

Task 1 – Business Ethics – What can be unethical about the following jobs?

Car Salesman



Estate Agent



Journalist



Plumber



Task 2 – Vocabulary - Ethics

Look at the block of words below. Decide which words have an **honest** meaning and which words have a **dishonest** meaning.

Moral	law-abiding	corrupt
fraud	integrity	deceit
a bribe	a bonus	a commission
insider trading	industrial espionage	disclosure

Task 3 – Real Life Business Ethics – Discussion

Look at the pictures below. Which events do you think they are portraying?



Modals of Obligation – Grammar Point

Grammar - Task 4a – Modals Of obligation

 1.	 2.	 3.
 4.	 5.	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <p>LESS FAT</p> <p>LESS SUGAR</p> <p>LESS ALCOHOL</p> <p>=HEALTHY LIVING</p> </div> 6.

Grammar - Task 4b – Modal Verbs of Obligation - Grammar

Look at the list of modal verbs below: Complete the following table with the correct Modal Verb.

Have to
Mustn't
Should
Shouldn't
Don't have to
Can

a. It is necessary	b. It is ok / permitted	c. It is a good idea
d. it is not necessary	e. It is not okay / it is prohibited	f. It is not a good idea

Grammar Discussion - Task 4c – Modal Verbs of Obligation – Grammar

Should the following things be legal or illegal? Give reasons for your answers

Offshore bank accounts
Carrying guns
Human cloning
Cigarettes

Quiz: How ethical are you in the workplace?

1. You are an engineering office manager and one upper-level manager has repeatedly used the company credit card for personal expenses. How do you handle the situation?
2. You're a candidate for hire at a great company as a Purchasing Manager, but you plan to move across the country in a year. Do you reveal that during the interview?
3. An employee casually reveals to you that he cheats on his wife. You're a manager in a different department. The employee's line manager is writing up a positive performance evaluation for this employee. Do you tell your co-manager what you learned?
4. Working in HR, you have a position available in the marketing department. The position does not ideally suit the needs of the candidate. Do you disclose all the information, or just disclose the information which would attract the candidate?

Vocabulary – Crime

From the sentence, try to guess the meaning of the word(s) in **bold**. Write your definition below.

1) **To witness (verb)** **witness (noun: person)**

The armed robbers stole £10,000 from Best Bank. Fortunately, there was a witness who could give a description of the robbers to the police:

Your definition:

2) **Evidence (noun)**

The inspector investigated the crime scene. He found lots of evidence which showed that the burglar was female, which included lipstick and an earring.

Your definition:

3) **Sentence (noun) to sentence (verb)**

The judge gave the criminal a sentence of 5 years in prison for stealing a wedding dress for his wife to save money.

Your definition:

4) **Reward (noun)**

There is a prisoner running loose on the streets; the police are offering a £5,000 reward for his arrest.

Your definition:

5) **Fraud (noun)**

A man committed fraud by dressing as his mother, who had died three months before, in order to receive her benefit money from the bank.

Your definition:

6) **Juvenile (noun)**

The police are searching for two juveniles in London after stealing a police car. The police said they were looking for two 15 year olds.

Your definition:

7) **To be accused of + verb 'ing'** **Fine (noun)**

Two thieves have been accused of stealing from a jewellery shop. When they searched their homes they found necklaces and bracelets. They were given a £20,000 fine and a 2 year prison sentence.

Your definition:

You're the judge

The following situations have been taken from real court cases around the world. For each court case, read through the situation and decide who is guilty and who is not guilty, giving detailed reasons for your decisions.

Case 1 – The Cosmetic Surgeon vs. Helen Hill

In 2007, Helen Hill went to a cosmetic surgeon and discussed the possibility of reducing the size of her nose. The plastic surgeon told her that he would not only reduce the size of her nose, but make it look more harmonious with the rest of her face. Helen went under the knife twice, but it looked much worse than her original nose. Helen sued the surgeon.

Is the surgeon guilty?

Case 2 – Club Villa vs. Stephanie Johnson

Stephanie Johnson was on a hen night with her friends from work. She had been drinking with her friends when she went to the toilet. While washing her hands, she slipped and fell, chipping her two front teeth on the side of the sink. The morning after she went to the dentist to get her tooth repaired and received a bill for £500. She sued Club Villa for damages and demanded they pay the whole £500

Should Club Villa pay the whole £500 dentist bill?

Case 3 – Politically correct?

