

UNIT ONE: Ethics in Business “Fighting Fraud and Corruption”

STREAMS: 3M / TM /GE /SC Exp

UNIT PLAN

FINAL OBJECTIVES: By the end of this unit PP should be able to:

- design materials related to exports / imports rates and currency exchange rates
- draw a graphic organiser of exports and imports
- write a charter of ethics in business
- have a class debate on the importance of ethics in business
- identify and define the concept of ethics in business
- be made conscious of the negative effects of fraud
- be aware that honesty in business is a sign of active/good citizenship
- identify and define the concept of ethics in other professional contexts (teaching, medicine, law, etc)
- draw conclusions/use logic
- be involved in critical thinking/evaluate/judge
- address an audience and get feedback from them
- -understand and seize the importance of fighting fraud, money laundering and corruption at national and international levels
- -be made aware of international cooperation against fraud

FORMAT : Text/ charts /photos /caricatures

TOPIC: Fighting fraud and corruption

FUNCTIONS: - Describing /Advising /

- Expressing obligation/ cause/result/
- Making hypotheses.
- Expressing opinion/wishes and regrets.

LANGUAGE OUTCOMES:

-A-Grammatical Structures:

- Present simple
- Present continuous
- Passive
- Should/ought to/ could/had better + infinitive
- Must/have to /Mustn't
- Due to /for/as/since
- So+adj+that
- Such +adj+that
- So/as a result/consequently/ thus
- As long as/provided that
- If type 2 conditional statements
- I think/ I believe/
- For me/in my opinion +statement
- I wish/ if only
- It's high time +subject +past simple

B- VOCABULARY BUILDING

- Form nouns : honest/honesty : /Responsible/responsibility
- Form opposites (verbs) :: approve/ disapprove
- Agree/disagree
- Form opposites (adj) : legal/ illegal /Honest/ dishonest
- Observe nouns ending in « ics » : politics, ethics, physics, linguistics

C- PRONUNCIATION / SPELLING

- Shift of stress
- Syllable stress

MATERIAL NEEDED: Texts / diagrams / newspaper articles.....

TIME ALLOCATED

UNIT ONE: **Ethics in Business “Fighting Fraud and Corruption”**

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LESSON PLAN

SEQUENCE ONE: Listen and consider

Warm up

Aim : To access and activate students’ background and knowledge of the topic.
Interacting with the students using the pictures on p 45 as starters.

- Make the project outcome explicit by talking about the final objective of the unit as a whole.

Listen and consider

Language outcomes

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

Getting started

Task 1p 46

- The task of saying what the picture shows can be done through matching the picture with one of the practices in task 1.
- T interacts with the pps about who the people in the picture are, and then move on smoothly to task 1.

Aim : To open discussion on the topic of the course & unit in general

Task 1 Open questions

Key

- A. C , D unethical practices
- B. This question can admit many answers. E; ethical practice.

Task 2

Aim: To check pps understanding of the actual theme

:*** Explain in 03 sentences what you have understood from the theme: : **ethics in business**

Procedure :

This task can admit many answers.

- 1--First, T discusses some tentative interpretations.
- 2--Then pps write down on the board the one explanation that they regard as the most pertinent.

Let’s hear it

Aim : To listen and respond

Task 1 p47

Aim :To check pp listening for specific words in the passage

***Listen to the passage and insert the missing word

Key

- 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 exploit the text for language use and focus on its grammatical and lexical content.

Grammar explorer I

Task 1 p 47

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

***Consider sentences 1-2 then answer the questions A-B :

Key

A. but only if

B. Condition

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

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

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

The pps are referred to Grammar Reference p.218 to check their answers.

Task 2 p 48

Aim : To consolidate what the pps have grasped from task 1

*****Link the following pairs of sentences using as long as and providing/provided (that) to express condition :**

Procedure :

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

Possible answers

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

Task 1 p 48

Aim : To introduce pps to the notion of expressing wishes.

