

# **ECONOMIC SECTORS**

# ECONOMIC SECTORS

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# ECONOMIC SECTORS

## **Main Objectives:**

1. To understand the importance of economy in Spain and in our society.
2. To differentiate the three economic sectors.
3. To establish differences between raw materials and manufactured goods.
4. To learn about the three economic sectors in Madrid.
5. To know how different jobs influence progress and well-being.
6. To appreciate the importance of all kinds of jobs.

## Useful websites on Economic Sectors:

<http://www.younginvestor.com/kids/>

Website for kids, teachers and parents to understand basic knowledge about money and economics. It contains games and puzzles.

<http://www.kathimitchell.com/econ.htm>

Information and links to other sites related with economic topics.

<http://www.socialstudiesforkids.com/subjects/economics.htm>

Gives some ideas for teachers to focus on different aspects of economic items.

<http://www2.scholastic.com/browse/collection.jsp?id=455>

This interactive site brings daily news to life with reports for kids by the Scholastic Kids Press Corps and contains games, quizzes, debate blogs , and in-depth reports.

[http://www.kalipedia.com/geografia-general/tema/sectores-economicos.html?x=20070417klpgeogra\\_126.Kes](http://www.kalipedia.com/geografia-general/tema/sectores-economicos.html?x=20070417klpgeogra_126.Kes)

Information in Spanish about economic activities with articles, graphics, maps...

<http://encyclopedia.kids.net.au/>

Complete website where you can find multiple items (economics, business, industry). Very interesting for kids and teachers.

**ECONOMY**

**ECONOMIC SECTORS**

**Primary Sector**

**raw materials**

agriculture

dry land farming



wheat

vine

**olive**

**irrigated**

**rice**

**corn**

**vegetables**

**fruit**

**animal farming**

**sheep**

**bovine**

**pig farming**

**equine**

**poultry**

**goat farming**



**fishing**

**deep-sea fishing**

**coastal fishing**

**forestry**

**mining**

**coal mining**

**iron mining**

**copper mining**

**zinc mining**

**lead mining**

**mercury mining**

**Secondary Sector**

**goods**

**industry**

**manufacturing**



**iron and steel industry**

**metallurgy**

**machinery industry**

**transport industry**

**shipbuilding industry**

**construction industry**

**chemical industry**

**energy industry**

**electronic industry**

**food industry**

**textile industry**

**paper and graphic arts  
industry**

toy industry

leather industry

**wood industry**



**Tertiary Sector**

**Services**

**transport**

**communications**

**tourism**

**trade**

hotel and catering  
industry

**public services**

**self-employed**

**liberal professions**

## Vocabulary Cards

<p>economy</p>	<p>n. the system by which production, distribution and consumption of goods and services is organised in a country or community.</p> <p><b>"Economy is important to the countries' progress."</b></p>
<p>primary sector</p>	<p>n. the sector of economy that makes direct use of natural resources.</p> <p><b>"The primary sector includes agriculture, forestry, fishing and mining."</b></p>
<p>raw material</p>	<p>n. material or substance in its natural state before being processed or used in manufacturing.</p> <p><b>"Raw materials are important to make new products".</b></p>

agriculture	<p>n. activities used to raise and look after crops and animals.</p> <p><b>"Agriculture in Madrid is based on vine, wheat, strawberries and asparagus."</b></p>
dry farming crops	<p>n. plants which don't need a large amount of water.</p> <p><b>"The main dry farmed crops in Spain are wheat, grapes and olive."</b></p>
irrigated crop	<p>n. plants which require a large amount of water.</p> <p><b>"Irrigated crops in Spain grow near rivers and in the North of Spain."</b></p>



<p>animal farming</p>	<p>n. activity of breeding animals in a farm.</p> <p><b>"Cattle farming is necessary for meat production and derivatives which will be used for human food".</b></p>
<p>fishing</p>	<p>n. activity related to catching fish to earn a living.</p> <p><b>"Spain is one of the most important countries in fishing because the Spanish diet is based on fish."</b></p>
<p>forestry</p>	<p>n. activity for the growing and maintaining of trees in a forest to obtain wood or other products (resin, cork...)</p> <p><b>"Forestry is a more recent activity than agriculture. It started in the Middle Ages."</b></p>

mining	<p>n. activity of extracting coal or ores from the earth.</p> <p><b>"Mining activity obtains rocks and metals for industry, which are then transformed into new materials".</b></p>
secondary sector	<p>n. the sector of economy which includes those economic sectors that create a finished, usable product: manufacturing and construction.</p> <p><b>"The secondary sector helps us create new materials for living".</b></p>
industry	<p>n. work and process involved in collecting raw materials and transforming them into products in factories.</p> <p><b>"We use industries to transform raw materials into new products".</b></p>

