



# **THE ECONOMY OF THE EUROPEAN UNION**

**STUDENTS' WORKSHEETS**

Esther González Jové

**December 2010**

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### **INTRODUCTION**

The activities for the Unit 1: The economy of the European Union are to be found in this document. The activities from 1 to 17 belong to the first lesson: Economic sectors. Activities from 18 to 25 belong to Lesson 2: Economic indicators.

Each activity can have several parts ranging from a lower level of thinking to higher level of thinking. Some sort of scaffolding for all the activities is provided and is to be found in the document Students' worksheets. As scaffolding should be used only when necessary, some activities may not be necessary.

You can find additional activities in the teacher's notes.

All images included in these students' worksheets are taken from Google and are used for an educational purpose only.

## ACTIVITY 1<sup>1</sup>

You are going to listen to a text concerning the four main factors of production. After you have listened, work in groups of three in order to complete the text.

There are f\_\_\_\_r main \_\_\_\_act\_\_\_\_ of pro\_\_\_\_, kn\_\_\_\_n as in\_\_\_\_ts that are u\_\_\_\_ to produ\_\_\_\_ the ec\_\_\_\_my's go\_\_\_\_ and ser\_\_\_\_. These are l\_\_\_\_, \_\_\_\_our, ca\_\_\_\_al and enter\_\_\_\_se. L\_\_\_\_ is \_\_\_\_ed to describe the gifts of \_\_\_\_ure used in the pro\_\_\_\_tion process. These are r\_\_\_\_ mater\_\_\_\_ which are found on, in or above the \_\_\_\_th. Examples of land are s\_\_\_\_, fish and c\_\_\_\_. \_\_\_\_our is the term u\_\_\_\_ to describe any production activity, whether it involves m\_\_\_\_ or physical effort. Examples of labour are a t\_\_\_\_ or a f\_\_\_\_. Capi\_\_\_\_ is the name given to i\_\_\_\_ necessary to produce a g\_\_\_\_ or s\_\_\_\_. Examples of capital are machines, vehicles and m\_\_\_\_. Enter\_\_\_\_ is the most important fac\_\_\_\_ of \_\_\_\_tion as this is the process of bringing together the other factors to produce a good or service. It is carried out through an entre\_\_\_\_.

Example text adapted from *Business Mangement, Derek McInally & Anne Ross*

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<sup>1</sup> Adapted from, Deller S. and Price C. 'Teaching Other Subjects Through English' (CLIL), 2007

## ACTIVITY 2

Match the definitions of different types of economic sectors with the names given below.

Primary sector	Secondary sector	Tertiary sector	Quaternary sector
----------------	------------------	-----------------	-------------------

1. \_\_\_\_\_ This sector includes activities which process raw materials or assemble parts to make a finished product.  
Photos: \_\_\_\_\_
2. \_\_\_\_\_ Activities such as food, health, personal and entertainment, fall under this category.  
Photos: \_\_\_\_\_
3. \_\_\_\_\_ Industries in this category make use of the extracted natural resources.  
Photos: \_\_\_\_\_
4. \_\_\_\_\_ This sector of industry includes intellectual services such as research, development and information. It was once considered part of the tertiary sector.  
Photos: \_\_\_\_\_

**ACTIVITY 3**

Identify the types of economic sector that are in the photos below. Write the letter of the matching photo in the exercise above.

A



B



C



D



E



F



G



H



I



**ACTIVITY 4**

Classify the following jobs as primary, secondary, tertiary or quaternary:

- 1) Teacher:
- 2) Miner:
- 3) Software developer:
- 4) Farmer:
- 5) Salesman:
- 6) People who work in a textile factory:

**ACTIVITY 5**

Write two new examples of each category. Do not repeat any examples given above. Use a dictionary if necessary.




PRIMARY SECTOR	SECONDARY SECTOR	TERTIARY SECTOR	QUATERNARY SECTOR

**ACTIVITY 6**

Name a secondary and a tertiary industry that may arise from each primary industry, the first example is given. Then give your own example starting by naming a primary industry.

Primary sector		Secondary sector		Tertiary sector
1. Fishing	→	Fishery	→	Restaurant
2. Mining	→		→	
3. Logging	→		→	
4. Quarrying	→		→	
5. Sugar plantation	→		→	
<b>MY EXAMPLE</b>				
6.	→		→	

Here are some definitions of the above words to help you.

WORD	DEFINITION
<b>Logging:</b> 	The job of felling, trimming, and transporting trees
<b>Quarrying:</b> 	The extraction of building stone or slate from an open surface quarry.
<b>Sugar plantation:</b> 	A large estate or farm, especially in a hot climate, where crops such as sugar are grown.

**ACTIVITY 7      COLLOCATIONS**

Match the following nouns to the verbs below. Some verbs can go in 2 or 3 places. The first example is given.

- |            |                    |              |              |
|------------|--------------------|--------------|--------------|
| an idea    | a hospital         | a new plan   | rice         |
| cars       | medical care       | steel        | microchips   |
| wine       | plastic goods      | new products | new fashions |
| a business | financial services | dresses      |              |

**BUILD**

**PROVIDE**

**MANUFACTURE**

cars

**PRODUCE**

**DEVELOP**

**DESIGN**



### **ACTIVITY 8. SECTOR GAME**

Work in pairs. Write a list of twelve jobs, three for each economic sector. Try to not repeat any examples stated in the exercises above. Use a dictionary or the internet if necessary. When you finish write them on the papers provided by the teacher and pass them to another group.

The **employment structure** of a country shows how the labour force is divided between the primary, secondary and tertiary sector. Different countries have different employment structures. The employment structure of a given country can tell you a lot about that country's economy. Note that the quaternary sector has been included in the tertiary sector.

### ACTIVITY 9

Complete these tables with information you found at the following website:

<https://www.cia.gov/library/publications/the-world-factbook/fields/2048.html>

#### SPAIN

SECTOR	% LABOUR FORCE BY OCCUPATION
Primary	
Industry	
Services	

#### ETHIOPIA

SECTOR	% LABOUR FORCE BY OCCUPATION
Primary	
Industry	
Services	

#### CHINA

SECTOR	% LABOUR FORCE BY OCCUPATION
Primary	
Industry	
Services	

**ACTIVITY 10**

Open Microsoft Excel, copy each table in a different sheet and make a **pie chart** with the information given above.



is a pie chart

**ACTIVITY 11**

Then copy and paste each pie chart here.