*** Consider sentences A-E then do the following tasks

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

Key :

A. B. D (Present wish)

E. (Future wish)

C.(Past wish)

Task 1 p.49

Aim :To train pps expressing wishes in given types of sentences

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

Key:

- 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.

Task 2 p.49

Aim :

*****Respond to each of the situations writing a sentence starting with I wish. Pay attention to the tenses .**

Key:

- 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

Task 1 p49 :

Aim : To teach pps expressing strong advice or recommendation

***** Consider sentences 1-2 then discuss questions A-C: :**

Key:

They express strong advice/recommendation

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

N-B :The pps are referred to Grammar Reference pp.219-220 to check their answers

Task 2p 50

Aim :To consolidate the use of 'd/ had better /'d /had better not

*****: Inserting the expressions (had better / had better not) in text A-Dto get coherent pieces of advice.**

Key:

- A. You'd/ **had better** stop buying and selling securitiesOtherwise you'd be guilty...
- B. We'd /**had better not** neglect to take the necessary measures... Or We'd/**had better** take the necessary measures...
- C. They'd/**had better** reconsider their decisions very quickly...
- D. They'd/**had better** give it up because this is a financial wrongdoing...

Vocabulary explorer III

Task 1 (p.50):

Aim: To train pps to identify *odd items*.

****which of the following items is odd ?*

Key:

- A. business (odd one out)
- B. auditing (odd one out)
- C. to trade (odd one out)
- D. customs officer (odd one out)
- E. abuse (odd one)

Task 2 pp.50-51

Aim To train pps *filling in blanks with words from a list*.

To recall some important lexis taught previously.

Task 2 (pp.50-51)

§A1 (bribe) 2 (bribe) 3 (corrupt) 4 (a bribe /bribery)
5 (corrupt) 6 (corruption)

§B1(embezzlement) 2 (fraud) 3 (accountant) 4 (false invoices)
5 (bank accounts) 6. (embezzler)

§C 1 Money laundering 2 (money) 3 (criminal organisations)
4 (tax inspectors) 5 (Money laundering) 6 (deposit)

§D 1 ethical behaviour 2 (right) 3 (wrong) 4 (ethical issues).
5 (a code of ethics) 6 (unethically)

Pronunciation and spelling

Aim : To increase students understanding of the sound spelling relationship.

Task 1p 50:

Aim: *To get pps to Answer QQ related to spelling*

***Consider the spelling form of the words in sntences A-D and answer the questions 1-4

Key:

- A. Ethics (moral beliefs)
- B. Ethics (scholarly discipline)
- C. figures
- D. a scientific discipline

1. All of them end with **-ics**.
2. **Singular** when the word refers to a scientific discipline and **plural** when it refers to something else.
3. Stress in words ending in **-ics** generally falls on the penultimate syllable. E.g. sta**T**istics ...
4. Physics, economics,

Think, pair, share

Aim: To interact with keys then produce

Preparing a public statement to fight fraud & corruption

Aim : To restate all what have been seen previously .

Task 1 p 52 :*Completing a spidermap.*

Task 2 p 52 : *Comparing spidermaps.*

Task 3 p 52 : *Presenting the public statement.*

SAMPLE PUBLIC STATEMENT

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!

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SEQUENCE PLAN

SEQUENCE ONE: Read and consider.

OBJECTIVES:

- Recall the theme of ethics in business
- Make the project outcome explicit by talking about the final objective of the unit as a whole.
- To make pp
 - have a clear understanding of what the learning objectives of the section are
 - go through the different tasks

FUNCTION: Describing
Expressing cause and result ...

Expressing obligation & necessity

SKILLS: ,Reading

READING PASSAGE : Imitating property id theft

Language outcomes:

Describing: Using the present continuous in the passive .

Expressing cause and result ...

