 52. Also display the photos on your screen. Ask the students to identify/guess the countries. Students can type the letter and country in the chat box.</p> <p>Do listening 1b (track 40). As you play the audio, mute the students' microphones.</p>
<b>Stage 3</b>	
<b>Listening (exercises 2a and 2b)</b>	<p>If possible, put the students in breakout rooms for exercise 2a. Give them a few minutes to come up with some cities or attractions for as many countries as they can. If you don't have breakout rooms, you can ask students to do this individually.</p> <p>Do 2b as a whole group. Start by naming a city or attraction and ask the students to type the name of the country in the chat box. You can then ask for volunteers to name a city or attraction. Ask the students to raise their hand or use the 'raised hand' function of the system. Unmute that student and invite the other students to type their answers in the chat box.</p>
<b>Stage 4</b>	
<b>Countries and nationalities</b>	<p>Students can match the nationalities to the countries individually. Play the audio so they can check, remembering to mute all as the audio plays.</p> <p>Extra activity:</p> <p>Get volunteers to name a famous sportsperson (unmute the microphones of these volunteers). Other students type the nationality in the chat box. Alternatively, a volunteer can name another student to guess the nationality. (Only do this if you think students will be comfortable.)</p>



<b>Stage 5</b>	
<b>Words connected with tourism (exercises 4 and 5)</b>	<p>Ask students to do the matching exercise (exercise 4) individually.</p> <p>Play the audio for exercise 5 (track 42). Pause the recording after each dialogue and ask them to write the answer in the chat box.</p>
<b>Stage 6</b>	
<b>Speaking (exercise 6)</b>	<p>Model question 1 with a confident student to make sure everyone understands the exercise.</p> <p>If you have access to breakout rooms, you can put the students into pairs or small groups to do exercise 6. Remind the students that each person should have a go at asking and answering the questions.</p> <p>Bring the class back together as a group. You can review as a group. Ask them, for example, 'Who usually takes a guidebook? Who likes sightseeing?'</p>
<b>Extra Activity</b>	
	<p>Ask students to think of synonyms for the word <i>journey</i>, for example <i>trip</i>, <i>voyage</i>, <i>travels</i>, and to decide if they are synonyms or partial synonyms and what the difference is. (A full explanation in the Teacher's Book, p. 71.)</p>
<b>Homework</b>	
	<p>Assign students p. 38 in their Workbook or the relevant sections of the Online Workbook.</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.