



Unit 2:

ILL-GOTTEN GAINS NEVER PROSPER

Topic	Language Outcomes			
	Functions	Grammar	Vocabulary & Sound System	
			Word Building	Pronunciation
Ethics in Business: Fighting Fraud & Corruption	- describing - advising - expressing obligation and necessity - expressing cause and effect - expressing condition - expressing Opinion - expressing wish and regret	- present simple and present continuous passive - should, ought to, had better + bare infinitive - must, have to, mustn't - due to, for, as, since, so + adjective + that, such + adjective + noun + that, so, as a result, consequently, thus - as long as, provided that, providing that if-conditional (type 2) - verbs for expressing opinion (think, believe..-) - I wish, it's high time + subject + past simple and past perf.	- Suffix -ty : E.g. honest – honesty, responsible, responsibility - Prefixes dis- il- E.g. legal – illegal, Honest – dishonest, approve - disapprove	- Stress shift E.g. economy – economics, economic - Pronunciation of words ending in -cs E.g. economics, politics

Skills and strategies outcomes		Learner's outcomes	Intercultural outcomes	Project outcome: Writing a Charter of Ethics
Listening and speaking	Reading and writing			
• listening for gist • listening for detail • responding to opinions • defending opinions • making a short public statement • writing an argumentative speech	• skimming • scanning • responding to a text • identifying and using reference words • writing a policy statement • writing an opinion article • writing a description of an ideal school	• raising awareness about the negative effects of fraud • developing a sense of active citizenship (the pupil as a conscious consumer)	• developing awareness about the importance of fighting fraud and corruption at the national and international levels • comparing how different countries fight corruption and fraud	

ETHICS : F The science of human duty

F The science of moral obligation; a system of moral principles, quality, or practice.

F The study of how people ought to act in order to be moral.

F A moral code that guides the conduct of a group of professionals

Let us raise a standard to which the wise and honest can repair; the rest is in the hands of God. [George Washington](#)



Procedure :

Introduce the theme of ethics in business by interacting with the students using the pictures as starters. Make the project outcome explicit by talking about the final objective of the unit as a whole.

Language outcomes

- Expressing wish and desire with wish and it's high time
- Asking for and giving advice and warning using should, ought to and had better,
- Pronouncing words ending in -ics
- Making a public statement



BRAINSTORMING

Procedure: Go through the preview to make the objectives of the section clear to the students.

► Getting started

Procedure: The task of saying what the picture shows can be done through matching the picture with one of the practices in task 1. Thus one can tell the students to go through practices in task 1 and identify the one that the picture best illustrates. **The answer is A.** Then one interacts with the students about who the people in the picture are, and then move on smoothly to task 1.

- Look at the picture and say what it shows. Then do tasks 1 and 2 below.

Aim: to introduce the topic i.e. **corruption**.

- Which of the practices below do you regard as **morally acceptable (ethical)**, and which ones as **morally wrong (unethical)**? Justify your answer.

A. Bribing i.e., under-table-payment for corrupt officials to win public contracts or favours

B. 'Whistle blowing', i.e. revealing confidential information to the police or to a newspaper that your company, for example, is breaking health and safety regulations.

C. Spending money on lobbying, i.e. trying to persuade politicians to pass laws favourable to your particular industry.

D. False accounting, i.e. using all available procedures including deception to hide the true financial position of your



company.

E. Militating in
an anti-corruption association/
society.

<i>Ethical Practices</i>	<i>Unethical Practices</i>
B- 'Whistle blowing', i.e., reveal confidential information to the police or to a newspaper that your company, for example, is breaking health and safety regulations. E- Militating in an anti-corruption association/ society.	A- Bribing i.e., under-table-payment for corrupt officials to win public contracts or favours. C- Spending money on lobbying, i.e. trying to persuade politicians to pass laws favourable to your particular industry. D- False accounting, i.e. using all available procedures including deception to hide the true financial position of your company.

, Explain in about three sentences what you understand by **ethics in business**.

, **Task 2** This task can admit of many answers. First, discuss some tentative interpretations. Then write down on the board the one explanation that the students regard as the most pertinent.

Aim: to give a definition of ethics in business.

Business Ethics:

🕒 **The study and evaluation of decision making by businesses according to moral concepts and judgments.**

🕒 **A moral code that guides the conduct of a group of professionals.**

Script I

Radio host: This is *Talk of the Nation*. I'm Mohamed Berrashid welcoming you on the English service of your favourite radio. We're at 021455461. And in the studio with us now is Karim Bishi, Head of the Right-to-Know Association.

Radio host: how are you?

Bishi : Fine. Thanks for asking.

Radio host : Can you tell us a bit about the purpose of your association ?

Bishi: Well, **our association is basically an anti-corruption body**. Its chief purpose is to make people aware of their right to know how- public funds are spent.

Radio host: And how did the idea of creating such an association crop up ?

Bishi: It all started with last year's Transparency International Report. You know, **the report published annually about the level of corruption in most countries of the world**.

Radio host : Oh ! Is there anything special in that report to make you think about creating such an association?

Bishi: Well, yes. How shall I put it? When friends of mine and I read that report, we realized that the least corrupted countries are those which have associations like our own. So I said to myself it's high time we organised ourselves into an association to fight corruption.

Radio host: So you think there are chances of winning the fight against corruption...?

Bishi : Yes. but only if we act swiftly and collectively. We will eradicate corruption providing we act now. and I must add that the chances of eradicating this corruption will increase as long as all countries are committed to fighting it. You see...

Radio host: Sorry to interrupt you, but should citizens be involved in this fight to stop corruption?

Bishi : Now, if you ask me, I will say that corruption is not the affair of the Government only. So I think citizens had better stop shrugging their shoulders at bureaucratic abuse and waste. They had better not say that the fight against corruption is not their own business because it is....

Radio host: Any other idea to close this interview?

Bishi : Well, I wish that our fellow citizens had heard our call for anti-corruption earlier than now. I wish the present anti-corruption laws were tougher. And above all I wish our government would pass a law giving citizens the right to know how public funds are spent and the sooner the better!

► Let's hear it:

There is a **missing word** in each of the sentences below. Listen to an interview and insert the missing words where appropriate, so that the sentences become meaningful.

Aim: DEVELOP pps' listening competency.

- A. The Right-to-Know Association is an anti-corruption body.
- B. Transparency International publishes an annual report about the level of corruption in most countries of the world.
- C. So you think there are chances of winning the fight against corruption.
- D. Sorry to interrupt you, but should citizens be involved in this fight to stop corruption?

Around the text

Aim: to introduce the grammar notion of condition with provided that/providing that and as long as.

Grammar Explorer I

● Consider sentences 1 and 2 below and answer questions A-D that follow.

1. We will eradicate corruption **providing (that)** we act now.
2. The chances of eradicating corruption will increase **as long as** all countries are committed to fighting it.
 - A. Which of the following items do you think can be used instead of the words in bold? a. **even if** b. **but only if** c. **except if** d. **even though**
 - **but only if ...**
 - B. What do **providing that** and **as long as** express?
 - **Condition**
 - C. Which clauses in the sentences are subordinate clauses, and which ones are main

clauses?

F We will eradicate corruption (main clause) providing that we act now (subordinate clause).

F The chances of eradicating corruption will increase (main clause) as long as all countries are committed to fighting it (subordinate clause).

D. Which tenses are used in the clauses? What time do they refer to?

- Future in the main clause and present in the subordinate one. The time they refer to is the future.

Draw the rule for the use of these tenses with **providing that** and **as long as**.

Main clause/future+ providing that / as long as + Subordinate clause/Present

See Grammar Reference p, 218

Provided (that) - providing (that) - as long as - so long as

- The link words above introduce **condition**. They mean the same as **but only if** or **if and only if**. E.g.
 - **Provided/Providing (that)** you work harder, you will pass your exam. Or
 - You will pass your exam **provided/providing (that)** you work harder (= You will pass but only if you work harder)
 - **As long as/So long as** she studies harder, she will pass the exam. Or
 - She will pass the exam **so long as/as long as** she works hard.
(—She will pass the exam **but only if** she works harder)
- Tense agreement in complex sentences with **as long as/so long as** and **provided (that)/ providing (that)** are the same as in complex sentences with **if-conditional (type 1)**. When you are talking about the future, do **not** use ‘**will**’. Use the present simple tense instead. E.g.
 - { **Provided (that)** you leave now, you'll arrive at school on time.
 - { **Provided that + present simple, + will (future simple).**

- **Task:** Link the pairs of sentences below using **providing/provided that** and **as long as** with the right tenses for the verbs in brackets. One of them is in the passive voice.

Aim: COHESION

Procedure: The students can use **as long as** and **providing/provided (that)** interchangeably and in initial or mid positions.

- A { a. Banks (lend) you money to start a business.
b. You (promise) in writing to pay them back.
- B { a. Your business (continue) to prosper.
b. You (keep) your probity and integrity.

- C { a. The Mayor (elect) for a second term.
b. He (manage) to avoid corruption scandals.
- D { a. Algeria (attract) more foreign investments.
b. It (pass) stricter anti-corruption laws.
- E { a. The government (regain) the confidence of the citizens.
b. They (fight) bribery, embezzlement, and nepotism.

- A- Banks **will lend** you money to start a business **providing that** you **promise** in writing to pay them back.
- B. Your business will continue to prosper **as long as** you keep your probity and integrity.
- C. The Mayor **will be elected** for a second term **provided that / as long as** he **manages** to avoid corruption scandals.
- D. Algeria **will attract** more foreign investments **providing/provided (that)** it **passes** stricter anti-corruption laws.
- E. The government **will regain** the confidence of the citizens **as long as** bribery, embezzlement and nepotism **are fought**.

