LISTEN AND CONSIDER

In this part you will learn to:

- express condition using **provided that**, **providing that** , **as long as** and **so long as**
- express wish and desire with **wish** and **it's high time**
- give advice and warning using **had better**
- pronouncing words ending in **–ics and you will:**
- make a public statement

- **Let's think about it**
- **Listen and do**
- **Language in context**
- **Writing**

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Let's think about it

1- Read the practices below carefully. Which of them are morally acceptable (ethical), and which ones are morally wrong (unethical)? Classify each practice under the appropriate heading.

a. 'Bribing' , i.e. undertable payment for corrupt officials to win public contracts or favours.
b. Revealing confidential information to the police or to a newspaper. (whistle blowing)
c. Respecting health and safety regulations
d. Spending money on lobbying, i.e.trying to persuade politicians to pass laws favourable to your particular industry.
e. Fighting child labour
f. Using all available procedures including deception to hide the true financial position of your company.(false accounting)
g. Militating against corruption in an association.

Ethical practices	**Unethical practices**

2- Look at the pictures below. Which of the practices mentioned in task 1 above does each one illustrate?

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…… ……



……

Listen and do

1- Listen to the interview then tick the right answer

1- <u>'The right -to Know' is :</u>

a. an anti-corruption body
b. an international health organization
c. a humanitarian association

2- <u>Transparency International publishes an annual report about:</u>

a. the number of anti-corruption bodies in the world
b. the level of corruption in most countries of the world
c. how to fight corruption

3- <u>Mr Bishi thinks:</u>

a. corruption can't be eradicated

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b. we will eradicate corruption providing we act now
c. citizens should not be involved in the fight to stop corruption

4- <u>According to Mr Bishi, the chances of eradicating corruption will increase …</u>

a. as long as all countries are committed to fighting it
b. if people continue shrugging their shoulders at bureaucratic abuse and waste
c. when governments finance anti-corruption associations

Language in context

A/ Grammar

Provided that /Providing that- As long as

Consider sentences 1 and 2 below . Then answer questions A,B,C,D and E 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. What do 'providing that' and 'as long as' express ? Tick the right answer.
   a. cause b. condition c. result
B. Circle the link words we can use instead of providing (that) and as long as .
   a. even if b. only if c. except if d. on condition that
C. Which clauses in sentences 1 and 2 are subordinate clauses , and which ones are main clauses? Classify them in the following table.

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Sentence number	Main clause	Subordinate clause
1	……	……
2	……	……

D. What tense is the verb in the main clause and in the subordinate clause? Fill in the blanks with the appropriate verb tense.

- The verb in the main clause is in the ……..tense
- The verb in the subordinate clause is in the …… tense

E. What time do these tenses refer to ? Present, Past or Future ?

See grammar reference (p.38-47)

Task : Link each pair of sentences below using **providing/provided that** or **as long as** as indicated in brackets . Put the verbs in brackets in the right tense.

a. Banks (lend) you money to start a business .You (promise)in writing to pay them back. **(provided that)**
b. Your business (continue)to prosper. You (keep) your probity and integrity.**(as long as)**
c. Algeria (attract) more foreign investments. It (pass) stricter anti-corruption laws. **(providing)**
d. The government (regain) the confidence of the citizens. They (fight) bribery , embezzlement , and nepotism. **(provided that)**
e.The citizens (support) their government. Its members are not involved in corruption scandals.**(as long as)**

I wish… - If only …! - It's time…

Consider sentences A-E below .Then answer questions 1- 4 that follow.

A. I **wish** our fellow citizens **had heard** our call for fighting corruption earlier than now.
B. I **wish** the present anti-corruption laws **were** tougher.

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C. I **wish** our government **would pass** a law giving citizens the right to know how public funds are spent , and the sooner the better.

D. **It's high time** we **organized** ourselves into an anti-corruption association.

E. **It's about time** we **fought** nepotism.

1- Sentences A and B express regret. What tenses are the verbs following **I wish** ?

2- Match each form with the type of regret it expresses

FORM	MEANING EXPRESSED
I wish + Past Perfect I wish + Past Simple	- regret about a present situation by imagining its opposite - regret about something in the past

3- What tense is the verb following **wish** in sentence C ?

4- What does sentence C express? Tick the answer you think is right.

a.regret

b. a desire for change in the near future

c. an obligation

5- Sentences D and E convey advice about what to do although it is already a little late .What tense is the form following **it's high time/it's about time** ?

See grammar reference (p.38-47)

Task 1. Peter stole public funds and is in prison now. He regrets what he did and wishes things to be different or to happen.

Complete each sentence. Use the right tenses.

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A. Peter stole public funds and regrets it .

I wish I ……. public funds .

B. He wishes himself home and not in prison now.

C. He has written a letter to his wife and parents

I wish I…….. and not in prison.

expressing the wish to be forgiven for what he did.

I wish you…….. me for what I did .

D. Peter is talking to the judge. He expresses the wish to be given a second chance

I wish you……..me a second chance.

E. He wasn't loyal to the company he belonged to and regrets it .

I wish ……loyal to the company I belonged to.

Task 2. Rewrite sentences A-D below using **it's (high/about) time** to express your impatience with bureaucratic malpractices. Do as shown in the example.

Example: Schools should involve their students in anti-corruption projects.

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- **It's about time** schools **involved** their students in anti-corruption projects

A. The government should take measures to stop tax evasion.
B. Public authorities should take action to eradicate nepotism.
C. Public authorities should make anti-smuggling laws more stringent.
D. Public authorities should do something to eradicate the 'underground' economy in our country.