<p>goods</p>	<p>n. things that are made to be sold.</p> <p><b>"Wine and olive oil are extremely valued Spanish goods"</b></p>
<p>tertiary sector</p>	<p>n. the sector of economy that provides goods and services to consumers using goods produced by the other sectors.</p> <p><b>"Liberal jobs such as engineers, architects, artists... belong to the tertiary sector."</b></p>
<p>services</p>	<p>n. activities such as tourism, banking, selling, etc... which form part of the country's economy but are not related to producing or manufacturing goods.</p> <p><b>"Services are essential in the economy of a country because they make it grow in many ways".</b></p>

## Glossary

**agriculture:** n. activities used to raise and look after crops and animals.

**animal farming:** n. activity of breeding animals in a farm.

**dry crop:** n. plants which don't need a large amount of water.

**economy:** n. the system by which production, distribution and consumption of goods and services is organised in a country or community.

**fishing:** n. n. activity related to catching fish to earn a living.

**forestry:** n. activity for the growing and maintaining of trees in a forest to obtain wood or other products (resin, cork...)

**goods:** n. things that are made to be sold.

**irrigated crop:** n. plants which require a large amount of water.

**industry:** n. n. work and process involved in collecting raw materials and transforming them into products in factories.

**mining:** n. activity of extracting coal or ores from the earth.

**Primary sector:** n. n. the sector of economy that makes direct use of natural resources.

**raw material:** n. material or substance in its natural state before being processed or used in manufacturing.

**Secondary sector:** n. the sector of economy which includes those economic sectors that create a finished, usable product: manufacturing and construction.

**services:** n. activities such as tourism, banking, selling, etc... which form part of the country's economy but are not related to producing or manufacturing goods.

**Tertiary sector:** n. the sector of economy that provides goods and services to consumers using goods produced by the other sectors.

Can you name the three  
economic sectors?

What is a raw material?

The five activities of the  
Primary sector are...



What type of agriculture  
does wheat belong to?

What kind of agriculture  
does rice belong to?

Can you name the two  
different types of  
fishing?

What are manufactured  
goods?

Can you name five kinds  
of industry?

What's the other name  
of the Tertiary sector?