Grammar Explorer II

Consider sentences A-E and do the task that follows.

- a. **It's high time** we **organized** ourselves into an anti-corruption association. -Present Wishes-
- b. **It's about time** we **fought** this pollution. -Present Wishes-
- c. **I wish** our fellow citizens **had heard** our call for fighting corruption earlier than now. -Past Wishes-
- d. **I wish** the present anti-corruption laws **were** tougher. -Present Wishes-
- e. **I wish** our government **would pass** a law giving the citizens the right to know how public funds are spent and the sooner the better. -Future Wishes-

- **Task:** All the sentences above express **a wish**. What tenses are the verbs following the verb **wish** and the expression **it's high time**? Arrange the sentences according to their time reference in the table below.

F Aim: Cohesion

–**Procedure:** Refer the students to Grammar Reference, pp.219-220 to check their answers. Then elicit the nuances between **it's high time** and **I wish**.

Present wishes	A-B-D
Future wishes	E
Past wishes	C

See Grammar Reference p. 218-

I wish... - If only...! - It's time ...

I wish...

- We use **wish** + **past simple** to express a regret about a present situation by imagining its opposite. E.g.
 - *I wish I **could** play the flute.* (but I can't)
 - *I wish you **were** here.* (but you are not here)
 - *I wish I **was** on holiday now* (but I'm not)
 - *I wish I **had** a car.* (but I haven't got one.)

The **past simple** refers to the **present**. As in if-conditional-(type 2), '**were**' is often used instead of **was** in the first and second person singular, especially in formal English. E.g. *I wish he **were** with me now*
- We use **wish** + **would** to express a desire for change in the near future, especially when someone or something is annoying us.
 - *I **wish** you **would** stop talking.* (This is a mild command.)
 - *I **wish** you **wouldn't** wear that ugly shirt*
- Wish about ourselves cannot be expressed with **would**. We must use **could** instead.
 - *I **wish** I **could** lose weight*
- We use **wish** + **the past perfect** to express regret about something in the past.
E.g.
 - *I wish I **had been** on holiday last July* (but wasn't)
 - *I wish I **had listened** to your advice yesterday* (but I didn't)

If only...

- We can use **if only** instead of **wish** to express a stronger feeling of regret or a stronger wish.
E.g.
 - *If only I **had listened** to my mother's advice!*
 - *If only I **could lose** weight!*
 - *If only he **wouldn't wear** that ugly shirt!*

It's time ...

- When you say **It's time** (for someone) **to do something**, you simply imply that this is the **right time** to do it.
E.g. *It's (high/about) time for us to go to the station.*
- But when you say **It's time** someone **did** something you're in fact thinking that this action should have been performed earlier; you're complaining about the delay.

E.g. • 'Why are you still in bed? **It's (high/about) time** you **got** up.
• We think **it's time** the government **did** something about corruption.

- When you want to make the complaint or criticism stronger, you say **It's high time** someone **did** something.

E.g. **It's high/about time** Hassiba **did** some work for her final exam

- Rewrite sentences A-D below using **it's (high/about) time** to express your impatience with bureaucratic malpractices.

Aim: **pps** express impatience with bureaucratic malpractices with **it's (high/about) time**.

- A. You think that the government should take measures to stop tax evasion.
- B. You think that something should be done to eradicate the 'underground' economy in our country.
- C. You feel strongly that speculators of all sorts should be jailed.
- D. You think that public authorities should make anti-smuggling laws more stringent.

- A. **It's about/ high time** the government **took** measures to stop tax evasion.
- B. **It's about/high time** the public authorities **did** something to eradicate the 'underground' economy in our country.
- C. **It's about/high time** speculators of all sorts **were arrested**.
- D. **It's high/about time** public authorities **made** anti-smuggling laws more stringent.

, Respond to each of the situations below by writing a sentence starting with the verb **wish**. Pay attention to the tenses.

Aim: Practice the structure studied previously.

- A. Someone regretting having stolen public funds.
- B. Someone wishing himself home and not in prison. (Use the auxiliary **be**)
- C. Someone wishing himself out of the affair. (Use the auxiliary **be**)
- D. Someone expressing the wish (to the judge) to be given a second chance.
- E. Someone expressing the wish of being capable of eradicating nepotism.
- F. Someone expressing the wish to live in a corruption-free society someday.

- A. I **wish** I **hadn't stolen** the public funds.
- B. I **wish** I **were** at home and not in prison.
- C. I **wish** I **were** out of the affair.
- D. I **wish** you **would give** me a second chance. / I **wish** I **could be given** a second chance.
- E. I **wish** I **could** eradicate nepotism.
- F. I **wish** I **could live** in a corruption-free society someday.

Grammar Explorer III

Consider sentences 1 and 2 below. Then discuss questions A-C that follow.

1. Citizens **had better** stop shrugging their shoulders at bureaucratic abuse.
2. They **had better** not say that the fight against corruption is not their own business.

A. What do the items in bold type express?

- They express **strong advice** / **recommendation**

B. Which of the items in the box below could you use to express the same idea as in sentences 1 and 2 above? Rewrite the sentences using them.

may – could – **ought to** – **should** – must – have – If I were you – might

1. Citizens **ought to/should** stop shrugging their shoulders at bureaucratic abuse.
2. They **ought not to/should not** say that the fight against corruption is not their own business.

C. What is the short form/contraction of the words in bold type? In which of the two sentences could you use this short form?

- '**d better' can be used in the second sentence only.**

Refer the students to Grammar Reference pp.219-220 to check their answers.

See Grammar Reference pp. 219-

had better do...

Had better do something

- The meaning of **had better** ('**d better**) is the same as that of **should/ought to**. When you tell your friend that **s/he'd better do something**, you advise her/him to do it because you think that something bad might happen if s/he doesn't do it. E.g.

You { **had better** work harder. otherwise you might fail your exam.
'**d better**

I { **had better** phone my mother now; she might get upset if I don't.
'**d better**

- The negative form is { **had better not**.
'**d better not**.

E.g. You look sick. You'**d better not** go to school today.

- 'Are you going out this evening?'
I'**d better not**. I've got a terrible cold'

- Even though we use the past (**had**), the meaning is always present or

future. You will also notice that **had better/'d better** is always followed by the **infinitive without to**.

- **Task:** Insert **had better** / **'d better** or **had better not** / **'d better not** in texts A-D below to get coherent pieces of advice.

Aim: Practice **had better** / **'d better** or **had better not** / **'d better not**

You **'d/ had better** stop buying and selling securities using information that is not publicly available. You are guilty of insider dealing or insider trading and that may land you in prison. **(A)**

We **had better not** neglect to take the necessary measures to stop knowledge in some of the department of our company in being illegally used by other departments in order to sell shares. You know well that such Chinese walls are necessary to prevent financial wrong doing. **(B)**

The two companies have met secretly in order to decide the prices they will charge their customers for their services. They **'d better** reconsider their decisions very quickly because such price fixing is forbidden by law. **(C)**

These investors are working together to stop the financial market functioning as it should. They **'d better** give it up because this is a financial wrongdoing known as market rigging. **(D)**

Vocabulary Explorer

- There is a logical connection among **three** of the four items in each of the groups of items below. Which is the odd one out? Why? Get help from your dictionary.

Aim: To identify the odd words.

- A. fraud – corruption – **business** – money laundering
- B. false accounting – creative accounting – **auditing** – tax evasion
- C. to smuggle – to bribe – **to trade** – to counterfeit
- D. auditor – accountant – economist – **customs officer**
- E. probity – honesty – loyalty – **abuse**

- , Complete the blanks in texts A-D with the words in the box that precedes each of them. Some words can be used more than once.

Aim: To complete the blanks with appropriate words from the box./parts of speech

corrupt (v) – bribery (n) – corruption (n) – bribe (n) – bribe (v) – corrupt (adj)

A **bribe** (1) is the illegal payment made to a person in order to persuade her/him to do you a favour. Informally, it is called a backhander, a kickback or a sweetener. To **bribe** (2) a civil servant is to **corrupt** (3) her/him. Anyone who accepts **a bribe / bribery** (4) is **corrupt** (5) and is involved in **corruption** (6). In informal English, this is called a sleaze. (A)

embezzler – accountant – embezzlement – false invoices – fraud – bank accounts

Embezzlement (1) is a type of **fraud** (2) where someone illegally gets money from their employer. For example, an **accountant** (3) who sends **false invoices** (4) to the company he works for, and pays money from his company into **bank accounts** (5) of false companies he has 'created' is an **embezzler** (6). (B)

money – cash deposit – money laundering – tax inspectors – criminal organisations

Money laundering (1) consists in hiding the illegal origin of **money** (2). For instance, **criminal organisations** (3) may buy property with money from drugs in order to disguise its origin from **tax inspectors** (4). When they sell the property, the money becomes 'legal'. Most banks now help stop **money laundering** (5) by telling the police and tax inspectors when someone makes a large **cash deposit** (6). (C)

wrong – right – ethical behaviour – unethically – ethical issues – code of ethics

To have an **ethical behaviour** (1) consists in doing things that are morally right. Areas where choices have to be made about what is **right** (2) and what is **wrong** (3) are called **ethical issues** (4). Some organisations have **a code of ethics** (5) where they say what their managers' and employees' behaviour should be in order to prevent them from behaving **unethically** (6). (D)

Pronunciation and spelling

Consider the spelling form of the words in sentences A-D below and answer questions 1-4 that follow.

