

Cheating: Teachers' notes and tips – upper intermediate

1 Pre-reading tasks

- a Write on the board *Do you cheat?* and ask students to make any confessions, however small, to another student.
- b Listen to comments and if there are some amusing (and harmless!) anecdotes ask the student to tell everyone what they've admitted to.
- c If nobody talks about cheating in exams bring that up, and ask what different ways there are to cheat. Do the students think it's better to cheat and pass, or to do their best and perhaps fail?

Tip: link the topic to the students' lives

This can be a very appropriate topic if the students have any exams coming up. Some cultures think failing is far worse than cheating and that the end justifies the means.

Tip: read the text yourself first

This is a vocab packed reading. Read through everything first and decide if this is the best approach for your class. Should some of the tasks be left for homework? Could the writing task be changed? Do you have dictionaries? If not, does that matter? What could you do instead?

- d Give each student a copy of the worksheet. Ask students to work in pairs and discuss question 1.
- e Ask for open class feedback to share ideas. It may be possible to introduce some vocabulary now.

Tip: don't rush the pre-reading stage

It's important that the students think about the topic before reading, it'll help them to understand.

2 First reading tasks

- a Now give each student a copy of the reading but to read the first paragraph *only*. They then compare their ideas with those in the text – are they similar?
- b Before students continue reading explain that there will be tasks to look at the vocabulary later, now they should just concentrate on overall meaning.
- c Students then continue to read the whole text to answer question 2. This is a reading for gist task and should be done fairly quickly. Get students to compare their answers.
- d Feedback: the answer is **c**. Ask students which role models are in the text (football heroes and parents).

3 Second reading tasks

- a Students now work individually to read the text again and fill in the table.

Tip: provide sufficient time for this

Students need to read more slowly now, they won't enjoy the task if they feel made to rush.

- b When students have finished, or seem to be struggling, put them in small groups to compare their answers. Monitor well and if they all seem to have the correct answers there may not be a need to go through them open class. Instead concentrate on those that are not obvious from the text (*below).

Who?	How?	Why?
Footballers	<i>diving, pretending to be hurt or denying a handball</i>	<i>to get a free-kick, penalty</i>
Italian football clubs	<i>match-fixing</i>	<i>*to make money through gambling?</i>
Cyclists	<i>drug-taking (doping)</i>	<i>to perform better and win / pressure from fans, sponsors</i>
Enron	<i>fraud / fooled investors</i>	<i>*to pretend that the company was healthy? to make more money?</i>
Sellers of counterfeit goods	<i>selling cheap copies</i>	<i>*to make money</i>
Pupils taking exams	<i>buying exam papers on the net using their mobile phones substituting candidates</i>	<i>to pass / pressure put on them to do well (from parents?)</i>

- c Both athletes and pupils are under pressure. Do the students think it's an acceptable reason for cheating, or not?

4 Post-reading tasks – vocabulary

- a Get students to read the sentences with the idioms in before doing question 4.
b Feedback: **a** play the game **b** turn a blind eye **c** short cuts **d** bend the rules

Tip: encourage students to work out the meaning of unknown idioms from context

This will help them to become more self-sufficient.

- c Again, for question 5, get students to read the verbs in context.
d Feedback: **a** to pretend **b** to deceive sb **c** to escape without getting caught **d** taken in **e** (has) got away with it **f** was (just) putting it on
e Students can work together on question 6 if they want.

Tip: decide the best way to do this

You may want students to go through the text and underline all the appropriate adjectives and nouns first and then board these. Students can then choose which ones to work on. Or you may choose the words yourself first, or you can just peer over their shoulders and check that they're on the right track. Whatever - make sure they're working on words like *fraud*, *phony*, *a ploy*, *a foul* rather than *natural* or *example*. Do recycle the vocabulary, eg a warmer for the next lesson.

5 Post-reading tasks – speaking

- a Get students to do this in small groups, giving an explanation for their opinions. This will help them with the writing task that follows.

Tip: encourage students to react to a text

Just because opinions are expressed in the text it doesn't necessarily mean they are correct or that a reader should agree. Don't let students be passive readers!

6 Post-reading tasks – writing

- a The letter can be brought into the next lesson for others to read and compare, or uploaded onto the students website if the school has one. Do they have the same opinions?

For information: Fifa is the Fédération Internationale de Football Association.