Expressing obligation & necessity

B-VOCABULARY BUILDING

Forming words : using suffixes *-ty*

Forming opposites by adding the prefixes *-dis , -il*

Writing an opinion article

LEXIS : Related to the topic of business

TIME ALLOCATED: : hours

Getting started

Task 1 p 53 : Discussing QQ

Taking a closer look

Task 1 p 54. Answering comprehension QQ

Around the text

Grammar Explorer I

Task 1 p55 Linking pairs of sentences with so +adj +that / such + noun phrase+ that:

Task 2 p55: finding sentences of the same type in the text .

Task 3 p 55 : Answering QQ related to the sentences written in task 2 p 55

Grammar explorer II

Task 1 p.56: Answering QQ related to the use of the passive .

Task 2 p.56: Turning sentences to the passive voice.

Grammar explorer III

Task 3 p.56 : Picking sentences expressing obligation & prohibition from a text

-Answering QQ related to them

Vocabulary Explorer

Task 1 p.57: Filling in a word map.

Task p.57: Forming words using suffixes.

Task 3 p.57: Forming opposites by adding the appropriate prefixes

Task 4 p.57 : Filling in the blanks with words from tasks 1&2

Pronunciation and spelling

Task p57: Stressing words .

Think, pair, share

Writing an opinion article

Task 1 p 58: Completing a diagram .

Task 2 p.58 Writing a draft

Task 3 p58: Sharing the essay with the class

TAKE A BREAK

Task p 59: Discussing English sayings related to money & business

Research and report

Task 1 : assignment 2 : Discussing ethics related to some chosen practices.

Task 2 : Reporting the pps findings.

UNIT ONE: **Ethics in Business “Fighting Fraud and Corruption”**

STREAMS: **3M / TM /GE /SC Exp**

LESSON PLAN

SEQUENCE TWO: READ AND CONSIDER

Warm up

Aim : To recall the main theme of the unit : *ethics in business*

- Interacting with the pps recalling the main items seen so far.
- Make the project outcome explicit by talking about the final objective of the unit as a whole.

Language outcomes

The T elicits the pps to skim through the language outcomes preview to make them aware of the objectives of this section.

Getting started

Aim : To interact with the pps so as to introduce the theme of the course .

*****Discuss the following questions :**

Procedure : The picture on p 53 is set as the basis of discussion .

Key

1. It represents a customs officer holding the counterfeit of a famous European painting.
2. The answer is no..
3. In quality/price/safety (open answer)
4. Many possible answers.
5. Many possible answers
6. The answer is : It's wrong to imitate products because imitations are of poor quality/not safe/illegal and dishonest practices. ...

Taking a closer look

Aim : To check pps' comprehension of a reading passage .

*****Read the text below and answer the questions:**

Procedure

- ❖ T tries to make the pps guess what the text is about by looking at the title
- ❖ Then makes them read the text and answer the questions.

Key

- A. It is difficult to distinguish between imitations and genuine products because the counterfeiters are very skilful and make perfect copies of the original.
- B. Counterfeit medicines are harmful because they have a lack of active ingredients.
- C. Counterfeiting has negative consequences on health, (public) safety, and the economy.
- D. Imitation is just like stealing someone else's property. (inference question)
- E. Companies should reduce the prices of their products rather than spend huge amounts of money on advertising against counterfeiting.
- F. 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).

Around the text

Grammar explorer I

Task 1p 55:

Aim :Teaching pps the constructions : **so +adj +that / such + noun phrase+ that:**

*****Link the following pairs of sentences with so +adj +that / such + noun phrase+ that:**

Key

- 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.*

Task 2 p.55

Aim : To consolidate the use of the constructions

*****Find two sentences in (§1, §2),in the text ,similar the ones you have written in task 1p 55.**

Key

- These products are imitated to such a perfection that it is difficult to distinguish between the genuine and the fake products.
- The loss in profitability is so big that most of them have launched advertisement campaigns against counterfeiting.