Aim: **To stress words ending with the strong suffix '-ic'**

- 1. **Ethics** are moral beliefs about what is right or wrong. (moral beliefs)
- 2. **Ethics** is the study of moral beliefs. (scholarly discipline)
- 3. **Statistics** are collections of information in numbers. Figures
- 4. **Statistics** is a branch of mathematics. a scientific discipline

1. What do you notice about the ending of the words in bold?

All of them end with **-ics**.

2. What do you notice about the verbs which come after them? In which case do we use the singular form of the verb after the words in bold?

- **Singular** when the word refers to a scientific discipline and **plural** when it refers to something else.

3. Listen to your teacher and put a stress mark on the syllable you hear most in the words in bold. What do you notice?

Stress in words ending in **-ics** generally falls on the penultimate syllable. E.g. sta'**tistics** ...

4. Do you know of any nouns ending in **-ics**? Tell them to your classmates.

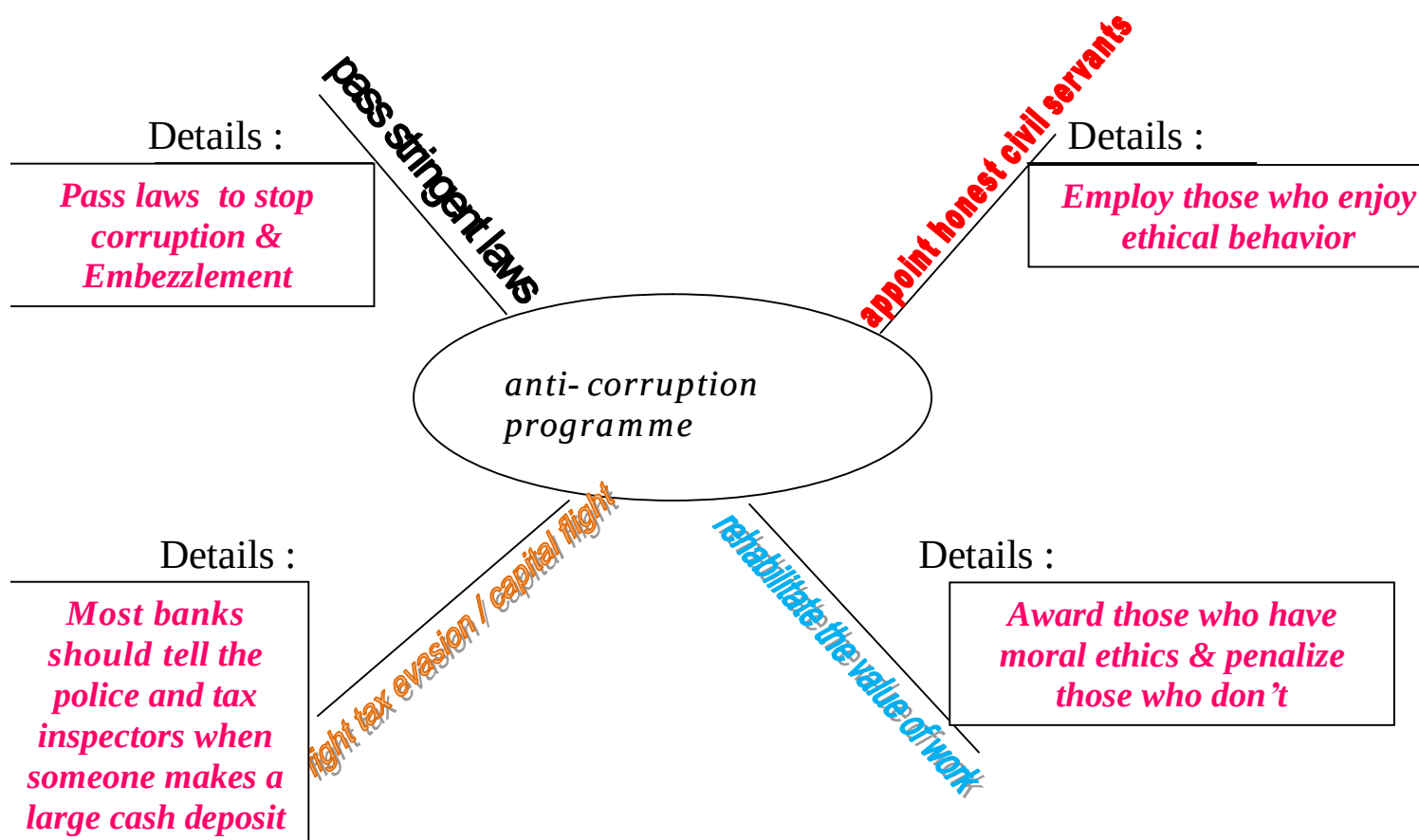
- 'Physics, eco'nomics,

Ø Think, pair, share ✕

- Prepare a short public statement saying what you would do to fight fraud and corruption if you were elected Head of State. Follow the procedure below.

Aim : To write a short §/ Coherence & Cohesion

- Individually, jot down ideas about your anti-corruption program using the following spidermap.



Compare your spider map with that of your partner. Are there any interesting ideas that you can exchange?

- f** Join a group (representing your campaign counselors). Together select the most relevant ideas from your spider maps and write a draft public statement. Start with a punchy topic

sentence. E.g.

Dear fellow citizens,

Corruption is an evil that must be fought now!

Useful information

Make the best use of the grammar and the vocabulary you have learnt in this unit and of the following **link words** :

- *to begin with, first, next, finally, etc.*
- *First & foremost, furthermore, what is more, besides, in addition, moreover, last but not least.*
- *because, since, for, as, as a consequence, therefore, etc.*
- *in order to, so as to, so that, etc.*

„ Conclude with a punchy sentence. Then as, a group review, your public statement and read it aloud to the class.

Dear fellow citizens,

Corruption is an evil that must be fought now! **In order to** win this fight I urge all people of good will to unite around me. If I were elected Head of State, I would implement the following anti-corruption programme.

To begin with, I would appoint dedicated civil servants who would work honestly for the country: stealing money or accepting a bribe in exchange for a service is unethical and illegal. **Next**, I would pass stringent laws to protect citizens and punish embezzling and bribe-taking. I cannot tolerate that honest citizens be the victims of corrupt civil servants.

I would **also** fight tax evasion and capital flight. Those who earn a lot of money must pay their taxes and contribute to the development of the country. **Therefore** any tax evader would be severely punished by specially appointed tribunals.

Finally, I would rehabilitate the value of work. Mutual trust is a moral value that we should teach our children from infancy. A little money earned honestly brings a lot of happiness and peace of mind.

To conclude, I could tell you, fellow countrymen that your role as citizens is indispensable to fight corruption. No government can succeed without the help of civil society. **Therefore**, I urge you again to gather around me to win this decisive battle. Vote for honesty! Vote for me!

READ AND CONSIDER

Procedure: Have the students skim through the language outcomes preview to make them aware of the objectives of this section.

Language outcomes

- Using the present continuous passive in descriptions
- Expressing cause and result: because, so + adj + that....
- Expressing obligation and necessity, with must/have to
- Forming nouns by adding suffix -ty to adjectives
- Forming opposites by adding prefixes dis-, il-, etc
- Writing; an opinion article



FACT FINDING

▶ Getting started

Aim: get pps to express their opinions on counterfeit goods.

- Discuss the following questions.
 1. Look at the picture below. What does it represent?
 - It represents a customs officer holding the counterfeit of a famous European painting.
 2. Would you accept to buy copies/imitations of products such as perfume? Why or why not?
 - Logically the answer is no. Expect students' justifications for their answers to be quite varied.
 3. Where do you think is the difference between genuine and counterfeit products?
 - In quality/price/safety (open answer)
 4. Can you name some of the counterfeit products currently available on the Algerian market?
 - Many possible answers.
 5. Have you ever bought a counterfeit? If yes, how did you realize that it was a counterfeit?
 - Many possible answers.
 6. Is it right or wrong to imitate products? Justify your opinion.
 - I think that it's wrong to imitate products because imitations are of poor quality / not safe / illegal / dishonest practices.



▶ Taking a closer look

Procedure: Before setting the students to task, try to make them guess what the text is about by looking at the title. Then have them read the text and answer the questions.

Aim: to predict text content from the title. Key words.

- Read the text below and answer the following questions,
 - A. Why is it difficult to distinguish between imitations and genuine products?
 - It is difficult to distinguish between imitations and genuine products because the counterfeiters are very skilful and make perfect copies of the original.
 - B. Why are counterfeit medicines harmful? Is it because they contain:
 - a. an excess of b. a lack of c. a sufficient amount of d. no active ingredients?
 - Counterfeit medicines are harmful because they have a lack of active ingredients.
 - C. What are the three major consequences of counterfeiting in the European Union?
 - Counterfeiting has negative consequences on health, (public) safety, and the economy.

D. Why is the imitation of property considered a theft?

- Imitation is just like stealing someone else's property. (inference question)

E. What advice does the author give to companies suffering from counterfeiting?

- Companies should reduce the prices of their products rather than spend huge amounts of money on advertising against counterfeiting.

F. Do you agree or disagree with the writer's conclusion? Justify your answer.

- Many possible answers. E.g. I agree with the author's conclusion because consumers won't buy imitations if the brands are at affordable prices (cheap/not expensive).