Had better

Consider sentences 1 - 3 below. Then answer 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.
3. You **had better** not make calls to your relatives from your office. It's unethical.

A. What do the items in bold type express? Tick the right answer.
   a. obligation b. advice c. ability
B. Which of the items in the box below can you use to express the same ideas as in sentences 1-3 above? Use them to rewrite the sentences.

May – could - ought to – should – must – have to –If I were you - might

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

See grammar reference (p.38-47)

1. Complete statements A-E below using **had better/'d better** or **had better not/'d better not** and a verb in the list below.

follow – keep – accept – be- use

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A. You….. regular and punctual at work.
B. You ….. files containing top secret information about the company in the safety deposit box.
C. You …. the office telephone for private calls.
D. Employees ….. the rules, policies and procedures of their work strictly.
E. Employees ….. gifts from clients. These can be bribes.

B/ Vocabulary

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

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

2. Complete the blanks in the texts A-C with the words in the box.

fraud- money – bribe – accountant – tax inspectors – false invoices – embezzler - corruption – bribery – bank accounts

A. A bribe is the illegal payment made to a person to persuade him/her to do you a favour. To …(1)… a civil servant is to corrupt him/her. Anyone who accepts …(2)… is corrupt and is involved in …(3)… .

B. Embezzlement is a type of …(1)…. . for example , an …(2) … who sends …(3)… to the company he works for, and pays money from his company into …(4) … of false companies he has “created” is an …(5)…

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C. Money laundering is hiding the illegal origin of …(1)… . for instance, criminal organizations may buy property with money from drugs in order to disguise its origin from …(2) …. . When they sell the property , the money becomes 'legal'. However,most banks now stop …(3) … by telling the police and tax inspectors when someone makes a large cash deposit.

C/ Pronunciation

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

1. **Ethics** are moral beliefs about what is right and wrong.
2. **Ethics** is the study of moral beliefs.
3. **Statistics** are collections of information in numbers.
4. **Statistics** is a branch of mathematics.

A. What do you notice about the ending of the words in bold type ?
B. What do you notice about the verbs which come after them ?
C. In which case do we use the singular form of the verb after the word in bold?
D. Listen to the words in bold and underline or circle the syllable you hear most . What do you notice?
E. Read the following rule and check your answer:

The stress in words ending in **–ics** generally falls on the second syllable from the end.

1. Supply 'is' or 'are' in the gaps.

A. Economics … the science of production, distribution and consumption of goods.
B. Chafik is good at Mathematics. Mathematics ….easy for him.
C. Physics … my favourite subject.
D. The statistics in that report … not correct.
E. Paediatrics … the branch of medicine children and their diseases.

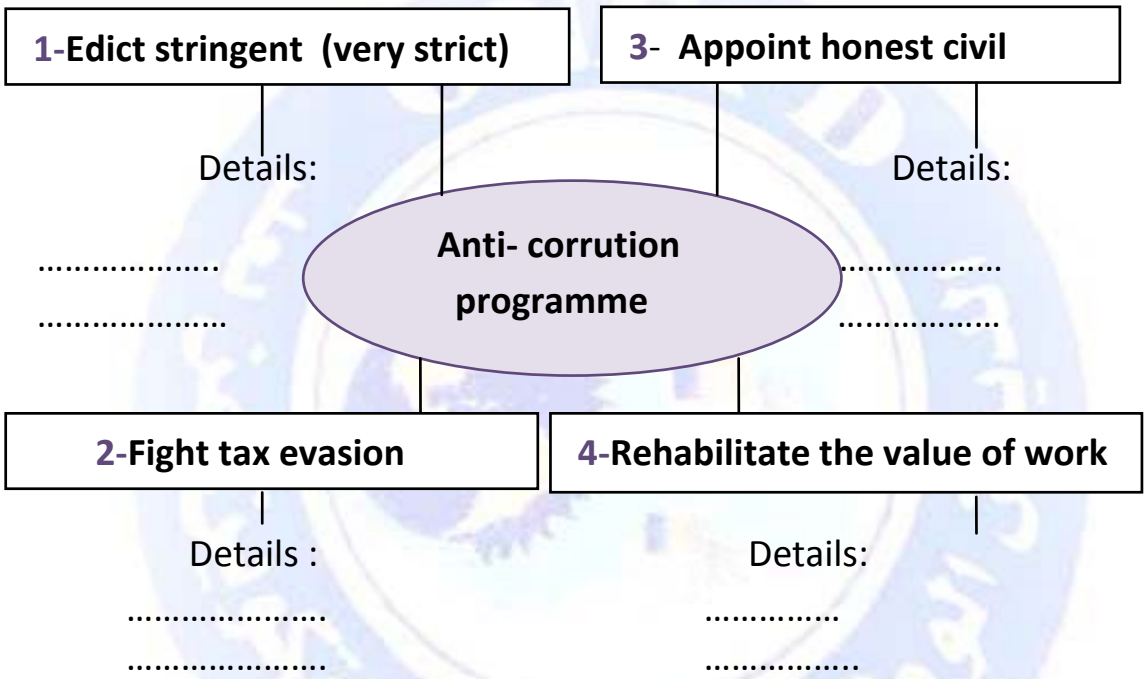
2. Write a list of 5 nouns ending in –ics

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WRITING

- Prepare a short public statement saying what you would do to fight corruption if you were elected mayor of your town. Follow the procedure below.

1. Jot down ideas about your anti- corruption programme using the following spidermap.



2. Select the most relevant ideas from your spidermap 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 LANGUAGE

- Make the best use of the grammar and vocabulary you have learnt in this part .
- Use the following link words:
  - To begin with , first , next , finally , etc.
  - Because, since, for , as , as a consequence , therefore, etc.
  - In order to , so as to , so that, etc.

