

Bribery and corruption

Level

Intermediate and above

Tasks

Discussing what kind of benefits are acceptable to offer and receive
 Completing the rankings in a list of the world's least corrupt countries
 Reading an article about bribery and corruption
 Building word diagrams with vocabulary taken from the article
 Deciding on suitable punishments for various business practices

How to use the lesson

- 1 Check that students are familiar with the verb 'to bribe'. Give examples if necessary e.g. bribing a football referee. Hand out the worksheet and ask students to decide which of the inducements (made by a company wishing to get a contract) are acceptable. Students compare their answers. Encourage students to justify their responses, e.g. what type of gifts would be acceptable / how much money would constitute a bribe? etc.
- 2 Ask students to read the list of countries and complete the ranking key. Ensure students understand that they are ranking the **least** corrupt countries. Do the first example with the whole class – which do they think is the least corrupt nation, according to the survey?
- 3 Ask students to scan paragraph two to check their answers.

Answers: (1) Finland (11) UK (15) Germany (42) Italy (90) Russia (108) Argentina (144) Nigeria

- 4 Ask students to read the whole article and summarise the key points.
- 5 Create a word diagram on the whiteboard with one of the words, e.g. bribe – to bribe (vb) / a bribe (n) / bribery (n) / to accept bribes / to take a bribe. Students work together to create further word diagrams for the other words in italics. If appropriate, they can practise asking questions or generating sentences with some of the words.

Teacher's notes:

Corruption: *to corrupt (verb) / corrupt (adj) / corruptible (adj)*

Bidder: *bidding (noun) / to bid (verb) / a bid (noun) / to receive a bid*

Contract: *to contract (verb) / contractual (adj) / contractor (noun) / to sign a contract*

- 6 Ask students to work in groups to devise a suitable punishment for each practice, if they think it is illegal. They then present their ideas to the class. Encourage discussion and whole class agreement, if possible. If time, ask students to write details of a further business crime for other groups to decide on an appropriate sentence.

Related websites

Send your students these websites, or just take a look yourself.

<http://www.transparency.org>

http://www.oecd.org/topic/0,2686,en_2649_37447_1_1_1_1_37447,00.html

<http://www2.sbs.com.au/wcup/index.php3?id=52294>