

BACKGROUND TO BUSINESS		
	ore	Argomento/Attività
1.	1	Modern Needs and Wants <i>Evaluation (matching exercise)</i>
2.	1	Goods and Services
3.	1	Goods and Services: durable, non-durable, industrial
4.	1	<i>Evaluation (open questions)</i>
5.	2	Factors of Production: land, labour, capital, enterprise
6.	1	Groupwork: summaries of lessons (40''); <i>cloze test evaluation (20')</i>
7.	1	Kinds of Production
8.	1	Chain of Production
9.	1	<i>Revision (communicative activities)</i>
Totale: 10 ore. Strumenti di osservazione e verifica: videoregistrazione, monitoraggio da parte della responsabile del progetto (1 ora), 3 compiti scritti e varie valutazioni orali, 1 questionario in uscita.		

2.4 La lezione.

2.4.1 Gli obiettivi della lezione comprendevano:

- la verifica delle conoscenze lessicali e degli altri contenuti della materia trattati nel modulo;
- la verifica delle competenze comunicative e operative: saper ascoltare, discutere, definire; saper formulare domande;
- la verifica delle capacità logiche, di organizzazione di un testo.

2.4.2 Schema della lezione:

1. L'insegnante predispone la lavagna con la data e uno schema appena abbozzato degli argomenti da trattare (Allegato 7).
2. Saluta gli studenti, scambia qualche battuta sul finesettimana appena trascorso, poi spiega come si procederà (Allegato 8).
3. Chiamando gli studenti per nome, rivolge loro una serie di domande (Allegato 9), (*What's the difference between needs and wants, Stefania?*), via via completando lo schema alla lavagna con le loro risposte. Accoglie generalmente queste ultime con *Good, Right, OK* o *Very well*. Avendo avuto, in risposta alla domanda *What is shelter?*, l'enunciato *A place where to live*, l'insegnante prima chiede *Pardon?* per sollecitare una riformulazione dello stesso; ma sentendosi ripetere la frase in forma identica, annuisce e dice *A place where one can live. Fine*. Occasionalmente ripete qualche proposizione, o per enfasi (*services are not physical objects*) o per correggere incidentalmente una pronuncia errata, o chiede agli studenti di precisare l'ortografia di certe parole (**I**: *Enterprise: that's a difficult word. Can you spell it, please?* **S1**: E-N-T-E-R-P-R-A --[l'insegnante si gira con espressione interrogativa] no, -E- [l'insegnante sorride, col gesso ancora sospeso]; **S2**: I. **S1**: I-S-E .) Al termine delle domande, la lavagna si presenta come evidenziato nell'Allegato 10.
4. Passa all'esercitazione successiva, un gioco da fare in gruppo, distribuendo delle striscioline di carta ciascuna delle quali riporta un frammento di enunciato. Spiega alla classe che ognuno dovrà leggere la propria strisciolina e trovare i compagni che hanno le parti mancanti della frase, disponendosi poi in modo da ricostituire l'enunciato (Allegato 11).

Gli studenti si mettono in piedi e girano per la classe, leggendo ad alta voce i frammenti propri e quelli degli altri e facendo qualche commento [qualcuno parlotta anche in italiano]. L'insegnante si sposta per la classe, seguendo e spiegando. Una volta disposti in gruppetti, i ragazzi leggono l'enunciato ricostituito, che commentano ulteriormente. Infine, l'insegnante li loda e fa ritornare tutti a posto.) (*OK, very well. Thank you. Please sit down now.*)

5. Distribuisce delle fotocopie, un esercizio di *matching* in cui si deve abbinare a un'espressione la definizione corretta (Allegato 12). (**I:** *You have three minutes. SS: Three minutes?! I: Three or four minutes, OK?*). Gli studenti lavorano a coppia, leggendo a voce alta mentre svolgono l'esercizio. Trascorso il tempo, si procede a una correzione generale.
6. Fa qualche altra domanda, lasciando poi che siano gli allievi, lavorando a coppie, a portare avanti una specie di mini-interrogazione in cui si fanno delle domande a vicenda.
7. Assegna i compiti per casa (*Five questions and five answers for your notebook*), ringrazia la classe e saluta (*So for today the lesson is over*).

3 OSSERVAZIONI E VALUTAZIONE

Diversi fattori hanno contribuito alla buona riuscita del tutto. Anzitutto, proprio perché si è trattata della revisione finale, gli allievi avevano ormai acquisito una certa sicurezza contenutistica e espositiva, tanto durante il dialogo educativo quanto nel corso di valutazioni precedenti. L'insegnante, poi, che fa parte del primo nucleo di docenti "bilingue" del nostro Istituto, si era cimentata nell'insegnamento integrato di contenuto e lingua già l'anno prima e ha predisposto tanto il Lesson Plan che i materiali in modo da consentire agli allievi di sfruttare al massimo, pur in un contesto linguistico piuttosto controllato, quanto avevano acquisito.

Look at the words below and complete the three columns

telephone	car	house	yacht
milk	video recorder	fur	shoes
washing machine	bread	coca cola	jewel
wine	television	T-shirt	cigarettes
answering machine	computer	jeans	mobile
blanket	fridge	video games	newspaper
satellite	jumper	bed	dishwasher
play station	central heating	blender	scooter

Basic needs

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Modern needs

..telephone..

Wants

.....

Complete the following mini-dialogues

- A)?
B) All businesses exist to satisfy needs and wants.