3. Conclude with a punchy sentence.

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READ AND CONSIDER

In this part you will learn to:

- use the present continuous passive in descriptions
- express cause and result with **because**,**so+adj+that**…
- express obligation and necessity with **must/ have to**
- ask for and give opinions, agree and disagree
- form nouns by adding suffix **–ty** to adjectives
- form opposites by adding prefixe **– dis** , **-il** , etc.

and you will:

write an opinion article

- **Let's think about it**
- **Read and do**
- **Language in context**
- **Writing**

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Let's think about it

1- Look at the pictures below. What do they represent? Tick the answer you think is right.







- The pictures represent :

a. expensive products

b. harmful products

c. original products and their imitations

2-How do we call copies/ imitations of products? Tick the answer you think is right.

- We call them :

a. genuine or authentic products

b. fake or counterfeit products

c. manufactured products

3- What are the main characteristics of genuine and counterfeit products ? Write the adjectives in the table below in the appropriate column.

dangerous- good quality- cheap – legal- low/bad quality – harmful- expensive- illegal- safe-

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Read and do

Genuine/ authentic products are …..	Counterfeit / fake products are ….
……	……

- Read the text below and do the following tasks.

1. Reorder the following ideas according to their occurrence in the text.
   a. Counterfeiting has had consequences in the European Union.
   b. It is hard to distinguish between imitations and genuine products.
   c. Consumers
   d. Counterfeiting is a worldwide phenomenon.

2. Choose the sentence that correctly completes sentences A-E.

A. It is difficult to distinguish between imitations and genuine product because they are …. copies.
1.perfect 2. beautiful 3.interesting

B. Counterfeit medicines are harmful because they contain ….. active ingredients.
1. an excess of 2. a lack of 4. no

C. …… are the 3 major consequences of counterfeiting in the European Union.
1. Car accidents, health problems and food poisoning
2. Lack of safety standards, low quality and profitability
3. Loss of jobs, revenue and profits

D. Companies suffering from counterfeiting had better….
1. reduce the prices of their brands
2. spend more money on advertising against

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counterfeiting

3. improve packaging

E. 'Imitating property is theft' means it is ….

1. a crime 2. legal c.easy

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 Organisation, 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, UE 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

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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)

LANGUAGE IN CONTEXT

A/ Grammar

So +adjective+ that / such + noun phrase

Consider sentences 1 - 3 below. Then answer questions A-D that follow.

1. These products are imitated to **such** perfection **that** it is difficult to distinguish between genuine and fake products.
2. The loss in profitability is **so** big **that** many companies have launched advertising campaigns.
3. Counterfeits are of **such** poor quality **that** they do not last long.

A. Classify sentences 1-3 in the appropriate column

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… so+ adjective + that ……	… such+ noun phrase +that …

B. What are the main clauses in the 3 sentences? Underline them once.

C. What are the subordinate clauses in the 3 sentences? Underline them twice .

D. What do the subordinate clauses in the 3 sentences express? Reason or consequence ?

1. Supply '**so …that**' or '**such that**' in the following sentences.

A. Brands are … expensive … many consumers with low incomes buy counterfeits to satisfy their needs.

B. The trade in counterfeit has … negative impact on business … many companies have launched advertisement campaigns against counterfeiting.

C. Health and safety risks associated with counterfeit medicine are ….high … something must be done to eradicate their manufacture and sale.

2. Link the pairs of sentences below with '**so …that'** or '**such …that**'.

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.

D. a. There has been heavy pressure from trademark owners.
b. Public authorities have edicted strict regulations to keep counterfeit products out of the market.

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Present continuous passive

Consider sentences 1 – 4 in the table below. Then answer questions A-D that follow.

A	B
1.Consumers with low incomes **buy** counterfeits. 2.Counterfeiters **are copying** products of all sorts 3.Fake medicines **kill** hundreds of people each year. 4.Companies **are spending** huge amounts of money on advertising against counterfeiting	a.Each year,hundreds of people **are killed** by fake medicines. b.Counterfeits **are bought** by consumers with low incomes. c.Huge amounts of money **are being spent** on advertising against counterfeiting d.Products of all sort **are being copied** by counterfeiters.

A. What voice of the present simple and the present continuous tense is used in column A and in column B? Complete the following sentences with the words: “active” or “passive”.

1.In column A : ……. voice.

2. In column B : ……. voice.

B. Match each sentence in column A with its corresponding passive form in column B. What do you notice about the structure of the verb in “present simple passive” and “present continuous passive”? Complete the following table.

Present Simple Passive	Present Continuous Passive
Subject + is/….+ ……	Subject+ is/…. being+ ……

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See grammar reference (p.38-47)

1. Complete each second sentence with the appropriate passive form.

   A. The anti-counterfeiting campaigns target both manufacturers and sellers of counterfeit goods.

- Both manufacturers and sellers of counterfeit goods ……..

   B. Stringent counterfeiting laws are reducing the production and trade of fake products.

- The production and trade of fake products ……..

   C. Some counterfeiters use toxic dyes and dangerous chemicals in the production of counterfeit toys.

- Toxic dyes and dangerous chemicals ……..

   D. Trademark owners are declaring war on counterfeit goods.

- War on counterfeit goods ……..

Must – Have to – Don't have to (revision)

Do the following taks and answer the questions.

