

The page features a decorative graphic consisting of three sets of concentric circles in shades of blue. Two thin blue lines intersect at a point, forming an 'X' shape that divides the page. The circles are positioned in the top right and bottom right areas, with one set of circles partially cut off by the right edge of the page.

An introduction to the European Union Students' sheets

A self-contained unit with materials and exercises students need in order to grasp the essentials of EU's past, present and future. It can be either worked as an ICT resource or printed and handed over to students as a handout. Varied and suitable activities focusing on different thinking skills are included within this methodology-based CLIL unit.

MARCEL LÍ VALDÉS GARCIA
DECEMBER 2009

An introduction to the European Union. Marcel·lí Valdés. IES Molí de la Vila.

Llicència d'Aberdeen. Autumn 2009.



CHAPTER I: FROM WORLD WAR II TO THE BIRTH OF THE EEC

LESSON 1: WORLD WAR II AFTERMATH



Figure 1: Soviet soldiers raising the soviet flag over the Reichstag after its capture, shortly before the end of World War II.

1.1. Look at the pictures below and match them with its correct concept

Click on the words marked with a hypertext if you want to know its meaning. **Do the activities individually unless instructed otherwise.**



Image 1

The atomic bomb



Image 2

People released from a concentration camp



Image 3

The USSR flag



Image 4

A crippled man in a ruined landscape



Image 5

The [death toll](#)



Image 6

The American flag



Image 7

Heavy damage to buildings

1.2. Answer the following questions after reading the text (work in groups of four)

- a) How many people died in the Second World War?
- b) How many soldiers died?
- c) How many people were killed in concentration camps?
- d) Who killed the people in concentration camps?
- e) What was the main cause of the war?
- f) Who lost power over the world?
- g) Who took over the world?
- h) How many wars there had been in Europe?
- i) What were the consequences of these two wars?
- j) Which two countries were told they should make an agreement?

k) Which country was going to back the countries that should make an agreement?

l) What desires appeared in Europe after the war?

I am providing you with definitions of the following words as well.

-Cripple: Someone whose legs are disabled

-Aware: Alert and fully informed about something

-Rivalry: A competition between people or groups that do not like each other

-Unborn: Something or someone not yet brought into existence.

-Ravage: A destructive action on a place usually made in wartimes.

-Lethal: Something causing a sure death.

-Endorse: To give support to someone or something

-Framework: A structure supporting or containing something

Europe had just suffered its most enormous catastrophe: World War II (1939-1945).

Approximately 60 million people died, including about 20 million soldiers and 40 million civilians. More than 6 million people were victims of [genocide atrocities](#), committed by the Nazis in their concentration camps, and [targeting](#) especially European Jews. Over 20 million people were injured and some of them would remain **crippled** forever. The economic losses were immense. Only five countries escaped to war: Switzerland, Sweden, Ireland, Portugal and Spain, which had shortly before experienced a cruel civil war.

Europe was so [shocked](#) that it fully became **aware** of the absurdity that nationalist **rivalry** had led her. The need of some kind of European integration to reorder continent was entirely evident. Two factors contributed to reinforce a new orientation towards an **unborn** continental cooperation:

1.-The Europeans' conscience of their own weakness. The war ended the traditional European hegemony in the world. The two new superpowers, the United States of America (USA) and the Union of Soviet Socialist Republics (USSR) started ruling the world.

2.-There appeared the conviction that it was necessary to avoid, by all means, any confrontation among European States. The two previous wars had **ravaged** Europe; another one would be **lethal** for the whole continent. France and Germany, whose rivalry contributed both wars, should compromise, and the USA should **endorse** this [agreement](#). It was a desire of creating a freer, fairer and more prosperous continent with international relationship [carried out](#) in a **framework** of peace and concord.

1.3. Odd one out activity (work in pairs and compare answers with your partner)

In this activity, you have four sections. Each section has five terms, four of them correspond to the same category, and one is unrelated to the others..

- First, find the odd one on each list.
- Second, say which category matches each section.

- | | |
|---|-----------------------------------|
| a) Atrocities, ravages, agreement, devastation, destruction | 1) Post war period |
| b) Integration, cooperation, compromise, weakness, concord | 2) Neutral countries |
| c) Spain, Switzerland, Ireland, Italy, Portugal | 3) War effects |
| d) France, Germany, USSR, Sweden, USA | 4) Countries participating at war |

1.4. Use the words in the box to link the sentences. The first one is already done (work in groups of four, then we will correct it in the plenary)

There was a strong rivalry between France and Germany causing the outbreak of World...

All of Europe except Spain, Portugal, Sweden, Switzerland and Ireland got involved in war

In concentration camps, the Nazis committed genocide atrocities

The first one had gone through a civil war shortly before

International relationships would be carried out in a peaceful framework

The Jews were the group that most had suffered Nazi war crimes

The war ended the traditional European hegemony over the world

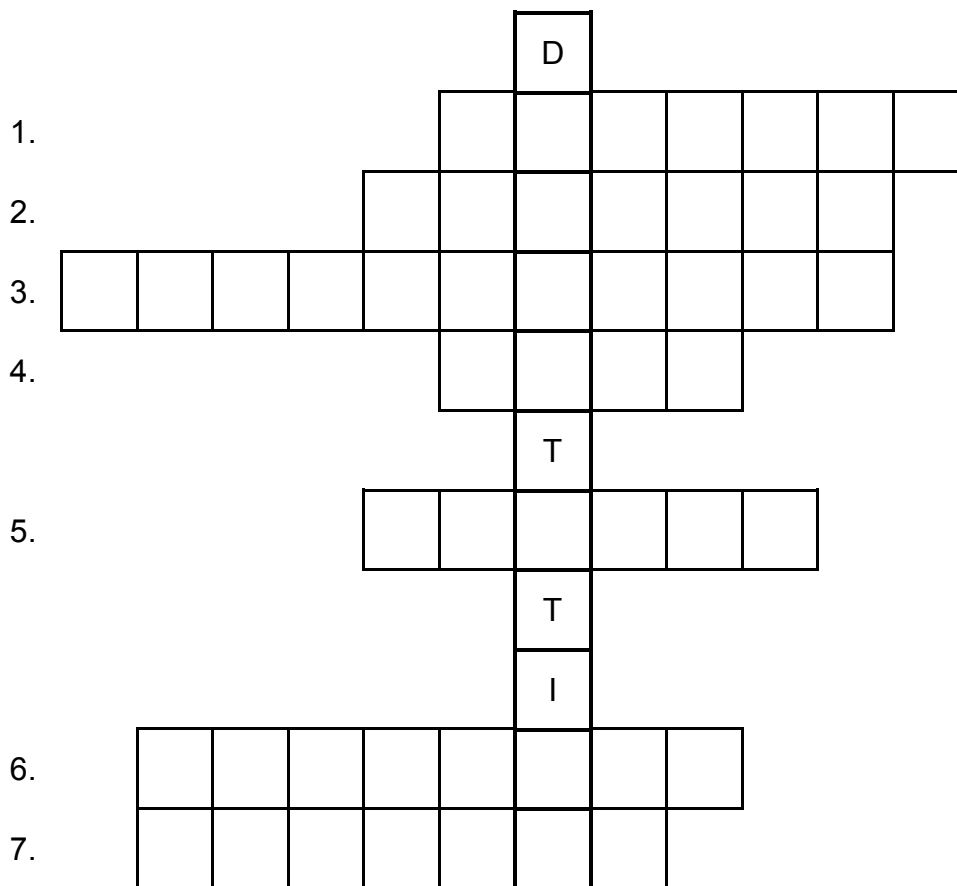
A new compromise backed by the USA should be made between France and Germany

The outbreak of World War two in 1939

And (twice), but, in addition, whereas, eventually, additionally, causing

1.5. Write a ten-line composition about the II World War consequences (use the concepts, verbs and connectors previously learned)

1.6. Complete the crossword and use its words to fill in the gaps



CLUES

1. A country that does not get involved in a war
2. A bad feeling between competitors for the same thing
3. A way to solve problems jointly
4. One of the two superpowers after the World War II
5. A country fighting against the Germans
6. A synonym for power or control
7. The country where Nazism appeared, being finally defeated
8. A synonym for the total destruction that followed the war (DOWN)

Some countries, such as Spain or Sweden were _____. _____ and _____ substituted its _____ by _____. The USA and the _____ had the _____ in a world having suffered a brutal _____.

LESSON 2: TOWARDS THE CREATION OF THE EUROPEAN ECONOMIC COMMUNITY



Figure 2: On 9 May 1950, the French Foreign Minister, Robert Schuman, proposes to the Federal Republic of Germany (FRG) and other European countries to pool their coal and steel resources.

2.1. Read the texts below and complete the following table (work in pairs)

In most of the activities, you will find words hyperlinked. Click on them find out more.

Politician/institution/country	Year of creation	Purpose/-s	Members
The Marshall Plan			
			Belgium, the Netherlands and Luxembourg
		To confront the Soviet Union	
Council of Europe			

a) In 1946, the former British Prime Minister [Winston Churchill](#) pronounced a speech that was the first step towards European integration in the post war period.

"I wish to speak to you today about the tragedy of Europe. (...) But there is a remedy. What is this remedy? We must build a kind of United States of Europe. (...) The first step must be a [partnership](#) between France and Germany."

Winston Churchill. Speech at Zurich University 19th September 1946. Adapted

b) The USA's Secretary of State George Marshall launched [the Marshall Plan](#) in 1947 to alleviate the difficulties of European countries and promoted in 1948 the foundation of the Organisation for European Economic Cooperation ([OEEC](#)) to liberalise trade, introduce ideas in favour of monetary agreements and enhance economic cooperation. In 1944, the [Benelux](#) had been created ([Customs](#) Union between Belgium, the Netherlands and Luxembourg).

In 1949, most of Western European democratic States founded, alongside the USA and Canada, the [NATO](#), the great Western military alliance confronted with the Soviet Union.

The setting up of the [Council of Europe](#), in 1949, meant another major step forward. The Council tried to incite political cooperation, to reinforce the democratic system and the human rights in the member States.

2.2. Link the following institutions to its symbols and year of creation

NATO	1947
Council of Europe	1951
Marshall Plan	1949 (also known as the European Recovery Program or ERP)
Benelux	1949

OEEC (from 1961, OCDE) 1944

ECSC (in epigraph d in 2.3) 1948



2.3. Read the two texts below and complete the following sentences (work in pairs)

c) The French Foreign Minister, [Robert Schuman](#) proposed that France, Germany and any other European country wishing to join them pool their coal and steel resources.

Europe will not be made all at once, or according to a single plan. It will be built through concrete achievements. (...) We propose that Franco-German production of coal and steel be placed under a common High Authority, within the framework of an organisation open to other countries of Europe. (...) The pooling of coal and steel production should immediately provide for the setting up of common foundations for economic development as a first step in the federation of Europe (...).

Schuman Declaration, 9th May 1950. Adapted.

d) The integration process went on. The [Treaty of Paris](#) was signed in April of 1951, establishing the [European Coal and Steel Community \(ECSC\)](#). The common High Authority was presided by [Jean Monnet](#). *The Six*: France, Germany, Italy, Belgium, Low Countries and Luxemburg made up this first European Community.

e) The foreign ministers of the Six met in a Conference in Messina (Italy) in 1955. The agreements they reached meant a definitive step in the European construction: On the 25th March 1957, *the Six* signed the Treaties of Rome, establishing the European Economic Community ([EEC](#)) and the [European Atomic Energy Community \(EURATOM\)](#).

Below you have several sentences, complete them by selecting one of the words in the box:

Steel, coal, The Six, pooling, achievements, setting up, foundations, provide, went on, Low Countries, made up, foreign, reached.