- A) What are the five basic needs?
B)

- A)?
B) Because without it we could live for only few days.

- A)?
B) A video recorder is a want.

- A) What's the difference between goods and services?
B)

- A)?
B) They are goods provided mainly for consumers.

- A) What are organizational goods?
B)

- A)?
B) They are goods which last for a long time until they wear out.

Match the words with the correct definitions

- | | |
|------------------------|--|
| 1 water | a they keep us warm and help to protect us |
| 2 want | b they're goods which are supplied to other firms |
| 3 food | c it's the most important need |
| 4 durable goods | d we could live for only a few months without it |
| 5 shelter | e it's extremely important and you can't live without it |
| 6 organizational goods | f they're goods which last for a long time |
| 7 clothes | g it's something you'd like to have |
| 8 need | h it's a place to live |

Name

Class 3D

Date

Written test

Answer the following questions

1. What's the most important need? Why is it so important?

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2. What's the difference between "needs" and "wants"?

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3. Explain how a want can become a need.

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4. What's the difference between goods and services?

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5. What are industrial goods?

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.....

NAME

DATE

CLASS

Underline the wrong words and write the correct ones on the right.

FUNDAMENTALS OF BUSINESS

All stock exchanges exist to satisfy needs and wants. There are only five basic needs: food, water, clothes, shelter and youth.

businesses

Wants are essential for our existence. Modern business provides few kinds of products. There are two main types of product: goods and services. Durable goods are goods which are supplied to other firms to help them to make the goods they produce.

There are four factors of production: land, business, capital and enterprise. Land is unlimited, the other resources are in short supply.

In labour-intensive industries, computer-controlled robots are used to do most physical work.

There are four main kinds of production.

The primary sector is the biggest sector of production.

Secondary production supplies services for all the other businesses.

In all sectors there is a decreasing amount of specialization.

A market is a means of putting buyers and money in touch. Modern markets aren't highly specialised and buyers and sellers have to meet. The great majority of businesses are in the public sector.

Small firms are owned by thousands of shareholders.

Allegato 8: Saluti e avvio

Hello everybody!

How are you?

Did you have a nice Sunday, Andrea?

What did you do?

Well, let's start with a revision

Are you ready?

Look at the blackboard now

You can see some words on it, can't you?

Let's complete the outline by answering a few questions

Allegato 9 – Domande agli studenti

(Quando gli studenti forniscono le risposte alle domande 8,10,12 and 17, l'insegnante le trascrive alla lavagna, come si vede nell'Allegato 10)

1. Why do all businesses exist?
2. What's the difference between needs and wants?
3. Which are the basic needs?
4. What is shelter?
5. What's the most important need?
6. Why is it so important?
7. What's the difference between goods and services?
8. How many kinds of goods are there? *(Writes answer on the blackboard) (1)*
9. What are non-durable/ durable/ industrial goods?
10. Which are the factors of production? *(Writes answer on the blackboard) (2)*
11. What is enterprise?
12. How many kinds of production are there? *(Writes answer on the blackboard) (3)*
13. What does primary production supply?
14. What does secondary production use?
15. What does tertiary production supply?
16. How are the three sectors of production linked?
17. Can you give me an example of a chain of production? *(Writes answer on the blackboard) (4)*

Monday, 12th March 2001

BUSINESS

NEEDS

WANTS

CHAIN OF PRODUCTION

PRODUCTS

GOODS (1)

SERVICES

FACTORS OF PRODUCTION (2)

KINDS OF PRODUCTION (3)

non-durable
— durable
industrial

land
labour
capital
enterprise

primary
— secondary
tertiary

(4)

supplies

Forester → timber

makes

Furniture maker → furniture

sells

Furniture shop → it to the customer

Allegato 11 – Gioco di ricomposizione enunciati

Instructions: *Now I'm going to give you these strips of paper. You have to read what's on them. Your classmates have got something which is related to your own message. Stand up now, please, and find out who has got them.*

Need

is extremely important and
you can't live without it

Want

is something you'd like to have

Goods

physical objects that we
can see and touch

Services

non-physical products such as
education or gardening

Non-durable goods

are goods which don't last
very long, as they are used
as soon as they are bought.

Durable goods

are those which will be kept
until they break, wear out
or are replaced.

Organizational goods

are goods which are supplied
to other firms to make
the goods they produce.

The factors of production are:

Land, which contains a
variety of natural substances.

Labour,
the physical and mental
efforts of workers.

Capital,
the plant and machinery which
allows workers to do their job.

Enterprise,
the skills of entrepreneurs who
can see business opportunities.

All of these four factors are
in short supply.

Primary production
supplies raw materials.

Secondary production
uses raw materials
to make finished goods.

Tertiary production
supplies services for
all the other businesses
the government and consumers.

Allegato 12: Esercizio di abbinamento

Instructions: *In these handouts there's an exercise: match the words with the correct definitions. Please, do it now in pairs in 3 minutes.*

Match the words with the correct definitions

- | | |
|------------------------|--|
| 1 labour | a the stock of goods which a country uses to produce other goods and services |
| 2 tertiary production | b is used to grow food, to rear and graze animals and to grow trees |
| 3 primary production | c the process by which raw materials are extracted, converted into products and distributed to the consumers |
| 4 capital | d the physical and mental efforts of workers |
| 5 secondary production | e supplies services of all kinds for all the other businesses, the government and consumers |
| 6 land | f uses raw materials to make finished goods |
| 7 chain of production | g the process of extracting or growing raw materials |

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Now, let's correct it.