A woman walked into a courthouse in London, England in the 1970's. The woman demanded to change her name as she felt her current name wasn't in keeping with women's rights and social equality. Miss Mansfield, as she was called at the time, wanted to change her name to Miss Womansfield. This, she argued, was more in keeping with her femininity.

Is she right to change her name?

Case study 4 – The noisy neighbour

One night, Mr James Martin went to bed at 10 o'clock as he had a very important job interview the following morning. All through the night, his neighbour, Scott Parker, played loud music. Despite repeated complaints from James to turn down the music, it continued until 4 o'clock in the morning. As a result, James had 2 hours sleep and didn't get the job. He sued his neighbour, claiming that the loud music prevented him from getting the job and demanded compensation.

Should the neighbour pay compensation to James Martin?

Case study 5 – the dodgy dealer

Rachel Rodgers, a paralegal at a small firm in town, went to a second hand car dealer and enquired about a car with power steering. The car dealer took Rachel for a test drive. Rachel bought the car, only to find out on the way home that the power steering didn't work properly. She tried to return the car but the dealer refused to take it back. She took the case to court.

Who would win the court battle, Rachel or the car dealer?

Answer Key – Crime and Ethics

Task 2 – Vocabulary - Ethics

The following words are the odd words out

- | | |
|-------------------|----------------------|
| 1. Crooked | 3. Integrity |
| 2. Bribe | 4. Disclosure |

Task 3 – Real Life Business Ethics – Discussion

The background to the two stories is as follows. More information can be found online

BP – In 2009, an oil pipe belonging to BP in the Gulf of Mexico (just off the south coast of the U.S.A) burst and leaked oil, causing environmental, financial and political chaos. It brought into question the effects of people's oil demands on the environment and what BP's punishment should be.

Primark – Primark is a popular clothing company in the U.K and parts of Europe, renowned for its very cheap clothing. Despite being hugely popular, many people overlook the fact that Primark has been accused on occasions of using child labour in parts of south-east Asia in order to produce their clothes. The question is: Should businesses be allowed to continue, despite the chance that they use child labour?

Grammar - Task 4a – Modals of obligation (Suggested Answers)

1. You mustn't smoke here
2. In England / U.S.A you don't have to join the army
3. You have to wear a seatbelt when driving a car.
4. You shouldn't iron this
5. You have to drive less than 50 mph / kph or You mustn't drive more than 50.
6. You should eat less fat, less sugar and drink less alcohol for a healthy life.

Grammar - Task 4b – Modal Verbs of Obligation - Grammar

- a. Have to b. Can c. Should d. don't have to e. mustn't f. shouldn't

Vocabulary – Crime

To witness (verb) = to see a crime

witness (noun: person) = the person who sees a crime

Evidence = a clue or item that helps the police to identify the criminal

Sentence = the punishment given to a criminal by a judge

Reward = incentive, usually money, given to people to help the police catch a criminal

Fraud = earning money / keeping money illegally

Juvenile = a young criminal (under the age of 18)

To be accused of = to be suspected of doing something

Fine = a financial payment made after committing a crime

Crime and Ethics – Teacher’s Notes

An interesting lesson plan that provides plenty of discussion opportunities, this lesson can be used for conversation as well as Business and General English lessons. It begins with a **discussion on ethical jobs** and then leads into an **honesty and dishonesty vocabulary exercise**. Next there is a **discussion on Company ethics** (BP and Primark) before moving onto the grammar point **Modals of Obligation**. There is then a **vocabulary exercise on crime** and finally a big **discussion on real court cases**, where participants discuss their decisions.

Important Information:

Aim: To improve participant’s crime and ethic lexis, consolidate modals of obligations and improve oral fluency

Level: Pre-Intermediate, Intermediate, Upper-Intermediate (All) and Advanced (Page 1, 3 & 5)

Length of Lesson: 3 hours (1 hour 30 minutes for Advanced)

Number of Participants required: any number

Lesson Plan Stages

- 1) Begin by writing the following jobs on the board

Car Salesman Banker Journalist Plumber

If necessary (using your discretion) elicit the meaning of these jobs

In pairs, tell the participants to find ways in which these jobs are connected. Give the participants a few minutes to discuss their ideas then elicit as a whole class.

The answer you are looking for is

“All four jobs carry a certain degree of ethics”

Check the meaning of ethics with the participants and then hand out the page 1 and ask the participants in their pairs to discuss **task 1**. Encourage the participants to think of real life stories to support their ideas. As a class, discuss the participant’s ideas and elicit answers from both stronger and weaker participants.* If you can elicit or introduce a few words from task 2, that will help the participants in the next stage.