- 1) ____ is the past simple form of a verb synonym of **to continue**
- 2) The ____ minister represents a country at an international level
- 3) The ____ is another way of saying The Netherlands
- 4) ____ has these three synonyms: **to get to**, **to achieve** and **to come to**

- 5) _____ is an expression to mean the countries creating the EEC
- 6) _____ is a strong metal that is a mixture of iron and carbon
- 7) _____ is a black rock used as fuel, formed from the remains of ancient plants
- 8) Sharing, combining, integrating and joining are all they synonyms of _____
- 9) Establishing, initiating, beginning and creating are all they synonyms of _____
- 10) Base, premise, cornerstone and grounds are a all they synonyms of _____
- 11) Something that you manage to do by effort, skill or courage is an _____
- 12) Preparing, making provision, planning and arranging are all they synonyms of _____
- 13) A synonym for consisting, incorporating, including or containing is _____

2.4. Correct the mistakes in the following sentences and rewrite them (work in pairs)

You will need to review the previous texts in order to do this exercise; there are one or two sentences per text, in order from the first to the last. Some of them may be correct.

- 1) According to Churchill, a partnership between France and Italy was the remedy for Europe
- 2) The NATO and the Council of Europe were made up exclusively of European countries
- 3) The Benelux tried to incite cooperation and to reinforce the democratic system
- 4) According to Robert Schuman, Europe would be united following a single plan
- 5) The pooling of Franco-German production of coal and steel was open to the USA
- 6) The ECSC was created by the Treaty of Paris in 1951, and was presided by Schuman
- 7) The Six consisted of France, Germany, Italy, Belgium, Low Countries and Liechtenstein
- 8) The foreign ministers of the Six met in a Conference in Messina (1955), and its agreements were decisive for achieving the EEC
- 9) EURATOM is known as well as the European Atomic Energy Community (EAEC), and it was created in 1951, at the same time than the ECSC

2.5. Find the hidden words, write them down and fill in the gaps (work in pairs)

Note: The name of one of the capitals is in their original language, instead of in English.

_____ claimed for the United States of Europe, whereas the _____ had been already set up. In 1949, _____ was established to stop communism. _____ aimed at the creation of the _____ by the Treaty of _____, presided by _____. In 1957, the Treaty of _____ institutes the _____ and the _____.

- | | | |
|----|----|-----|
| 1. | 5. | 9. |
| 2. | 6. | 10. |
| 3. | 7. | |
| 4. | 8. | |

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

2.6. Role play: interview of Churchill, Marshall, Schuman and Monnet (in pairs)

Each group chooses one of these politicians. One of you will be the interviewer and the other one the man of state. Be sure to ask and answer the following questions according to the information I am providing you with. The first one has been done for you as an example.

Place/date of born: Where and when were you born, Mr. Churchill?

Childhood/youth/studies:

Position/public office:

Political attitudes during I World War/the Interwar period/II Wold War:

Writings/works/other activities why they are known and its most important achievement:

CHAPTER II: FROM THE EEC TO THE EUROPEAN UNION

LESSON 3: THE CREATION AND EXPANSION OF THE EEC



Figure 3: The signature of the Treaty of Rome (1957), giving birth to the European Economic Community (EEC).

3.1. Read the text and match the beginning of each sentence with its ending (in pairs)

- One of you has the sentences' beginnings and the other has their endings.
- Read one of the beginnings to your partner. S/he tries to match it with its ending.
- Take it in turns. Ask your partner to read his/her endings, and try to match them.
- Keep a score of how many guesses have been taken by each of you.

Review the previous lessons if you have difficulties understanding the text. Whenever you need it, click on words' hyperlinks. They may be appearing throughout all the lessons.

a) At the time the EEC was created, during the fifties, there was a continuing state of political conflict, military tension and economic competition between the two victorious superpowers of WWII that is, the USA and the USSR. The USA and its allies supported free market and political liberalism, whilst the USSR and its [satellite countries](#) had a planned economy and dictatorships. Usually, the former system was known as capitalism, whereas the latter was branded as communism.

b) A symbol of this division was the partition of Germany into two states. In the capitalist area, the Federal Republic of Germany (FRG) and in the communist bloc the German Democratic Republic (GDR). The six countries that founded the EEC in 1957 belonged to the capitalist zone. Some countries were [non-aligned](#) states because they did not give support to any bloc.

- | | | |
|------|---|----------------------------------|
| I. | The USSR and its satellite countries | had a capitalist system |
| II. | The EEC was created | did not give support to any bloc |
| III. | A symbol of the Cold War was the partition of | The USA and the USSR |
| IV. | The USA and its allies | in the fifties |
| V. | The non-aligned countries | Germany into two states |
| VI. | The confronted leaders of the Cold War were | had a planned economy |

3.2. Fill in the gaps and label the EEC's founding countries on the map below

- One of you has the gap text and the other has the map.
- Read the text to your partner. As s/he has the map, s/he helps you fill in the gaps.
- Describe the map to your partner. As s/he has the text, s/he helps you label it.

FDR or West Germany is at the ____ of France. France is at the ____ of Italy and at the ____ of Belgium, whereas Luxembourg is located ____ the three first countries mentioned and the Netherlands at the ____ of the fourth country mentioned. Italy is at the ____ of Europe.



Figure 4: The six founding Member States of the EEC.

3.3. Identify the countries missing at the gap text above (in pairs)

- One of you has the Text I and the other has the map.
- The one with text will read each sentence. Your partner helps you fill in the gaps.
- Swap roles with Text II and repeat procedure.

I. NATO states

____ was an island country in the North Sea. ____ was the only country bordering with Non-aligned states and with the USSR. In two continents, ____ was the further east NATO state. A country consisting on a strip facing the Atlantic Ocean and bordering with a Non-aligned state was _____. A small peninsular state surrounded by two seas is _____, whereas another peninsular country at the Mediterranean Sea bordering with a Warsaw Pact state was _____. A very populated country in the North Sea, occupying two islands was _____. Finally, there were the six countries of the EEC: _____, _____, _____, _____, _____ and _____.

II. Warsaw Pact states, other communist states and Non-aligned countries

____ was a Non-aligned country bordering with a communist one, a Non-aligned (____) and a NATO state. ____ and ____ were two neutral countries at Central Europe with no sea. A small country island sharing border with a NATO state was _____, whereas at the southwest of Europe _____ was another Non-aligned state. Close to West Germany was _____: the furthest west Warsaw Pact state. At its east was _____, bordering the USSR. A country with no sea and bordering a NATO and a neutral country was _____. _____ was at the south of the _____,

whereas _____ was at the south of the former. A Warsaw Pact state with no sea and bordering with a neutral country and Yugoslavia was _____.



Figure 5: Europe divided by the Cold War.

3.4. Complete the thinking map below (individually, then in pairs)

- CAP should be on one side of the thinking map and on the other the general economic policy.
- Each of them has three features.
- Think where to place “customs union” or “Common Market”.
- Some information does not fit here.
- Make up a title. Explain your reasons.

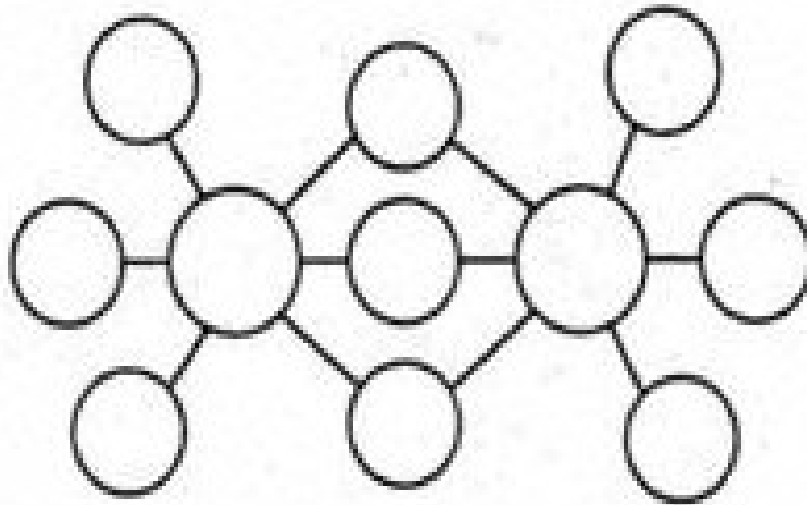
c) Two of the signatories of the Treaty of Rome were the Belgian [Paul Henri Spaak](#), and the German [Konrad Adenauer](#), both of them contributing largely to the EEC’s birth. On 1st January 1958 it [came into force](#), with the purpose of a closer union among the European peoples.

d) A [brand new](#) institution was a [customs](#) union, and that is why the EEC was informally known as “Common Market”. Its members [dismantled](#) gradually all [tariff barriers](#) in a 12-year [spell](#), and in 1968 they were fully abolished, introducing simultaneously a common tariff for all products coming from third countries. At that time, there was only free circulation of goods.

e) In 1962, it was created the Common agricultural policy ([CAP](#)), with these traits:

- A free market of agricultural products inside the EEC
- Protectionist policies in order to guarantee sufficient [revenues](#) to European farmers
- It absorbs most of the community [budget](#)

f) The Treaty of Rome also [interdicted](#) monopolies, created some transport common policies, and [granted](#) some commercial privileges to the colonial territories of the member countries. These measures reinforced the EEC’s general economic policy and its role in the EEC’s building.



3.5. Read the text, identify the EEC's new countries and fill in the diagram (in pairs)

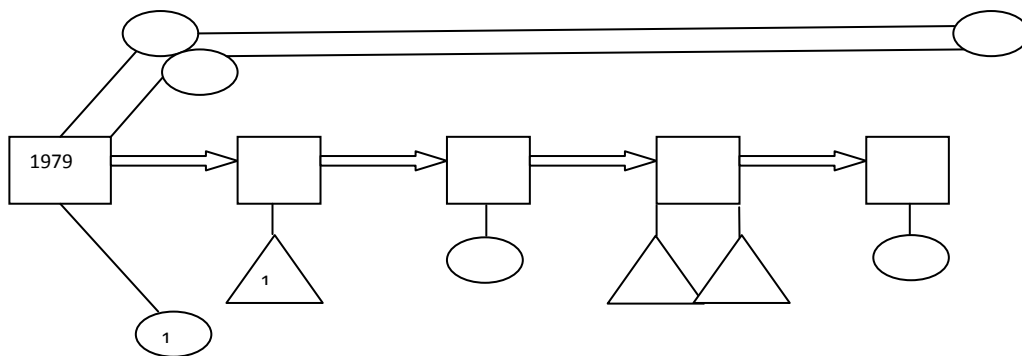
g) The United Kingdom (UK), having seeing the EEC spectacular economic growth in the sixties, after some [hesitations](#) and [tough](#) negotiations entered the EEC in 1973, with Denmark and Ireland. That year a strong oil crisis put an end to this period, giving birth to the *euroscepticism*.

h) Nevertheless, some key advances were achieved from that moment onwards, such as:

- First elections to the European Parliament (1979)
- In 1979, the European Monetary System (EMS) and the European Currency Unit (ECU), predecessor of the euro, were established, contributing to the future monetary union.
- Greece gained accession to the EU in 1981
- In 1985, the countries of the Benelux, France and Germany signed the Schengen Agreement, planning the gradual removal of frontiers among the community members
- Spain and Portugal entered the EU in 1986
- In 1987, came into force the Single European Act, a key pass in the integration process



