



UNIT 15 TO TELL OR NOT TO TELL

UNIT OVERVIEW

In this unit, students will:

-  Read and listen to the conversation between two co-workers.
- Answer true/false comprehension questions to show understanding of the story.
-  Consider three alternative opinions about what Shin should do and express agreement or disagreement with the opinions.
- Study the Opinion Network to learn informal expressions for agreeing or disagreeing.
- Extend the Topic by talking about reasons and excuses.
- Read a Culture Corner extract titled “Ten sure-Fire Ways to Lose Your Job.”
- Share ideas about courage.
- Listen to a follow-up video extract from Todd giving his views about whether or not it’s a good idea to reveal a company’s illegal act.
- Take the Unit Test.

Authors’ Introduction

Go to impactseries.com/issues to listen to Junko’s unit introduction.

The Issue

In this unit, an employee who finds out that his company is being dishonest asks his colleague what to do about it. It is obvious that his company changed some figures in an environmental report, trying to hide the truth about its heavy pollution. Shin, who discovers it, asks his colleague Cathy if he should tell the media about it. Cathy is negative about the idea and says she might reveal the source of the leak. Should Shin still report his company’s crime to stop the terrible pollution or should he protect himself by keeping quiet?

Questions Raised

- When employees discover illegal acts done by their company, should they reveal them? What would happen if they did?
- Should employees remain loyal to their company by keeping their mouths shut even if the company did something wrong? What happens if all employees are like that?
- If you found that your company was doing something illegal, would you ask your colleagues for advice first? Should they be trusted?

To Keep in Mind

- If you are teaching college or high school students, they may not find this issue very relevant to them because they are not working in companies. However, many of them have part-time jobs, so they can relate this issue to their own work situations. They may have encountered similar situations, even if they were not as serious as this one. (See Todd’s Personal Opinion for an example.)
- Here Chin is talking about reporting his company’s illegal acts to the media, but he could also report it to the government. Going to the media is probably easier, faster, and more effective because the media is always looking for news and the information can be widely revealed to the public immediately.
- Whether or not the media is trustworthy is another big issue, which is brought up in Getting Ready. This is an important point for students to consider when thinking about what Shin should do, so you may want to refer back to these questions later in the unit.

TEACHING GUIDE

Getting Ready

→ Before you have students answer the questions in pairs, elicit some names of well-known big companies. Then ask the class for some examples of different types of media organizations. It is also crucial that students understand the word *trust* to do this activity.

🗣️ **Teaching tip:** Once students are finished asking and answering questions, you can ask the whole class to raise their hands to see how many agree to each question in #1. You can do the same in #2 to find out if students trust big companies or the media more and which they think is more honest.

Situation

Have students listen to the dialogue without looking at the text. Ask them if they understood why Shin and Cathy sounded so serious. Then have them listen again, this time as they follow along with the text.

🗣️ **Teaching tip:** Try a Radio Drama activity. Select two students or ask for two volunteers to be radio drama players. They will read Shin and Cathy's dialogue parts. Since it is a radio drama, they have to read the dialogue realistically. Make another pair and let them do the same thing. The class judges which pair was more like a radio drama.

Check Your Understanding

Answer Key

1. F 2. T 3. F 4. T

What Do You Think?

→ After you check students' understanding of the story using the comprehension questions, students discuss their opinions of Yeon-Suk, Susan, and Ken. Discussion should be done in pairs. Have students do Activity A individually. Then have them move to Activity B and discuss their responses in pairs.

🗣️ **Teaching tip:** Model the expressions in the Opinion Network box. Students will especially need to hear "unh-unh." Be sure to point out that "kind of," "sort of," and "unh-unh" are generally used in informal situations. Once you have modeled for the students, give them a few minutes to practice asking and answering in pairs.

🗣️ **Culture Point:** How employees would react to a company's illegal activity can be influenced by the culture in which they live. Does their culture value group responsibility? Does it instill employee loyalty? Does it value worker independence? You could ask your class what the cultural norms involving the workplace are in their country.

Extending the Topic: Reasons and excuses

→ Have students work individually when matching what was done with the reasons, and in pairs (or threes) for the follow-up discussion. While students are working on Section A, walk around the class to check if they are getting the correct matches. Before students start Section B, check the answers in Section A as a whole class. It's important that everyone understand the reasons and excuses before moving on to the discussion activity.

Answer Key Section A

The company lied about the data... *because they are afraid of a scandal.*

Shin's boss told him to forget it... *because he wants to protect the company.*

Cathy won't protect Shin... *because she trusts Wen.*

Shin probably won't say anything... *because he's afraid of trouble at work.*

The media creates scandals... *because viewers are interested in them.*

Culture Corner

Have students work in pairs or groups of three. Students read through the list of Ten Sure-Fire Ways to Lose Your Job. Give them an opportunity to ask about unknown words. Then write a few questions on the board for discussion. For example: In your opinion, which three items are the worst? Which three do you think are the most common reasons for getting fired?

Sharing My Ideas: Courage!

→ Choose

Begin by having students select a title. They can create their own title too. Explain that they are going to tell a story about courage.