Imitating property is theft

A counterfeit is something that is forged, copied with the purpose of deceiving or defrauding. To most people, counterfeiting means essentially forged currency. But in reality, products of all sorts, medicines, mobile phones, food and drink, and even car parts are being copied everyday by counterfeiters. **These products are imitated to such perfection that it is difficult to distinguish between the genuine and the fake products.** (§1)

Counterfeiting has become a global phenomenon. According to statistics released by the World Trade Organization, up to 7% of **medicines** worldwide may be counterfeits — **with too few active ingredients**, too many contaminants, fake labels or recycled packaging that covers up expiry dates. A recent study shows that 10% of car parts sold in the European Union are fakes. Last year, the police raided three aviation parts manufacturers in Rome, seizing more than \$2 million worth of used parts — modified and repackaged to look as good as new. (§2)

Counterfeiting is not without consequences. A study conducted in 2000 by the Centre for Economics and Business Research estimates that the **EU has lost 17,120 jobs as a result of the counterfeiting** of clothing, cosmetics, toys, sports equipment and medicines. **As counterfeiters rarely pay duties or taxes, EU governments have also lost a lot of revenue.** This loss amounts to 7.4 billion dollars a year. **As far as companies are concerned, the loss in profitability is so big that** most of them have launched advertisement campaigns against counterfeiting. (§3)

However some consumers, both in the developed and the developing countries, are relatively unconcerned about counterfeiting. Since brands are too expensive, many of these consumers are obliged to buy counterfeits to satisfy their needs. **These consumers know well that they mustn't buy imitations because they are just like stolen property.** They are also aware that they must refrain from buying them because of their lower quality and lack of safety standards. And yet consumers, especially those with low incomes, feel that they have to purchase them , for, as the

good old proverb goes, 'necessity knows no law'. In conclusion, *companies had better think of reducing the prices of their brands instead of spending huge amounts of money on advertising against counterfeiting.* (§4)

(From *The Economist*, May 17th, 2003)

Around the Text

Grammar Explorer I

- Link the pairs of sentences below with **so + adjective + that** or **such + noun phrase + that**.

Aim: to practice result.

A { a. There are many marketed imitations of these brands.
b. Consumers have lost confidence in these brands.

B { a. Copies of brands are cheap.
b. Some consumers don't hesitate to buy them.

C { a. Counterfeits are of bad quality.
b. It is a waste of money to buy them.

A. There are **so** many **marketed** imitations of these brands **that** consumers have lost confidence in them.

B. Copies of brands are **so cheap that** consumers don't hesitate to buy them.

C. Counterfeits are of **such a bad quality that** it is a waste of money to buy them.

, Find two sentences in the text (§1 and §3) built on the same pattern as the sentences you have written in task 1 above. Check your answers to task 1 with the sentences you have picked out from the text.

A.

. q These products are imitated to **such perfection that** it is difficult to distinguish between the genuine and the fake products.

q The loss in profitability is **so big that** most of them have launched advertisement campaigns against counterfeiting.

N.B. **Have the students check their answers and identify the problem areas in the answers they have provided to task 1 above.**

f Go back to the sentences you have picked out from the text and answer the following questions.

A. What are the main clauses in the two sentences? Underline them once.

- **These products are imitated to such a perfection** (main clause)
- **The loss in profitability is so big** (main clause)

B. What are the subordinate clauses in the two sentences? Underline them twice.

- **that** it is difficult to distinguish between the genuine and the fake products (Subordinate clause).
- **that** most of them have launched advertisement campaigns against counterfeiting. (Subordinate clause).

C. What do the subordinate clauses in both sentences express?

- The subordinate clauses in both sentences express **result**.

D. Rewrite the two sentences so that they mean the same using the following link words: **so**, **as a result**, **as a consequence**, or **consequently**.

- These products are perfectly imitated/ are imitated to perfection. / **So /As a consequence ... /Consequently/As a result**, it is difficult to distinguish between the genuine and the fake products
- The loss in profitability is very big. / **So /As a consequence ... / Consequently /As a result**, most of them have launched advertisement campaigns against counterfeiting.

Grammar Explorer II

Consider sentences 1 and 2 below and answer the questions that follow.

1. A counterfeit is something that **is forged**, imitated.
2. Products of all sorts **are being copied** everyday by counterfeiters.

A. What voice of the present tense is used in the second clause of the first sentence?

Rewrite It starting as follows :

- **Present simple passive.**
- A counterfeit is something that **counterfeiters forge or imitate**.

B. What voice of the present tense is used in the second sentence?

- **Present continuous passive**

C. Rewrite it starting as follows:

- **Counterfeiters are copying products of all sorts everyday.**

D: Explain the difference in structure between the sentences from the text and the ones you have written.

- The sentences from the text are in the passive. They are impersonal whereas the others are personal (agency underlined).

Have another look at the **passive** in SE2 Grammar Reference, pp.199-200.

The active and passive voice

Voice is a grammatical category. It expresses whether the subject of the verb is the agent of the action (the active voice) or whether the subject of the verb is the object of the action (the passive voice).

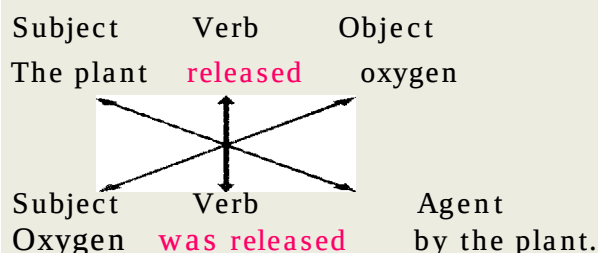
In the sentence *A lot of chemical industries pollute the rivers*, the verb (**pollute**) is in the **active**.

If you turn it round and say *The rivers are polluted by a lot of chemical industries* the verb (**are polluted**) is in the **passive**. You can use the passive only with transitive verbs.

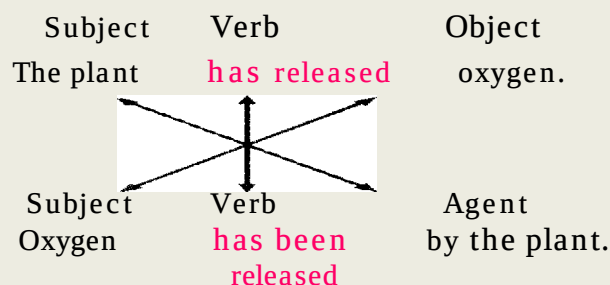
Form: **How to change the active voice to the passive one.**

A. Affirmative

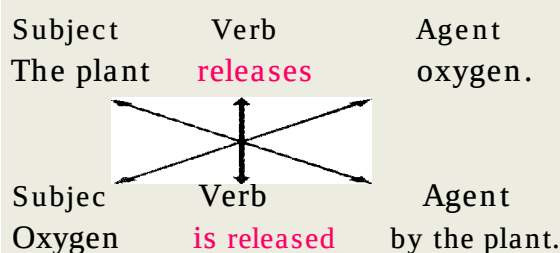
Past simple



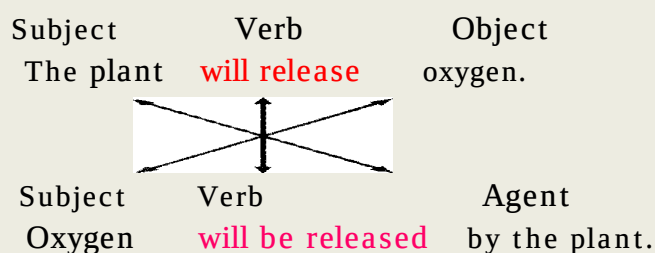
Present perfect



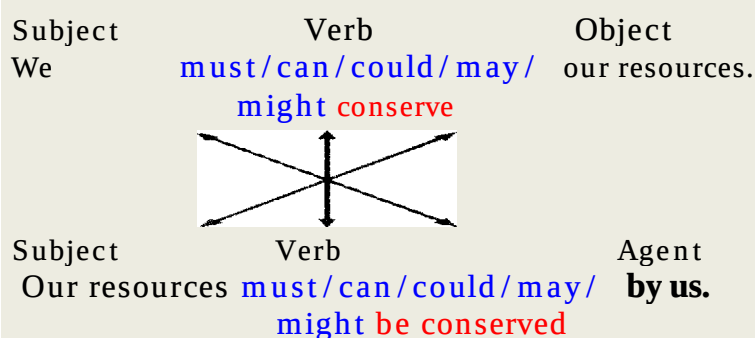
Present simple



future simple



Modals



When we turn an affirmative active sentence into a passive one, we go through important steps:

1. Move the subject of the active verb to the end of the sentence, and put by in front of it.
2. Move the object of the active verb to the front of the sentence, so that it becomes the passive subject.
3. Turn the verb from active to passive. You do this by adding a form of the auxiliary verb 'be' and the past participle of the main verb.

B. Interrogative

[Wh]	Auxiliary	Subject	Verb	Agent
When	was	the Kyoto Protocol	signed ?	
Who	has been		arrested	by the police?
How	is	oxygen	produced?	
Where	will	the conference on global warming	be held?	
What	should must can could		be done to protect the environment?	
	Was Has Is Will	the treaty on gas emissions the treaty on oil shipping the Amazon rainforest the next conference	signed been signed protected be held	by all countries? by all the parties? by the government? in Algeria?

Uses

We use the passive voice when

a. We focus on the action rather than the performer/ doer of the action.

e.g., *The next meeting on the conservation of animal species will be held in Algiers.*

b. Describing a process or how something works.

e.g., *Carbon dioxide is absorbed and oxygen is released by the plant during the day. At night the process is reversed.*

c. The performer of the action is unknown, uninteresting, unimportant or obvious. e.g.,

Thousands of acres of forest trees were burned.

e.g., *The world's first geothermal plant was built in Italy in 1904.*

d. We want to avoid beginning a sentence with a complex subject.

e.g. ~~Timber companies which look for easy money fell most trees~~

Most trees are felled by timber companies which look for easy money.

Note: When we want to say who does the action of the verb in a passive sentence, we use by and then say who does it.

e.g. The fire was started by children who were hiking in the forest.