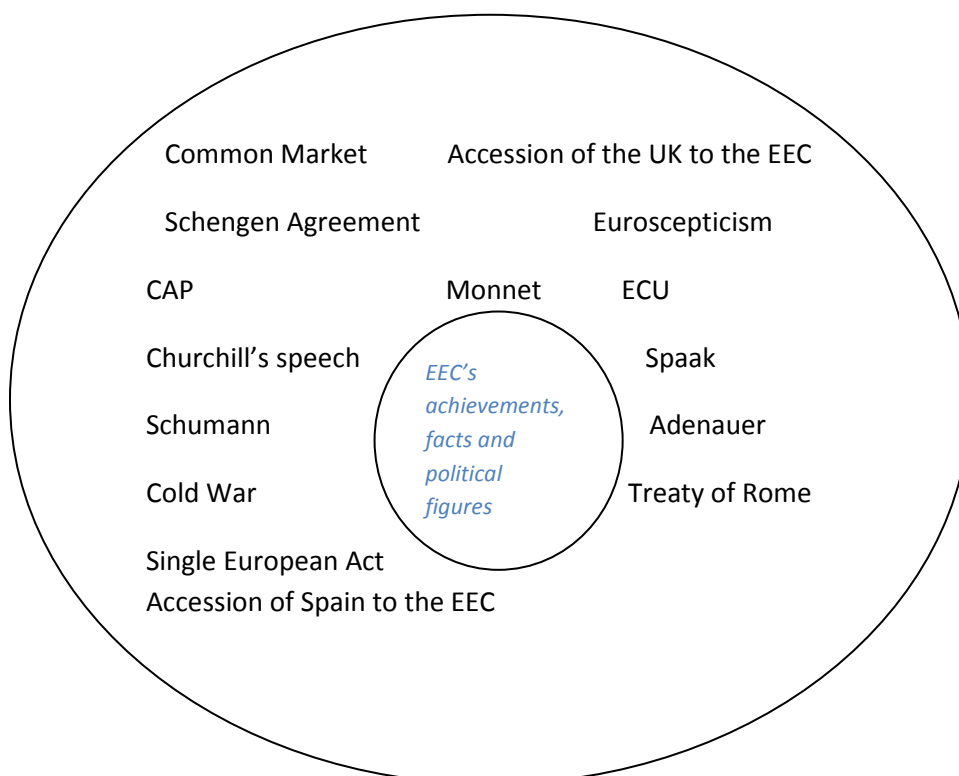
Figure 6: The Europe of Twelve



- This Thinking Map has three types of geometrical shapes.
- Ellipses refer to facts, rectangles to dates and triangles to countries accessing EEC.
- Write dates. As for facts and countries, assign each group a number for placing them.
- The first shape of each category has been done for you.

3.6. Summarising activity. In the diagram link the concepts with its image, (in pairs)

- The student with the diagram will be shown each image, one by one. He/she then matches it with the concept, justifying his/her choice.
- Both of you arrange the images chronologically. Not all concepts have an image to link with.
- When a political leader appears, place it according to the action described above, that is, Adenauer should be in 1957, because he signed the Treaty of Rome that year.



1



2



3



4



5



6



7



8



9



10



LESSON 4: SETTING UP AND ENLARGEMENTS OF THE EUROPEAN UNION (EU)



Figure 7: The Europe of Twelve signs the Treaty of Maastricht

4.1. Read the text and match the **italicised** adjectives, adverbs, nouns or verbs with the text in the column on the right (work individually, then with your partner)

The Single European Act entailed an important step forward in the integration process. In the EEC, Jacques Delors, was the *main* figure. This French socialist promoted an economic and monetary union and proposed a Social Charter that would guarantee some social minimum *standards* to every European worker.

The conservative British Prime Minister Margaret Thatcher had played, *alongside* USA President Ronald Reagan, a *leading* role in the neoliberal revolution: *shrinking* State intervention in economy and in social *welfare*, *deregulation* of economic areas, *decreasing* of worker *unions* influence, reduction of taxes... From the first half of the eighties, the *Iron Lady* had also *claimed* an *out-and-out* policy against any advancement in European integration, *striving* to reduce the British contribution to the EEC budget.

Then, all of a sudden, one of the most important political events in the 20th century happened: the collapse of communism in Central and Eastern Europe whose symbol was the fall of the Berlin Wall (that had been built by the GDR government in 1961) on 9 November 1989. The collapse of communism *peaked* in 1991 with the Soviet Union *break-up*. That same year the disintegration of Yugoslavia brought the war again to our continent.

The first consequence caused by the collapse of communism in the EEC was the reunification of Germany in October 1990. *Henceforth*, the German Federal Republic, with 80 million inhabitants and 30% of the *GNP* of the EEC, became a State *overpowering* France and UK in economic *might*. Thus, the former GDR became part of the EEC.

The French president, François Mitterrand, suspicious of a possible reappearance of the German hegemony, encouraged the European integration process as a *means* to *anchor* Germany in Europe. The German chancellor, Helmut Kohl did the same to *relieve* Paris and London's *misgivings* about a reunified Germany.

The power *void* created in Central and Eastern Europe *brought about* a change in the political position of the EEC: It became an organisation guarantying stability *amid* Europe. The new democracies *emerging* from the communism collapse *rushed* to apply for beginning accession negotiations with the Community.

- One of you has the words; the other has the definitions.
- In turns, say the word and wait for your partner to answer. Read the definition for your partner to guess the word.
- Make a list with the number of correct answers for each of you. Then, compare with the rest in the plenary.

Words	Meaning
entailed	
main figure	
standards	
alongside	
leading	
shrinking	
welfare	
deregulation	
whole	
decreasing	
Iron Lady	
claimed	
out-and-out policy	
striving	
peaked	
break-up	
henceforth	
GNP	
overpowering	
might	
means	
anchor	
relieve	
misgivings	
void	
brought about	
amide	
emerged	
rushed	

1. A popular name for a conservative British prime minister. 2. A state of nothingness or nullity. 3. How a result is obtained. 4. Give rise, produce. 5. From now on. 6. Dominant, hegemonic. 7. Mistrust, suspicion. 8. In the middle of, surrounded by. 9. Happen as a result of something. 10. Link firmly and stably. 11. Alleviate, palliate. 12. Power, strength. 13. Haste, hurry. 14. Split up, separate. 15. To reach the highest point. 16. Side by side, together. 17. Implicate, involve. 18. Preponderant, predominant. 19. Becoming less or smaller.. 20. A basis for comparison, a reference point. 21. Becoming less quickly. 22. Governmental economic help to needed people. 23. Guiding, driving. 24. Freeing from regulation. 25. All of something. 26. Demand for something as rightful. 27. Gross National Product. 28. Exert much effort. 29. Absolute, downright.

4.2. Writing skills activity. Work in pairs using the table below to make sentences

- Use the words and definitions from text in 4.1. The last two sentences will be done by each of you (in turns, one will give the other the headings, so to build a sentence of his/her own).
- The sentence must be related either to text in 4.1. or to text in 4.3.

1	2	3	4
Margaret Thatcher	was the promoter	of deregulation,	in the eighties
Ronald Reagan	had a leading role	in European integration,	in the nineties
Jacques Delors	signalled	the communism collapse,	in the Cold War
François Mitterrand	was confronted	to capitalism,	around 1990
Helmut Kohl	achieved	a united Germany,	in 1989
The Berlin Wall fall	was called	in enemy countries,	in 1990
Communism	applied for accession	the Iron Lady,	
Yugoslavia	broke-up	to the EU,	
New democracies	was suspicious	of new German hegemony	

- a).....
- b).....
- c).....
- d).....
- e).....
- f).....
- g).....
- h).....
- i).....

j).....

k).....

4.3. This text explaining the Maastricht Treaty have its paragraphs mixed up (in pairs)

Arrange them correctly. Hint: look at the connectors and dates.

1. Then, the first ratification process took place in Denmark. The NO to the Treaty of Maastricht won in a referendum for 50.000 votes.
2. The Treaty of the European Union (TEU), known as Treaty of Maastricht for having been signed in that Dutch town, constitutes a turning point in the European integration process.
3. A great step ahead settled by the TEU was the creation of the [Economic and Monetary Union](#) (EMU). A definitive name was given to the new European unique currency, the *euro*, in an EU [summit](#) held in Madrid.
4. Besides, In 1994 The European Union launched different programmes (Socrates, Erasmus, Leonardo) to facilitate contacts and combined work among European students and teachers.
5. The foundation of the Europol (European Police Office), in 1999, was one of the most outstanding changes made possible by the TEU.
6. UK got a similar [clause](#) to Denmark, including more areas, such as defence matters.
7. However, the ratifications of the Treaty were gradually taking place in the rest of the countries. In France, for instance, the YES to the TEU won.
8. Negotiations with Denmark started and it was granted with the possibility of not following the other members in the third phase of the EMU.
9. It was agreed that a denominated [Cohesion Fund](#), created in 1994, would provide less developed regions and countries with financial aid [focused](#) on the environment and infrastructures.
10. In 1996, an Intergovernmental Conference held in Turin started the process to substitute the TEU. One year later, the Treaty of Amsterdam would be the TEU's update.

4.4. Match each heading with its paragraph. Give a title to the text (work in pairs)

- a) Upgrading the TEU. b) Getting special conditions. c) Popular support to the TEU.
d) Solidarity with poor areas. e) Having a specific clause. f) Enhancing educational exchanges. g) Setting up the EMU and, later on, the Euro. h) A setback for the TEU
i) A crucial element transforming the EEC in EU. j) Coordinating security police.

4.5. Read this text about the EU's enlargements and ask the questions to the answers

In pairs, alternatively read the answer to your partner. S/he makes the question.

Keep a score of how many correct questions you have each asked.

a) The candidatures to accession to the EU continued being submitted to Brussels: Austria in 1989, Malta and Cyprus in 1991, Finland, Norway and Switzerland in 1992. This last country would retire its candidature a few months later after a referendum. Negotiations with Austria, Sweden, Finland and Norway started in 1993 and were quite easy due to their high economic development. The Treaties were [ratified](#) in 1994. However, Norwegian people rejected the accession to the EU. On 1 January 1995, the fourth [enlargement](#) of the EU took place with the accession of Austria, Finland and Sweden. The *Europe of the Fifteen* was born.

b) The **2004 enlargement of the European Union** was its largest single expansion (EU), both in terms of territory and [population](#), however not in terms of [gross domestic product](#) (wealth). The simultaneous accessions concerned the following countries: [Cyprus](#), [Czech Republic](#), [Estonia](#), [Hungary](#), [Latvia](#), [Lithuania](#), [Malta](#), [Poland](#), [Slovakia](#) and [Slovenia](#). Seven of these were members of the former [eastern bloc](#), with one from the former [Yugoslavia](#) and the remaining two being [Mediterranean](#) islands. The [Treaty of Accession 2003](#) was signed on 16 April 2003, in [Athens](#), [Greece](#), between the then-EU members and the ten acceding countries. Despite fears of paralysis, the decision making process has not been [hampered](#) by the new membership. The EU sees the enlargement as a success, however until the enlargement is fully accepted by the public future enlargements may be slow in coming.

c) The **2007 enlargement of the European Union** was the latest [expansion of the European Union](#) (EU), though considered as part of the same wave (the fifth) as the [2004 enlargement of the European Union](#). It concerned Bulgaria and Romania. It is worth mentioning the fact that with this accession, the [Cyrillic alphabet](#) became the third official alphabet of the EU, after the [Latin](#) and [Greek](#) alphabets.

- a) Which.....? Switzerland retired its candidature
- b) When.....? Negotiations with these countries started in 1993
- c) Who.....? Norwegian people rejected the accession to the EU
- d) Why.....? Because it was the largest in territory and population
- e) Where.....? In Athens, Greece
- f) How many.....? Fifteen countries have accessed the EU since 1995
- g) How.....? The EU sees this enlargement as a success.
- h) Wicht.....? Bulgaria and Romania have just accessed the EU
- i) How long.....? It took thirteen years for Malta to access the EU.

4.6. Identify the countries entering the EU from 1990 and say the year it took place

In pairs, one student has the map, and describes to his/her partner the country's position on it, according to the frame provided in exercises 3.2 and 3.3. Swap papers with next map.



Figure 8: The Europe of Fifteen (or the newborn EU)



Figure 9: The Europe of Twenty-Seven

4.7. Summarising and thinking skill activity

Work in threes. The first has the pictures, the second the sentences, and the third the dates. The first one shows the image to the other two, and they must guess its sentence and year.