1. Read the last paragraph and complete the following table with sentences containing "must" , "mustn't" and "have to".

Must	Mustn't	Have to

2. What do must, mustn't and have to express? Complete the following sentences with the appropriate modal.

   A. ……. is used to express necessity.

   B. ……..is used to express obligation .

   C. ……. is used to express prohibition.

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3. Which modal can be used to express lack/absence of obligation? Tick the right answer.

A. Mustn't ☐ B. Don't have to ☐ C. Can't ☐

See grammar reference (p.38-47)

Task. Fill in each gap with must , mustn't or have to so that the text makes sense.

Consumers with low incomes usually buy counterfeits. They say they (1)….. do so to satisfy their needs and because they can't afford the original. Lower-income customers (2) ….. understand the real harm that can come from their purchases. They (3) ……expose themselves and their families to unsafe and dangerous products.

Asking for and giving opinions, agreeing and disagreeing

A. Study the expressions in the table below carefully.

1……	2……	3……	4……
-Do you think…? -What do you think about/of … ?	-I think/believe that… -In my opinion …	Some people: think/believe that … *are in favor of … *are against…	-I agree with you … -That's right…. -You're right….
5……	6……	7……	8……
-I suppose so -I guess so	-Absolutely! -Exactly!	-Yes, but… -I know but …	-No, that's not true…. -You must be joking

B.Now fill in each headline with the appropriate function from the list below.

- Agreeing
- Saying what people think

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- Disagreeing politely - Agreeing strongly
- Asking someone for their opinions - Disagreeing strongly
- Agreeing but not strongly - Giving your opinion

Task. Complete the dialogues about counterfeits and counterfeiting with the right expressions. The indications between brackets will help you choose the right ones.

1. A: …… people mustn't buy counterfeits .(giving your opinion)
   B: …….. counterfeit products are cheaper than genuine products.(disagreeing but not strongly)

2. A: …… counterfeits are a threat to man's Health and safety .(giving your opinion)
   B: ……. they've been the cause of many accidents and injuries. (agreeing strongly)

3. A: …….. advertisement campaigns against counterfeiting are a waste of money.(saying what people think)
   B: ……. they are necessary to make people aware of the dangers of counterfeit goods. (disagreeing strongly)

B/ Vocabulary

1. **Form nouns** from the following adjectives by **adding**
2. **appropriate suffixes** to the words in the box below. Example:
   hospitable hospitality→

Honest – stupid – responsible – cruel – moral - legal

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

Honest (adj) – approve (v) – agree (v) – approval (n) - legal (adj) – moral (adj) – fair (adj)-
responsible (adj) – appear (v)

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4. Fill in the blanks in the text below with the words you have formed in tasks 2 and 3 above.

- It is both (1) … and (2) ….. to imitate products. Piracy is due mainly to a lack of (3) ….. and (4)… I totally (5) ….. with those who say that counterfeiting is beneficial to consumers.

C/ Pronunciation

1. Listen to the words in the table below and mark the stressed syllable.

VERB	NOUNS	ADJECTIVES
economize	economy economist	economic economical uneconomical

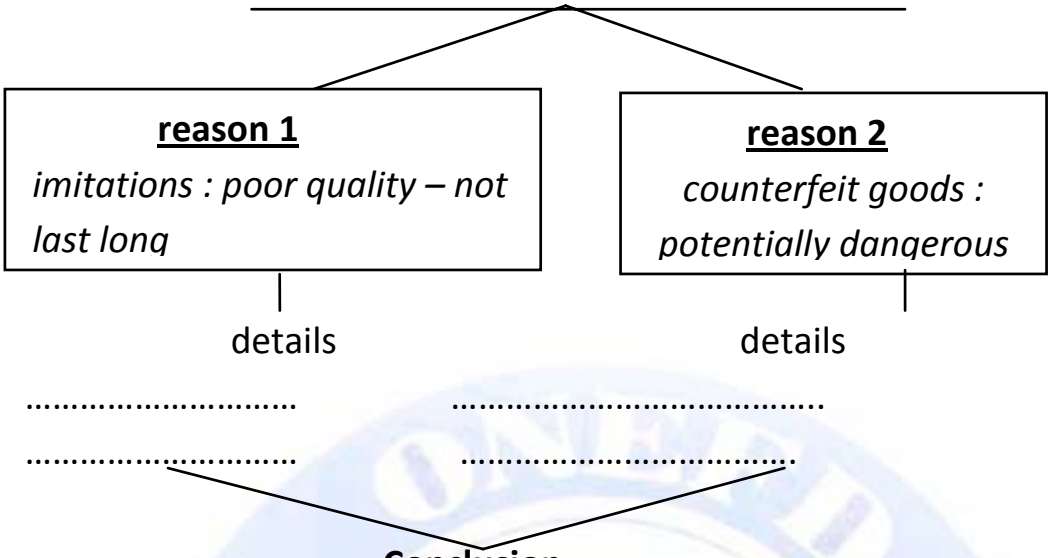
Writing

- Write an opinion article about whether counterfeiting benefits consumers or not.Follow the procedure below.

1. Think over the opening statement in the diagram below. Develop the statements in italics in the diagram.Support them with concrete facts .

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

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……

2. Write a draft of your opinion article.

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 …….
- Expressions for concluding: in short , to conclude , to sum up , in conclusion , the solution is then …

3.Read your opinion article and correct your mistakes before writing the final version.

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LISTENING

In this part you will :

- listen for gist
- listen for detail
- respond to opinions
- defend opinions/points of view

and you will:

- write an argumentative speech

- **Let's think about it**
- **Listen and do**
- **After listening**
- **Writing**

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Let's think about it

- Look at the picture below and answer the questions that follow. It doesn't matter if you get your answers wrong.