*Giving the participants time to discuss in pairs before often gives them confidence to speak out when discussing as a class.

- 2) Change the pairs. Ask the participants to complete the ethics vocabulary exercise in **task 2**. Once participants have completed the task, elicit as a whole group.
- 3) As a class, ask the participants to think of current news stories which have an ethical situation. Write these on the board and if applicable, ask the participants opinion on them. Then show the two pictures in **task 3** to the class and elicit the ethical news story (the answers can be found in the answer key). Hold a general class discussion, using the following discussion questions:
 - What ethical problems do you think the company caused?
 - What effects might these problems have on people / the environment?
 - Do you think Businesses like BP and Primark are right to continue?

4) Grammar Introduction: Task 4.

Hand out the second page (Modals of Obligation) Worksheet to the participants. Ask them to look at **task 4a** and explain that each picture represents a rule to certain degrees in life. With a partner, the participants write down what the picture represents. Don't encourage Modals of Obligation at this point. It is nice with this activity to present the pictures in visual form (cut and stick on the board, OHP, beamer etc.).

Once the participants have come up with a few ideas, work through each picture and elicit the answers. If participants use a modal verb correctly, write this sentence under the picture (See the answer key for suggested answers to this exercise).

If there are one or two pictures where none of the participants have used a correct modal verb, give your own example and write it on the board.

Once all six pictures have a sentence under them, underline the modal verb and explain to the participants that we use these modal verbs to show obligation. Highlight the form and give a small explanation about the use of each modal verb. Be prepared to field questions about the differences between some of them. Some common questions I get asked are the differences between:

Have to vs. Must

Personally, I believe native English speakers nowadays use these two phrases interchangeably. However, there is, by definition, a small difference between them. I find Swann's example fantastic to highlight the difference:

I must stop smoking

Personal obligation

I have to stop smoking

Obligation from an authority (doctor)

Don't have to vs. mustn't

Write the following two sentences on the board.

1. *I don't have to wear a uniform to school / work*
2. *I mustn't wear a uniform to school / work*

Ask the participants these questions: In sentence 1, do you have a choice? Answer: Yes
In sentence 2, do you have a choice? Answer: No

Ask the participants to complete **task 4b**. Review as a class and correct where necessary. Then, group the participants into three or four ask them to discuss **task 4c**, using the modals verbs of Obligation from the previous two tasks.

- 5) If you are teaching a business English class (or you feel you have a good class and would like extra speaking practice), move on to the "How ethical are you in the workplace?" task. Begin by ask the participants what ethical situations, if any, arise in their jobs. Discuss the answers as a class.

Then, group the participants and ask them to discuss each situation and make notes of language errors for delayed error correction. Discuss as a group and go over errors made during the discussion.

- 6) Vocabulary: Crime: Explain to the participants that you will now look at some of the vocabulary related to crime. The participants read through each sentence and write down their own definition of the word in **bold**. (See answer key). Once completed, ask them to compare with their partner and discuss their answers. Then discuss each word as a group and provide the right answer where necessary.
- 7) You are the judge: Begin by writing the following situation on the board.

“A man buys a diamond necklace for his girlfriend. After they break up, he demands the necklace back.”

Should the woman give back the necklace?

Ask the participants who is in the right, the man or the women. In addition ask the participants what more information we need to make a better decision.

Then, hand out the final worksheet “You are the judge.” The worksheet contains five cases which all contain a person who is right and a person who is wrong. In groups, the participants must decide who is right and who is wrong in each case. In my experience, Hand out the pictures for case 1 and 2 as well, as this generates more interest and makes the cases seem more real. Also encourage the participants to ask about the words they do not know.

Allow lots of time for the participants to discuss. Monitor and make notes of the language mistakes. At the end, discuss each case as a class. Do a show of hands to find out who the participants think is right and wrong in each case and make a note of this on the board. At the end of the lesson, go through the results and tell the participants that all the cases are real and the judges gave the following decisions:

Case 1: From the U.S.A, Helen Hill was rewarded £20,000 in damages from the surgeon

Case 2: England, Stephanie received the full £500 but was banned forever from the club

Case 3: Miss Mansfield was not allowed to change her name.

Case 4: James didn't receive compensation because he it was his duty to talk to neighbour

Case 5: Rachel received a full refund on the car as a condition in the buying contract did not feature the phrase “bought as seen.”

Conclude the lesson by telling the participants that they will either make excellent or terrible judges (light-heartedly).