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14



- a) It refers to an upgrade of the Treaty of Maastricht
- b) Look for a cultural exchange programme named after a Renaissance wise man
- c) Find the French Republic president François Mitterrand
- d) A president of the main EEC's governing body
- e) The Schengen Agreement open Europe doors to all its citizens
- f) The European police office
- g) The Berlin Wall fall
- h) A conservative British Prime Minister
- i) Funds created in order to help European poor regions
- j) President or chancellor of Germany contributing strongly to its reunification
- k) Electoral propaganda for the Danish referendum about the EU
- l) A neoliberal USA president
- m) A cartoon about the reunification of Germany
- n) Electoral propaganda for a Norwegian referendum about its position towards Europe

Once you have matched each image with its sentence, write down the name they refer to and finally match them with the dates:

- When the events above took place
- When the European programmes above were started
- When the politicians above were in office

I) 1979-1990, II) 1994, III) 1999, IV) 1997, V) 1992, VI) 1989, VII) 1981-1989, VIII) 1982-1998, IX) 1985 and 1990, X) 1987 and 1994, XI) 1985-1995, XII) 1981-1995, XIII) 1972 or 1994, XIV) 1990.

4.8. An ICT activity. Working with “Wind of change” from Scorpions (in the plenary)

The teacher will show the “Wind of change” musical theme in the plenary. Here you have its link: <http://www.youtube.com/watch?v=57CzNqgm8Fc>.

- You have to research and explain what happened in these two dates: 1953 and 1961.
- Identify the Soviet leader, the Pope and the United States’ president at that time. They appear as well in the video, point them out.
- Explain the sense of the images where soldiers appear. Why is it that the last images are different from the first ones? What emotions appear in the text?
- Listen to the song and fill in the gaps of its lyrics.

I _____ THE MOSKVA DOWN TO GORKY PARK LISTENING TO THE WIND OF CHANGE. AN AUGUST SUMMER NIGHT, SOLDIERS _____ BY LISTENING TO THE WIND OF CHANGE.

THE WORLD IS _____ IN. DID YOU EVER THINK THAT WE COULD BE SO CLOSE, LIKE BROTHERS? THE FUTURE IS IN THE AIR, I CAN FEEL IT EVERYWHERE, _____ WITH THE WIND OF CHANGE.

TAKE ME TO THE MAGIC OF THE MOMENT ON A GLORY NIGHT WHERE THE CHILDREN OF TOMORROW _____ THEIR DREAMS WITH YOU AND ME.

TAKE ME TO THE MAGIC OF THE MOMENT ON A GLORY NIGHT WHERE THE CHILDREN OF TOMORROW _____ AWAY IN THE WIND OF CHANGE.

WALKING DOWN THE STREET DISTANT MEMORIES ARE _____ IN THE PAST FOREVER. I FOLLOW THE MOSKVA DOWN TO GORKY PARK LISTENING TO THE WIND OF CHANGE.

TAKE ME TO THE MAGIC OF THE MOMENT ON A GLORY NIGHT WHERE THE CHILDREN OF TOMORROW SHARE THEIR DREAMS WITH YOU AND ME.

TAKE ME TO THE MAGIC OF THE MOMENT ON A GLORY NIGHT WHERE THE CHILDREN OF TOMORROW DREAM AWAY IN THE WIND OF CHANGE.

THE WIND OF CHANGE BLOWS _____ INTO THE FACE OF TIME LIKE A STORM WIND THAT WILL RING THE FREEDOM BELL FOR PEACE OF MIND, LET YOUR BALALAIKA SING WHAT MY _____ WANTS TO SAY.

TAKE ME TO THE MAGIC OF THE MOMENT ON A GLORY NIGHT WHERE THE CHILDREN OF TOMORROW SHARE THEIR DREAMS WITH YOU AND ME.

TAKE ME TO THE MAGIC OF THE MOMENT ON A GLORY NIGHT WHERE THE CHILDREN OF TOMORROW DREAM AWAY IN THE WIND OF CHANGE.

- What night they are talking about? Why does the wind blow from Moscow?
- Why does each of the musicians use a different musical instrument?
- Can you think of two more today examples where this theme could be sung? Are there still walls dividing countries?
- Some of you may wish to compose your own song about a similar event!

LESSON 5: SPAIN AND CATALONIA IN THE EU



Figure 10: Signing of Spain's Treaty of Accession to the EEC (Madrid, 12th June 1985)

5.1. Read the following text and find two synonyms for each of the underlined words

This exercise is to be done individually, then in pairs. Create your own title for this text. The first one has been already done for you.

In Spain, the death of General Francisco Franco on 20 November 1975 opened the way for political reform. Prince Juan Carlos, his successor, became King of Spain and started its democratization and normalisation.

Nevertheless, the fragile nature of the emerging democracy became apparent in the failed coup attempt of 23 February 1981 led by a few army officers who desired the return of Francoism.

However, thanks to the intervention of the King, constitutional order was quickly restored, and the coup leaders were tried and imprisoned. Having made a formal application for association in February 1962 that had remained a dead letter, and linked to the EEC by the preferential tariff agreement of October 1970, Spain officially submitted its application for accession to the European Community on 28 July 1977, after the first democratic parliamentary elections. On 24 November 1977, Spain joined the Council of Europe. Replying to the Council's request, and despite certain difficulties that it predicted, the European Commission suggested a favourable opinion one year later. The lengthy and difficult negotiations began in 1979 and culminated in the signing of Spain's Treaty of Accession to the EEC in 1985.

- 1) **fledgling**, established, mature, **dawning**.
- 2) compromise, uprising, rebellion, manifesto.
- 3) sought, fought, searched for, engaged.
- 4) condemned, judged, heard, accused.
- 5) request, petition, restraint, restriction.
- 6) sent in, accepted, presented, rejected.

- 7) answering, reporting, responding, agreeing.
- 8) Regardless of, thus, anyway, in spite of.
- 9) Foresaw, envisaged, revoked, determined.
- 10) Hard, long-lasting, prolonged, confronted.

5.2. With these connectors, link the following sentences so that the meaning remains the same as in the text above.

Partner A has the connectors. Partner B reads the gap sentences. Partner A uses one of the connectors to fill in the gap. The first one has been done for you.

Nevertheless, after, because of, despite, however,
Due to, as, following, therefore

1. After the death of General Franco, King Juan Carlos started Spain's democratization.
2. _____, there were some people that did not like democracy. _____ they made a coup that failed _____ a quick intervention led by Juan Carlos I.
3. _____ an ineffective request in 1962, Spain submitted its application for accession to the EEC in 1977.
4. _____ the favourable position of the European Commission, _____ some critical remarks from the Council of Europe, _____ of 1979 negotiations started.
5. _____, it would take six years to culminate the Spanish integration process in the EEC.

5.3. Look at the statistics below and explain Spanish evolution after accessing EEC.

- You will use the bank of words provided to describe the trend displayed in the graphs. Identify the opposite concepts, both nouns and verbs.
- Partner A will explain to Partner B the observed trend, and Partner B will draw the curb according to the explanation. Then, swap roles.
- Write a text **describing** the graph, and then another one **analyzing** it. The first graph has been done for you: description in blue, analysis in brown.
- In the second, fill in the gaps and finish it; then, comment on the third graph, with the help of your partner.
- Finally, explain briefly the sentence: "Spain entered Europe and Europe entered Spain".

Words in green can work as nouns and verbs, words in blue are verbs, and words in red are either adjectives or nouns. Try to find the concept opposite of increase words.

Describing a big increase: **climb**, **escalate**, **soar**, **rocket**, **surge**, **boom**.

Describing an increase: **go up**, **rise**, **expand**, **grow**, **get bigger**, **get larger**.

When there are no changes: **still**, **stationary**, **standing**, **steady**.

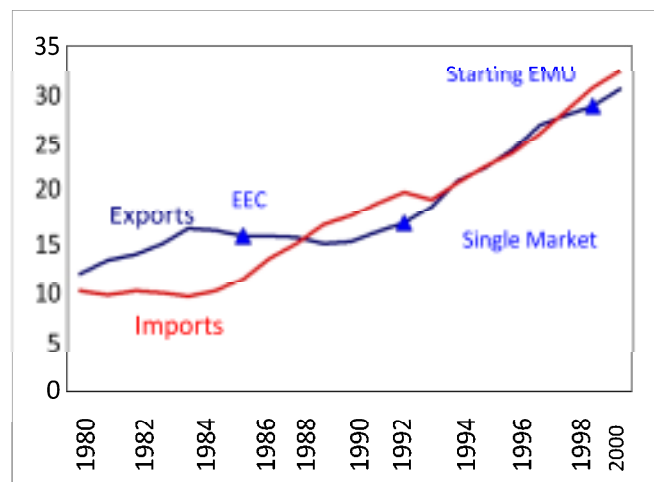
With slight changes: **fluctuation**, **oscillation**, **rise and fall**.

Explaining a decrease: **go down**, **fall**, **contraction**, **drop**, **decline**, **diminution**, **downturn**.

Explaining a big decrease: **sink**, **tumble**, **plunge**, **steep fall**, **collapse**.

GRAPH 1

SPAIN'S EXPORTS AND IMPORTS from 1980 to 2000 (as % of GDP)



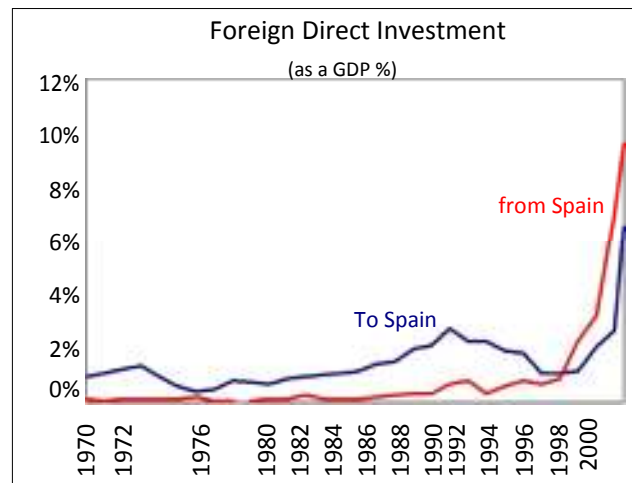
Source: Spain's Economic Ministry. <http://aei.pitt.edu/9053/01/Sebastian96.pdf>.

In this graph, we have an x and y-axis. The x-axis refers to a twenty-year period, from 1980 to 2000. The y-axis shows Spain's exports and imports measured as a percentage of its GDP. This way, first we can track its evolution from the previous years to its accession to the EEC (1986). Secondly, we can see it until one year after the constitution of the EMU (European Monetary Union), in 2000.

In 1980, both exports and import accounted only for a 10% of Spanish GDP. From 1986, the year Spain entered the EEC, a boom in the imports started. With the creation of the Single Market, exports soared as well. From then on, exports and imports have increased strongly until arriving at figures around 35% of the Spanish's GDP. As both of them reflect the internationalization of an economy, as a conclusion we can say that the degree of Spain's economy internationalization has about tripled in twenty years; such a strong increase is explained by the accession of Spain to EEC, single market and EMU.

- Explain their increase in 1986, 1992 and 1996, linking it with key facts of the EU.
- Finally, explain this sentence: “Spain entered Europe and Europe entered Spain”.

GRAPH 2



Source: Bank of Spain. <http://aei.pitt.edu/9053/01/Sebastian96.pdf>.

In this graph, we have an x and y-axis. The x-axis refers to a _____ period, from 1970 to 2000. The y-axis shows a percentages scale. The GDP's percentage of Spain's investments in other countries are represented by the _____ line, whilst the _____ line represents the investments of other countries in Spain. This way, first we can track the investment evolution from last _____ to its _____ to the EEC (1986). Then we see it until one year after the constitution of the EMU (European Monetary Union), in _____.

b) The EU has agreed to help develop some EU's countries. That is why the structural and cohesion funds have been created. **From the statistics below, answer the following questions:**

- What does GDP mean? (you can either look at previous lesson or look the word up)
- Find traits common to these countries: economic level, development, peripherals, etc.
- Calculate its evolution for each country, focusing on the Spanish percentage.