Procedure

***T makes the pps check their answers and identify the problem areas in the answers they have provided in task 1

Task 3 p.55

Aim : To consolidate what the pps got from Task 1&2 p.55

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

Procedure

Key

- A -These products are imitated to **such** perfection (**main clause**) **that** it is difficult to distinguish between the genuine and the fake products (**subordinate clause**).
- B -The loss in profitability is so big (**main clause**) that most of them have launched advertisement campaigns against counterfeiting. (**subordinate clause**).
- C -Result
- D -These products are perfectly imitated/ are imitated to perfection. As consequence/Consequently/As a result,/.....
The loss in profitability is very big. So/As a consequence.....

Grammar explorer II

Aim : To recall notions of the use of the passive .

*****Consider the sentences 1& 2 and answer the questions that follow :**

Key

- A. Present simple passive. A counterfeit is something that counterfeiters forge or imitate.
- B. Present continuous passive
- C. C. Counterfeiters are copying products of all sorts everyday.
- D: The sentences from the text are in the passive. They are impersonal whereas the others are personal .

Task p .56

Aim : Consolidating the use of the passive .

*****Rewrite the short businessman memo using the passive voice Start with the words in bold type.**

SEQUENCE TWO: READ AND CONSIDER

Task p .56

Key

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

Aim : To teach pps notions of expressing obligation & prohibition .

*****Pick out from the text sentences expressing obligation & prohibition and answer the questions .**

Key

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*)

Answers:

A. must (*obligation*) and have to (*necessity*)

B. mustn't

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

Vocabulary explorer

Task 1 p.57

Aim : To enrich pps ' vocabulary concerning the term *fraud*

*****Find words in the text that are related to fraud and complete the word map.**

Key

Verbs: defraud, forge, imitate, deceive, steal ...

Nouns: theft, fraud , forgery, imitation, counterfeiter ...

Procedure

*****Pps are encouraged to use 5 to 6 words from the diagram in sentences of their own.**

Task 2 p.57

Aim : To teach pps forming nouns by adding suffixes.

***** Form nouns by adding appropriate suffixes to the words in the box.**

Key

Honesty - stupidity – responsibility – cruelty – morality – hospitability – legality

Task 3 p.57

Aim : To teach pps forming opposites by adding prefixes.

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

Key

Dishonest – disapprove - disagree - disapproval – illegal – immoral – unfair – irresponsible – disappear

Task 4 p. 57

Aim : To exploit the learnt vocabulary and word building in a filling gaps task

*****Fill in the blanks in the text below with the words you have formed in tasks 1& 2**

Key

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 & Spelling

TASK :

Aim : To teach syllable stress & stress shift .

***** Listen carefully to the pronunciation of the following words then mark the stressed syllable .**

Procedure

- T is reading the words in the table
- PP are marking the stressed syllables
- T helps the pps to deduce the rules of the stress shift from nouns to adjectives.

Key

Verb	Nouns	Adjectives
eOnomize	eOonomy ecoNOmics eCOnomist	ecoNOmic ecoNOmical UnecoNOmical

The rule: *Shift of stress: verb/noun –to adjective*

Stress on penultimate syllable for words ending in –ic, -ics and -ical.

Think, pair, share

Task 1 p 58

Aim : To make write an opinion article.

******* Write an opinion article developing the statements in italics :

Procedure

1. *Putting an outline to the article.*
2. *Developing the statements..*
3. *Making use of the language forms to connect the different ideas.*
4. *Supporting the article with more reasons.*
5. *Writing a draft.*
6. *Sharing the essay with the class.*
7. *Correcting most common mistakes.*

Sample opinion article

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.

Task 2 p.58: Writing a draft

Task 3 p58: Sharing the essay with the class

RESEARCH AND REPORT

Task 1p 60 : **Aim** : To discuss ethics related to some chosen practices.

Assignment two (p.60): Choose two or three practices below then discuss the ethical issues they have raised in some foreign countries.

Procedure

- ❖ T elicits pps to discuss the ethical issues in class.
- ❖ Elicit their own opinions about each of them.
- ❖ They don't have to agree about any of them.