1. Is the businessman's behavior in the picture ethically right or wrong ?

2. The businessman in the picture says: **"Business is business"** What does this mean to you? Tick the statements corresponding to what you think it means.
   a. Business has nothing to do with ethics
   b. No consideration to the environment
   c. No consideration to the social conditions of the workers
   d. A lot of profits gained legally
   e. The use of all means to increase profits
   f. Business is based on ethical principles

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3. What do you associate with the use of the dark colour in the picture with? Tick the statement corresponding to what you think.

Businesses:

a. do not comply with health regulations
b. comply with environment regulations
c. do not comply with environment regulations

4. Which of the statements below better describes the practice of business in the world?

a. The activities of private companies generate profits only for their owners and shareholders (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 (people who have interest, a say in the matter).

Listen and do

- Read the statements below then listen to the debate involving three businessmen: Bob, George and Mark . Put a cross (x) in the column corresponding to the person who said that statement. (B) stands for Bob, (G) for George and (M) for mark.

	B	G	M
a.Companies must make a lot of money so that people who have invested in them get profits.			
B.A company bears responsibility to all people whose welfare and livehood depend on it.			
C.No company should spend more than is required to reduce pollution.			
D.Companies should be managed for the benefit of shareholders.			

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E.Companies should be managed for the benefit of stakeholders.			

After listening

- Think about the opinions in the table above. Then say if the following statements are true or false.
  A. George is in favour of business that generates profits for their shareholders.
  B. Mark is in favour of business that benefits employees and stakeholders.
  C. Mark is against the complete welfare of people.
  D. George and Mark don't share the same opinions.

Writing

1.Think about the question in italics below. Then read the arguments and counterarguments in the table that follows.

Do you agree with people who say that ethics has nothing to do with business?

Argument: ethics has nothing to do with business	**Counterargument: ethics has everything to do with business**
- People start business to become wealthy. …… ……. - Respect of an ethical code may limit production and competition. …… ……	- Greed may result in labour exploitation and destruction of the environment. …… … - Business activities should have a code of good practice. …… …

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2.Develop the arguments and counterarguments in the table above.Write each supporting statement in the box below under the appropriate argument or counterargument.

3.Write a speech of about 6 to 8 sentences in favour of ethics in business. Pay attention to punctuation, spelling mistakes, subject-verb agreement, tenses and sentence construction.

SUPPORTING ARGUMENT BOX

- Avoid bribery, false accounting, tax evasion , manufacturing counterfeit goods…
- Not use child labour
- Some business activities endanger the environment
- Do business for making profits
- Ethical code can undermine the value of hard work
- Some workers are underpaid
- Comply with health, safety and environment regulations
- Ethical code can be a threat to the survival of companies
- Don’t care about moral standards
- Some workers do not work in good health and safety conditions

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READING AND WRITING

In this part you will :

- skim
- scan
- respond to a text
- guess the meaning of words from context
- identify and use reference words

and you will:

- write a policy statement

- **Let's think about it**
- **Listen and do**
- **Writing**

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Let's think about it

- Answer the question below. It doesn't matter if you get your answers wrong.

1. What do you think of companies which use child labour?
2. Which rights of the child does the company represented in the picture violate?



3. Would you boycott products from foreign companies which use child labour?
4. Do you think that Algerian businesses are trying to limit child labour?

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Listen and do

- Read the text below then do the tasks.

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 behavior in relation to their employees and the society as a whole. **(§1)**

Supporters of social audits 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 likely to prosper than **those** which behave unethically. **(§2)**

Giovani Preston is a social audit; 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. 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. **(§3)**

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

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responsible , the country will benefit. Today, we can no longer separate ethics from business.' **(§4)**

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

1. Skim through the text above and choose the sentence that best summarizes it.
   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.
2. Now scan the text and answer the following questions.
   A. Why are some companies commissioning social audits?
   B. Giovani Preston works as a corporate social responsibility executive.What does he really do?
   C. What are the labour standards that he mentions in the text?
   D. What conclusion does he draw about ethics and business?
3. Match each word with its appropriate definition .

WORDS	DEFINITIONS
1. Issues (§1) 2. Commissioning (§1) 3. Prosper (§2) 4. Suppliers (§3) 5. Scrutiny (§4)	A. detailed examination B. to be successful, especially financially C. problems D. giving authority or responsibility to somebody to find out about something E. a person or company that supplies goods

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4. What do the words written in bold in the text refer to?
   A. Paragraph one
      1. **their** → ……
      2. **them** → ……
      3. **these** → ……..
   B. Paragraph two
      those → ……..
   C. Paragraph three
      1. **these** → ……..
      2. **there** → ……..
      3. **their** → ……..

5. 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 right 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.