**ACTIVITY 12**

Look at the diagrams above. Based on the employment structures, which countries do you think are the richest and the poorest? Which is an emerging and developing economy? Justify your answer.

Spain Ethiopia	is the	richest poorest	country	<b>because</b>	most people work in the	primary secondary tertiary quaternary	sector	such as
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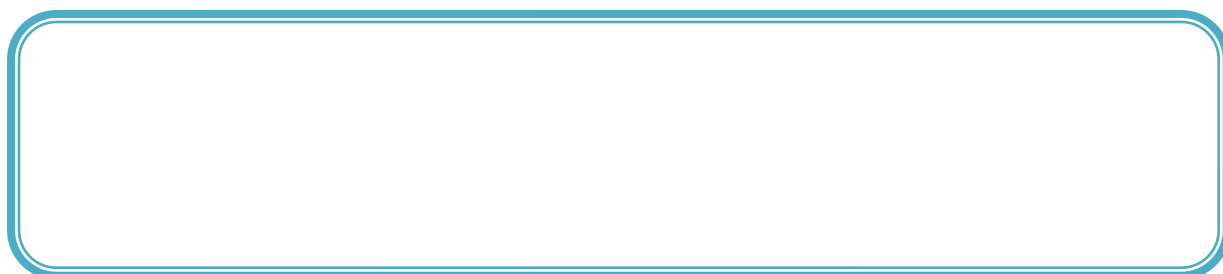
China	is the/a/ an	richest poorest emerging and developing	economy	<b>because</b>	the labour force is more equally distributed between	the three sectors
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Write your own sentences using the information provided by the above tables

### ACTIVITY 13

Answer the following questions:

- 1) What percentage of people work in tertiary jobs in China?
  
- 2) In which country does the greatest percentage of people work in the primary sector?
  
- 3) Give reasons why there are a low percentage of primary workers in Spain.  
Use the underlined sentence to start your answer + because + reasons



- 4) Suggest reasons why it might be difficult for secondary industry to develop in a LEDC or poor country.  
Use the underlined sentence to start your answer + because + reasons



### ACTIVITY 14

Study the employment statistics for Catalonia

CATALONIA 2009				
Types of work	Male	Female	Total	% Total
Primary	45,500	12,400	57,900	
Industry and construction	722,100	228,300		
Tertiary	978,100	1,202,500		
<b>TOTAL</b>				

Source: Catalan statistics website [www.idescat.cat](http://www.idescat.cat) from the Labour Force Survey

- a) Complete the table of statistics with the missing information. (Total workers and the % Totals) You can round the figures in the % Total column to the nearest whole number.
  
- b) Which of these statements are true and which are false?
  - The lowest % of workers work in the primary sector.
  - More males than females work in tertiary jobs.
  - Most people work in the secondary sector.
  - About three quarters of all jobs are in the tertiary sector.
  
- c) Explain **why** in Catalonia so few people work in the primary sector.  
Look back at your previous work.

## ACTIVITY 15. STUDENT-GENERATED WORD PUZZLE<sup>2</sup>

Firstly, work in groups of four. Write a clue for each of the words in your puzzle, for example if the word is timber your clue could be 'another word for wood'. You all need to write the clues, because you will work alone in the next step.

Secondly, work in pairs, one will be student A and the other student B. Do not let your partner see your chart, it is a secret.

Thirdly, in turns ask your partner for a clue for any of your blanks, for example, *please give me the clue for number 5*. Then write the answers in your chart.

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<sup>2</sup> Adapted from, Deller S. and Price C. 'Teaching Other Subjects Through English' (CLIL), 2007

**PUZZLE A**

1	F	O	R	E	S	T	R	Y	[Black]					
2	G	O	O	D	[Black]									
3	R	A	W	M	A	T	E	R	I	A	L	S	[Black]	
4	C	O	N	S	T	R	U	C	T	I	O	N	[Black]	
5	R	E	S	E	A	R	C	H	[Black]					
6	C	O	M	M	E	R	C	E	[Black]					
7	D	A	I	R	Y	P	R	O	D	U	C	T	S	[Black]
8								[Black]						
9								[Black]						
10								[Black]						
11														
12								[Black]						
13														
14								[Black]						





**ACTIVITY 16. MASTERMIND<sup>3</sup>**

1. What is the most important economic sector in a rich country?
2. List three inputs in the production of a car.
3. What is the other name for the service sector?
4. What is the most important economic sector in a poor country?
5. What is the name of the economic sector which extracts raw materials from the Earth?
6. Write down an example of a secondary job.
7. What kind of activities does the quaternary sector include?
8. Where are More Economically Developed Countries located?

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<sup>3</sup> Adapted from, Deller S. and Price C. 'Teaching Other Subjects Through English' (CLIL), 2007

## ACTIVITY 17. JIGSAW

### GROUP 1

# THE PRIMARY SECTOR IN THE EUROPEAN UNION

Europe has some of the world's richest farmland. Farming, except in parts of eastern and southern Europe, is highly mechanised and efficient. Only 5% of the labour force works in this sector because many jobs are now done by machines and many people prefer to work in jobs that are easier to do and pay better than primary jobs.

On high mountains and in the far north of Europe (Scandinavian countries) farming is impossible because it is too cold for **crops** to grow. But **evergreen** trees such as pines and **firs** can survive cold winters.

Further south, in the centre of Europe, most of the land is suitable for farming. It produces a wide variety of crops including cereals, sugar beet, potatoes and all sorts of fruit and vegetables. In the United Kingdom, cereals, sugar beet, potatoes are produced.

In the Mediterranean countries, farmers can grow fruit such as oranges and lemons, grapes and olives. Farmers also grow other fruits and vegetables such as tomatoes, lettuces, cucumbers.




Grass grows easily where there is enough rain. Many European farmers in the United Kingdom, Ireland and Nordic countries keep animals that eat grass such as cows, sheep or goats. France, Germany, Poland are Europe's greatest producers of dairy products (milk, butter, cheese). Leaders in the production of beef and veal include Belgium, Germany and Italy. Farmers also keep pigs especially in Spain, Denmark, Germany and Lithuania or poultry such as chickens in France, Spain, Czech Republic and Latvia. Reindeer are typical in **Scandinavian countries**.

Forestry centres largely in northern Europe particularly in Finland, Austria, Germany and Sweden. Parts of France, Romania and Poland also produce **timber**.