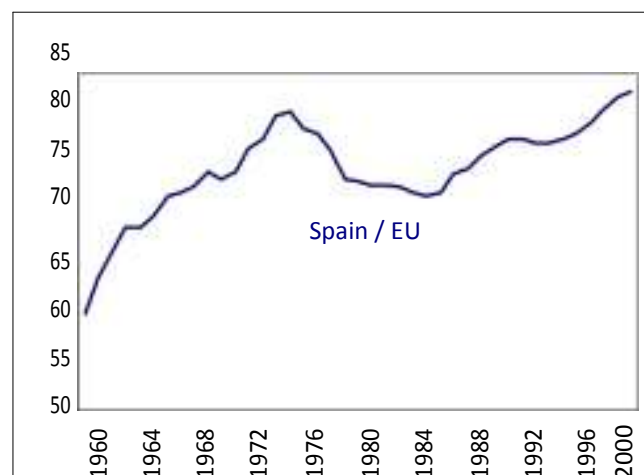
STRUCTURAL AND COHESION FUNDS (STATISTIC 1)

	Greece	Ireland	Spain	Portugal
GDP %				
1989-93	2,6	2,5	0,7	3,0
1994-99	3,0	1,9	1,5	3,3
2000-06	2,8	0,6	1,3	2,9

[illegible]

- Explain the reasons and size of the rise from 1960 to 1973.
- Contrast the period from 1973 to 1986 with the periods above and below.
- Analyse the factors explaining the rise from 1986, and the stagnation from 1990 to 1992. Use the information collected throughout previous exercises.
- Look for a graph including information about Spanish evolution since 2000.

SPAIN'S CONVERGENCE



Source: European Commission and BBVA. <http://aei.pitt.edu/9053/01/Sebastian96.pdf>.

5.4. Thinking skills activity. Read these texts and answer the questions below

a) This text shows the close relationship Catalonia has had with Europe throughout history:

Catalans have historically been the people in the Iberia Peninsula most [concerned](#) about Europe, keeping an eye on social movements and events that have influenced Europe's history. It may well be in view of its geographical position, as the main entrance to the Peninsula from Europe, but it wouldn't be [fair](#) to explain Catalan's open mind to Europe solely by Catalonia's geographical advantage.

Already in the XIII and XIV centuries Catalans had established one of leading commercial networks throughout the Mediterranean Sea, cooperating with many other cultures and societies. During the following centuries, especially the XIX century when the Industrial Revolution started taking place, this [pioneering](#) character continued and has remained alive to the present day as well as a strong [commitment](#) to Europe's development.

b) Here we talk about Jordi Pujol, former president of the Generalitat (the autonomous Catalan's government body), contribution to the development of Europe.

Jordi Pujol's Europeanism is steadily regionalist. This began with his collaboration in 1985 with the Council of European Regions and Municipalities, which later became the [Assembly of European Regions](#) (AER), of which Jordi Pujol was president between 1992 and 1996.

1) Find the reasons why Catalans are seen as the Iberian people most concerned about Europe.

2) Look for examples throughout history showing the Catalan interest for Europe.

3) Say for how long Jordi Pujol took part in EU's institutions. Write down their names.

4) And finally, we will do an ICT (Information and Communication Technology) activity. In the internet, search for the road distances from **Barcelona, Madrid, Bilbao, Valencia and Seville** to *Paris, London, Zurich, Frankfurt and Milan*. Add up the figures, and rank the Spanish towns according to its result. The lower figures the nearer to Europe. What idea in the text above does this amount [relate](#) to? What traits do these groups of towns have in common?

Towns/distance km.	Paris	London	Zurich	Frankfurt	Milan	Total
Madrid						
Barcelona						
Valencia						
Bilbao						
Seville						

5.5. Spanish and Catalan politicians known for their Europeanism

I. Link his name to his image

II. Arrange them chronologically (look for their years **in office**, or the year stated in the texts)

1 2 3 4 5 6 7



- a) He proposed a hymn for Europe in 1951. He created the College of Europe Foundation, in order to help build a united Europe. He fled during Francoism in order to avoid persecution.
- b) He fought for the [acknowledgement](#) of the role played by the regions, and in particular, tried to achieve a better representation in the EU's institutions for Catalonia.
- c) He represented the EU's foreign policy until 2009; previously he was Secretary General of NATO and Minister of several Spanish governments in the eighties.
- d) He was the Spanish foreign Minister who achieved the Spain's accession to the EEC in 1986.
- e) After succeeding Francisco Franco as a head of state in 1975, he contributed largely to democracy in Spain by strengthening its relation with the rest of Europe and the whole world.
- f) He was the head of government applying for accession to EEC. He succeeded in making Spain enter the Council of Europe in 1977.
- g) This head of government ruled Spain during the eighties, and signed the Spain's Treaty of Accession to the EEC.

III. Discuss in pairs, using the grid, which of these men of state has more developed a key role

I think	this man	has been essential	because of	the opposition
I believe	this politician	has played a key role	in view of	his position
I consider	this man of state	has contributed largely	despite	his commitment
In my opinion	this political figure	has intervened decisively	in order to	his responsibility
In my view	this statesman	achieved/ been able/ accomplished	in favour of	his hard work
			from	

CHAPTER III: TODAY'S EUROPEAN UNION

LESSON 6: SETTING UP THE EURO AND THE EUROPEAN MONETARY UNION.

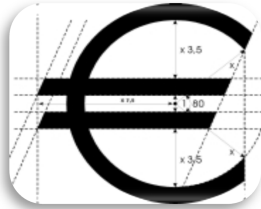


Figure 11: The Euro, designed as a symbol of a new Europe.

6.1. Read the text above about Euro's history and do the following exercise

In pairs, you have to devise two questions for paragraph, and then answer them. Take it in turns, in order to make and respond the questions. Use the words in bold provided both in the question and in the answer. The first one has been done for you.

1. The euro was **devised** by the 1992 Maastricht Treaty **provisions**. In order to **participate** in the currency, Member States had to **meet** some strict criteria. Denmark, United Kingdom and later Sweden were **allowed** to decide if they wanted to adopt it.
2. The currency was introduced in non-physical form on 1st January 1999, when the national currencies of participating countries (the Eurozone) **ceased** to exist independently. The euro **thus** became the successor to the European Currency Unit (ECU), which had been created previously in 1979. **However**, the notes and coins for the old currencies were used as legal tender until the introduction of new euro notes and coins, on 1st January 2002. There was an approximately two-month **changeover** period, for exchanging the former currencies' notes and coins for those of the euro.
3. On 1st January 2002, twelve countries adopted the euro as their **sole** currency: Austria, Belgium, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, the Netherlands, Portugal and Spain. Slovenia **entered** Eurozone club on 1st January 2007; Cyprus and Malta did it on 1st January 2008 and finally, Slovakia **joined** it on 1st January 2009. These sixteen countries **comprise** the Eurozone or Euro Area, with about 326 million people in total.
4. With all but three of the **remaining** EU members obliged to join, the enlargement of Eurozone **is set** to continue **further**. **Outside** the EU, the Euro is the only currency of two **former** Yugoslavian states (Montenegro and Kosovo) and **several** European microstates (Andorra, Monaco, San Marino and Vatican City) as well as in different **overseas** territories.

First paragraph

a) **What** had to do the Member States in order to participate in the Euro?

b) **Which** _____?

a) They had to meet some strict **criteria**

b) _____ and Sweden

Second paragraph

c) **When** _____?

d) **How long** _____?

c) _____ on 1st January 1999

d) _____ two months approximately

Third paragraph

e) **How many** _____?

f) **What** _____?

e) On 1st January 2002 _____

f) The sixteen _____ as the Eurozone

Fourth paragraph

g) **Why** _____?

h) **Where** _____?

g) _____ to join

h) Outside _____

6.2. Write the sentences in bold from the text above by introducing these synonyms

Work in pairs. The word form helps you place it within the text. The first is done for you.

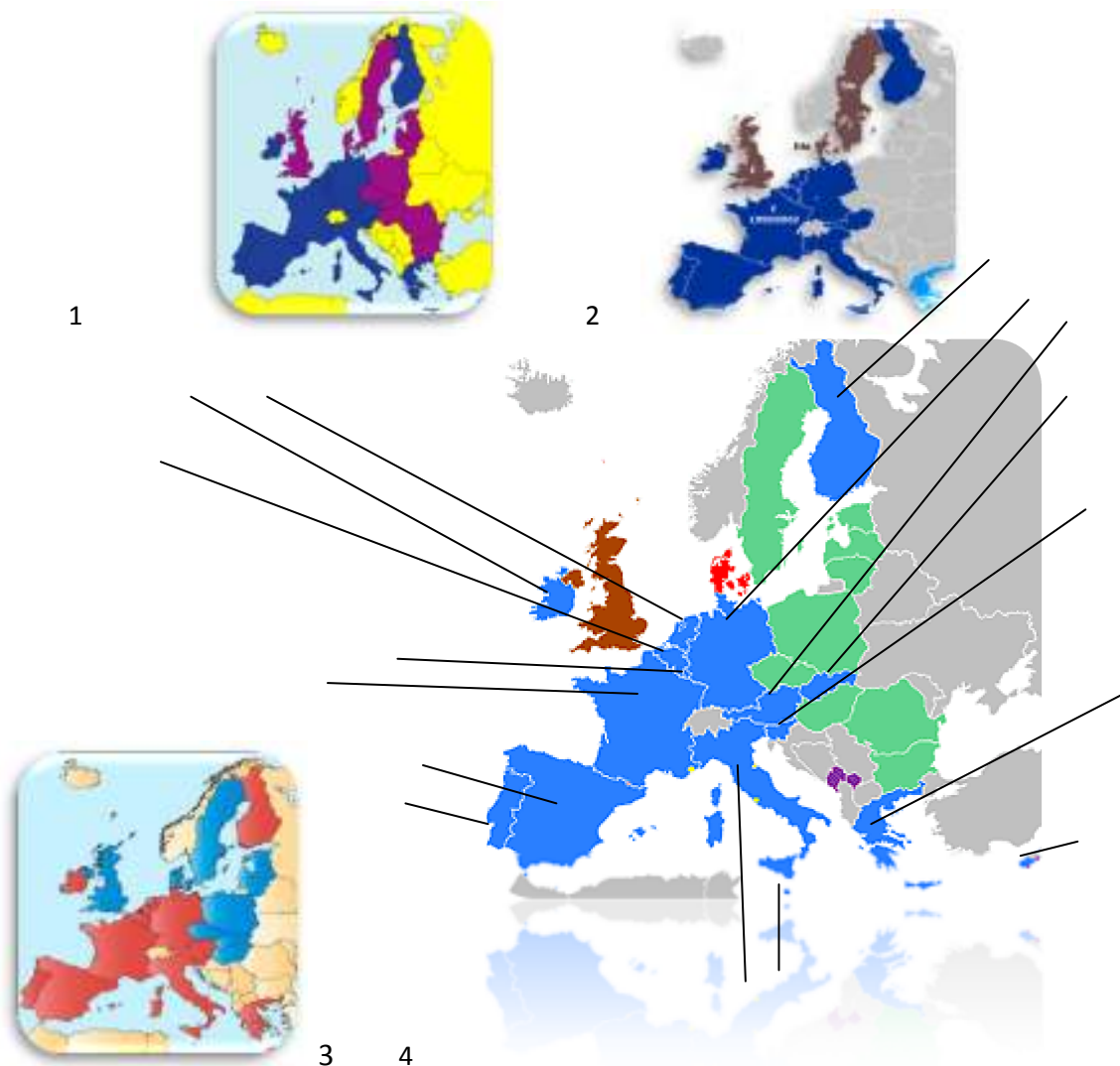
Instituted, form, switch to, only, go over, permitted,

take part in, in the future, nevertheless, various, supposed, ex-

preparations, others, beyond, fulfil, so, stopped, transition, non-European

1. The euro was **instituted** by the 1992 Maastricht Treaty .

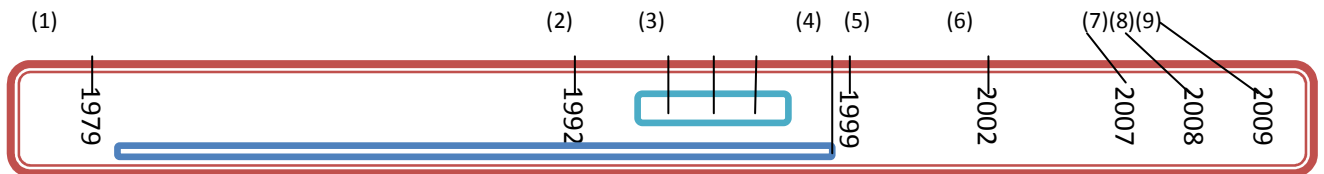
6.3. Arrange these maps, Identify the countries and dates of accession to the EMU



6.4. From the text written in 6.2 complete the following euro timeline

In order to complete the timeline, you have to write nine events. Some of them refer to more than one country. Try to guess the meaning of the blue periods inserted in the timeline. The first one has been done for you.