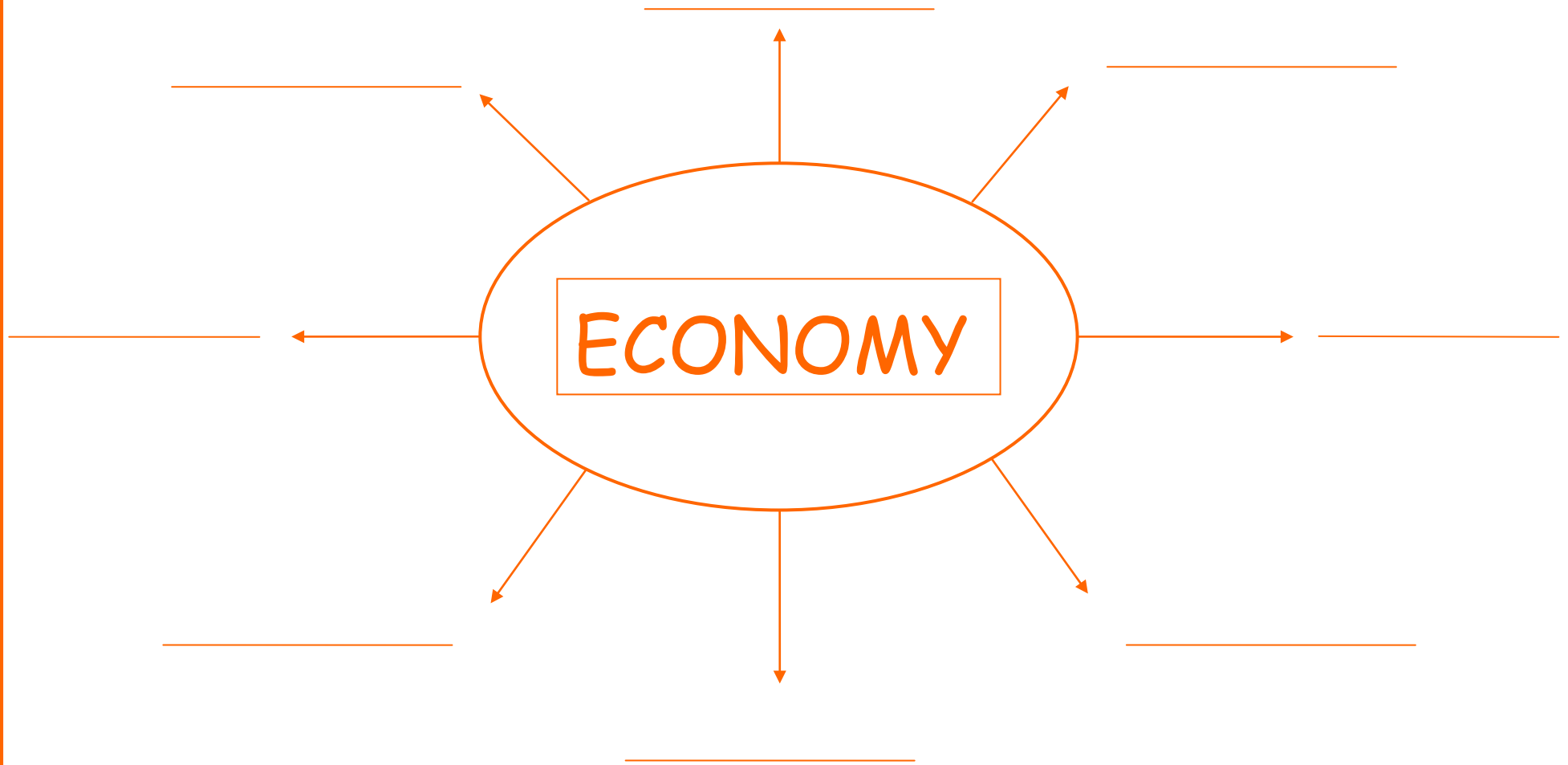
Why do you think  
economy is important?

Why do you think all jobs  
are necessary?



What do you know about economy?

Fill in the diagram with as many things as you can remember about economy



## Hands on Activity 1

### Economic sectors at School

#### Main Objectives:

1. To find about the different jobs that their parents have and to understand how important they all are.
2. To be able to differentiate the three sectors.
3. To put in a suitable way each job in its own sector.
4. To make, read and interpret a bar graph.

#### Introduction:

The teacher should explain them that they must apply all they have learned and focus them into the activity that they are going to do .This activity is best done in pairs. Give out the pupil activity sheets.

#### Development:

Ask their own classmates and also pupils from other classes of the jobs that their parents do. Fill the answers in sheet 1 to put in order and classify the jobs in the three sectors.