Fishing has always been important for people in Europe. It is an important activity especially in northern Europe. Modern fishing boats, such as factory **trawlers** can catch large numbers of fish. To make sure that enough fish are left in the sea, European countries have agreed **rules** about how many fish can be caught and about using nets that let young fish escape.
















## THE ECONOMY OF THE EUROPEAN UNION

Here are some definitions and images to help you understand the text:

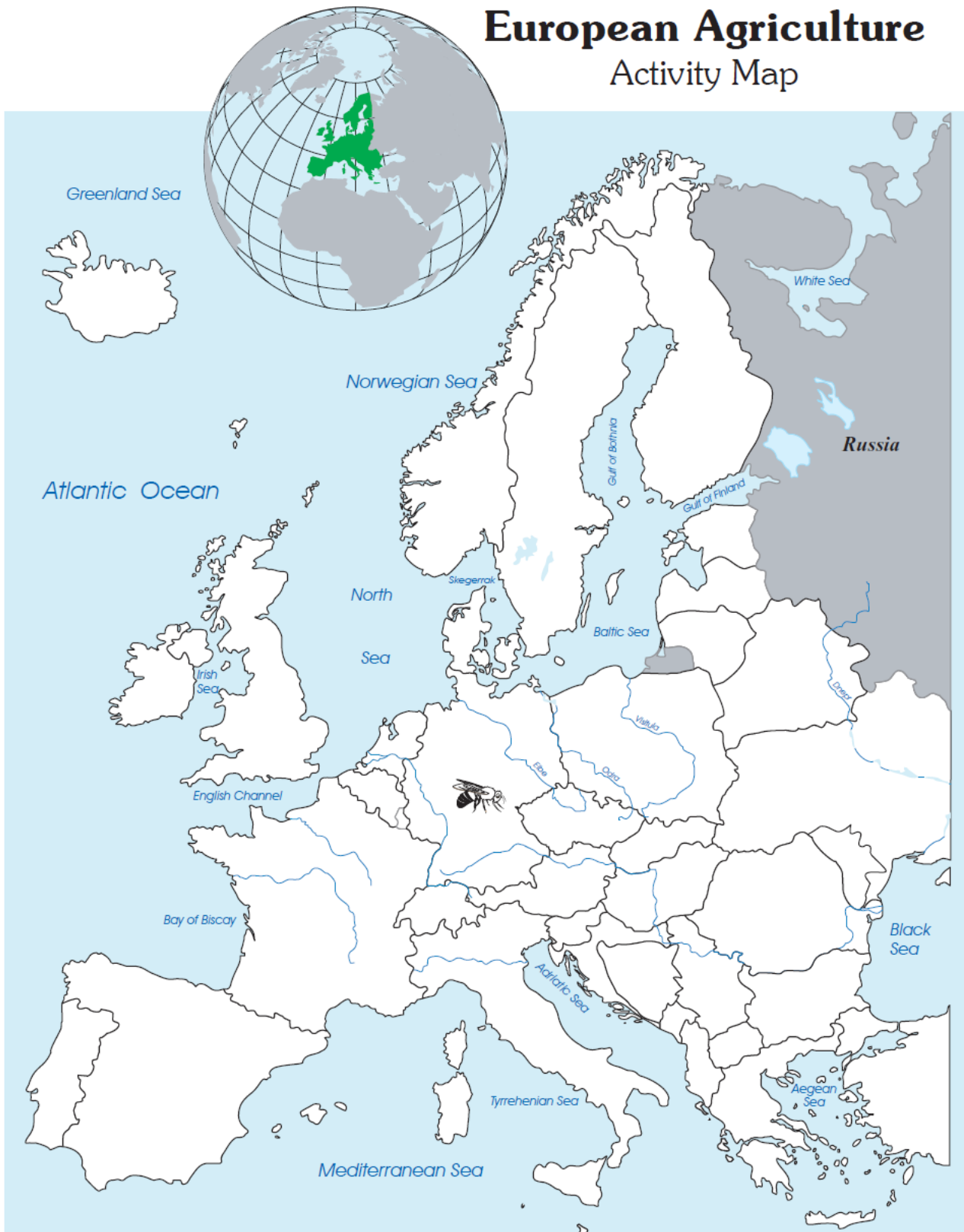
WORD	DEFINITION
<b>Crop:</b> 	A cultivated plant that is grown on a large scale commercially, especially a cereal, fruit, or vegetable.
<b>Evergreen:</b>	A tree or bush that has green leaves all through the year.
<b>Fir:</b> 	Tree that grows in cold countries and has leaves that are like needles.
<b>Scandinavian countries:</b>	Finland, Norway and Sweden.
<b>Timber:</b>	Wood prepared for use in building and carpentry
<b>Trawler:</b> 	A fishing boat that uses large nets that it drags through the sea behind it.
<b>Rule:</b>	A statement of what must be or must not be done in a particular situation or when playing a game.

Read the text and answer the following questions:

1. With the information given in the text above, place the flashcards in the correct location on the map

Dairy products 	Cereals 	Grapes & Wine 	Olives & Olive oil 
Timber 	Potatoes 	Sugar beet 	Fish 
Pigs 	Sheep 	Cows 	Beef 
Poultry/eggs 	Vegetables 	Reindeer 	

# European Agriculture Activity Map



## THE ECONOMY OF THE EUROPEAN UNION

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2. Why is farming not possible in the north of Europe and on high mountains?
  
3. What is wood used for?
  
4. What percentage of people work in the primary sector?
  
5. Name some farming products found in Segrià. Search the Internet if necessary.

## GROUP 2

# THE SECONDARY SECTOR IN THE EUROPEAN UNION

The European Union is together with the United States and Japan one of the major industrial world powers. Moreover, some of the world's leading multinational companies (Nokia Corporation, L'Oréal Group, Bayer, British Petrol, etc.) have their **headquarters** in EU member states.

By employment, 28 per cent of the **labour force** is employed in this sector. Although the labour force is expensive, it is highly **skilled**. As a whole, Western Europe is industrially and technologically more advanced than Eastern Europe.

The most important industries in the European Union are: iron and steel, automobiles, aeronautics and aerospace, electromechanics, textile, wood and paper, chemicals, pharmaceuticals and food manufacturing.

