

UNIT 1: THE BASIC ECONOMIC PROBLEM

Lesson 1: Introduction

AIMS

- To present the subject and its main content.
- To face the basic economic problem through a case.
- To decide the scores of the subject.
- To be aware about wants, goods and decisions.
- To work in groups and take decisions.

TEACHING OBJECTIVES What I want to teach	LEARNING OUTCOMES What I want my learners to be able to do/know at the end of the lesson.
CONTENT - Presentation of myself and Economics. - Syllabus of the subject. - Know the criteria of assessment of this subject. - Understanding the basic economic problem through a case. COGNITION - Learning and remembering new vocabulary - Problem solving - Role playing - Choose basic goods from a list - Understand the problem and find a solution. - Arithmetic addition of pounds and multiplying quantities. COMMUNICATION - Language structures to give advice and agreements/disagreements. - Visualise some goods with its names, written and pronounced. - Work in groups. - Presentation of a substitution table. - Encourage the interaction between the students. CULTURE - Awareness that everybody has to choose because it's impossible to have everything. - Work in pounds. - Explain that usually the best solution depends on the information and the preferences of the people.	CONTENT - Have a general idea about the subject and the teacher. - Feel confident and able to work in the right way to have good marks. - Realise that in their life they face very often the basic economic problem and they have to make decisions. COGNITION - Use new vocabulary and remember some words. - Think their options using new vocabulary. - Playing a role and understand that situation. - Imagine the situation of the case and think what they would choose. COMMUNICATION - Recognise some of the names of the goods - Use, pronounce and remember the words "good", "quantity you take", "weigh", "each", "amount", "sum", "we should take", "we should not take", "I agree/disagree", "I think so/I don't think so". - Work in groups. - Use a substitution table. CULTURE - Realise that it's not more complicated to operate in pounds instead than kilos. - Understand that there is not a solution. - Be aware that usually decisions have to be made without all the information we would like to have.

RESOURCES

Students' book, blackboard, calculator, pencil and rubber.

ASSESSMENT

The outcomes and participation of the students in the different activities.

ACTIVITIES

Activity	Teacher activities	Students activities	Timing	Interaction	Language demands	Language and learning support
1	Show a powerpoint and speaking	Watching and listening	2'	Plenary	Listening	Visuals, repetitions
2	Summarising the powerpoint and asking	Listening and respond	5'	Plenary	Listening	Blackboard, repetitions
3	Reading aloud and explaining the planning of the subject and the first activity. Asking.	Listening, reading and respond	5'	Plenary	Listening, reading, answering with one or two words.	Student's book (everything written).
4	Help individually	Decide the weighting	5'	Individually	Vocabulary	Student's book (read and fill the gaps).
5	Help the groups	Compare their choosing and agree on one only decision	5'	In pairs	Speaking	L1 or L2. A substitution table is provided (Student's book)
6	Write on the blackboard and calculate the average marks of the different groups	Read aloud the decision of the group and write down the final decision of the plenary	5'	Plenary	Reading aloud	Student's book
7	Reading aloud a case and asking to be sure everybody understood the activity. Asking	Choose items from a list	10'	Plenary	Reading, listening and responding short answers occasionally	Visuals, substitution table.
8	Helps individually	Fill a chart with their choices	15'	Groups of 3 or 4	Talking, writing	Visuals, substitution table, chart to fill.