- **Task:** Rewrite the short businessman's memo below to make it **more tactful** using the passive voice. Start your sentences with the words in bold type. Make the necessary changes.

Memo

Many Internet users are infringing our **copyright**. They are uploading and downloading **our music hits**. They are putting **these copyright thefts** in pirate sites in order to swap them with other Internet users. We must remind **them**- that swapping music illegally is causing us **a great deal of financial loss**.

Our **copyright** is being infringed (by many Internet users). **Our music hits** are being uploaded and downloaded. **These copyright thefts** are being put in pirate sites in order to swap them with other Internet users. **These pirates** must be reminded that **a great deal of financial loss** is being caused to us by swapping music illegally.

Grammar Explorer III

Pick out from the text the sentences that express obligation and prohibition and answer these questions.

1. These consumers know well that they mustn't buy imitations. (**prohibition**)
2. They must refrain from buying them. (**obligation**)
3. They have to buy them. (**necessity**)

A. Which two modals are used to express obligation/necessity?

- must (**obligation**) and have to (**necessity**)

B. Which modal is used to express prohibition?

- mustn't

C. Which modal can be used to express lack of obligation? Use it in a sentence of your own.

- Rich people **don't have to** buy imitations.

Have another look at **must** and **have to** in SE2 Grammar Reference, p.198.

Modals of obligation and necessity

1. Must

Forms:

Positive	Negative	Interrogative
I/you/he/she/they/we must go now.	I/you/he/they/we must not/mustn't go now.	Must I/he/go now? When must I/you... go?

See Grammar Reference p. 218-219.

Meanings:

Must = obligation

▼ We use **must** when we think it is important or essential to do an action.

In England, you **must** drive on the left, but in Algeria, you **must** drive on the right.

Mustn't = negative of obligation (prohibition)

▼ We use **mustn't** when we think that it is important or essential **not** to do an action. We **mustn't** drive fast here. The road sign says that the speed limit is 50 kms per hour.

2. Have

Forms:

Positive	Negative	Interrogative
Zohra is a nurse. Sometimes she has to work on weekends.	Yasmine is a teacher. She does not have / doesn't have to / needn't work on weekends.	"Does Yasmine have to work on weekends?" "Yes, she does."

Meanings

Have to: obligation

In positive sentences, we often use **have to** to express obligation. In this case, **have to** is little different from **must**.

In Algeria, you **have to** be 18 before you're allowed to take your driving licence test.

Have to: Necessity

We can use **have to** to talk about an action that is necessary.

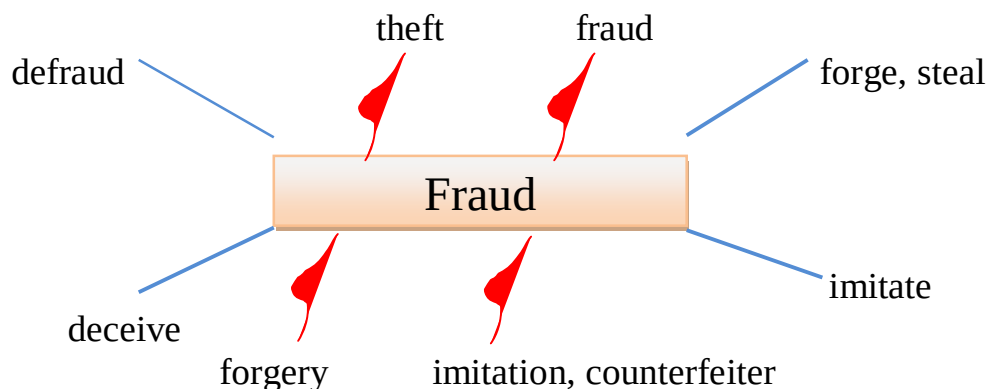
We **have to** eat in order to live. (Eating is a necessity because there is no other possibility for staying alive.)

Compare

You don't have to / needn't do this exercise. It's optional. Absence/lack of obligation. You mustn't cheat in the exam. It is forbidden. Prohibition/ negative obligation.

Vocabulary Explorer

- Go back to the text and find words related to fraud and fill in the word map below. The straight line is used for verbs and the curved line for nouns. Add other words of your own.



Follow up: use 5 to 6 words from the diagram in sentences of your own.

A. Form nouns from the following adjectives by adding appropriate suffixes to the words in the box below.

honest	stupid	responsible	cruel	moral	hospitable	legal
Honesty	stupidity	responsibility	cruelty	morality	hospitality	legality

f Form opposites by adding appropriate prefixes to the words in the box.

honest (adj) — approve (v) — agree (v) — approval (n) — legal (adj)
 moral (adj) — fair (adj) — responsible (adj) — appear (v)

honest(adj)	approve(v)	agree(v)	approval(n)	legal(adj)
dishonest	disapprove	disagree	disapproval	illegal

moral(adj)	fair(adj)	responsible(adj)	appear(v)
immoral	unfair	irresponsible	disappear

” Fill in the blanks in the text below with the **words** you **have formed** in tasks 1 and 2 above.

It is both **dishonest** (1) and **illegal** (2) to imitate products. Piracy is due mainly to a lack of **honesty** (3) and **morality** (4). I totally **disagree** (5) with those who say that counterfeiting is beneficial to consumers.

Pronunciation and spelling

Listen to your teacher reading aloud the words in the table below. Put a stress mark on the syllable you hear most in each of them. What do you notice ?

verb	nouns	adjectives
	e'conomy /0200/	eco'nomie /1020/
e'conomize /0200/	eco'nomics /10200/	eco'nomical /10200/
	e'conomists /0200/	'uneco'nomical /210200/

- ▼ Shift of stress: verb / noun – to adjective
- ▼ Stress on penultimate syllable for words ending in –ic, –ics and –ical.

WORD STRESS: GENERAL RULES AND DEFINITIONS

1. Every English word has one **MAIN STRESS** (or **PRIMARY STRESS** shown by a mark placed **before the stressed syllable, above the line, or represented by number 2**

N.B. Number 0 representing an unstressed syllable.

E.g. Arrival /ə'rɪvl / ; stress pattern = /020/
 "lecturer" /'lektʃər / , stress pattern = /200/
 "attractive" /ə'træktɪv / , stress pattern = /020/

2. Longer words (polysyllabic) often have a **SECONDARY STRESS**, that is, we indicate the syllable which is the loudest after the one which bears the main stress. It is shown by putting a mark before the syllable which bears the secondary stress, but this time, below the line. It is also represented by number 1.

E.g. "examination" /ɪg,zæmɪ'neɪʃn / , stress pattern = /01020/
 "justification" /,dʒʌ'stɪfɪ'keɪʃn / , stress pattern = /10020/

3. A sequence of two weak stress initially is not valid, */O-/but it is valid in any other position in the word.

4. A sequence of two strong stresses (either /1/ or /2) is not valid in any position in the word:

*/-11-/ {
 */-12-/ } do not occur

*/-21-/ { occur in the case of compounds (a) or contrastive prefixes, not in simple words.
 */-22-/ } e.g. (a) 'good 'looking = /220/; 'first 'class = /22/,
 bad-tempered = /220/.

(b) 'un'real = /22/; 'half 'way = /22/; 'vice'president = /2200/

5. A syllable which contains the neutral vowel /ə/ can be marked only /O/.

CONSEQUENTLY:

- 1- When there is one syllable before the main stress that syllable is necessarily stressed /O/, i.e. unstressed.

e.g. "combine" /kəm'baɪn/ = / 02/; "forget" /fə'get/ = /02/, etc.

- 2-when there are two syllables preceding" the main stress, they are necessarily stressed /10-/.

e.g. "combination" / kombI'neIʃn /, not */kəm-/ = /1020/

"abolition" / æbəlɪʃn / = /1020/

"consultation" / ˌkɒnsəlteɪʃn / = /1020/

3- When there are three syllables before the main stress, this pretonic sequence begins with- either /10-/ Or /01-/.

e.g. "simplification" / ˌsɪmplɪfɪ'keɪʃn / = /10020/

"participation" / ˌpɑːtɪsɪ'peɪʃn / = /01020/

DEFINITIONS.

WEAK ENDINGS or WEAK SUFFIXES are so called because when they are added to a word, they do not cause a stress shift, i.e. the place of the main stress does not change.

E.g. the ending -ed is a weak ending because it does not cause a stress shift when we add it to a word: cre'ate /O2/ cre'ated /O2/: the main stress remain on the same syllable.

STRONG ENDINGS or STRONG SUFFIXES are so called because they control the position of the main stress /2/, whatever the stress-pattern in the deriving form.

For instance, the suffix -ic is a strong ending because when we add it to a word it causes a stress shift.

e.g. a'cademy /O200/ ⇒ ˌaca'demic /1020/, the -ic ending has attracted the stress /2/.

'Magnet /20/ ⇒ mag'netic /O20/ the -ic ending has attracted the stress /2/.