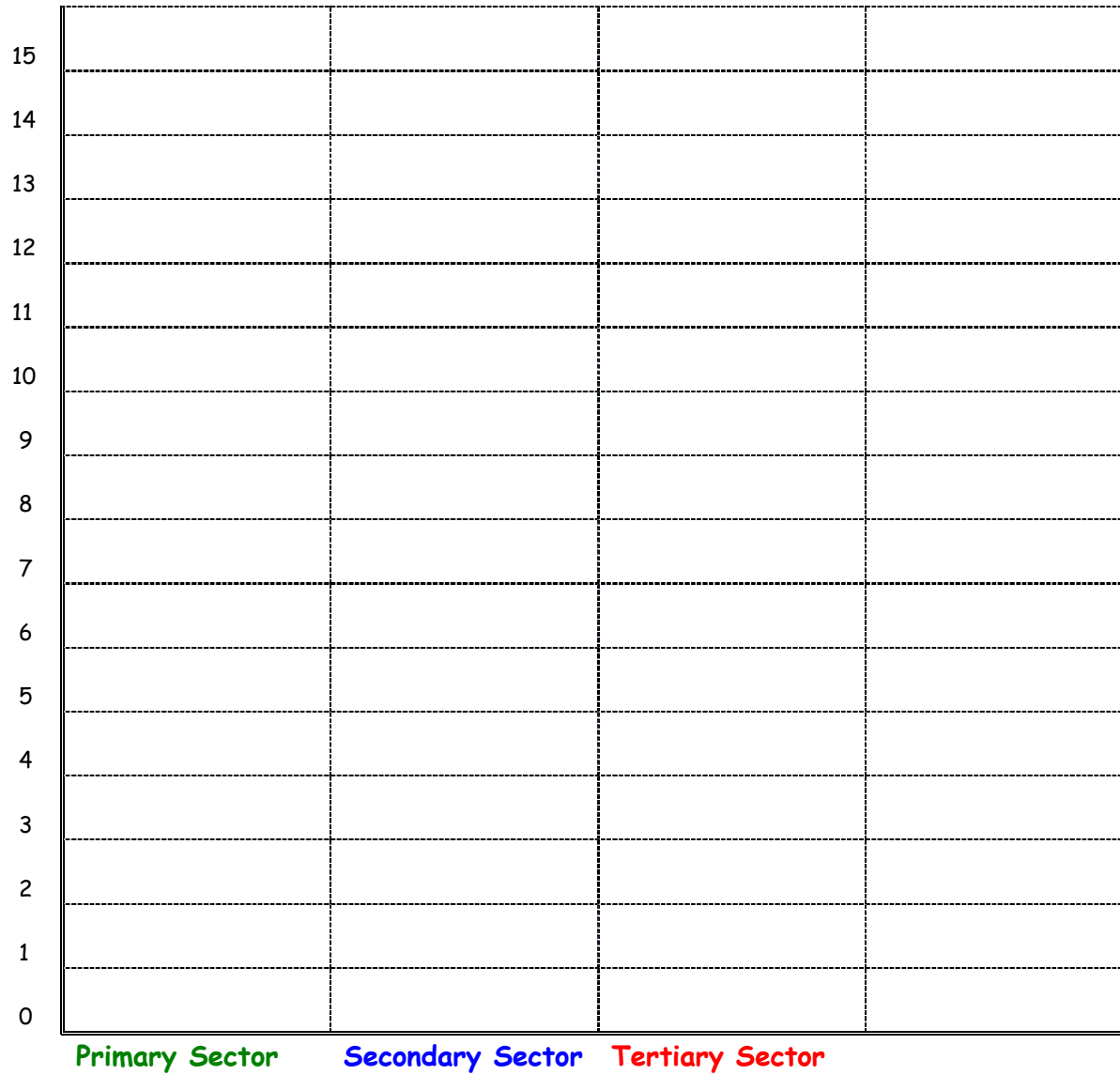
When finished they must write the data to sheet 2 where the bar graph is.

## **Plenary:**

Once they've finish the graphic, they must write a few sentences in which they come out with conclusions.



# ECONOMIC SECTORS BAR GRAPH



## Hands on Activity 2

### How to use Economic sectors at School

#### **Main Objectives:**

1. To show how raw materials become goods.
2. To use three sectors to understand in small scale how the economy works.
3. To realise the importance of three sectors of economy.

#### **Introduction:**

Remember to the children the basic ideas about the three sectors using the vocabulary and the concepts they have learned and also the importance of the order (primary, secondary, tertiary).

If it's possible do all this activity in the school. If it's not possible do the two first steps at home and the three at school.

#### **Development**

This activity consists in make a cake or muffins. The teacher will give them the recipe with all necessary. They will need some products of Primary sector (eggs, milk, flour...) and convert them into goods (a cake or a muffin) (Secondary sector). Next step is selling the goods in a school (tertiary sector). Use the money they have earned and send it to charity.

If it's possible take some photos and make a display to put in the class or in the corridor.

## **Plenary**

Recap with the children all they have learnt. To emphasize the importance of all kind of jobs to our well-being and progress.

## Hands on Activity 2

### How to use Economic sectors at School

#### Cake recipe

#### Ingredients:

- 1 cups sugar
- 1/4 teaspoons salt
- 1/4 cup butter
- 1 large egg
- 1/2 teaspoon vanilla
- 1 1/2 cups flour
- 1/2 tablespoons baking powder
- 3/4 cups milk



#### Instructions

Preheat the oven to 180°C. Grease and dust with flour a single 9-inch (22 cm.) round cake pan for a single layer cake. Dust two if you are doubling the recipe for a layer cake.

1. Cream the sugar, salt, and butter together. Add the egg and beat until light and fluffy. Add the vanilla.
2. In another bowl, mix the flour and baking powder together.
3. Add about one-third of the dry ingredients to the creamed mixture and mix briefly. Add about one-third of the milk and mix. Continue twice more with the remaining flour and milk. Do not over mix. Scrape the batter into the pan.
4. Bake for 25 to 30 minutes or until the cake tests done with a toothpick.
5. Let the cake rest in the pan for about five minutes and then remove it to a wire rack to continue cooling.