Concerning aeronautics, some of the world's best planes are built in the European Union – for example, the 'Airbus'. Different European countries make different parts of an Airbus, and then a team of engineers puts the whole plane together. In addition, the fastest ever passenger plane, the Concorde, was designed by a team of French and British engineers. Concorde could fly at 2,160 km/h –twice the speed of sound – and could cross the Atlantic in less than three hours! Concorde took its final flight in 2003. Ariane – a joint project between several European countries is also important. The Ariane **rocket** is used to launch satellites, which are needed for TV and mobile phone networks, and for scientific research.


Shipbuilding centres largely in the **Scandinavian countries**, Germany, Poland, Spain and the **Baltic states**. Paper and other wood products are manufactured mainly in Scandinavia and Germany.

Industry in the EU is basically concentrated in specific regions, particularly in a NW - SE divide running from the UK through to the north of Italy including France, Belgium, Holland and Germany. Also important is the northern European **strip** running from southern Sweden through Denmark and down to the English Channel. These areas are called industrial belts or axes.

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There are some definitions to help you understand the text:

WORD	DEFINITION
<b>Headquarters:</b>	A place from which an organization is controlled
<b>Labour force:</b>	All the people in a particular country who are of the right age to work.
<b>Skilled:</b>	Having enough ability, experience and knowledge to be able to do something.
<b>Scandinavian countries:</b>	Sweden, Norway and Finland.
<b>Rocket:</b>	 A vehicle designed to travel through space.
<b>Baltic states:</b>	Estonia, Latvia and Lithuania.
<b>Strip:</b>	Like a belt.

Read the text and answer the following questions:

1. What percentage of people work in the secondary sector?
2. Where is EU industry concentrated?
3. What are the most important types of industry? Name six.
4. Complete the table below. Search the internet if necessary. Add your own example.

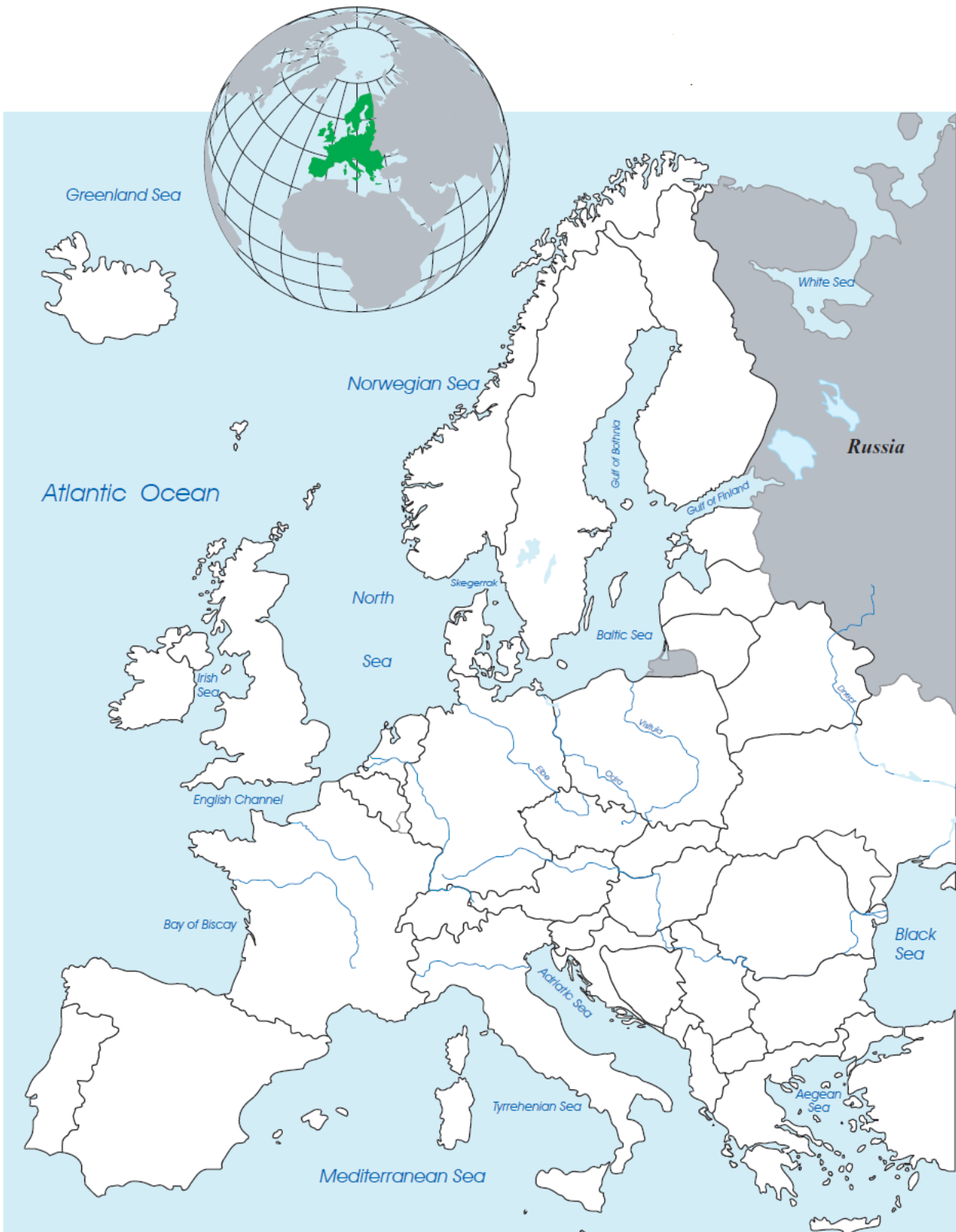
MULTINATIONAL COMPANY	COUNTRY
<b>Nokia Corporation</b>	
<b>L'Oréal Group</b>	
<b>Bayer</b>	
<b>British Petrol</b>	
<b>My example</b>	



## THE ECONOMY OF THE EUROPEAN UNION

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5. Locate the main important industrial belts or industrial axes on the following map of Europe.



**GROUP 3**

## THE TERTIARY SECTOR IN THE EUROPEAN UNION

The tertiary sector is the sector of the economy that **concerns** services. Services generate 67 % of the employment.

The tertiary sector in the European Union is concentrated in four major activities: tourism, transport, **trade** and **business**.

The European Union is a major tourist destination fortified by its rich culture and heritage, attracting visitors from outside of the Union and citizens travelling inside it. France is the world's number one tourist destination for international visitors, followed by Spain, Italy and the United Kingdom.