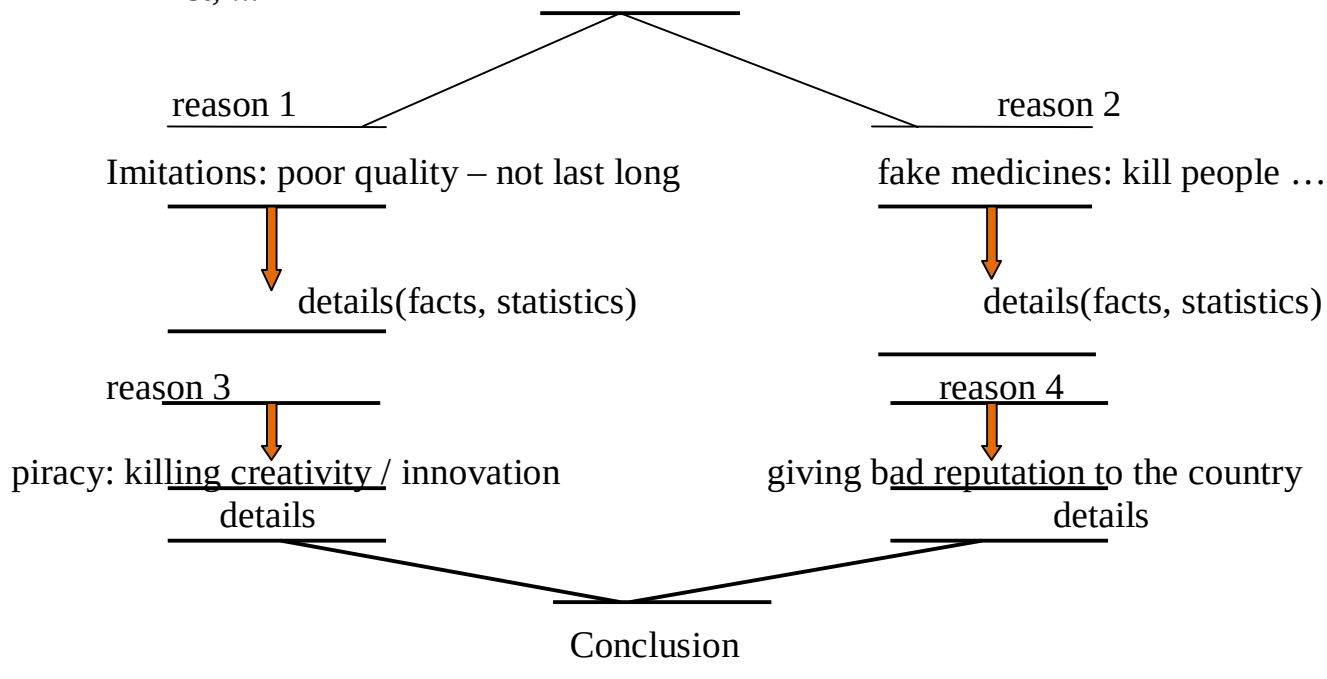
N.B. : pretonic= occurring before the main stress.

Ø Think, pair, share ✕

- Write an opinion article developing the statements in italics in the diagram following the outlined procedure below.

Some people argue that counterfeiting benefits consumers by giving them access to lower price goods. This is a totally mistaken claim.

First, ...



- List other reasons and support them with concrete facts to reinforce them. Write them in the diagram.
- Write a draft of your opinion article. Organize it by listing your arguments / reasons from the least to the most important.

Useful language

- Link words for expressing cause and result so (that), such (that) ...
- Link words for listing : first of all- in addition to this – moreover
- besides- furthermore - also, etc.
- Expressions for concluding : in short, all in all, to conclude, to sum up, in conclusion, the solution then is ...

f Exchange drafts with your partner for error checking. Then write a final version of your article taking into account your partner's remarks.

Some people argue that counterfeiting benefits consumers by giving them access to lower-price goods. This is a totally mistaken claim. First, imitated goods are poor quality and do not last long. There is then no guarantee of value for money and more importantly, that fake goods are safe. Imagine how much damage low quality parts fitted in a car can do to the driver and passengers when they fail!

Secondly, if we think of fake foods or medicines, and the criminal procedures used by the people who make them, we can only remain firm on buying genuine products. There are several cases of substitute edibles which have caused dangerous diseases to people and which have resulted in long-lasting law suits. The outcomes could only be compensations paid for irreparable damage but the moral damage caused to the victims can never be repaired! Recent figures released by the European Union show that the customs are confiscating 100 million fake items every year.

Thirdly, it is highly immoral to reap where other people have sown. Pirating products is indeed imitating other people's property, and refusing to engage in a creative act. It is much more rewarding to turn one's abilities to creating new objects of value that could serve the community, or improve the performance of existing ones.

Fourthly, pirating objects is by essence theft, especially when the producer of a fake item affixes the label of a well-known trade mark on it. Some countries are notorious for their practice of counterfeit objects. One wouldn't like Algerians to be known for practising this dubious trade, as much as one wouldn't like to see them buy cheap, fake products and head into unsuspected troubles.

TAKE A BREAK



Procedure: T. elicit the humour in the cartoon.

► Proverbs and sayings

Work in groups. Discuss the meaning of the sayings below. Then find their equivalents in your language ?

1. Money talks.

Here 'talks' means carries weight, in the sense that it is influential. It is possible to do much more with money than without.

'Why did the members side with Mr X at the annual general meeting? Mr Y's arguments were much more convincing.'

'Mr X is a rich man and Mr Y isn't. If we'd accepted Mr Y's proposals, the Club would have lost the support of Mr X. Money talks, you know.'

Equivalent of the saying : A golden key opens every door.

2. The love of money is the root of all evil.

All kinds of wickedness and tribulations spring from the desire to become rich. The source of this saying is **Timothy (in the Bible) I./10**.

Note that it is the love of money that is the root of all evil, not money itself.

3. Every man has his price.

All people can be corrupted in one way or another. This is a very pessimistic point of view to hold about human nature.

4. Look after the pennies and the pounds will look after themselves.

The opposite of this saying is **Pennywise and pound foolish**, which means careful in small matters and foolish in large matters. The saying recommends that we should be careful about small expenses so as to save money and invest it in profitable ventures.

5. Money can't buy you love.

There are things that you can't buy with money. One of these is love.

6. Money doesn't grow on trees.

We should be careful about money because it isn't easy to get.

7. Business is business.

Business does not take into consideration other matters than those of business. What matters most is profit, i.e., the amount of money you can make out of a business deal/transaction.



ORGANISING

- Choose one of the assignments.

Assignment one

- Carry out a research into the punishments meted out to people guilty of the frauds below in England, America and Algeria. Then compare and discuss the severity of the punishments for each of the frauds.

Procedure: This is a research assignment. So students have to find information through the Internet. E.g. Punishment for tax evasion is more severe in the U.S than in Algeria and England.

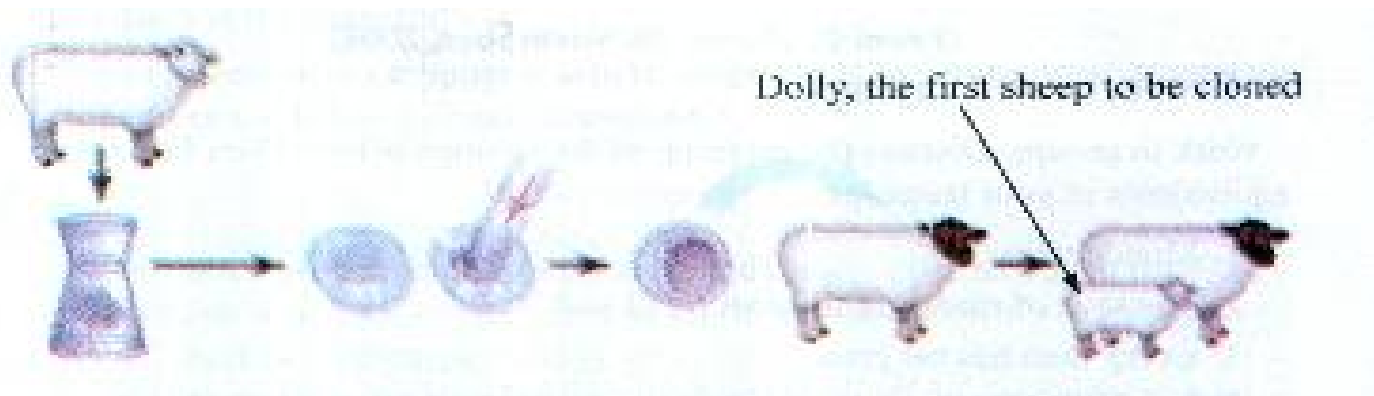
- | | | |
|----------------------|---------------------------|----------------------------------|
| q embezzling | q false accounting | q currency counterfeiting |
| q tax evasion | q money laundering | |

Assignment two

- Choose two or three of the practices listed below and document yourself on the ethical issues they have raised in some foreign countries.

Procedure: Have the students discuss the ethical issues in class. Elicit their own opinions about each of them. They don't have to agree about any of them.

- plastic surgery E.g. changing the shape of your nose, cheekbones, belly...
- genetic engineering E.g. enabling you to choose features for your children
- transplant / selling of human organs
- Internet game / song piracy
- cloning (copying) human beings



- B.** Report your findings and discuss whether the ethical issues raised by the practices are similar to or different from the ones raised in your own country.



Skills and strategies outcomes

- Listening for a gist
- Listening for details
- Responding to opinions
- Defending opinions / points of views
- Writing an argumentative speech

Procedure: Have the students skim through the preview and discuss what these skills and strategies can possibly mean.

► Before listening

- Discuss the following questions.

1. What is ethically wrong with the business man's behaviour in the picture?

- It's ethically wrong because he is polluting the environment. All he is concerned with is profit.

2. Do you think that there are too many or too few business regulations in your country?

- Students should feel free to give their own opinions.

3. What effect, do you think, this has on the economy?

- Many possible answers. These answers depend on answers to question two above.

4. Do you believe that businesses in your country comply with health, safety, and environment regulations? Why or why not?

- There are many possible answers. Students don't have to agree with each other.

5. Which of the statements below better describes the practice of businesses in Algeria? Justify your point of view.

- The students don't have to agree. The most important thing is to encourage them to justify their answers.

A. The activities of private companies generate profits only for their owners and shareholders, i.e. those who invest money in the companies.

