

UNIT 1: THE BASIC ECONOMIC PROBLEM

Lesson 2: Wants and goods

AIMS

To present the basic economic problem: scarcity.

To understand that everybody has to choose, even the rich people.

To understand the keywords of this unit and think some examples.

To understand and classify wants and goods.

To be aware that the arbitrariness of the classifications (and to be able to justify the different possibilities)

To promote the speaking of the students with their own examples, even when they don't know the words in English.

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.
<p>CONTENT</p> <ul style="list-style-type: none"> - Classification of wants and goods - Comparing wants, needs, goods and wishes <p>COGNITION</p> <ul style="list-style-type: none"> - Understand different classifications of wants and goods. - Compare wants needs, goods and wishes. <p>COMMUNICATION</p> <ul style="list-style-type: none"> - Learn new vocabulary - Pronunciation of the classifications and the examples - Work in groups <p>CULTURE</p> <ul style="list-style-type: none"> - Awareness of the relativity of the classifications - Awareness of the examples given by the students contrasting with other kind of examples of other cultures. 	<p>CONTENT</p> <ul style="list-style-type: none"> - Classify wants and goods from a list. - Match wants with goods - Differentiate wants and goods. <p>COGNITION</p> <ul style="list-style-type: none"> - Think of examples of different classifications of wants and goods. - Compare different key words. <p>COMMUNICATION</p> <ul style="list-style-type: none"> - Understand, apply and recognise new vocabulary - Give examples and try to pronounce them correctly - Work in groups <p>CULTURE</p> <ul style="list-style-type: none"> - Be aware that usually classifications are not exact and depend on the point of view or the information you have. - Understand that the examples given for them are usually related to their own life style.

RESOURCES

Computer with projector, [PowerPoint](#), [students' book](#), blackboard, chalk, eraser, 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	Showing a PowerPoint, speaking, asking and waiting for examples	Watching the slides of the PowerPoint (at the projector and at their student's book), listening and giving examples	15'	Plenary	Listening, writing, talking (giving examples)	Visuals, repetitions, reading, examples.
2	Helping individually	Classify the goods of the case studied before making ticks in a chart	10'	Individually or in pairs	Reading the chart Vocabulary	Chart where the students only have to tick
3	Listening, correcting and moderating the student's interventions	Listening, checking the answers, speaking aloud when it's their turn	15'	Plenary (each student reads aloud one good and its classifications)	Listening, vocabulary, reading aloud (pronunciation)	Chart
4	Show slide 13 th ("wants vs wishes")	Watch, listen to the teacher and read the slide	5'	Individually	Vocabulary	Slide (screen and student's book)
5	Present the matching activity between wants and wishes and helping the students individually	Matching exercise	5'	In pairs	Vocabulary	Visuals
6	Write on the blackboard the solution	Voluntarily, read aloud his/her matches and checking the solution	5'	Plenary	Reading aloud (voluntarily)	Student's book