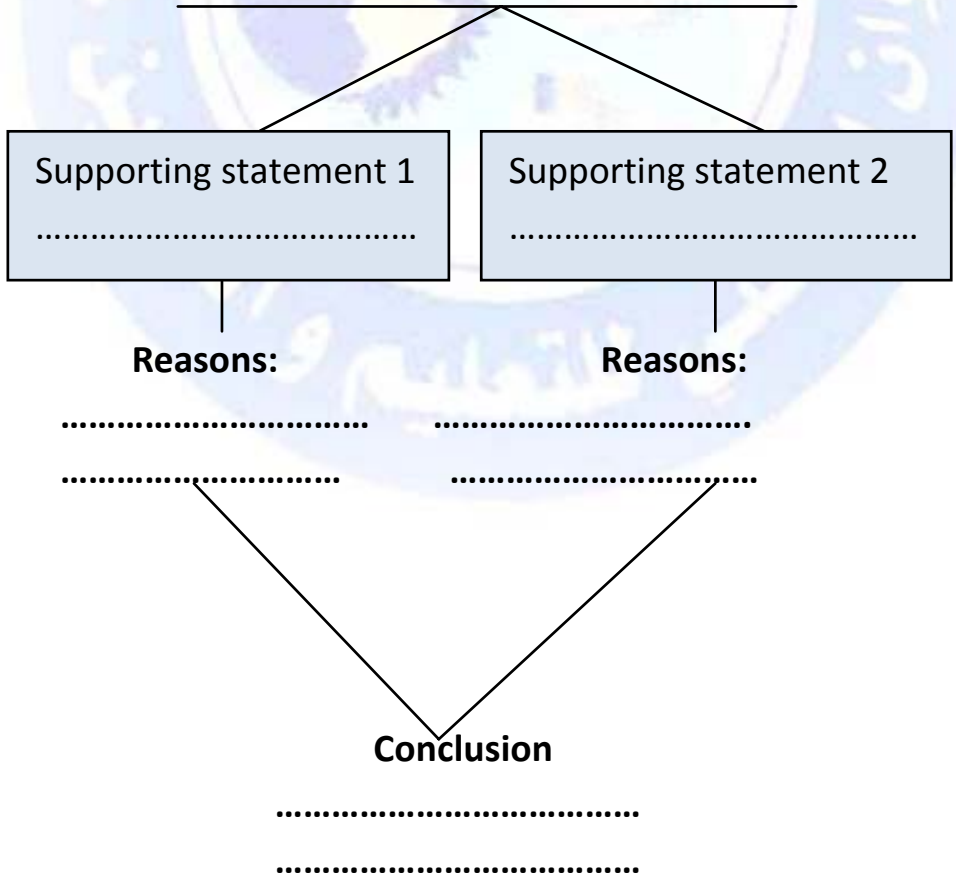
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WRITING

- Suppose you were the manager of an **ethical investment** fund, 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 notes from the checklist of expanding notes that follow and develop them into supporting statements.

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



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EXPANDING NOTES

- avoid companies that endanger the environment.
- not invest 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…)
- invest in companies that balance economic growth with social responsibility.

2. Write supporting statements in the diagram. Then add reasons to explain/illustrate your statements.

3. Write your first draft of the policy statement paying attention to punctuation, spelling mistakes, subject-verb agreement, tenses and sentence construction.

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 + adj +that …….

4. Read your policy statement and correct your mistakes before writing the final version.

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GRAMMAR REFERENCE SECTION

- Provided that. Providing that. As long as-So long as
- I wish... - If only ...! - It's time ...
- Had better do...
- The active and passive voice
- Must/ Mustn't – Have to / Don't Have to

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Provided that. Providing that. As long as-So long as

1- The link words above introduce condition. They mean the same as "**but only if**" or "**if and only if"**

Examples:

- ***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 harder.*

(She will pass the exam ***but only if*** *she works harder)*

2- 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.

Examples:

Provided that you **leave** now, you **will arrive** at school on time.

Provided that + present simple, + Will (Future Simple)

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

I wish...

1- We use **wish + past simple** to express a **regret** about a **present situation** by imagining its opposite.

Examples:

* *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.

Example:

I wish he **were with me now.*

2- We use **wish + would** to express a desire for change in the near future, especially when someone or something is annoying us.

Examples :

* *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.

Example:

* *I wish I **could** lose weight.*

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3- We use **wish + the past perfect** to express **regret** about something in the **past**.

Examples:

* ***I wish I had been*** *on holiday last July. (but I 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**.

Examples:

* ***If only*** *I* ***had listened to*** *your 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.

Examples:

* ***It's*** *(high/ about)* ***time*** *for us to go to the station.*

* But when you say **It's time** someone **did** something, you are in fact thinking that this action should have been performed earlier, you are complaining about the delay.

Examples:

* *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.*

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

Example:

* ***It's high time*** *Hassiba* ***did*** *some work for her final exam.*

* The meaning of **had better** ('d better) is the same as that of

Had better do...

should/ought to. When you tell your friend **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.

Examples:

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

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

* The negative form is : **had better not**
'd better not

Examples:

* 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.

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* 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.**

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.

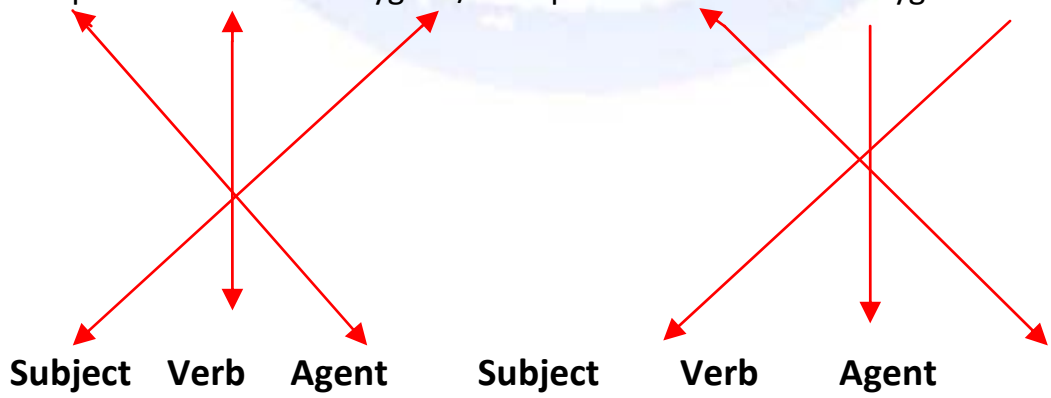
If you say ***The rivers are polluted by a lot of chemical industries***, the verb (**are polluted**) is in the passive. You can use the passive only with **transitive verbs**.

