



Adult | Teacher's Notes

## Depending on Each Other

**Age:** Adult

**Level:** B1–B1+

**Global Knowledge or Global Attitudes and Action:**

Global Knowledge

**Standard for Learning Outcome:** Student encounters ideas of global interdependence.

**Learning Outcome:** A.D1.S4.LO1 Examine the interdependence of nations

**Standard for Global Skill:** Student acquires the skills to be a communicative citizen.

**Global Skill:** A.D3.S2.LO2 Demonstrate an ability to mediate between two parties

**Sustainable Development Goals:** 4: Quality Education, 10: Reduced Inequalities

### Part 1 (15 min)

- A.** Before starting the activity, ask students what they think *global interdependence* is. Elicit ideas from the class. Then give students a few minutes to read the instructions and the text. Check comprehension of any unfamiliar terms. Then, in pairs, have students use the text to complete the chart. If helpful, complete the first row as a class. When students have finished, elicit answers from the class.

#### Answer Key: Possible answers

**Trade:** Pros – People can get things their country does not produce. Cons – It can cause problems if goods from other countries are cheaper than those the country makes.

**Human Rights:** Pros – Countries may create international agreements so everybody gets fair treatment. Companies with offices in different countries may create rules, so all the employees get the same treatment. Cons – Companies may move to countries with cheap labor and poor working conditions.

**The Environment:** Pros – Countries may agree laws controlling how companies treat the environment, which can help protect it. Cons – Companies may do things in other countries that harm the environment, such as cutting down trees and decreasing the size of forests.

**Global Health:** Pros – Countries may share research about how to develop medicines or vaccines. Cons – Some countries may not produce enough medicines or vaccines on their own.

- B.** Direct student to the instructions. Check that they understand the meaning of *economics*, *poverty*, and *foreign aid*, giving definitions and examples as needed. Explain that they need to choose a problem and discuss how global interdependence affects it. Point out that they need to decide whether it affects the problem in a positive way (a pro) or a negative way (a con). In pairs, have students add their notes to the chart in Activity A. Then elicit ideas from the class.

### Part 2 (20 min)

- A.** Have students read the instruction and the definition of *free trade*. Check that students understand the definition of *global problems*, *developing country*, and *free trade*. Ask if their country has any free trade agreements with other countries. Explain that students should decide how each point about free trade affects developing countries, not developed countries. Some of the points may be clear advantages or disadvantages, but some may have both advantages and disadvantages.

**Answer Key:** 1. A 2. B (This can be a short-term disadvantage for local businesses. However, others will get better because of the competition. Also, may raise salaries for workers.) 3. A (There are more jobs and a better economy in developing countries.) 4. A 5. B (Lower prices are good for consumers, but they can hurt the economy if local companies go out of business.) 6. B (There are new jobs in developing countries, but pollution can increase if there are weak environmental laws.) 7. A 8. D (This can be a disadvantage if global companies pay their workers poorly, have unsafe working conditions, or use child labor.)

- B.** Have students work in groups. Ask if their country has free trade agreements with any other countries, and what effects these agreements have. Refer them to the list in Activity A as they discuss the questions. Ask volunteers to share their group's ideas.



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**Part 3 (15 min)**

- A.** Tell students that they will hear five people talk about different global problems. Have them preview the answer choices before listening to help them focus on what to listen for. Check if there are any unfamiliar terms. Play the audio once and give students a few minutes to complete the activity. Then play it again so they can check their answers.

**Answer Key: 1. a 2. c 3. c 4. b 5. b**

**Audio script**

*Speaker 1: I think one of the most important global problems is working conditions. A lot of big companies make their products in countries with no strong laws to protect workers. It costs the company almost nothing to make their product in a developing country. Then, they sell it for a lot more money in developed countries. Yeah, it's great for buyers because stuff is cheaper to buy, but people are working in poor conditions for very little money. There should be more international laws to protect people who work for global companies.*

*Speaker 2: The biggest global problem? Climate change, definitely. Climate change is a life-or-death issue. First, developed countries should pass laws to end the use of fossil fuels soon. Second, developing countries can't afford expensive new green technology. I think developed countries should give them the new technologies and train people to use them. Also, I think there should be laws so global companies have to protect the environment in all the countries where they manufacture things.*

*Speaker 3: I think one of the most important issues is human rights. For example, in some countries, women have almost no rights. Girls can't go to school, and women can't own property. In other countries, people go to prison if they disagree with the government. The international community needs to demand that all countries respect basic human rights. If they don't, they should not get any foreign aid, and we should not import products from them. Global companies should not operate branches in countries with human rights abuses.*

*Speaker 4: I think international trade is a big problem. Of course, there are advantages. If one country doesn't produce enough of something, it can buy the product from another country. But what happens when one country produces most of the world's supply? If something happens to the production in that country, there is a shortage of the product everywhere. Also, if one country controls the production of a product, that country has too much power. It can have terrible policies and treat its workers badly, but the world can't do anything because everyone needs the product. Countries should try to produce many different products so they don't depend on other countries for so many things.*

*Speaker 5: I think the COVID pandemic showed us that one of the most important global problems is disease. In the 21<sup>st</sup> century, people move around the world all the time, so it's easy for a disease to become a global pandemic. We need open communication among all countries to quickly identify new diseases. We also need international cooperation to develop new medicines and vaccines. Finally, we need international laws to make sure developed countries share medicines and medical technology with developing countries. It's not fair for people in some countries to be safe from diseases, while people in other countries get sick from them.*

- B.** Divide students into groups and review the ideas from the audio. Make sure students understand the task and questions to discuss. Monitor their discussions and help with vocabulary and ideas as needed. Then elicit ideas from the groups.

**Extension**

- A.** Have students work in groups. Give them time to preview the topics and read the questions. Check that students understand what information they need to look for. Have groups choose a topic. Then have them research the topic, take notes, and share them with group members.
- B.** Have groups prepare a report on their research to present to the class. Ask them to include: the topic, the questions they researched, the answers, and the solutions they wrote in the mind map.