## Muffins recipe

### Ingredients:

2 cups of white flour.  
1 cup of warm water.  
1 cup of whole wheat\* flour.  
2 tablespoons of olive oil.  
1 tablespoon of baking powder.  
1 teaspoon of salt.  
Cornmeal \*\*.



\* Integral

\*\* Maizena

### Instructions

1. In a suitably sized bowl, mix the warm water, olive oil, baking powder and salt.
2. Beat in the white flour, followed by the whole wheat flour; mix thoroughly.
3. Oil the surface of the dough's surface and allow rising for 30-40 minutes.
4. Knead the dough until soft; then cut into six pieces and roll each piece in cornmeal.
5. Form each ball into muffins, eight or ten centimetre in diameter.
6. Place on a cookie sheet and bake at 175°C for 15 minutes.

## Reading Comprehension for level 3

### **Tertiary sector**

The **tertiary sector** is also called the service sector. Tertiary activities involve the selling of goods and products from primary and secondary industries, and the sale of services and skills. Examples of tertiary employment include the health service, transportation, education, entertainment, tourism, finance, sales and retail, plumbers and mechanics.

The biggest area of expansion in the tertiary sector in the UK has been in financial and business services. According to government statistics, 25 years ago one in ten people worked in this industry; now this is one in five.

The tertiary sector also consists of those industries providing information services, such as computing and ICT (information and communication technologies), consultancy (offering advice to businesses) and R&D (research, particular in scientific fields).

The tertiary sector is the largest part of the UK economy, employing 76% of the workforce.

### **Women in the workforce**

The growth in the services industry and the decline of manufacturing in the UK has been accompanied by a rise in the number of women who work. Today the number of jobs held by men and women is almost equal. The rise in numbers of working women has been helped by changes in society, including flexible working hours and changes in attitudes towards women who work. Some useful facts about working women are:

- nearly 50% of women's jobs are part-time
- 25% of women work in administrative or secretarial jobs
- more men than women hold senior and managerial roles in professional and technical jobs, such as nursing and computer programming, jobs are shared equally between men and women.

## Reading Comprehension

Answer these questions:

1. Which is the other name of Tertiary Sector? \_\_\_\_\_

2. What activities does involve Tertiary Sector? \_\_\_\_\_

\_\_\_\_\_

3. What activities are included in Tertiary employment? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What has the biggest area of expansion in the UK been? \_\_\_\_\_

\_\_\_\_\_

5. What are industries that provide information services? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. What is the percentage of the Tertiary sector workforce in the UK?

\_\_\_\_\_

7. Why has there been a rise of women who work? \_\_\_\_\_

\_\_\_\_\_

8. The number of jobs held by men and women is: a) lower

b) equal

c) higher

9. Can you write two of the three useful facts about working women?

\_\_\_\_\_

\_\_\_\_\_

## Reading Comprehension for Levels 1 & 2

### Developments in information technology

#### Working from home

In recent years modern information and communication technology has changed the way people go about their business.

Developments in information and communication technology (ICT) have changed the way people work. Today's employees have much more information at their fingertips and can communicate information quickly and effectively.

The use of computers to process information has meant many jobs have been lost in industries such as banking, where there used to be a need for a large number of clerical staff.

In manufacturing there has also been a change in the way things are done. Many routine jobs can now be done by robots, e.g. paint spraying new car bodies.

Changes in ICT can often lead to increased productivity. This means businesses can be competitive.

Some employees can now work away from the office. This is called teleworking. A teleworker is able to work at home and is connected to work via a computer and modem.

This can make the job more flexible, which is an advantage for some parents who have to combine paid employment with childcare responsibilities.

Article from [bbc.co.uk](http://bbc.co.uk)

## Reading Comprehension

Answer these questions:

1. What did ICT change? \_\_\_\_\_

\_\_\_\_\_

2. What do employees have now at their fingertips?

\_\_\_\_\_

3. What has that use of computers done to industries?

\_\_\_\_\_

4. How can the routines be done in some jobs nowadays?

\_\_\_\_\_

5. Can you define teleworking? \_\_\_\_\_

\_\_\_\_\_

6. What is a teleworker able to do?

\_\_\_\_\_

\_\_\_\_\_

7. How can teleworking be easier for some people?

\_\_\_\_\_

8. Why is this method of work an advantage for some  
parents?

\_\_\_\_\_

\_\_\_\_\_

# Final Activity 1

Write the name of economic activity under each picture and relate it with the sector which it belongs to. Link with arrows.