1. Creation of the ECU



6.5. From the PowerPoint we are going to see now, answer the following questions

- Whilst you watch the slides complete the odd one out.
- The true/false exercise will be done at the end of the PowerPoint.
- The definitions activity will be done in the plenary.
- Some of you will be asked to answer them. You have previous information from text in exercise 6.1 as well. Work in pairs.

a) Find the odd one out. State the reason.

- France, Italy, Hungary, Luxembourg
- Denmark, Finland, Sweden, United Kingdom
- Andorra, Monaco, Montenegro, Poland
- Latvia, Lithuania, Romania, Slovakia

b) Link the words with their synonyms or definitions (two words share one definition):

- | | |
|--------------------|--|
| 1. replace | adopting the euro |
| 2. agree | start, begin |
| 3. launch | establish, decide |
| 4. Eurozone | general orientation |
| 5. switch to | substitute, swap |
| 6. go over | reinforce, back up |
| 7. set | accord, approve |
| 8. broad guideline | eliminate, withdraw |
| 9. strengthen | form, affect |
| 10. remove | be convenient for, be acceptable to |
| 11. erode | a different level or rhythm |
| 12. shape | another name for the European Monetary Union |
| 13. suit | weaken, deteriorate |
| 14. out of step | |

c) Say if these sentences are true or false. If true, mark them with a T. If false, correct them:

- The ECU is a synonym for the euro, and both were created simultaneously.
- The ECB controls the economic policy of all the European Union.
- The European Central Bank (ECB), located in Frankfurt for the entire Eurozone.
- The ECOFIN or Council of Financial Ministers sets economic guidelines for Eurozone.



The implementation of the euro 30102009.pptx

6.6. Link these images with their captions (in pairs, one with the images, the other with the captions)

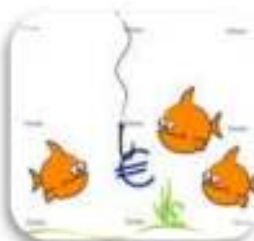
1



2



3



4



5



6



7



8



a) The pound threatened by the euro, b) Euro self-confidence with regard to the dollar, c) Old coins converted into euros, d) The world's four main currencies, e) Euro culture, celebrating Mozart, f) In the future, from a euro's candidate country, g) A commemorative Euro coin, h) A Euro coin in a non-Latin alphabet.

LESSON 7: EURO ORGANIZATION, ITS STRENGTHS AND WEAKNESSES.



Figure 12: United in Diversity its one of the different European [mottos](#).

7.1 How does the EU affect you? Read the text and match the following paragraphs to their images. Then, number from 1 to 7, the importance of these [issues](#) (in pairs).

Let us put on paper what the European Union means for you and your everyday life.

- a) It is 7 in the morning. Get up for school. When you have a shower, you are sure the water is clean and healthy because European Union (EU) water quality standards make sure that water has been tested and it is safe for human consumption.
- b) At 7.45 am, your breakfast is ready. When making [toast](#) you know the toaster is safe because EU makes sure that all electrical [appliances fulfil](#) safety norms. Then, all ingredients and additives of your food are [labelled](#), because the EU demands it that way.
- c) Half an hour later, when getting on the school bus you know, for instance, that pollution will be minimised because of the EU regulations concerning [exhaust](#) fumes.
- d) 9 o'clock. Foreign language or CLIL lesson. To become a truly European, it is essential to have knowledge of a language other than your mother tongue. Remember: United in Diversity.
- e) At 3.30 pm, while coming back, you [spot](#) a local farm, which receives some money from the EU in order to produce cheap food and help rural populations to survive.
- f) Forty-minutes later, after a short delay because of [roadwork](#), you get home. The sign displayed tells you that EU's money is helping improve the road surface.
- g) At 6.30, you surf on the internet with your [laptop](#). EU has laid down regulations to make sure that it meets strict safety standards and that it uses a limited amount of energy.



7.2. Describe and learn EU's countries' flags (in pairs)



N.B.: Although this map is not intended to display EMU's countries, there are three countries not represented (Cyprus, Malta and Slovakia). These countries joined Eurozone in 2008 (the two formers) and in 2009 (the latter).

Use the following [patterns](#) in order to describe the flags to your partner. S/he draws them after. **You only need to describe ten flags. Key words are underlined.**

- UK's flag it is horizontal blue. With a white and red cross and a white and red Saint Andrews (or X) cross.
- Greece's flag is horizontal. With nine stripes blue and white. In the top left square quadrant, it has a cross white.
- Spain's flag is horizontal. With three bands: two red, and one yellow in the centre.
- Italian's flag is vertical. With a left band green, a central white and a right one red.

7.3. The EU's relationships with other institutions (work in pairs)

You already know the names and the flags of the 27 EU's countries. Link the following 20 non-EU countries below the images with their flags in the diagram (ICT activity):

1) Albania, 2) Andorra, 3) Armenia, 4) Azerbaijan, 5) Bosnia and Herzegovina, 6) Croatia, 7) Georgia, 8) Iceland, 9) Liechtenstein, 10) Macedonia, 11) Moldova, 12) Monaco, 13) Montenegro, 14) Norway, 15) Russia, 16) San Marino, 17) Serbia, 18) Switzerland, 19) Turkey, 20) Ukraine.

- Then link each of the seven images below with each of the institutions in the diagram.
- http://en.wikipedia.org/wiki/List_of_country_name_etymologies. All countries' flags are here. Fill in the grid, with the information from the below diagram. The first five countries are done for you.





Organizations/ countries	Council of Europe	European Free Trade Association	European Economic Area	Schengen Area	Eurozone	European Union	EU Customs Union
Albania	x						
Andorra	x						x
Armenia	x						
Austria	x		x	x	x	x	x
Azerbaijan							
Belgium							
Bosnia and Herzegovina							
Bulgaria							
Croatia							
Cyprus							
Czech Republic							
Denmark							
Estonia							
Finland							
France							
Georgia							
Germany							
Greece							
Hungary							

Iceland							
Ireland							
Italy							
Latvia							
Liechtenstein							
Lithuania							
Luxembourg							
Macedonia							
Malta							
Moldova							
Monaco							
Montenegro							
Netherlands							
Norway							
Poland							
Portugal							
Rumania							
Russia							
San Marino							
Serbia							
Slovakia							
Slovenia							
Spain							
Sweden							
Switzerland							
Turkey							
Ukraine							
United Kingdom							
Total number of countries							

c) Application and thinking skills activity: From the table and the diagram above, answer the following questions, in some cases, you may not find any country with the required conditions.

1. Find a country belonging to the EFTA and to the EU. Find four countries in the EU Customs Union but not in the European Economic Area.
2. Write the name of five countries belonging solely to the Council of Europe. Find one country belonging to all the organizations, and five in any six of them.
3. Find a country in the Schengen and EFTA area, but outside the EU. Find a country in the Eurozone, but outside the Schengen Area. Find the subsets of the Council of Europe and those of the EU Customs Union.

7.4. The EU's organizations: Who and how they are and what they do

Here you have a table displaying the EU's main institutions. Partner A has the following questions. Partner B answers them by looking at the table. We will compare results and correct the exercises in the plenary. **Some questions may be confusing, so be careful!**

Say who can dismiss the European Commission and the Court of Justice

The budget is decided by _____ and _____

A law is proposed by _____ and is adopted by _____

Find two organizations appointed by five years and two more for six years

Name the three EU's institutions running the three branches of government

Name the two institutions coordinating EU's economic policy and EMU's system

If a country wants to deal with the EU, whom should it address?

If a person wants to take legal action against EU, whom should s/he address?

How are the decisions made in the Council of the European Union?

What kind of Ministers are those of the Council of the European Union?

Which EU organizations have one member per EU's country?

Say the three institutions that either pass or apply EU's policies

Who is in charge of ensuring EU's money is well spent?

Who selects commissioners and EU's court judges?

Complete the timeline with the dates of creation of the EU's political bodies



Governing institution	Structure	Function
European Parliament	<ul style="list-style-type: none"> • Currently, 736 members from all EU countries. As of 1st December 2009, with the entry of force of the Treaty of Lisbon, there will be 750 deputies. • Elected every five years by EU citizens • Sit in political parties, not in country groups • Located in Strasbourg (France) and in Brussels (Belgium) • Created in 1962 	<ul style="list-style-type: none"> • Makes sure EU acts democratically • Decides budget with Council • Adopts new laws with Council • It is the EU's legislative branch
Council of the European Union	<ul style="list-style-type: none"> • Regular meetings held by Ministers for every country to discuss issues • Decisions at times made unanimously • In other cases, they are taken by majority vote. The most populated countries get more votes. • Located in Brussels (Belgium) • Created as a "Special Council of Ministers" in 1951 • It can be called "Consilium", a Latin word for Council. 	<ul style="list-style-type: none"> • Main decision-making political body • Decides budget with EU Parliament • Adopts new laws with EU Parliament • Coordinates economic policies of Member States (ECOFIN) • Develops Common Foreign and Security Policy
European Commission	<ul style="list-style-type: none"> • Appointed for five years • EU Parliament can dismiss it • Made up of 27 commissioners –one per EU country–: president and 26 members • Member States governments select commissioners and EU Parliament approves it • Located in Brussels (Belgium) • Created as a "High Authority" in 1951 	<ul style="list-style-type: none"> • Proposes new laws to Parliament and Council • Its aim is to act in best interest of EU • Runs day-to-day affairs • Implement programs and policies passed by Parliament and Council • Negotiates treaties with non-EU

		<p>countries</p> <ul style="list-style-type: none"> It is the EU's executive branch
Court of Auditors	<ul style="list-style-type: none"> Appointed for a six-year renewable term Located in Luxembourg Created in 1975 	<ul style="list-style-type: none"> Makes sure money is spent correctly Makes sure budget is well managed
Court of Justice	<ul style="list-style-type: none"> Appointed for a six-year renewable term 27 judges, one from each member country Located in Luxembourg Created in 1952 	<ul style="list-style-type: none"> Settles disagreements between EU and other persons and groups Council appoints judges It is the EU's judicial branch
European Central Bank (ECB)	<ul style="list-style-type: none"> Works independently Forms part of the Euro system, with the national banks of the EMU's countries. The system is known as the ESCB Located in Frankfurt (Germany) Created in 1998 	<ul style="list-style-type: none"> Keeps inflation down by controlling money supply Sets interest rates throughout the EMU Maintains price stability

7.5. Match EU's main institutions with its locations, buildings and images (in fours).

Partner A has the names of institutions, Partner B has their locations, Partner C has their buildings and Partner D has a map with their geographical position.





5

6



a



b



c



d



e



f



g

I. The Court of Auditors. II. European Parliament in Brussels. III. Court of Justice. IV. European Commission. V. Council of the European Union. VI. European Central Bank. VII. European Parliament in Strasbourg.