The European Union has developed transportation networks, especially in Western Europe which has excellent rail, **road**, air and water transportation systems providing efficient systems for the movement of people and goods. Most capital cities are linked by highways. The EU has some of the world's busiest airports such as London, Paris, Madrid, Frankfurt and Amsterdam. It also has active ports.

Europe has a leading role in international finance. Europeans are the most important **investor**s in such countries as India and China. The European Union is the world's largest exporter of manufactured goods, designer goods and **high-tech** goods. It is the second biggest exporter of textiles. The EU also includes some of the major **stock exchanges** such as London, Paris and Frankfurt. Some of the world's largest banks, which receive much foreign investment because they offer security and high rates of return, have their **headquarters** in France, Germany and the United Kingdom.

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Here are some definitions to help you understand the text:

WORD	DEFINITION
<b>Concern:</b>	Synonym: involve
<b>Trade:</b>	The activity of buying and selling goods or services between people or countries.
<b>Business:</b>	The activity of making, buying, selling or supplying goods or services for money.
<b>Road:</b>	A main route for travelling long distances, especially one connecting and going through cities and towns.
<b>Investor:</b>	A person or an organisation that invests money in something.
<b>Stock exchanges:</b>	A place where shares in companies are bought and sold. Wall Street is one of the most famous and important stock exchange in the world.
<b>High-tech:</b>	Using the most modern methods and machines, especially electronic ones.
<b>Headquarters:</b>	A place from which an organization is controlled.

Read the text and answer the following questions:

1. What percentage of people work in the tertiary sector?
2. What's the world's most popular tourist destination?
3. **Why** are transportation networks so important?  
Use 'because'

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4. Name the four stock exchanges located in Spain. Check on the internet if necessary.

- 
- 
- 
- 

5. What kind of products does the European Union export?

**FINAL TASK**

1. Complete the following table with the information given.

THE EUROPEAN UNION	
SECTOR	% LABOUR FORCE BY OCCUPATION
Primary	
Industry and construction	
Services	

2. Design a pie chart with the information included in the above table.

3. Based on employment structure, is the European Union a rich or a poor region?

**Justify** your answer.

Look back at your previous work to answer the question.

THE ECONOMY OF THE EUROPEAN UNION

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4. **Why** do you think Western Europe industries have spread to Eastern Europe and Asia?

Use the underlined sentence to start your answer + because + reasons



5. What kind of activities does the primary sector include?



6. Why is the Ariane rocket so important?



7. Name three examples of tertiary activities.



8. Find some World Heritage cities or villages in Catalonia on the internet. Then complete the table. The first example has been done for you.

<http://whc.unesco.org/en/list/>

<b>Barcelona</b>	<b>Works of Antonio Gaudí such as La Pedrera, la Sagrada Família...</b>
<b>Poblet</b>	
<b>Barcelona</b>	
<b>Barcelona</b>	
<b>Tarragona</b>	
<b>Vall de Boí</b>	
<b>Ulldecona</b>	
<b>Pyrénées</b>	

An **economic indicator** is simply any economic statistic, such as the unemployment rate, Gross Domestic Product or the inflation rate, which indicate how well the economy is doing and how well the economy is going to do in the future. Investigators use all the information at their disposal to make decisions.

### ACTIVITY 18

Complete the definitions of different types of economic indicators with the names given below. Be careful there are more words than definitions.

Interest rate	Gross Domestic Product (GDP)	inflation
the unemployment rate	employment structure	euribor
GDP per capita PPS <sup>4</sup>	exchange rate	HICP <sup>5</sup>

- 1) \_\_\_\_\_ is a measure of the value of goods and services produced in a country in a year.
- 2) \_\_\_\_\_ measures how much the prices of goods, services and wages are increasing each year.
- 3) \_\_\_\_\_ shows how a country's economy is divided between primary, secondary, tertiary and quaternary industries.
- 4) \_\_\_\_\_ is the percentage of total workforce who is unemployed and is looking for a paid job.
- 5) \_\_\_\_\_ is the ratio between the level of gross domestic product (GDP), expressed in purchasing power standards, and total population.

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<sup>4</sup> GDP per capita in PPS = Gross Domestic Product per capita in Purchasing Power Standards

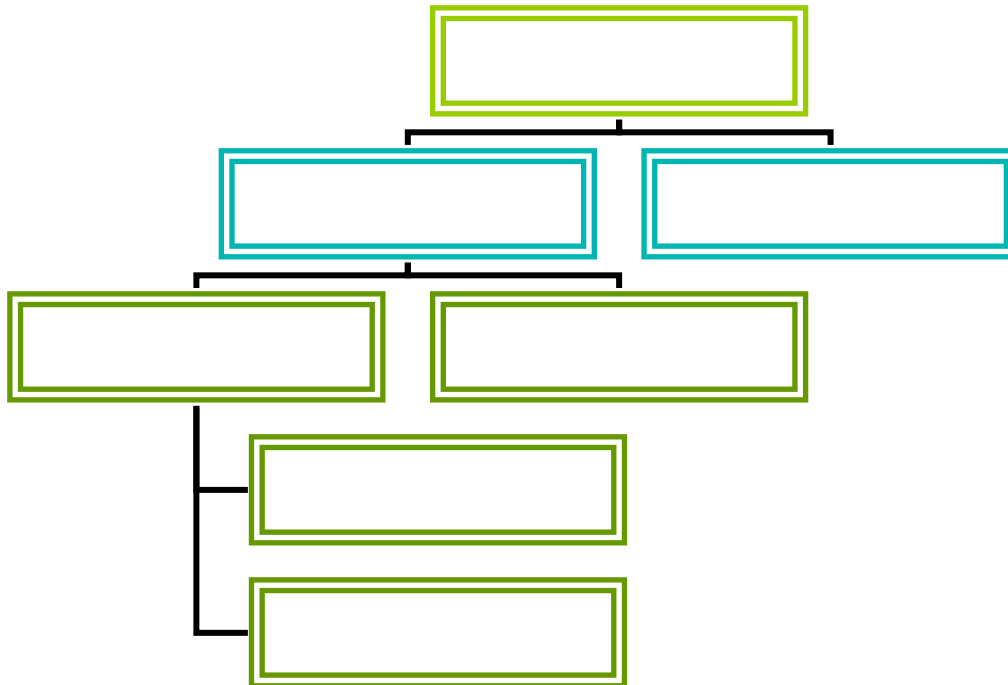
<sup>5</sup>HICP = Harmonised and Indices of Consumer Prices



**ACTIVITY 19**

Complete the following mind map with the words given below:

active population    total population    employed    unemployed    inactive population  
employee    self-employed



Complete the following definitions with the words given above. Be careful there are more words than definitions.