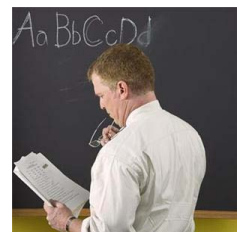
**PRIMARY  
SECTOR**



**SECONDARY  
SECTOR**



**TERTIARY  
SECTOR**



## Final Activity 2

Are these these images raw materials or manufactured goods?  
Write down the correct answer.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



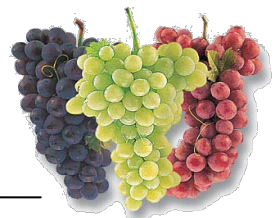
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## WORD SEARCH PUZZLE

F	R	U	I	T	F	M	P	Y	S	C	J	P	D	N	A
X	B	H	R	K	V	I	N	D	U	S	T	R	Y	W	R
C	O	R	N	Z	R	N	Q	L	P	V	B	I	T	L	C
D	V	S	J	P	X	I	H	R	A	W	Z	M	P	T	H
F	I	S	H	I	N	G	V	I	T	V	D	A	M	B	I
A	N	V	F	R	Y	Z	S	C	N	X	H	R	B	R	T
R	E	S	E	R	V	I	C	E	S	J	C	Y	S	P	E
M	Z	H	C	I	D	S	Q	N	T	K	G	Z	H	M	C
I	J	E	Z	G	S	P	T	E	A	C	H	E	R	L	T
N	Q	E	W	A	V	N	R	Z	K	W	P	M	H	C	X
G	S	P	L	T	E	X	T	I	L	E	H	B	C	S	L
B	T	J	M	E	H	P	J	N	T	Q	R	L	S	Z	E
V	E	D	F	D	T	R	P	C	Q	U	L	Y	X	D	A
G	E	R	T	Z	N	Q	X	M	H	I	R	O	N	R	T
B	L	A	W	Y	E	R	V	B	L	N	T	R	W	S	H
X	B	V	F	I	R	E	F	I	G	H	T	E	R	H	E
C	O	M	M	U	N	I	C	A	T	I	O	N	S	J	R

Find these words (horizontally and vertically):

- Farming
- Rice
- Corn
- Irrigated
- Sheep
- Bovine
- Fishing
- Mining
- Industry
- Services
- Primary
- Textile
- Raw
- Fruit
- Equine
- Iron
- Zinc
- Architect
- Firefighter
- Lawyer
- Teacher
- Communications
- Leather
- Steel



# WORD SEARCH PUZZLE

## SOLUTIONS

F	R	U	I	T	F	M	P	Y	S	C	J	P	D	N	A
X	B	H	R	K	V	I	N	D	U	S	T	R	Y	W	R
C	O	R	N	Z	R	N	Q	L	P	V	B	I	T	L	C
D	V	S	J	P	X	I	H	R	A	W	Z	M	P	T	H
F	I	S	H	I	N	G	V	I	T	V	D	A	M	B	I
A	N	V	F	R	Y	Z	S	C	N	X	H	R	B	R	T
R	E	S	E	R	V	I	C	E	S	J	C	Y	S	P	E
M	Z	H	C	I	D	S	Q	N	T	K	G	Z	H	M	C
I	J	E	Z	G	S	P	T	E	A	C	H	E	R	L	T
N	Q	E	W	A	V	N	R	Z	K	W	P	M	H	C	X
G	S	P	L	T	E	X	T	I	L	E	H	B	C	S	L
B	T	J	M	E	H	P	J	N	T	Q	R	L	S	Z	E
V	E	D	F	D	T	R	P	C	Q	U	L	Y	X	D	A
G	E	R	T	Z	N	Q	X	M	H	I	R	O	N	R	T
B	L	A	W	Y	E	R	V	B	L	N	T	R	W	S	H
X	B	V	F	I	R	E	F	I	G	H	T	E	R	H	E
C	O	M	M	U	N	I	C	A	T	I	O	N	S	J	R

Find these words (horizontally and vertically):

- Farming
- Rice
- Corn
- Irrigated
- Sheep
- Bovine
- Fishing
- Mining
- Industry
- Services
- Primary
- Textile
- Raw
- Fruit
- Equine
- Iron
- Zinc
- Architect
- Firefighter
- Lawyer
- Teacher
- Communications
- Leather
- Steel