Task 2 : Reporting the pps findings.

UNIT ONE: Ethics in Business “Fighting Fraud and Corruption”

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LESSON PLAN

SEQUENCE ONE: LISTENING AND SPEAKING

Skills and strategies outcomes (p.61)

Aim: To skim through the preview and discuss what these skills and strategies can possibly mean.

Before listening

Aim : To introduce the theme of the course .

To recall some of the important notions learnt previously.

***** Discuss the following questions.**

Key

1. It's ethically wrong because he is polluting the environment. All he is concerned with is profit.
2. Students should feel free to give their own opinions.
3. Many possible answers. These answers depend on answers to question two above.
4. There are many possible answers. Students don't have to agree with each other.
5. The pps don't have to agree. The most important thing is to encourage them to justify their answers.

As you listen

Task 1 p.62

Aim : To teach pps to listen for specific information .

***** Read the coping box then do task 1&2**

Procedure

Pps are skimming through the text in the Coping Box to get prepared for the listening task

Key

A. George B. Mark C. None D. George E. None F. George
G. Mark

Task 2 p.62

Aim : To teach pps techniques of discussion and justification .

***** Think about the opinions above and say which ones you agree or disagree with; justify your answer.**

Procedure

- ❖ T let the students think about the issues before giving their opinions.
- ❖ The task is performed in pair and group work.

After listening

Aim : To teach the pps techniques of asking for, giving opinions/,agreeing, disagreeing opinions
***** Prepare a short dialogue with your partner asking for pr giving opinions about ethics in business . Agree or disagree with your partner.**

Procedure

- ❖ *The pps skim through the text in the coping box and the items in the two tables before moving to the task.*
- ❖ *Pps are preparing a short dialogue making use of the tables.(pair work)*
- ❖ *Acting the dialogues.*

Say it in writing

TASK P 64

Aim : To teach pps argumentation.

***** Select the most important arguments in the table then prepare a speech speaking about ethics in business.**

Procedure

- ❖ *Pps think about the topic sentences in italics.*
- ❖ *Discuss the arguments.*
- ❖ *Prepare a speech*
- ❖ *Exchange drafts*
- ❖ *Write a speech*
- ❖ *Share with the classmates.*

Sample speech :

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....

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LESSON PLAN

SEQUENCE TWO: READING AND WRITING

Skills and strategies outcomes (p.65)

Aim: To skim through the preview to get the pps acquainted with the objectives of this section

Before reading

Aim : To introduce the theme of the reading.

*****Discuss the questions below.**

Procedure

The picture on p 65 is a good support to elicit pps participation.

Key

1. E.g. 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. Many possible answers. They are unethical /criminal because ...
3. Many possible answers.
4. Many possible answers

As you read

Task 1p 56:

Aim : To teach pps skimming techniques to find the title /the summarizing sentence

***** Skim through the text ad do taskA & B**

Procedure

- This task is not testing pps’ comprehension.
- T makes the pps explain why the other choices are false.

Key

A. b

B. Social Auditing and its importance in business

Task 2 p.66

Aim : To teach pps scanning techniques

***** Scan the text and answer the questions.**

Key

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

B. Giovanni Preston travels to countries to check labour standards.

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

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

Task 3 p.67

Aim : To help pps guess the meaning through context.

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

Key

A. commission B. prosper C. corporate D. designate

E. oversee F. suppliers G. scrutiny

After reading

Task 1 p.68

Aim : To teach pps Identifying & using reference words

***** Have a look at the coping box then do the following tasks.**

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

Procedure

- T lets pps skim through the text in the coping box.
- T helps pps to illustrate the difference between lexical and grammatical cohesion.
- Synonymy, antonym and hyponymy = lexical cohesion
- Articles, possessive adjectives, demonstrative adjectives, pronouns = grammatical cohesion
- T makes it clear to the pps that lexical and grammatical cohesion is important for comprehension

Key

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

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

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

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

Task 2 p.68

Aim : To teach pps the importance of identifying reference words to understand a context.