B. The activities of private companies are beneficial not only to the owners and shareholders



but also to their employees and their stakeholders, i.e. the members of the community as a whole.

►As you listen

- Have a look at the coping box below. Then do tasks 1 and 2 that follow.

Procedure: Have the students skim through the text in the Coping Box to prepare them for the listening task.

Coping

When we listen to debates about important issues, we don't listen just to get information but also to **appreciate** the opinions/arguments which are expressed. As we listen we **evaluate** these opinions by agreeing or disagreeing with them. We also **form our own opinions** about these **issues** at the same time.

- Listen to your teacher simulating a debate involving three businessmen and tick (ü) who says what. (B) stands for Bob, (G) for George and (M) for Mark and (N) for none.

Three business friends discussing over a cup of tea

Bob : So what do you think about the social responsibility of business, George ?

George : Well, in my opinion, the social responsibility of business is to increase its profits. By this I mean that companies must make as much money as possible because shareholders expect maximum return on their investments. Naturally, these companies must conform to the basic rules of society.

Bob : What do you mean by confirming to the basic rules of society ?

George : Well, how shall I put it ?Let's say there is a law requiring companies to reduce pollution to a certain amount. You see, as far as I'm concerned, companies must conform to that law, but they should not spend extra money on reducing pollution beyond the amount required by that law...

Bob : Right. I see that for you, George, the only ethical obligation of business is to act within the law and to make profits. Can you tell us what makes you hold such views ?

George : Look, Bob. I think that all companies should make profits. As the good old saying goes, 'business is business'. Any other ethical considerations are unbusinesslike, because they threaten the survival not only of individual corporations but also of capitalism as a whole.

Bob : Your reactions to George's opinion, Mark ?

Mark : I'm sorry, but I hold a completely different view about what the social

responsibility of business should be. If you ask me, the business of a company is not only to do business as George here says. It has responsibilities to all its stakeholders. By this I mean its suppliers, its customers, its employees, the local community and society in general as well as its shareholders.

Bob : Sorry, I can't quite grasp what you're saying.

Mark : Well, let me give you an example to illustrate my point. Contrary to what George thinks, companies should not be interested in profits only. They ought to be managed for the benefit of all its stakeholders. As a shareholder myself, I prefer to receive lower profits but live in a society with less pollution or less unemployment and fewer social problems even if that means spending more money on social welfare and the environment than the amounts required by law.

	B	G	M	N
A. Companies must make a lot of money so that people who have invested in them get profits.		ü		
B. A company bears responsibility to all people whose welfare and livelihood depend on it.			ü	
C. Complying with the basic rules of society means spending less on anti-pollution measures than is required by law.				
D. No company should spend more than is required to reduce pollution.		ü		
E. Companies should – if necessary – spend more money than is required in order to ensure social justice.				
F. Companies should be managed for the benefit of shareholders.		ü		
G. Companies should be managed for the benefit of stakeholders.			ü	

C. Think about the opinions in the table above and discuss the ones you agree or disagree with. Justify your point of view. You don't have to agree.

Procedure: Let the students think about the issues before giving their opinions. Pair and group work.

► After listening

- Have a look at the coping box and do the task that follows tables 1 and 2.

Procedure: Have the students skim through the text in the coping box and the items in the two tables before moving to the task proper.

Procedure: Have the students skim through the text in the coping box and the items in the two tables before moving to the task proper.

Coping

When we ask for, give opinion, or say what people think, we use the expressions listed in table 1. Opinions are not facts. We can agree or disagree with them by starting with the expressions listed in table 2.

Table 1

Asking someone for their opinion	Giving your opinion	Saying what people think
Do you think ...?	I think that ...	(Some people) think/
What do you think about...?	I believe that...	believe that...
	In my opinion, ...	• be in favour of
What do you think of ...?	It seems to me (that)...	• be against
	As far as I'm concerned /as for me	• be undecided
What do you say to that ?	If you ask me, ...	• be in two minds

Table 2

Agreeing strongly	Absolutely/exactly- I couldn't agree more- You are telling me - Right you are! ...
Agreeing	Yes, I know - I quite agree with you - That's right - You're right ...
Agreeing but not strongly	I suppose so - I guess so ...
Disagreeing politely	Yes, but - I know, but - I see your point, but - - But don't you think...? - I'm not so sure...
Disagreeing strongly	No. That's not true - You must be joking! - No way - I can't accept that – Rubbish !

- **Task:** With your partner, prepare a short dialogue asking for and giving opinion about ethics in business. Agree or disagree with your partner's opinions.

E.g.

You: Do you think that women are more honest than men in business?

Your partner: _____

► Say it in writing

- Think about the topic sentence in italics below. Then, as a group, discuss it using the clues that follow.

Some people argue/think/say that businessmen should apply their own personal ethical standards when doing business.

Expanding notes

A. Ethics has nothing to do with business.

- You need money to make money.
- People start business to become wealthy.
- People do business with each other for profit.
- The world of business is a jungle.
- Moral issues are a diversion.
- Respect of an ethical code may limit production and competition.
- Ethics can undermine the values of hard work and freedom.

B. Ethics has everything to do with business.

- Business is a human activity and should, therefore, comply with moral standards.
- Some businessmen abuse work/safety regulations.
- Some business activities endanger the environment.
- Greed may result in unfair competition and exploitation.
- Business activities should have a code of good practice to ensure fairness.

Useful language

Stating options

- There are several ways we could deal with this.
- We have a number of options.

Balancing arguments

- Let's look at the pros and cons.
- Let's discuss the point by

Making concessions

- Point taken
- Admittedly/certainly
- It is true that...
- This being said, we must nevertheless consider...

Discussing possible effects)

- Let's think about the consequences of ...
- If we accept this...

Making a decision

- The solution then is to ...

, At the end of the discussion, select the most important arguments and counterarguments, and develop them into a coherent speech in favour of ethics in business.

f Exchange drafts with your partner for error checking. Then write a corrected version of your speech and read it to your classmates.

Ladies, gentlemen

Some people say that businessmen should apply their own personal ethical standards when doing business. They tell us that you need money to make money; that the world of business is a jungle; and that if we respect ethics, we can undermine the values of hard work and freedom. Let me tell you that I don't agree with these arguments at all. I believe that such arguments are only excuses to escape the responsibility of business companies towards the welfare of society as a whole. As far as I am concerned, I say that ethics has everything to do with business....

READING AND WRITING

Skills and strategies outcomes

- Skimming
- scanning
- Responding to a text
- Guessing the meaning of words from context
- Identifying and using reference words
- Writing a statement

Procedure: Have the students skim through the preview to get them acquainted with the objectives of this section.

► Before reading

- Discuss the questions below.
1. Which rights of the child does the company represented in the picture below violate?
- The right of the child for education (See text on the Rights of the Child in SE2 textbook.)
The child is below the legal minimum age to work.
 2. What do you think of companies which use child labour?
- Many possible answers. They are unethical/criminal because ...
 3. Would you boycott products from foreign companies which use child labour? Why / why not?
- Many possible answers. Students don't have to agree.
 4. Do you think that Algerian businesses are doing enough to limit child labour? Why / why not?
- Many possible answers. Students don't have to agree.

As you read

Procedure: This task is not testing students' comprehension. So make sure they explain why the other choices are false.

- Skim through the text below and do tasks A and B.

Aim: skimming

A. Choose the one sentence that best summarizes the content of the text. Justify your answer.

- a. Companies are unconcerned about social auditing and ethics in business.
- b. Social auditing is both a social obligation and a necessity in doing business today.**
- c. Social auditing is just a way of exploiting the concerns of public opinion over environmental and social issues.
- d. Social auditing is not necessary at all for doing business.

B. Give a title to the text. Then compare your answers with those of your partner.

- **Social Auditing and its importance in business**

Now scan the text and answer the following questions.

Aim: scanning

A. Why are some companies commissioning social audits?

- They are commissioning social audits because they are increasingly aware of the importance of social and environmental issues for their reputation.

B. Giovanni Preston works as a corporate social responsibility executive. What does he really do?

- Giovanni Preston travels to countries to check labour standards.

C. What are the labour standards that he mentions in the text? Do you know of any other labour standards? Name them.

- Labour standards: paying their workers fairly, good health standards - safety record with low levels of illness and accidents - not using child labour.

D. What conclusion does he draw about ethics and business? Do you share his point of view? Justify your answer.

- We can no longer separate ethics from business. (Students can provide many possible justifications.)

TEXT

Businesses are increasingly aware of the importance of social and environmental issues for **their** reputation. That's why some of **them** are commissioning social audits relating to **their** social performance; **these** are social reports **that** evaluate the effect of **their** behaviour in relation to **their** employees and to society as a whole. (§1)

Supporters of social audits say that social reporting is as important as financial reporting. **They** say that **it** provides important information about whether the activities of companies in areas such as employment and community, the environment, and the way of winning new business are morally right or wrong. Social auditing has emerged as a result of pressure groups concerned about problems of pollution, corruption, consumption and employment, but now **it** is considered by some company executives as one of the best ways of promoting products and services. **They** say that ethically responsible companies are more likely to prosper than **those** which are unethical. (§2)

Critics say that a social audit may just be a public relations exercise, with no real benefits. However, in spite of **this criticism** many companies now are designating executives to oversee the whole area of corporate social responsibility. Giovanni Preston is one of **them**, he works for a Canadian multinational. **This** is what he says about his job :

'A lot of our manufacturing is done by suppliers in developing countries. Companies in the clothing industries are particularly open to criticism about sweatshop labour – the use of underpaid people with terrible working conditions, which amounts to labour abuse or labour exploitation. (§3)

My job is to travel to these countries and to check labour standards. I go **there** to check, for example, that our suppliers are paying **their** workers fairly, and that they work in good health and safety conditions with low levels of illness and accidents. We also ensure that workers are above the legal minimum age to work. Our suppliers must not use child labour. (§4)

We are aware that big companies such as **ours** are likely to be subject to scrutiny – seen and judged by consumer and environment associations from outside. We know that if we are seen to be socially responsible, the company will benefit. Today, we can no longer separate ethics from business.' (§5)

(Adapted from Bill Mascull, *Business Vocabulary in English*, p. 90)

f Find in the text words that match the following definitions.

definitions	words
1- give the job of doing sth to sb §1	a- commission
2- do well §2	b- prosper
3- shared/common to a group of persons running a business §3	c- corporate
4- give a position to sb (in a company) §3	d- designate
5- look after, control §3	e- oversee
6- a firm, company providing goods that	f- suppliers

are useful to another company	
7- detailed examination §5	g- scrutiny

► After reading

Procedure: Let the students skim through the text in the coping box. Then illustrate the difference between lexical and grammatical cohesion.

