



Connections Among Nations

Age: Secondary

Level: A1+-A2

Global Knowledge or Global Attitudes and Action:
Global Knowledge

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

Learning Outcome: S.D1.S4.LO1 Identify some of the connections between nations

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

Global Skill: S.D3.S4.LO1 Demonstrate an understanding of cause and effect

Sustainable Development Goals: 4: Quality Education, 12: Responsible Consumption and Production

Part 1 (15 mins)

- A.** Tell students to look at the names of the global companies in the chart. Ask them if they know these companies and what they make. Have students fill in the names of the products they associate with the companies. Point to the photos to remind students of the names of the products.

Answer Key:

McDonald's: hamburger, French fries

Nike: sneakers, sports jackets

Ford: Ford Mustang, cap

Samsung: TVs, cell phones, headphones, watches

Tell students they will listen to information about these global companies. They will learn about many products made by these big companies. Some are the products on their chart but there are other products, too. Play the audio and have students write in the products they heard.

Play the audio again and have students complete the information about the number of countries and number of workers for each company.

Answer Key: McDonald's: coffee, milkshakes, caps, hoodies; 100 countries; 205,000 workers

Nike: shorts, mats, weights, gloves; 170 countries; 75,000 workers

Ford: trucks, jackets, caps; 200 countries; 175,000 workers

Samsung: batteries, memory cards; 74 countries; 287,000 workers

Reporter: *McDonald's is an American company. Samsung is a Korean company. But we all know that people in many different countries eat at McDonald's and use Samsung phones and TVs. So how many countries are these companies connected to? And what do these companies sell? You know their most popular products, but what else do they sell?*

Let's start with McDonald's. Of course, their main product is fast food—hamburgers, French fries, coffee, milkshakes, things like that. They also sell clothes with the name McDonald's on them, such as caps and hoodies. There are McDonald's restaurants in more than 100 countries around the world, and more than 205,000 people work for McDonald's.

You probably know the Nike logo. It's on sports clothes like sneakers, jackets, and shorts, and on exercise equipment like mats, weights, and gloves. Nike sells its products in 170 countries, and more than 75,000 people work for Nike.

Do any of your families have a Ford car or truck? Did you know that Ford also sells things like jackets and caps with the name Ford on them? Ford sells automobiles in 200 countries, and it has about 175,000 workers.

Finally, the Korean company Samsung sells many electronics products, including TVs, cell phones, watches, and headphones, but they also make batteries and memory cards for other global companies like Apple and Sony. They sell products in more than 74 countries, and more than 287,000 people work there.

These four companies and many other companies connect people globally. There are people all around the world who want and buy their products.



Secondary | **Teacher's Notes**

- B.** Students can do this activity individually, in pairs, or small groups. As a class, brainstorm other global companies and their products and write them on the board. Ask students to research how many countries sell their products and how many workers there are. Allow them to go online to research the information, if possible.

Part 2 (20 mins)

- A.** Ask students to read the definitions of import and export and the information in the charts about the USA. Elicit any new vocabulary. Make sure students understand the words *trade*, *petroleum*, *furniture*, and *chemicals*. Explain that this is an example of global trade between the USA and other countries. Then have them complete the diagram.

Answer Key: Imports, Exports

- B.** Tell students to choose one country. Ask them to find out what products it exports and to which countries, as well as which products it imports and to which countries. Allow them to use their cell phones to research this if needed. Have them complete the charts with the information they find. Students can do this activity in pairs or groups. Ask volunteers to share their information with the class.

Part 3 (15 mins)

- A.** Ask students to read the definition of globalization. Check comprehension. Explain that there are both positive and negative effects of globalization. Ask students to read the list of effects. Check comprehension of any unfamiliar terms. Then ask them to decide which effects are positive and which are negative.

Answer Key: 1. N 2. P 3. N 4. P 5. N 6. P 7. P 8. N

- B.** Have students work in pairs. Ask them to discuss which effects are true for their country. Then have them decide whether there are more positive or negative effects. Invite students to share responses with the class.

Extension

- A.** Ask students to read the products from the box and give some examples of each type of product. Then go over the questionnaire to make sure they understand the questions. You can have them research the answers in class or complete the questionnaire for homework. When students have completed their questionnaires, ask them to share their information with their classmates. You can do this as a class or in small groups.
- B.** Discuss the two questions as a class. For question 2, it may be useful to refer students back to the list of effects in Part 3.