7.6. Euroscepticism I: Link the sentence beginnings with their endings (in pairs)

1. People against EU are described as Euro-sceptics or anti-Europeans. Some of them disagree with some EU's policies, and the most radicals want the EU to be [disbanded](#). We will explain their reasons in the next paragraphs.
2. The EU is too expensive: Some rich countries pay more to the EU than the benefits they get out. This money goes to the CAP, that is the agricultural policy, and to the structural funds, to help poorer EU's areas. Attempts to find a fairer way of funding it have [failed](#) so far.
3. The European Community was set up as an economic organization, but it has expanded its power into new areas, in the form of EU regulations imposing a standard across the EU, with no national parliamentary debate.
4. The EU is undemocratic: Its Commission is led by unelected Commissioners. The European Parliament has few powers, and the European Council tends to be secretive and opaque.
5. The principle of supranationalism stipulates that member states have to hand over sovereignty, that is, its decision-making capacity, to the EU. Sometimes it is not as effective as managing policy areas as nation states usually are. For instance, there have been various conflicts within the Eurozone, because even if different countries share the euro, there are controversial viewpoints.
6. The last EU's enlargements have made harder to reach agreement points, as there are 27 voices, with very different traditions, backgrounds and interests.
7. Lastly, some countries, such as the United Kingdom, have powerful elites against the EU, especially [mainstream](#) newspapers. In the words of David Rennie, the current *Economist* correspondent in Brussels: "The EU has become the equivalent of the fat boy with glasses who is bullied each break time: it is just what happens, it is cost free."

- | | |
|---|--|
| 1. Recent EU enlargement may hamper | as each country has its own standpoint |
| 2. Influential media groups blame | most of its representatives are not chosen by citizens |
| 3. It is hard for ECB to satisfy all Eurozone | either dismantling the EU or stop its policies |
| 4. The EU is seen as undemocratic because | pacts because of different countries' backgrounds |
| 5. Euroscepticism campaigns for | EU for every unimportant difference it may pass |
| 6. The EU is judged as expensive | throughout the whole EU, with no national debate |
| 7. EU regulations settle standards | as a lot of money is spent with no clear results |

7.7 Euroscepticism II: Link the following EU regulations with their headlines (in pairs)

a) Partner A has the regulations reads them out to partner B who matches each headline with its regulation. **Then, you will do an ICT activity, click on the hyperlinks and:**

b) Find the pros and cons (that is, arguments for and against) of each of the regulation

c) Explain what expressions make you judge the text as pro European or as euro sceptic.

d) Find in Spanish newspapers or websites some news referring to these issues, and spot two differences in the way they introduce the information regarding to those subjects.

I) An EU regulation wants to protect under-14s of being harmed by fireworks.

II) The EU wants all products to be labelled at least in metric units of measurement.

III) As of 2012, all motorists will have to use headlights in daytime, to prevent accidents.

IV) From 1st September 2009, non energy efficient lightbulbs will be progressively phased out of the market.

V) The EU wanted to raise the current working time limit to 65 hours per week.

VI) The EU considers that food from cloned animals is suitable for human consumption.

1. EU ban on traditional lightbulbs prompts panic buying

2. New EU regulation on authorising food from cloned animals sparks heated debate

3. UK changeover to the metric system: the end of UK pints, 12 in pizzas etc...?

4. EU will force drivers to use car headlights in the daytime

5. EU 'to kill off firework displays' as new safety regulations come into force

6. **Q&A:** Working time directive. Attempts are under way to tighten up the EU Working Time Directive (a law issued by the EU), which governs the hours employees can be asked to work.

N.B.: Q&A means questions and answers.

<http://www.telegraph.co.uk/earth/earthnews/6076996/Public-told-to-snoop-on-lightbulb-law-breakers.html>

<http://www.foodnavigator.com/Legislation/New-EU-regulation-on-authorising-food-from-cloned-animals-sparks-heated-debate>

<http://ec.europa.eu/unitedkingdom/press/doc/metrication.pdf>

<http://www.dailymail.co.uk/news/article-518495/EU-force-drivers-use-car-headlights-daytime.html>

<http://www.dailymail.co.uk/news/article-515236/EU-kill-firework-displays-new-safety-regulations-come-force.html>

http://news.bbc.co.uk/1/hi/uk_politics/8022095.stm

7.8. Euroscepticism III. Link the images below to the ideas referring to EU (in pairs)

Partner A has the images and shows them to Partner B who has the sentences. Partner B matches the images and sentences.

a) Against EU Federalism, b) Asking for a referendum about the EU, c) Claiming for a freer foreign policy, d) Against the Lisbon Treaty in the Irish referendum in 2008, e) A Eurosceptic badge.



An ICT activity (in groups of four): Look for three more images about this topic and explain them in the plenary.

LESSON 8: AND FINALLY, TODAY'S EUROPE

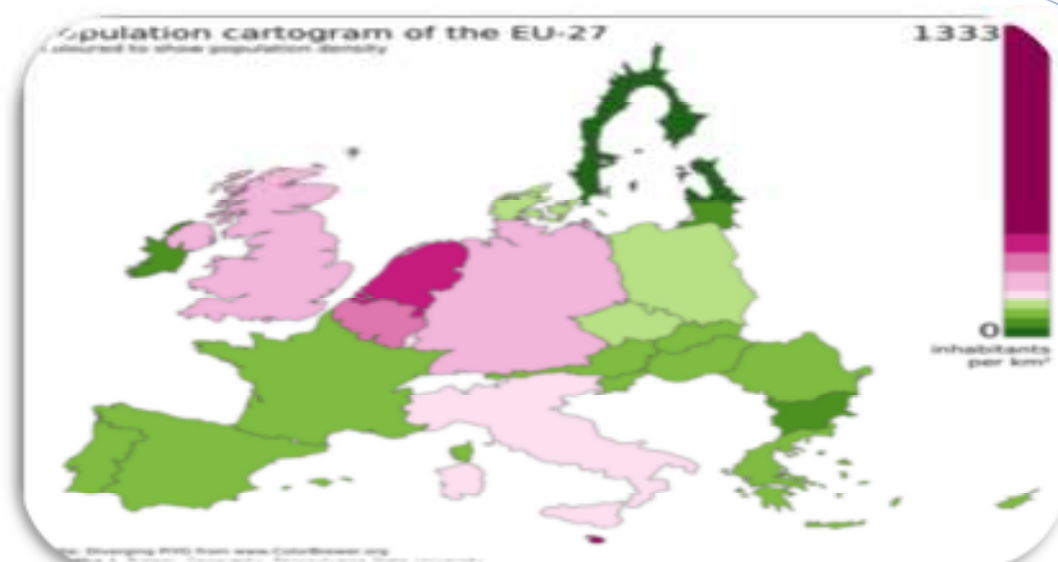


Figure 13: The Lisbon Treaty approval on 2007.

8.1. Group the EU's countries according to their population density (in pairs)

This EU's map show the countries shape modified by their population. Identify them first, and then grouped them according to colours, that is, their density of population. You must find:

- Four countries in dark green, three in green, ten in light green and three in a very pale green.
- One in light pink, two in pink, one in dark pink, and three (including Luxembourg) in fuchsia colour.



Make comparison sentences with the matrix below. Several responses are possible, but those you write should be true. Look at the map above, a common EU map, as the one provided in 7.2 and to EU demographic statistics. The first three examples have been done for you.

- Malta is smaller than Portugal
- Sweden has about the same density as Finland

Germany	is smaller	(a) population (is) density (is) size (is) country	than	Portugal
Bulgaria	is the smallest		in	EU
Malta	has		as	Estonia
Spain	is bigger		about	Bulgaria
Great Britain	is the biggest		above	Denmark
Sweden	is about the same		below	Austria
Latvia	has about the same			Finland
Italy	has more density			any other EU country
France	has more population			EU average

8.2. Colour the EU countries map, according to their HDI (individual)


























The [Human Development Index](#) is a measure produced by the [United Nations](#) which covers three aspects of human development: [poverty](#) ([GDP](#) per capita) , [education](#) ([literacy](#) rate), [health](#) ([life expectancy](#)).

Look at the statistics on the next page. Colour in the map using these colours, from the legend below

- The countries with a global rank under 10, light green, those between 10 and 20 in mid-green, and those between 20 and 30, in dark green.

- In light brown, colour those between 30 and 50. Finally, in dark brown those over 50.



EU Rank	Member State	Global Rank	EU Rank	Member State	Global Rank
1	 Ireland	5	15	 Slovenia	29
2	 Netherlands	6	16	 Cyprus	32
3	 Sweden	7	17	 Portugal	34
4	 France	8	18	 Czech Republic	36
5	 Luxembourg	11	19	 Malta	38
6	 Finland	12	20	 Estonia	40
7	 Austria	14	21	 Poland	41
8	 Spain	15	22	 Slovakia	42
9	 Denmark	16	23	 Hungary	43
10	 Belgium	17	24	 Lithuania	46
11	 Italy	18	25	 Latvia	48
12	 United Kingdom	21	26	 Bulgaria	61
13	 Germany	22	27	 Romania	63
14	 Greece	25			

From the statistical data, are there patterns between human development and these criteria for one of the countries of each group:

- Time of accession to the EU
- Geographical position in Europe and history from II World War onwards
- Size, population, density and any other features you may want to add.

For instance, Romania **may** have **the lowest** HDI **because of** its troubled history, with **episodes such as** World War II and a communist dictatorship **until** 1989. **Besides**, it is very **peripheral** with regard to Europe, and it is **far** from main transportation networks. **Finally**, it has acceded EU in the last enlargement, in 2007.

Try to use the words in bold, especially connectors to link sentences and comparatives.

8.3. Linguistic, cultural and identity diversity in the EU

a) Complete the diagram below from the information of this map. Fill in the boxes with five languages of each linguistic family. In green, Latin languages; in orange, Germanic languages, and in blue, Slavonic languages.



List of the 23 EU official languages:

1) Bulgarian, 2) Czech, 3) Danish, 4) Dutch, 5) English, 6) Estonian, 7) Finnish, 8) French, 9) German, 10) Greek, 11) Hungarian, 12) Irish, 13) Italian, 14) Latvian, 15) Lithuanian, 16) Maltese, 17) Polish, 19) Portuguese, 20) Romanian, 21) Slovak, 22) Slovene, 23) Spanish.



8.4. Discover European symbols (in pairs)

1) Partner A asks the following questions to Partner B who answers them after reading the text below.

- Why did Zeus want to seduce Europa?
- What did Zeus do to get her?
- What did Europa do with Zeus?
- How did Zeus take her?
- Where did Zeus take her? What did Zeus give her? What did Zeus do with the bull?



Figure 14: Europe's abduction.

In [Greek mythology](#), Europa was a [Phoenician](#) noblewoman. According to legend, [Zeus](#) was enamoured of Europa and decided to seduce her. He transformed himself into a [tame](#) white bull and mixed with her father's [herds](#). While Europa and her female [attendants](#) were [gathering](#) flowers, she saw the bull, and got onto his back. Zeus took that opportunity and ran to the sea and swam, with her on his back, to the island of [Crete](#). There he revealed his identity, and Europa became the first queen of Crete. Zeus later re-created the shape of the white bull in the stars, which is now known as the constellation [Taurus](#).

2) An ICT activity. Go to this page: http://en.wikipedia.org/wiki/Flag_of_Europe. Answer these questions (individually, the last one will be discussed in the plenary):

- What three institutions are represented by this flag? Which uses does the flag have?
- When was created? Who designed it? Describe its design (stars and background)
- Name five symbolic elements referring to number twelve
- Explain who and when did the barcode proposal. What countries flags have references to the EU's flag? **Why do you think they have such references?**

Figure 15: The EU's flag.



3) Let us find out about the European anthems by an ICT activity. Go to this page:

http://en.wikipedia.org/wiki/Symbols_of_Europe. In this page, you will find links to other sites where other two "unofficial" European anthems are displayed. Below, by clicking the following links, you can listen to these themes. In the next text, fill in the gaps with the information obtained from the URLs above.

