|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topic: Carbon footprint of global tourism is huge** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Seo Woo Kim(Irene)** | **intermediate** | **adult** | **15** | **20min** |
| **Materials:**  **- Picture1 : TV screen (eliciting)**  **- picture2 : TV screen (deductive theory)**  **- Article : Main activity.** | | | | |
| **Aims:**  **- Students will be able to know ‘it, at, on’ as the situation.**  **- Students will be able to realize the global issue.** | | | | |
| **Language Skills:**  **- Listening : Students will listen the main word of global issue and preposion into the article.**  **- Reading : Students will read the article of global situation with negative thing.**  **- Speaking : Students will have a discuss about worksheet and present an opinion about subject.**  **- Writing : Students will fill the blanks of the worksheet.** | | | | |
| **Language Systems:**  **Phonology : in/at/on**  **- Lexis : preposition words in the article.**  **- Grammar : use preposition words along with situation.**  **- Function : expressing.**  **- Discourse : discuss about global environment issue .** | | | | |
| **Assumptions:**  **Students have thought about the global issue.**  **- Students know the vocabulary of the basic preposion words.** | | | | |
| **Anticipated Errors and Solutions:**  **- Students keep quiet for fear of making mistakes while speaking.**  **→ encourage them to speak with ease, not to correct their errors immediately**  **- Students may not be able to use the preposion depending on the situation exactly.**  **Ex) Their study looked in the carbon footprint of different areas of tourism. (X)**  **→ Their study looked at the carbon footprint of different areas of tourism.(O)**  **EX) Researchers spent 18 months in their research. (X)**  **→ Researchers spent 18 months on their research.(O)** | | | | |
| **References:**  **picture#1**  **carbon by airplane In google.**  [**https://goo.gl/images/epRTPj**](https://goo.gl/images/epRTPj)  **picture#2**  **in,at,on pyramid in google.**  **https://zilingyuying.wordpress.com/2013/10/26/english-is-fun-the-atonin-pyramids/**  **Article**  **carbon footprint of global tourism is huge.**  **In Breaking News English. https://breakingnewsenglish.com/1805/180510-carbon-footprint-2.html** | | | | |
| **Notes:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Presentation: Where does CO2 come from?** | | | | |
| **Aims: Students will learn global issue by using preposition.** | | | **Materials: Pictures#1** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **5** | **Whole Class** | **- global issue.**  **- use the preposition with**  **“at,in,on..”** | | **- Greeting**  **Hello, everyone. Good morning.**  **How are you today?**  **Do you think that there are serious pollutuon problem in the world thesedays?**  **Ok, I would like to introduce today’s topic with picture.**  **- Eliciting**  **what do you think about this picture?**  **Have you ever been to travel the other countries?**  **Which country?**  **Did you get there by airplane?**  **Good. So today’s topic is ‘Carbon footprint of global tourism is huge’**  **(Write on the board)**  **- Eliciting**  **Do you know that Where does green house gases come from?**  **yes, it come from heating system, disposable products,**  **For example, use the heating at the hotel.**  **throw away can on the street.**  **(write the answer on the board)**  **(Deductive theory)**  **Presentation with picture on the TV.**  **and also we can use the preposition with**  **verb depend on the situation.**  **It could be checked with an article.**  **So, we are going to focuse on the preposition with an article.** |
| **Notes:** | | | | |
|  | | | | |
| **Practice: Main activity** | | | | |
| **Aims: Students will be able to use the preposition properly.** | | | **Materials: Article** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **6** | **Whole Class** |  | | **-Read an article**  **Let’s read an article and underline preposion in the article.(3min)**  **-ICQ**  **Did you finish to read an article and how many preposition did you find?**  **According to the article, Let’s discuss your idea with your next partner.(2min)**  **-CCQ**  **In fact, there are 6 preposion in this article.**  **According to the article, We can use the preposition with verb.**  **What is the main point in this article?**  **Do you think tourism cause negative environmet to the global?**  **Ok, Thank you for your opinion.** |
| **Notes:** | | | | |
|  | | | | |
| **Production: Make sentenes with partner.** | | | | |
| **Aims: Students will aknowledge the global issue.** | | | **Materials: paper.** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **3** | **Whole Class** |  | | **According to the article, How can we reduce CO2?**  **Ok. Now let’s make 2 sentences the opposite side of the paper that the way to reduce CO2 with your group. (3min)**  **ex) reduce to use disposable product**  **use public transportation.**  **(Write the point on the board)**  **choice one group’s centences and then presention to the students.** |
| **Notes:** | | | | |
|  | | | | |
| **Post Production: Feedback** | | | | |
| **Aims: Students check what they learned.** | | | **Materials:** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **2** | **Whole Class** |  | | **- Asking about the lesson**  **Let’s check together what should I write down in the blank?**  **They are calling \_\_\_ board.**  **we are meeting \_\_\_ friday.**  **Next time, let's look at more exceptions.**  **Thank you for your attention.** |
| **Notes:** | | | | |