***** Explain how the reference words helped you to understand the text.**

Procedure

- T makes sure pps 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.

Task 3 p.68

Aim : To teach pps .Coherence

***** Reorder sentences A-F to get a coherent text.**

Key

(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

Task 1 p 69

Aim : To teach pps writing a policy statement .

*****Think over the opening statements. Choose 2 to 4 notes and write the policy statement about an ethical investment.**

Procedure:

- Pps go through the diagram;
- Read the expanding notes.
- Select some items (2 to 4).
- Develop them into supporting statements.

Sample essay

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.

UNIT ONE: Ethics in Business “Fighting Fraud and Corruption”

STREAMS: 3M / TM /GE /SC Exp

SEQUENCE PLAN

SEQUENCE ONE: LISTENING AND SPEAKING

OBJECTIVES:

- Recall the theme of ethics in business
- Make the project outcome explicit by talking about the final objective of the unit as a whole.
- To make pp
 - have a clear understanding of what the learning objectives of the section are
 - go through the different tasks

FUNCTION: Describing / Responding to an opinion / defending opinions

SKILLS: Listening

: Language outcomes:

- Listening for gist
- Listening for details
- Responding to an opinion
- defending opinions
- Writing an argumentative speech.

LEXIS : Related to the topic of business

TIME ALLOCATED: : hours

Before listening

Task p 61: Discussing questions

As you listen

Task 1 p.62: Reading the coping box: Matching items who says what?

Task 2 p.62: Thinking about the opinions: Agreement or disagreement with; justification.

After listening

Task p 63: Preparing a short dialogue asking for / giving opinions about ethics in business.

Say it in writing

Task 1 p 64: Preparing a speech speaking about ethics in business.

Task 2 p 64: -Exchanging drafts

-Writing a correct version of the speech.

UNIT ONE: Ethics in Business “Fighting Fraud and Corruption”

STREAMS: 3M / TM /GE /SC Exp

SEQUENCE PLAN

SEQUENCE TWO :READING AND WRITING

OBJECTIVES:

- Consolidate the theme of ethics in business
- Make the project outcome explicit by talking about the final objective of the unit as a whole.
- To make pp
 - have a clear understanding of what the learning objectives of the section are
 - go through the different tasks

FUNCTION: Skimming / Scanning

SKILLS: Reading / Responding to a text / Guessing the meaning.

Language outcomes:

- Skimming
- Scanning
- Guessing the meaning of words from a context.
- Responding to a text
- Identifying & using reference words
- Writing a policy statement.

LEXIS: Related to the topic of business

TIME ALLOCATED: hours

Before reading

Task p 65: Discussing questions.

As you read

Task 1p 66: Skimming through the text and doing task A & B

Task 2 p.66: Scanning the text and answering questions.

Task 3 p.67: Finding in the text words that match definitions.

After reading

Task 1 p.68: To have a look at the coping box then do tasks:

a- Finding the summarizing sentence b- Finding the title.

Task 2 p.68: Explaining how the reference words can help understanding a text.

Task 3 p.68: Reordering sentences A-F to get a coherent text.

Writing development

Task 1 p 69: Writing a policy statement about an ethical investment.

UNIT ONE: Ethics in Business “Fighting Fraud and Corruption”

STREAMS: 3M / TM /GE /SC Exp

PROJECT PLAN

Main objective: : The goal of this project is to demonstrate awareness of and ability to deal with ethics in business

Theme : Ethics in business; fighting fraud and corruption

Project outcomes

OBJECTIVES: In this section pps will :

- ❖ identify and define the concept of ethics in business
- ❖ be made conscious of the negative effects of fraud
- ❖ be aware that honesty in business is a sign of active/good citizenship
- ❖ identify and define the concept of ethics in other professional contexts (teaching, medicine, law, etc)

- **Function:** Exposing

Skills: Notes' collecting / Notes' comparing / notes' sharing