→ Prepare and Rehearse

Your students can draw pictures or use symbols and words to prepare the story. Some students can organize their speeches this way a lot better. If you find such students, you can encourage them to apply this method in other units too. Refer students to the Presentation Tip for help in preparing their notes.

When students are ready, they can practice telling the story to a partner, by showing the picture outline. Encourage them to use the Language Hints when describing their pictures. Walk around and make sure that students are doing the Listener task. Give them plenty of time to improve their drawings or notes before moving on to Step 4.

Sample Presentation

I would like to talk about what real courage is. People say courage is for doing something challenging. I think real courage is for deciding not to do something. For example, your family plans a fishing trip on a boat. However, that day a typhoon approaches and the sea is rough. Now, which takes more courage, to be on the boat or cancel the trip? You have already reserved a boat. You and your family were looking forward to it for a long time. It is very difficult to decide. However, I think you have more courage if you cancel it. And people who don't have the courage often become victims of accidents.

→ Present

Have students change partners, or put them into groups. Because listeners will be asked to retell the presenter's story, have them take notes during the presentations.

If you are using the assessment guide below, go over each point with the whole class before students begin their presentations. (This could also be done during the Rehearse step so that students have time to prepare for or practice each assessment point.) Be sure to remind your students that communicating their ideas is more important than using perfect English!

Assessing the Activity

Have students evaluate the presenter. Create a handout showing a checklist such as the one below, or write it on the board:

- | | |
|--|-----|
| 1 – The presenter's visual aid was clear. | Y N |
| 2 – The presenter did not read word for word from the page. | Y N |
| 3 – The presenter was easy to understand. | Y N |
| 4 – The presenter did not speak too fast or too slowly. | Y N |
| 5 – The presenter asked the audience if they understood the story. | Y N |

When students are working in pairs, have each student evaluate the other. If a student presents in front of the class, have each student grade him or her.

PERSONAL OPINION

→ If you have downloaded the video clip or have access to the Internet in class, play the video clip. The first time, have the students watch with books closed. Ask questions to see if the students have understood the gist of Todd's opinion. Then have them look at the summary. See if they can fill in the missing words. Play the extract once or twice more. Then check the answers.

Answer Key

Todd

This seems like a really tough situation. I mean, if the worker tells the media, he has a lot to lose. He may lose his job and career. Because the company, by doing something illegal, may be destroyed if people find out. But, honestly, I think there is only really one choice. He has to go to the media and he has to tell them. Because if he doesn't say anything, he's actually part of the crime, and by telling the media he may be saving lives. Personally, I've never faced something this serious before, but once when I worked for a restaurant, I found out they were doing things with the food that they shouldn't be doing. So I told my manager, "Hey we've got to stop this." She said, "You know, we're trying to save money here and it's not actually illegal." So, I went to the highest boss and it turned out that the boss fired that manager. Now, a lot of people didn't like what I did because that manager who got fired wasn't really a bad person, but I really felt I had to protect our customers.

Video Script

This is a really tough situation. I mean, if the worker tells the media, he has a lot to lose. He has a good job. He may lose that job. He may lose his career. He may lose some of his friends, um, because the company, by doing something illegal, may be destroyed if people find out. But I think there's only really one choice and that that is he has to go to the media and he has to tell them. Because if he doesn't say anything, he's actually part of the crime and the crime could be very serious. It could actually kill people and that would be on his conscience. And, you know, by telling the media he may be saving lives.

Personally, I've never had something so serious to face before, but when I worked for a restaurant, they were kind of doing things with the food that they shouldn't be doing. So I told my manager, "Hey we've got to stop this," and she said, you know, we're trying to save money here and it's not that illegal. So, you know, I was young but I went to the highest boss and it turned out that the boss fired that manager. Now, a lot of people didn't like what I did because that manager wasn't really a bad person, but I really felt I had to, you know, protect our customers.

UNIT TEST

→ Make copies of the Unit Test for each student. Distribute the copies and allow about 15 minutes for the class to complete the Test. Correct the Test in class.

A. **Understanding the Situation:** The focus is on understanding Shin and Cathy's perspectives of the problem at their company.

B. **Vocabulary:** The focus is on understanding three words or phrases from the Situation or the Extending the Topic sections. Students fill in three missing words of a short paragraph that summarizes the Situation.

C. **Expressions:** The focus is on you check students' understanding of expressions or phrases from the What Do You Think? section. Students answer two multiple-choice questions.

Answer Key

- A. 1. a 2. b 3. b 4. d 5. c
B. environmental, media, reason
C. 1. c 2. b

LINKS

If you would like the class to do additional research on being courageous and about crimes being committed by companies, here are some useful links:

Ten Examples of Being Courageous”

<http://radiantwoman.wordpress.com/2007/03/01/ten-examples-of-being-courageous/>

Cooperate Governance and Internal Control System:

http://www.family.co.jp/english/investor_relations/annual_report/pdf/07/07_e_04_c.pdf

About Corporate Auditor: The Corporate Auditor system in Japan:

<http://www.kansa.or.jp/english/frameset-about02.html>