**Carbon foorprint of global tourism is huge.**

Climate scientists in Australia say tourism causes over 8 per cent of greenhouse gasses. They say that this figure will increase because the tourism industry is growing. Their study looked at the carbon footprint of different areas of tourism. It studied the CO2 emissions from transport, events, hotels, restaurants and shopping (including making souvenirs). Researchers spent 18 months on their research. They looked at the tourist activities of 189 countries. A researcher said her team analyzed the impact on the environment of over one million businesses involved in tourism.

The researchers said domestic travel caused more CO2 emissions than international travel. Air travel was the largest part of all tourism. Flying will continue to increase emissions as more people become richer. The countries with the biggest tourism carbon footprints were the largest and richest nations - the USA, China, India and Germany. Their carbon emissions will increase as more of their citizens travel. The researchers said holiday-makers should try and reduce their carbon footprint so their vacations cause less harm to the planet.

**Hello, everyone. Good morning.**

**How are you today?**

**Do you think that there are serious pollutuon problem in the world thesedays?**

**Ok, I would like to introduce today’s topic with picture.**

**- Eliciting**

**what do you think about this picture?**

**Have you ever been to travel the other countries?**

**Which country?**

**Did you get there by airplane?**

**Good. So today’s topic is ‘Carbon footprint of global tourism is huge’**

**(Write on the board)**

**- Eliciting**

**Where does green house gases come from?**

**Could you answer the question with preposition ‘in,at,on’?**

**For example, use the heating at the hotel.**

**throw away can on the street.**

**(write the answer)**

**(Deductive theory)**

But these little two-letter prepositions seem to create confusion. Here are a few rules to help you understand when to use in, on, and at in a sentence.

For describing time and place, the prepositions in, on, and at go from **general** to **specific**.

Let’s start by looking at how we talk about time. English speakers use **in** to refer to a general, longer period of time, such as months, years, decades, or centuries. For example, we say “in April,” “in 2015” or “in the 21st century.”

Moving to shorter, more specific periods of time, we use **on** to talk about particular days, dates, and holidays . You may hear, “I went to work on Monday,” or “Let’s have a picnic on Memorial Day.”

For the most specific times, and for holidays without the word “day,” we use **at**. That means you will hear, “Meet me at midnight,” or “The flowers are in bloom at Easter time.”

**Prepositions and Place**

When English speakers refer to a place, we use in for the largest or most general places. You can say that “VOA is located in Washington, D.C.” And “for the best food, try the restaurants in Chinatown.”

For more specific places, like certain streets, we use the preposition **on**. You may know that President Obama lives on Pennsylvania Avenue in Washington, D.C.

Finally, we get to the most specific places. For exact addresses or **intersections,** we use the preposition **at.** If I invited you to visit us here at VOA, I would say, “Come to my office at 330 Independence Avenue.” To be exact, it’s at the corner of Independence and 3rd Street.”

**and also we can use the preposition with**

**verb depend on the situation.**

**It could be checked with an article.**

**So, we are going to focuse on the preposition with an article.**

**Read an article**

**Let’s read an article and underline preposion in the article.(3min)**

**-ICQ**

**Did you finish to read an article and how many preposition did you find?**

**According to the article, Let’s discuss your idea with your next partner.(2min)**

**-CCQ**

**In fact, there are 6 preposion in this article.**

**According to the article, We can use the preposition with verb.**

**What is the main point in this article?**

**Do you think tourism cause negative environmet to the global?**

**Ok, Thank you for your opinion.**

**According to the article, How can we reduce CO2?**

**(Write the point on the board)**

**Ok. Now let’s make 2 sentences the opposite side of the paper that the way to reduce CO2 with your group. (3min)**

**ex) reduce to use disposable product**

**use public transportation.**

**choice one group’s centences and then presention to the students.**

**Asking about the lesson**

**Let’s check together what do i write down in the blank?**

**They are calling \_\_\_ borad.**

**we are meeting \_\_\_ friday.**

**Next time, let's look at more exceptions.**

**Thank you for your attention.**