Forms: How to change the active voice to the passive one.

A. Affirmative

- **Past Simple** **Present Perfect**

Subject	**Verb**	**Object**	**Subject**	**Verb**	**Object**
The plant	released	oxygen /	The plant	has released	oxygen



Subject	**Verb**	**Agent**	**Subject**	**Verb**	**Agent**

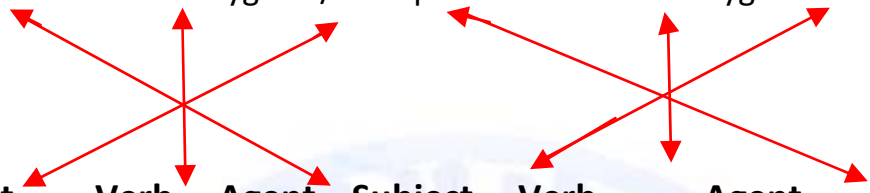
Oxygen **was** release**d** **by** the plant Oxygen **has been** release**d** **by** the plant

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Present simple **Future simple**

Subject Verb Object Subject Verb Object

The plant releases oxygen / The plant will release oxygen



Subject Verb Agent Subject Verb Agent

Oxygen **is** releas**ed** **by** the plant /Oxygen **will be** releas**ed** **by** the plant

Modals

Subject Verb Object

We must/ can/ could/ may might / conserve our resources



Subject **Verb** **Agent**

Our resources **must/ can/ could/ may might be** conserv**ed** **by** us.

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 verb.

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B. Interrogative

Wh Agent	Auxiliary	Subject		Verb
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	the treaty on gas emissions		signed by all countries?
	Has	the treaty on oil shipping	been	signed by all the parties?
	Is	the Amazon rainforest		protected by the government?
	Will	the next conference	be	held 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.**

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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 say who does it.

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

Must/ Mustn't – Have to / Don't Have to

MUST - HAVE TO = Obligation/Necessity

We use must+ verb and have to+ verb when we say it is necessary to do something or to express obligation.

Examples:

* In England, you **must** drive on the left , but in Algeria, you **must** drive on the right.
* Peter **must** clean his parents'car before they give him any pocket money.
*I **have to** give the book back to the library on Tuesday.
* To get to school on time, I **have to** leave home by 7.30.

MUSTN'T = Prohibition

We use mustn't + verb to say that something is not allowed.

Examples:

* You **mustn't drive** fast here. The road sign says that the speed limit is 50 kms per hour.

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*We **mustn't** walk on the grass here. It's forbidden.

DON'T HAVE TO = Absence of obligation

We use don't have to say something is not necessary.

Examples:

*You **don't have to** do this exercise. It's optional.

*You **don't have to** go to England to learn English.

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LISTENING

SCRIPTS

- **Script 1: Listen and consider**
- **Script 2: Listening**

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Unit 1, Script 1: Listen and consider

Radio host: This is **Talk of the Nation.**I'm Mohamed Berrashid welcoming you on the English service of your favourite radio.In the studio with us now is Karim Bishi , Head of the Right-to-Know Association.Good morning , Sir. Welcome to our programme.

Karim Bishi : Good morning.

Radio host: I've heard a lot about your association "The Right-to-Know", can you tell us about it, please?

Karim Bishi : Well, "The Right-to-Know association" is an anti-corruption body. em ….. Its purpose is to make people aware of their rights to know how public funds are spent.

Radio host : How did you get the idea of creating an anti-corruption association?

Karim Bishi : You know, I read the report "Transparency International made about the level of corruption in most countries and …..

Radio host : Oh! I see …..What's special about that report?

Karim Bishi : When I read that report, I realized that the least corrupted countries are the ones which have associations like ours. So I said to myself "It's high time we organized ourselves into an association to fight corruption."

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

Karim Bishi: em…. yes…. but only if we act collectively. We certainly will eradicatecorruption providing we act now…. of course ; The opportunities to eradicate corruption will definitely increase as long as all – and I insist – all countries are committed to fighting it….

Radio host: Sorry to say so, but…D'you really think all citizens should be involved in the battle against corruption?

Karim Bishi : I do believe that 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 ……

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Radio host: Thanks very much Mr Bishi, you have enlightened us. Any other idea to close this interview?

Karim Bishi: Well, I do wish our fellow citizens had heard our call to fight 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.

Unit 1, Script 2: Listening

Three business friends conversing 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 conforming to the basic rules of society?

George : Well how shall I put it? Let's say there is a rule 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 businesses. Any other ethical considerations are businesslike, because they threaten the survival not only of individual corporations but also of capitalism as a whole.

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

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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 employment and fewer social problems even if that means spending more money on social welfare and the environment than the amounts required by law.

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KEY TO

ACTIVITIES

- LISTEN AND CONSIDER
- READ AND CONSIDER
- LISTENING
- READING AND WRITING

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UNIT TWO: ETHICS IN BUSINESS

LISTEN AND CONSIDER

- **Let's think about it**

1. **Ethical practices:** b - c - e - g
   Unethical practices : a -b - d -f

2. 1→e 2→a 3→g

- **Listen and do**

1. 1→a 2→b 3→b 4→a

A/ Grammar

Provided that /Providing that- As long as

A→b **B→b**

C

Sentence number	Main clause	Subordinate clause
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

D . The verb in the main clause is in the **Future** tense and the verb in the subordinate clause is in the **Present** tense

F .These tenses refer to the **Future**

Task:

a. Banks will lend you money to start a business provided 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. Algeria will attract more foreign investments providing it passes stricter anti-corruption laws.
d. The government will regain the confidence of the citizens provided that they fight bribery , embezzlement , and nepotism.