1. \_\_\_\_\_ Working for yourself and not employed by a company.
2. \_\_\_\_\_ All the people who live in a particular area, city or country.
3. \_\_\_\_\_ Is a person who is paid to work for somebody.
4. \_\_\_\_\_ Without a job although able to work.
5. \_\_\_\_\_ Consists of persons who are not employed or unemployed during the survey week such as pensioners, housekeeper and students.

**ACTIVITY 20**

Classify each item into its category.



INACTIVE POPULATION
ACTIVE PERSON WHO IS EMPLOYED
ACTIVE PERSON WHO IS UNEMPLOYED

Jan has just retired after working 35 years in the same company
Laia is studying Engineering at the University of Cambridge and she earns some money doing support classes
Pol works as a ski instructor at the weekends
Nil has just finished his studies in marketing and now he is looking for his first job
Anna who is twelve years old is studying 1 <sup>st</sup> of compulsory secondary education
Joan decided to stop working in order to take care of his family
Jana has been working as a teacher for 17 years in the same school
Xenia won the lottery and she decided to stop working and start a trip around the world
Ona was working as a lawyer when she decided to take a sabbatical year in order to go to India to take part in a humanitarian program
Arnau had an industrial accident and as a result is permanently disabled

**ACTIVITY 21. FIND SOMEONE WHO...**<sup>6</sup>

Walk round the classroom and interview as many other students as possible. Try to find answers for at least eight of the questions. On the dotted lines write the answer of each statement and the name of the student who gave it.

Can you name ...

Do you know ...

Can you give me ...

**FIND SOMEONE WHO...**

1. can name the four economic sectors in the European Union.

\_\_\_\_\_

2. can give you the name of two economic indicators.

\_\_\_\_\_

3. can give you the name of two economic activities related to quaternary sector.

\_\_\_\_\_

4. can name one of the candidates to join the European Union.

\_\_\_\_\_

5. can give you the name of an economic indicator that measures how much the prices of goods, services and wages are increasing each year.

\_\_\_\_\_

6. knows the name of the European rocket.

\_\_\_\_\_

7. can give the name of an economic activity related to the primary sector.

\_\_\_\_\_

8. can name an example of an inactive person.

\_\_\_\_\_

9. knows the most important economic sector in More Economically Developed Countries (MEDC).

\_\_\_\_\_

10. can name one of the Scandinavian countries.

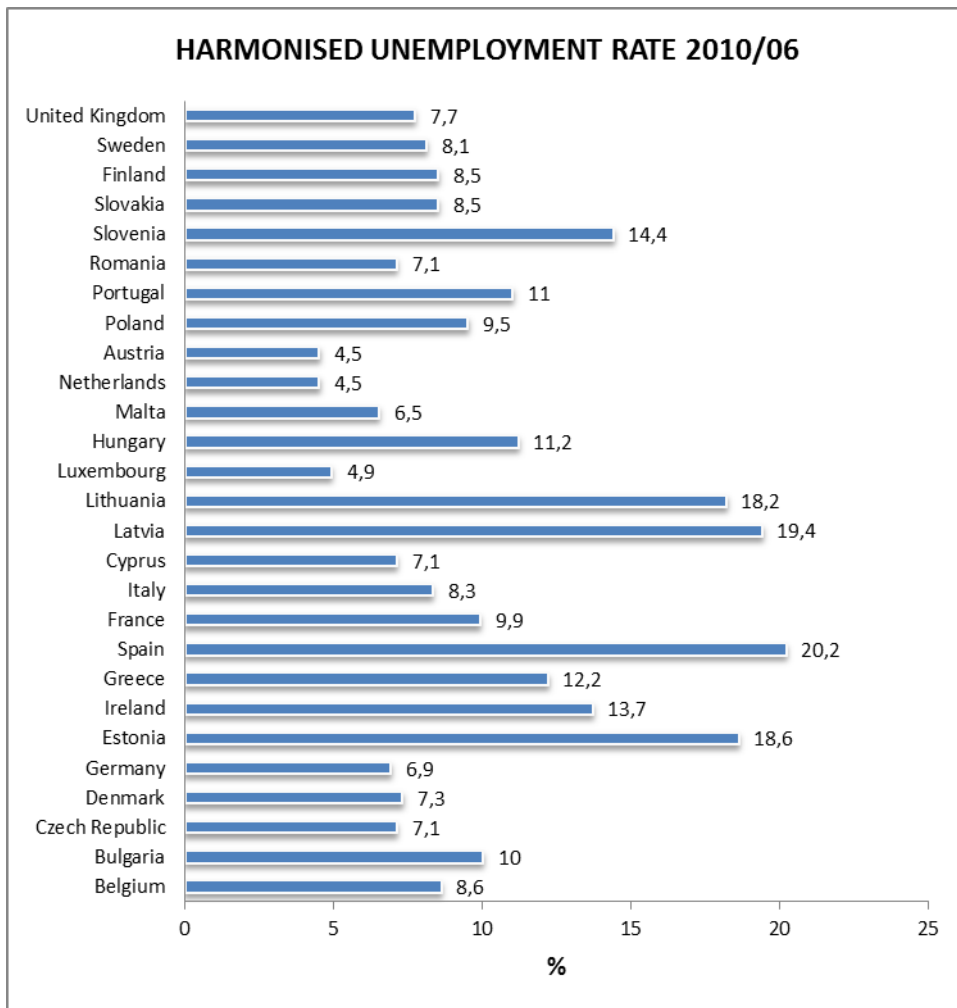
\_\_\_\_\_

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<sup>6</sup> Adapted from, Deller S. and Price C. 'Teaching Other Subjects Through English' (CLIL), 2007

## ACTIVITY 22

Look at the graph below and answer the questions:

