

Cheating: Teachers' notes and tips – elementary

1 Pre-reading tasks

- a Tell students you're going to dictate 6 lines to them. When they're ready read out the following:
- What about cycling?
 - Take football for example.
 - So who is responsible for this?
 - The beginning of July 2006 is great for sports fans everywhere.
 - However, the most popular way of cheating is pretending to be injured.
 - In fact, no it's not!

Tip: try occasional dictations

Activities like these make great 'hidden' spelling tests! Also explain / elicit the meaning of *pretend to be injured* and *cheating*. Have students ever pretended to be sick? Or cheated in an exam?

- b Ask students to compare their sentences and to peer check spelling.
- c Explain that these are sentences taken out of a reading they are going to do. Looking at the sentences can the students, working in pairs, work out
- what the topic / theme of the reading is,
 - what information the reading may contain,
 - and what vocabulary may be included?
- d Then get pairs to compare so there are now 4 students together sharing their ideas. Give them plenty of time for this. No class feedback.

Tip: encourage predicting

Students will be more able to interpret a text if they have anticipated the content.

- e Next explain to students that each sentence is a topic sentence. It's the first sentence of a paragraph and introduces the content of the paragraph. Sometimes it can even be a summary of a paragraph. Can the students, working together, decide what order these topic sentences might appear in the reading?
- f Then you can do some open class feedback. This can help the weaker ones if another group have some good ideas, but don't say whether or not the order is correct. This is also a good time to introduce any relevant vocabulary.

Tip: do an example first

Especially at this level it's a good idea to make sure the students really understand the task. Give them a few minutes and then ask for suggestions for the first topic sentence. They should guess *The beginning of July 2006...* because it introduces the whole topic. Clarify also that this date is when the reading was written.

2 First reading tasks

- a Now give each student the reading. Ask them to read it fairly quickly to
- see if they were right about the theme and the information included,
 - and to give the reading a title.
- b Ask for some ideas for a title

Tip: give clear instructions

They should only be reading the text, not looking at the topic sentences.

3 Second reading tasks

- a Now students can read again and match the topic sentence to each paragraph. Did they get the order right? What clues did they have to help them?

Tip: provide sufficient time for this

Students need to read more slowly now; they won't enjoy the task if they feel rushed.

4 Post-reading tasks – vocabulary

- a Now ask students, in pairs, to look at the words in **bold**. They need to recognise whether it's a verb, noun or adjective. They then need to read the sentences around the word and try to work out its meaning, if they don't know what it is. They can think of a synonym (or antonym), give a definition or underline words or phrases in the paragraph that helps them to understand. There should be no dictionaries used at all!
- b Ask students to look at **taking part** in the first paragraph. Elicit it's a verb, the subject of the verb is *athletes* and the object is *competitions*. So we have *athletes (verb) competitions*. Therefore (elicit) it's something like *do the sports* or *play / be in the games*.

Tip: always go step by step with difficult instruction and give an example

It doesn't matter that students may already know *take part*. The important thing is that they can clearly see what they have to do. Try and put the word in another sentence to clarify the meaning: *Did Angola take part in the 2006 World Cup? Yes, they did.*

- c Students then record the information about the vocabulary in their notebooks.
- d There are 8 more words to go. Again give them plenty of time to do this especially as not only are they working out the meaning, they are also recording this. Monitor well and support the students.

Tip: decide the best way to do this

You may want to give the first 4 words to half the class, and the last 4 words to the other half. They can then tell each other what the words mean.

- e For feedback you could ask students to explain one of their words and for the others to guess which one it may be.

5 Post-reading tasks – speaking

- a Ask students to tell each other if they agree with all the opinions in the reading, some of them, or none at all. Can they explain why?

6 Post-reading tasks – writing

- a Ask students, in pairs, to consider some ways to stop cheating in sport. Once they have a few ideas they can make a list. Which pair has the best ideas?

For information: 'A good sport' is someone who always behaves well and is willing to help others (informal).