Synonymy, antonymy and hyponymy = lexical cohesion

Articles, possessive adjectives, demonstrative adjectives, pronouns= grammatical cohesion

Make it clear to the students that lexical and grammatical cohesion is important for comprehension.

- Have a look at the coping box below. Then do the tasks that follow.

Coping

Writers use words such as articles (a, the, etc.) possessive adjectives (my, your, etc.) demonstrative adjectives (this book), (those books), pronouns, synonyms, and antonyms to refer back to things already mentioned or to refer forward to things that will be mentioned. These words are called reference words. They help writers avoid repetition and create lexical and grammatical cohesion between both sentences and paragraphs. It is important to pay attention to these reference words because they help us better understand texts.

- Link the words in bold type in the text with the items they refer to.

E.g. **Businesses** are increasingly aware of the importance of social and environmental issues for **their** reputation.

q Their (businesses), them (businesses), these (social audits), that (social audits), their (businesses), their (businesses) §1

q They (supporters of social audits), it (social reporting) it (social auditing) company executives (they), those (companies) §2

q This criticism (a social audit may just be a public relations exercise), them (executives), This (the rest of the text between inverted commas) §3

q There (developing countries), Their: (companies in the clothing industries) §4

q Ours (our company) §5

- Compare your answers to task 1 above with those of your partner. Then explain in what ways the reference words have helped you to better understand the text.

Procedure: Make sure students realize that identification of reference words can help them

better understand the text. Reading is not a linear activity. It is a cognitive activity which involves a backward and forward eye movement in search of lexical and grammatical cohesion.

f Sentences A-F below are not in order. Re-order them to get a coherent text. Pay attention to the reference words. One of the sentences is irrelevant.

- A. Algeria has recently adopted a new model of economic development.
- B. It has also set high standards of governance including social auditing and public accounts reporting.
- C. Such tasks are carried out by the National Economic and Social Council and by the Accounts Court.
- D. This model balances economic growth, social justice and the sustainable use of natural resources.
- E. Algeria regained its independence in 1962.
- F. In addition to the setting of standards of governance, it has accorded ethically responsible companies tax reductions so as to encourage them to promote sustainable development and social well-being.

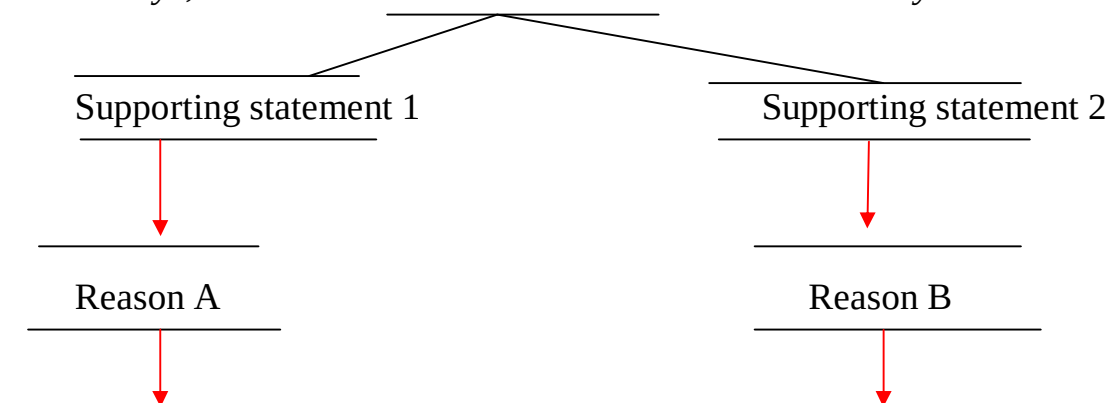
(A)Algeria has recently adopted a new model of economic development. (D) This model balances economic growth, social justice and the sustainable use of natural resources.(B) It has also set high standards of governance including social auditing and public accounts reporting. (C) Such tasks are carried out by the National Economic and Social Council and by the Accounts Court. F. In addition to the setting of standards of governance, it has accorded ethically responsible companies tax reductions so as to encourage them to promote sustainable development and social well-being.
E. Odd one out.

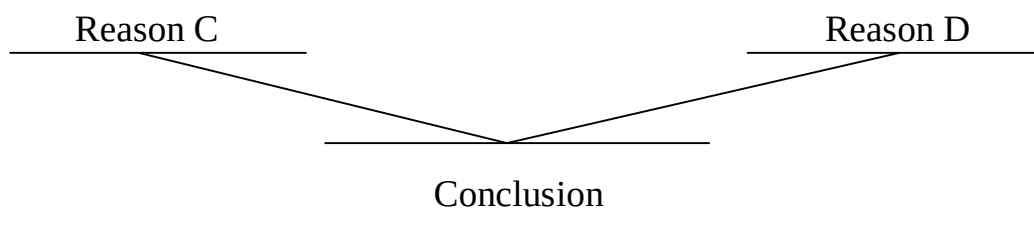
► Writing development

- Suppose you were the manager of an ethical investment fund, i.e. a fund which invests only in socially responsible businesses. Write a policy statement to inform potential fund contributors about it. Follow the guidelines below.

1 Think over the opening statement in the diagram below. Select two to four notes from the checklist of expanding notes that follow and develop them into supporting statements.

The people and organisations who put their money into our fund want us to invest in ethical ways, and we work hard to make their desires a reality





Expanding notes

- avoid companies that endanger the environment.
- refrain from investing in certain sectors - tobacco, arms manufacturing, nuclear power, or uranium extraction.
- not place money in companies that lack ethical labour standards. (E.g. using child labour, bad working conditions ...).
- choose to invest in well-managed companies (transparent financial accounting).
- invest in companies that balance economic growth with social responsibility.

Write supporting statements in the diagram. Then jot down reasons to explain/ illustrate your statements.

f Write your first draft of the policy statement using the relevant information in your diagram.

Useful language

- Link words to illustrate : for example, for instance, such as...
- Link words to express cause and result : because, due to, since, as a result, consequently, so+adjective+that ...

4- Exchange drafts with your partner for error checking. Then write a final version and hand it to your teacher.

The people and organisations who put their money into our fund want us to invest in ethical ways, and we work hard to make their desires a reality. We consider that the conservation of the environment for future generations a moral duty. Thus we avoid companies that endanger the environment. ...

`It's awful the way they're trying to influence Congress. Why don't they serve cocktails and make campaign contributions to senators as we do?'

Project outcome

Writing a charter of ethics

Ethical standards are an important dimension in all of the professions listed below.

• Accountancy • Banking • Journalism	• Law • Plastic • Surgery • Sports	• Architecture • Business • Agriculture	• Medicine • Teaching • Scientific research
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Write a charter of ethics in relation to three of the above professions. Your charter of ethics should include :

- A. a reminder of the social, economic, moral prejudices that the neglect of ethics might have on the professions and their clients. Give data/statistics.
- B. a short interview about the importance of ethics in the professions with representatives of professional associations.
- C. a short article that reports unethical behaviour in the professions and how the law deals with it.
- D. a code of ethics, i.e. a set of moral rules, for each of the selected professions.

Alternative projects

A report about Internet Piracy/Cybercriminality.

A report about counterfeits currently marketed in your country.

Web sites

www.kindbook.com

www.saferchild.com

www.careersandoccupations.com

www.thehappinessclub.com

www.carolynjabs.com

www.theworldchallenge.co.uk

www.joeant.com

Language assessment

- Show what you can really do with the language items checklisted in the learning log below by using them in illustrative sentences of your own.²

I can	very well	fairly well	not well
A. use the present continuous passive in descriptions.			
B. give advice to someone using modals ought to/should, had better or their negatives .			
C. express obligation and prohibition using must or its negative form.			
D. express result using so+adjective+that and such+adjective+noun +that .			
E. express cause and effect using because, for, as, since, as a result, consequently , etc.			
F. express hypothesis/condition using provided/providing that, as long as .			
G. ask for and give opinion.			
H. express wish and regret using I wish, it's high time+simple past .			
I. form opposites with prefixes dis-, il-, im-, in- etc.			
J. form nouns by adding suffix -ty to adjectives.			
K. recognize and use stress shift in words having the same root. E.g. economy economic - economical.			
L. pronounce words ending in -ics correctly.			

- Put a tick (/) next to each item in the learning log to indicate what you think is your level of performance. Then hand a copy of the learning log with your _examples on a separate sheet to your teacher.

Skills and strategies assessment

Take the test that your teacher will assign to you on one of the texts in the **Resource Portfolio** so as to check your progress in terms of skills and strategies.