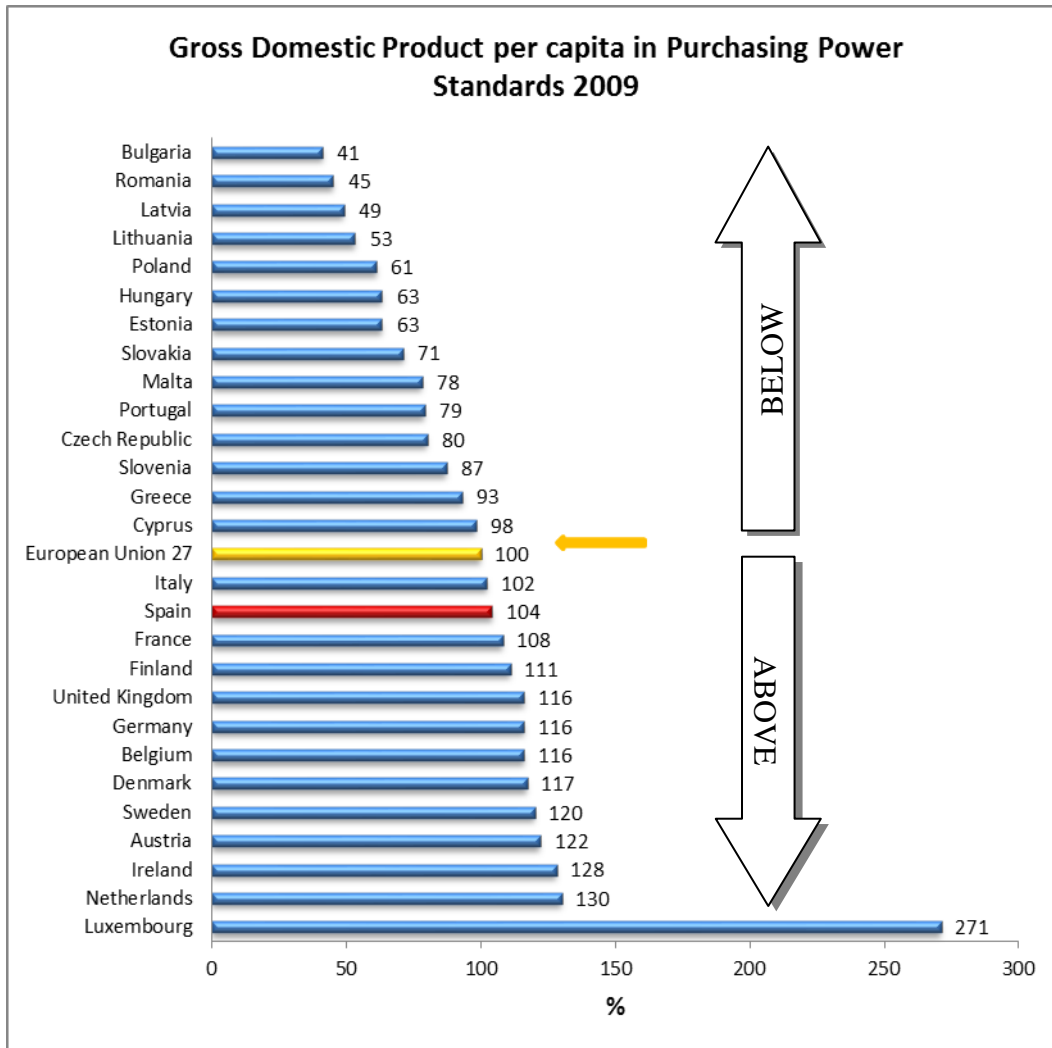


Source Eurostat <http://epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/home/>

- What does the unemployment rate represent?
- Which European member state has the lowest unemployment rate?
- Which European member state has the highest unemployment rate?

**ACTIVITY 23**

Look at the graph below and interpret it.



Source Eurostat <http://epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/home/>

These figures for \_\_\_\_\_ expressed in \_\_\_\_\_, are published by \_\_\_\_\_ the Statistical Office of the European Union. They cover the \_\_\_\_\_ EU Member States.

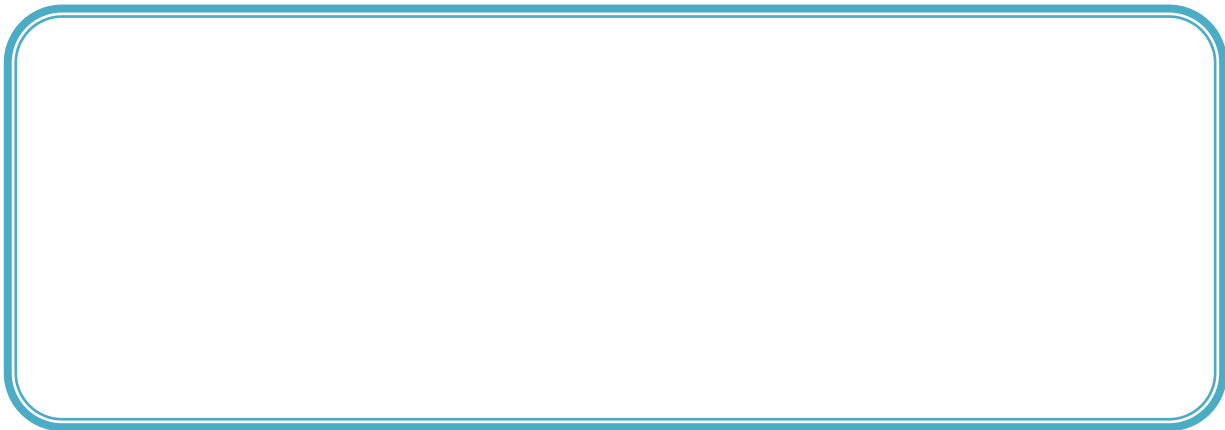
The Gross Domestic Product (GDP) per inhabitant expressed in Purchasing Power Standards (PPS) varied from \_\_\_\_\_ to \_\_\_\_\_ of the EU27 average across the Member States.