The EU official anthem is the 'Ode to Joy', written by _____ in _____, and made by the _____ composer _____ in _____. The European Broadcasting Union plays the Te Deum prelude by _____, a _____ composer from the _____ century, before and after every _____ Song Contest. Lastly, in 1992 the UEFA adopted for the _____ League the Coronation Anthems by _____, a _____ - _____ from the _____ century.

4) A thinking skills activity: Why do you think there are three European related themes corresponding to different music styles, three different countries and three different centuries? Complete this matrix with these data.

Theme	Author/Composer	Music style	Citizenship	Century	Use
Te Deum			French		Eurovision Song Contest
	Haendel			S. XVIII	
		Romanticism			

<http://www.youtube.com/watch?v=zut9-GlnMQA&feature=fvw> (Charpentier)

<http://www.youtube.com/watch?v=BgomX3qD-iA> (Haendel)

<http://www.youtube.com/watch?v=IYp7LcktI9s> (Beethoven)

5) Answer the following questions referring to Europe Day

- When was it established? Why was chosen this day?
- What two events took place on 9th May? Which countries celebrate it?

"Europe Day" is a celebration of Europe held annually on 9 May, the date of the "[Schuman Declaration](#)", the proposal to pool the [French](#) and [West German coal](#) and [steel](#) industries. This is considered a founding moment for what is now the EU and was adopted as its [flag day](#) in 1985. Furthermore, 9 May coincides with [Victory Day](#), the end of [World War II](#) (celebrated on 8 May in Western Europe), in the former [Soviet Union](#) states. It is celebrated throughout the EU, except in the UK due to its euroscepticism. Outside the EU, Turkey celebrates it as well.

8.5. Thinking skills activity about EU aims throughout the three EU's alphabets

Mystery word to be decoded	Mystery word decoded
γ ο ο π ε ρ α τ θ ο ν	
γ θ τ ω ε ν ς η ι π	
π ε α γ ε	
π ρ ο ζ ρ ε ς ς	
ш а ф е т я	
ф ρ е е д о м	
ш е с у ρ и т я	
й у ш т и с е	

Work in pairs. One of you has the Greek alphabet, the other the Bulgarian alphabet. Decode your words. Then, put them together to fill in the gaps in the text above. N.B.: There may not be a precise correspondence between the Greek and Bulgarian signs, and those of English.

a	b	c	d	e	f	g	h	i	j	k	l	m
α	β	γ	δ	ε	ϛ	ζ	η	θ	ι	κ	λ	μ

n	o	p	q	r	s	t	u	v	w	x	y	z
ν	ο	π	ξ	ρ	ς	τ	υ	φ	ς	χ	ψ	ω

a	b	c	d	e	f	g	h	i	j	k	l	m
а	б	с	д	е	ф	г	х	и	й	к	л	м

n	o	p	q	r	s	t	u	v	w	x	y	z
н	о	п	ч	р	ш	т	у	в	ю	ж	я	з

The EU promotes _____ and _____ Europe wide. As well, it seeks to create a European _____ by reinforcing _____. Another important aim is to guarantee _____ in a framework of _____, _____ and _____.

8.6. What changes does the Treaty of Lisbon establish? (an ICT activity. In pairs)

In 2004, it was settled an EU Constitution, but as it was [rejected](#) by French and Dutch people in referendums held in 2005; some of its ideas would materialise in the Treaty of Lisbon, approved in 2007. As the Irish rejected it in the 2008 referendum, some new [amendments](#) were made, and finally, after being backed in referendum by the Irish in October 2009, it will [come into force](#) as of 1st December 2009.

Here you have its more important reforms:

The **Charter** of Fundamental Rights will be legally **binding**. Find two of these rights.

1. Instead of the six-month rotating presidency, there will be a 2½-year term European Council presidency. **Look for the name of the current European Council president.**
2. There will be a single foreign affairs [post](#), representing [worldwide](#) the EU. **Find his/her name.**
3. Legislative meetings of the Council of Ministers to be held in public.
4. The Parliament will extend its codecision capacity to more areas.
5. Instead of unanimous decision, more double majority voting, from 2014 onwards.
6. National parliaments may force the Commission to withdraw or review legislation.
7. Mutual solidarity obliged if a member state is victim of a natural or man-made disaster.
8. Citizens' petition to be considered by the Commission if it is backed by 1 million signatures.
9. Combating climate change is explicitly stated as an objective.

Imagine you are against the EU, so you have ten complaints about it. Your partner has to match them with their solutions, stated in the Treaty of Lisbon.

- a) The EU does not care about popular movements or demonstrations.
- b) The EU decision-making bodies are too secretive, with no transparency.
- c) National parliaments have to accept whatever absurd proposal from the Commission.
- d) EU Parliament has no relevant functions; it is just a decorative and an expensive thing.
- e) Each country has its rules, laws, norms, etc., so you are never sure of your rights.
- f) There is not any representative for the whole EU, so it is not seen as a single agent.
- g) When it comes to foreign affairs, each EU country looks only for its own interest.
- h) Global warming is [worsening](#), and no government cares about it.
- i) At times, an only country can stop a decision, even if a clear majority backs it.
- j) When there is a catastrophe in another country, most governments do not help at all.

8.7. A personal approach to the Europe we are building

Let listen to the voice of experience, that is, the old people. Many of them, throughout their lives, have seen how the EU has been evolving. First, you will read or listen to this conversation between a grandmother and her grandson. Then, you will do the following exercises.

What were things like before, granny?

- Granny, I have some homework, and I [wonder](#) if you could help me.

-Go ahead, Peter. I will do whatever I can to help you.

-The teacher wants you to tell me how Europe has changed since the creation of the European Economic Community, and that was in 1957, and if you have some [memories](#), tell me about it.

-Well, there had been a horrible war [wreaking](#) so much [havoc](#). For long countries were green with envy, and instead of sharing things, they wanted to steal them to each other. But, all of them decided that the only way to survive would be to cooperate, because another war would mean mutual destruction, as there had already been invented the atomic bomb. Moreover, the world was living a war without direct confrontation, but with plenty of tension: the Cold War.

-So these countries pooled together their coal and iron, and they were helped by the Americans. Shortly before, the three small countries in the Benelux had been able to be friends. At first, from the UK, we decided to wait and see. Later on, as we saw they were making progress, we decided to join. More countries added to that club, because it was succeeding, little by little, truth, but in the end, Europe entered a new time of prosperity in an understanding framework.

-I see you follow me, right. Well, about 1990, the communism collapsed, and the countries [freed](#) from Soviet Union, which was their leader, and asked for entering the EEC. At that time, their countries were so friends that decided to take a step forward and be even closer: they created the European Union. And soon after, they launched a single currency, the euro.

-Now, the EU comprises nearly all Europe, and one good thing is that it has been made on a voluntary basis, besides it has meant wealth and development for all of their members, but its most important success is that has avoided war, just for the [sake](#) of peace it is worth.

-And how all these changes have affected your everyday life, granny?

-Well, when I was little one could still [come across](#) ruined buildings. Roads and railways destroyed, and it took a long time to place a long-distance call. There were few tourists, and we did not know much about Europeans. It was hard to find continental products, and usually they were quite expensive. Traversing the English Channel was to be done by ship, as here was neither tunnel, nor low cost lines as now. Overall, we tended to live separated from each other. Not that all things we [take for granted](#) now came from the EU, but we can say it has helped, sometimes in a [straightforward](#) way and sometimes indirectly. For instance, the Eurotunnel was helped with EU money, or the fact we do not need a passport any longer when going to [mainland](#) Europe. In addition, when we spend holidays in Spain we are provided with medical assistance without having to pay for. More and more people know foreign languages, and this [stems](#) from getting used to being together. Actually, there are some points I am not sure I like them, such as having to get accustomed to metric system units, or changing the clocks twice a year supposedly to save energy, or in the future, who knows?, changing driving sides or going over the euro... Well, that is all for now. You have made me recall my teaching years.

-For sure my homework will be great, thanks a lot for your help, granny!

Nowadays, currently, actually, however, nevertheless, in the end, as soon as, formerly, at the end, at that time, while, whilst, due to, long before, soon after, moreover, in addition to.

- a) _____, you do not need any passport to travel throughout Europe, w_____ you were obliged to produce a passport _____ you left your country.
- b) _____, many people speak foreign languages. H_____, _____ few people could speak foreign languages.
- c) At first, it was unclear whether the EEC would succeed or not, but _____ the results were good. _____, many people still criticise it.
- d) _____ of the 20th century, the communist bloc collapsed. M_____, the EEC transformed itself into the EU.
- e) _____ cooperation between European countries, there was a strong wealth increase.
- f) _____ that Cold War was developing, some Western European countries pooled together their resources.
- g) _____ communications were poor, we tended to live separated from each other.
- h) _____ World War II, there was envy and a bad relationship between countries.
- i) _____ the communism collapsed, many of the countries that had belonged to this bloc, asked for entering the EU.
- j) –I believed that after World War it started a peaceful period. -No, _____, it started the Cold War. _____, there were terrible weapons, such as the atomic bomb.

2) Answer the following questions, according to the text above:

- a) Why did some European countries start to cooperate during the fifties?
- b) Why did the UK and other countries join the EEC?
- c) What three changes came at the end of the 20th century?
- d) What are the two general succeeds achieved by the EU?
- e) Write down four features of everyday life half a century ago.
- f) Write down four features of everyday life currently.
- g) What does the grandmother not like about belonging to the EU?

3) Imagine that you living in 2030. You are asked to compare differences and similarities between 2010 and 2030. Do this exercise in pairs. Partner A asks the questions and Partner B answers them. Take it in turns in both texts. They should be about 10 lines length.

In the first text, based in the present, you are looking forward to 2030 so use future tenses; here are some expressions you may need:

How will the future be like?, there will be, we will be doing, by that time, in the future, we might be able to, what changes will there be for people?, what time will we have a European Constitution?, How many languages will we speak?, in 10's-year-time, I foresee, I predict, I reckon, I calculate, probably, definitely, likely, unlikely, uncertain, certain, improbable

In the second text, based in 2030 you are looking backwards to current times. Follow the patterns from the text above, and use the connectors in the first box.

4) Click on this link: <http://www.memoro.org/>. Say which countries have a bank memory and write down its name in its corresponding language. Then, select two memories and answer the following questions:

- a) Where and when were they born?
- b) What problems had to face when they were little?
- c) What events do they point out?
- d) Why did you choose these witnesses?
- e) How do you think these memories may be different from those from another person?

8.8 And finally, two videos to see what attainments the EU has achieved

1. <http://www.youtube.com/watch?v=-lol93tQL1c>: Here you have the video link.

Let us see the video 'European Union: a new Europe'. In the plenary, we will answer the following questions:

a) What four general advances have been made by the EU?

- 1.
- 2.
- 3.
- 4.

b) Referring to means of transport, it has been developed the _____, the largest _____ of the world, and the _____, travelling from London to Paris in _____.

c) What has meant the European army aircraft 'Typhoon' with regard to the Russian Bear-H?

d) Why is army technology important to Europe?

e) GPS stands for G _____ P _____ S _____. It is an _____. Tell two everyday life objects using this device.

f) ESA stands for E _____ S _____ A _____ that is an _____ partner in the _____ Space Agency.

g) What percentage of all the humanitarian aid is donated by the EU?

h) What does the EU do to prevent climate change?

i) Devise of you own two more things the EU should do to help improve the planet.

2. <http://www.youtube.com/watch?v=IFyywfHbj3M>: Here you have the video link.

Let us see the video 'What has Europe ever done for us?'. In the plenary, we will answer the following questions:

a) Two things cheaper because of EU action are _____ and _____. Give an example.

b) Two areas where protection has been improved are _____ and _____. Give an example.

c) There are no more borders _____ Europe. What has the EU brought?

d) Find on the internet a European study exchange programme. Ask a teacher or a student who has participated in those programmes what was like his/her experience.