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e. The citizens will support their government as long as its members are not involved in corruption scandals.

I wish… - If only …! - It's time

-I wish + Past Simple = regret about a present situation by imagining its opposite

- I wish + Past Perfect = regret about something in the past

3.Conditional 4.b 5.Past Simple

1- A. Iwish I had not stolen public funds

B. I wish I were /was at home and not in prison

C.I wish you would forgive me for what I did.

D. I wish you would give me a second chance.

E. I wish I had been loyal to the company I belonged to.

2- A . It's about time the government took measures to stop tax evasion.

B . It's high time public authorities took action to eradicate nepotism.

C . It's about time public authorities made anti-smuggling laws more stringent.

D .It's high time public authorities did something to eradicate the 'underground' economy in our country.

Had better

A→b **B:** ought to –should –if I were you **C:** 2&3

Task

A. You 'd better be regular and punctual at work.

B. You 'd better keep files containing top secret information about the company in the safety deposit box.

C. You 'd better not use the office telephone for private calls.

D. Employees had better follow the rules, policies and procedures of their work strictly.

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E Employees had better not accept gifts from clients. These can be bribes.

B/ Vocabulary

1. A.business B.auditing C.to trade D.abuse E.customs officer
2. **A** : 1.bribe 2.a bribe/bribery 3.corruption
   B : 1.fraud 2.accountant 3.false invoices
   4.bank accounts 5.embezzler
   C : 1.money 2.tax inspectors 3.money laundering

A. All of them end in"ics".

B . Some are singular and others are plural.

C . When it refers to a scientific discipline

READ AND CONSIDER

1. A. Economics is…. b. Mathematics are… c. Physics is… d.The statistics are… e. Pediatrics is…
2. Informatics ,electronics ,phonetics , genetics ,arithmetics

Let's think about it

1.c 2. b

3.

Genuine/ authentic products are	Counterfeit / fake products are …
Good quality -legal -expensive - safe	Dangerous- cheap - low/bad quality –harmful - illegal

Read and do:

1. 1.b 2.d 3.a 4.c
2. A.1 B.3 C.2 D.1 E.1

A/ Grammar

So +adjective+ that / such + noun phrase +that

1. These products are imitated to **such** perfection **that** it is difficult to distinguish between genuine and fake products.
2. The loss in profitability is **so** big **that** many companies have launched advertising campaigns.

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3. Counterfeits are of **such** poor quality **that** they do not last long.

A.

… so+ adjective + that …	… such+ noun phrase + that …
2	1 -3

D.consequence

1.A .Brands are so expensive that many consumers with low incomes buy counterfeits to satisfy their needs.

B .The trade in counterfeit has such a negative impact on business that many companies have launched advertisement campaigns against counterfeiting.

C. Health and safety risks associated with counterfeit medicine are so high that something must be done to eradicate their manufacture and sale.

2. 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 some consumers don't hesitate to buy them.

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

E. There has been such heavy pressure from trademark owners that public authorities have edicted strict regulations to keep counterfeit products out of the market.

Present continuous passive :

1.b 2.d 3.a 4.c

A.1.Active voice 2. Passive voic

B.

Present Simple Passive	Present Continuous Passive
Subject + is/ are+ Past Participle	Subject+ is/ are being+ past participle

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1. a-Both manufacturers and sellers of counterfeit goods

are targeted by t he anti-counterfeiting campaigns.

b-The production and trade of fake products are being reduced by stringent…

C-Toxic dyes and dangerous chemicals are used by some…

d-War on counterfeit goods is being cleared by trademark…

Must – Have to – Don't have to (revision)

Must	Mustn't	Have to
They must refrain from buying them	They mustn't buy imitations	They have to purchase them

2. A. Have to B. Must C. Mustn't
3. B

Task: 1. Have to 2. Must 3. Mustn't

Asking for and giving opinions, agreeing and disagreeing

1. Asking someone for their opinions 2. Giving your opinion
3. Saying what people think 4. Agreeing
5. Agreeing but not strongly 6. Agreeing strongly
7. Disagreeing politely 8. Disagreeing strongly

Task. 1. A: In my opinion……..B: I know but……..

2. A: I think that…….B: Absolutely……..

3. A: Some people believe that……B: No, that's not true……

B/ Vocabulary

1. Honesty– stupidity – responsibility – cruelty – morality – legality
2. dishonest (adj) –disapprove (v) – disagree (v) – disapproval (n) - illegal (adj) –immoral (adj) – unfair (adj)- irresponsible (adj) – disappear (v)
3. 1.dishonest 2. Illegal 3. Honesty 4. Morality 5. Disagree

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LISTENING

- **Listen and do**

A.G B. M C.G D. G E. M

- **After listening**

A.T B.T C. F D.T

READING AND WRITING

Read and do

1.B

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

B. He travels to countries to check labour standards.

C. …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.

3. 1→c 2→d 3→b 4→e 5→a

4.Paragraph one

1. their ⟶ businesses

2.them ⟶ businesses

3. these ⟶ social audits

A. Paragraph two

those ⟶ companies

B. Paragraph three

1.these ⟶ developing countries

2.there ⟶ countries

3.their our suppliers

5. 1. A 2.D 3.B 4.C 5.F

Sentence E is irrelevant

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