## THE ECONOMY OF THE EUROPEAN UNION

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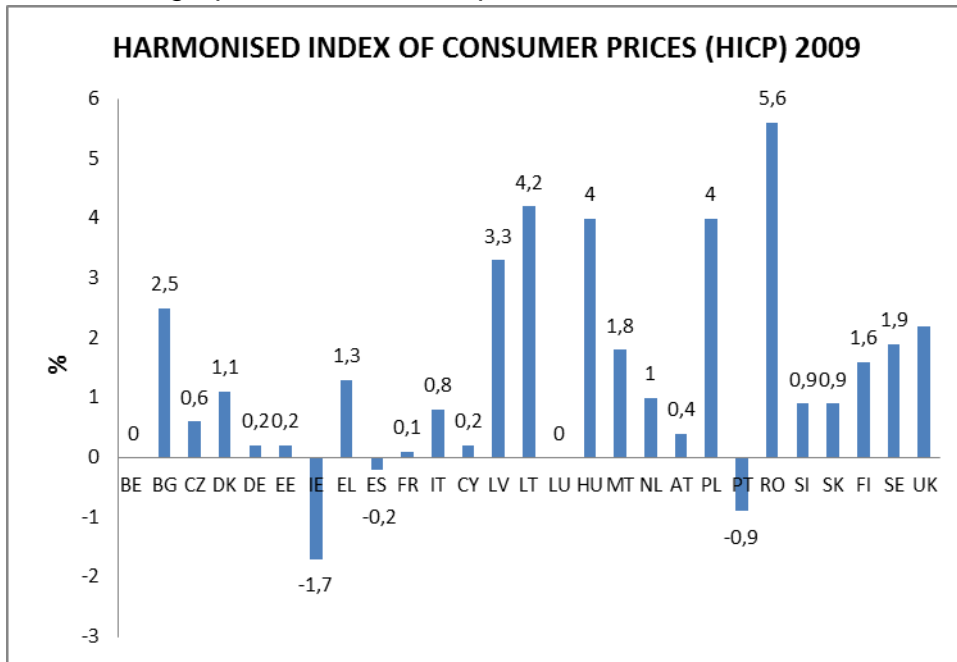
In \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ GDP per inhabitant in PPS was between 1% and 10% above the EU27 average. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ were between 10% and 30% above the average, while the highest level of GDP per inhabitant in the EU27 was recorded in \_\_\_\_\_.

Using the identical structure given above, do the same with the EU member states which are **below** the EU27 average (100).



**ACTIVITY 24**

Look at the graph below and interpret it



These figures are about the \_\_\_\_\_ are published by \_\_\_\_\_ the statistical office of the European Union. They cover the \_\_\_\_\_ European Member states.

In this graph, we have and \_\_\_\_\_ and \_\_\_\_\_-axis. The x-axis refers to the \_\_\_\_\_ and the y-axis shows a \_\_\_\_\_ scale.

The highest annual rates were observed in Romania (5,6%), \_\_\_\_\_ (\_\_\_\_), \_\_\_\_\_ (\_\_\_\_) and \_\_\_\_\_ (\_\_\_\_).

Using the model given above, do the same with the lowest annual rates observed in the graph.

## **ACTIVITY 25. JIGSAW GROUP PROJECTS**

### **ECONOMIC REPORT**

Choose a European Union member state. Work in groups of four. Each student will have a task to do.



## STUDENT 1

Look at the following websites to find some information about the economic sectors in your European Union member state.

[http://en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page)

<https://www.cia.gov/library/publications/the-world-factbook/>

<http://www.economywatch.com/>

Here are some tasks to help you write the first part of the economic report.

1. The percentage distribution of the labour force by occupation. (percentage of people working in each economic sector)

COUNTRY	
Sector	% labour force by occupation
Primary	
Industry	
Services	

2. Open the Excel file provided by the teacher. Copy the figures included in the table above. Make a pie chart.
3. Is it a rich or a poor country? Justify your answer. Look back at your previous work to answer this question.
4. What are the most important economic activities in your EU member state?

**STUDENT 2**

1. Look at the following website to find some information about the main economic indicators related to your European Union member state.

<http://epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/home/>

EU member states	Real GDP growth rate	GDP per capita in pps	HICP
<b>Your country</b>			
<b>The Netherlands</b>			
<b>United Kingdom</b>			
<b>France</b>			
<b>EU 27</b>			
<b>Portugal</b>			
<b>Spain</b>			
<b>Greece</b>			
<b>Poland</b>			
<b>Bulgaria</b>			
<b>Romania</b>			

2. Open the Excel file provided by the teacher. Copy the figures onto the appropriate sheet. Make a bar graph for each economic indicator.
3. Interpret each graph. Look back at previous work.

**STUDENT 3**

1. Look at the following website to find some information about the situation of the labour market in your European Union member state.

<http://epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/home/>

EU member states	Unemployment rate	Employment rate	Minimum wage
<b>Your country</b>			
<b>The Netherlands</b>			
<b>United Kingdom</b>			
<b>France</b>			
<b>EU 27</b>			
<b>Portugal</b>			
<b>Spain</b>			
<b>Greece</b>			
<b>Poland</b>			
<b>Bulgaria</b>			
<b>Romania</b>			

2. Open the Excel file provided by the teacher. Copy the figures onto the appropriate sheet. Make a bar graph for each economic indicator.
3. Interpret each graph. Look back at previous work.

## STUDENT 4

1. Look at the following websites in order to complete the table below about your European member state.

[http://en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page)

<https://www.cia.gov/library/publications/the-world-factbook/>

<b>COUNTRY</b>	
<b>CAPITAL</b>	
<b>LARGEST CITY</b>	
<b>OFFICIAL LANGUAGE(S)</b>	
<b>POPULATION</b>	
<b>AREA</b>	
<b>CURRENCY</b>	
<b>EU ACCESSION</b>	

2. Look for some pictures to include in your multimedia presentation.
3. Search for a map of your European Union member state in the European Union.
4. Start designing your multimedia presentation.
5. Write the introduction of your economic report.

## FINAL TASK ECONOMIC REPORT

Write an economic report for your European Union member state. Use Microsoft PowerPoint. Follow this structure:

1. Title and subtitle.
2. Index
3. Introduction

An introduction serves the following purposes:

- To give the listener some idea what the multimedia presentation is about.
- To create some expectation about the presentation.
- To create some excitement and desire to listen to.

What is your topic about? What are your aims? What are you going to do?

4. A map of your European Union member state in the European Union.
5. A table with the most important facts about your European Member state.
6. Economic sectors
  - a. Table with the percentage distribution of the labour force by occupation.
  - b. Graphic
  - c. Interpretation
  - d. The most important economic activities.
7. Table, graphics and interpretation of the Gross Domestic Product, the Gross Domestic Product per capita in Purchasing Power Standards and Harmonised and Indices of Consumer Prices.
8. Table, graphics and interpretation of the employment rate, the unemployment rate and the minimum wage.
9. Personal opinion