

# UNIT 5 PLAGIARISM

## UNIT OVERVIEW

In this unit, students will:

- 🎧 Read and listen to the conversation between Peter and Kan.
- Answer multiple-choice questions to show understanding of the story.
- 🎧 Consider four alternative opinions about Kan and Peter's conversation, and express agreement or disagreement with the opinions.
- Study the Opinion Network to learn expressions for agreeing and disagreeing.
- Extend the Topic by talking about what they would do to help a friend.
- Read a Culture Corner extract about avoiding plagiarism.
- Share ideas about their philosophies of success.
- Watch a follow-up video extract from Derek giving his views about plagiarism.
- Take the Unit Test.

## Authors' Introduction

Go to [impactseries.com/issues](http://impactseries.com/issues) to listen to Junko's unit introduction.

## The Issue

In this unit, an American student accuses his foreign roommate of plagiarism. Peter helps Kan with his writing and suspects that he has plagiarized. Kan admits reluctantly that he copied some paragraphs from somewhere. However, Kan is so desperate to pass the course that he tries to get by with changing only some parts of the writing. Peter refuses to help him anymore and Kan is at a loss. There seems to be lack of understanding by Kan about what plagiarism is and how serious the matter can be. But is Peter too cold? Should he help Kan?

## Questions Raised

- What is plagiarism? What should you not do when writing a paper? What should you be careful about? What happens if you are caught plagiarizing?
- If you found your friend plagiarizing, what would you do? Would you tell him or her to stop it? Would you be silent? If you suspected your friend was plagiarizing but you were not sure, what would you do?
- What would you do if you found plagiarism in writing that is already public? If it was done by your friend? If it was done by a famous person?

## To Keep in Mind

- The idea of plagiarism may not be known to many of your students. In Japan, for example, there is almost no education about plagiarism in school. Therefore, students are naive about copying from books or articles. They have a vague idea that it is wrong but do not take it very seriously.
- It is important first to let students understand what plagiarism is all about, and how it should be avoided. They should be aware that especially in Western countries, plagiarism is regarded as a criminal act and they will be severely punished for doing it. This awareness is necessary for students to really understand this unit.
- This unit will be educational for those students who are unfamiliar with plagiarism. It is a good opportunity for many students.

## TEACHING GUIDE

### Getting Ready

→ Have students work in pairs. Make sure students understand the meaning of the term *plagiarism*.

🎧 **Teaching Tip:** After the students have worked in pairs, you could ask volunteers for their answers. For question #1, you could ask your students to raise their hands to signify yes.

### Situation

→ Consider having students go over the five questions in the Check Your Understanding section, page 27, before listening to the recording. Have them make guesses. Then have them listen to the recording and read the Situation at the same time. Check how many they could guess right.

🎧 **Teaching Tip:** Have students make pairs. One will read Peter's part and the other Kan's part, as if in a radio drama. They must understand the Situation as well as Peter's and Kan's feelings.

### Check Your Understanding

#### Answer Key

1. a   2. c   3. b   4. b   5. c

### What Do You Think?

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

🎧 **Teaching Tip:** Students can learn different ways to express agreement and disagreement.

📌 **Culture Point:** In Japan, there is no formal education about plagiarism in schools. That might be why universities do not give as severe punishment as in the States, for example, when students copy from books or articles. Professors probably tell students not to do it anymore, but it is not likely that the students will be kicked out of school. It is really necessary to educate students, however, because they will be in serious trouble if they plagiarize at an American university, for example.

### Extending the Topic: Helping a friend

→ Have students work individually when filling in boxes with reasons why they would tell the truth or tell a lie to the police, and in pairs (or threes) for the follow-up discussion.

→ Do the Extra Activity (role play) if there is time.

### Culture Corner

Have students work in pairs or groups of three. Students read through the checklist of ways to avoid plagiarism. Give them an opportunity to ask about unknown words. Ask for students' general reaction to the list. Try to open a short class discussion about the issues of plagiarism and copyright violation in your country.

### Extra Activity: Role Play

If there is time, consider doing the Extra Activity, a role play, as a follow-up to the Extending the Topic section. Set up the role play by dividing the class into pairs. One member of each pair (student A) is the police officer asking about the accident. The other (student B) is "the witness," the friend who was in the car.

Give the students a few minutes to prepare their role play. They can look over the Situation and the Extending the Topic activity, and write expressions they may want to use in their role play. Give the students about two minutes to act out their role play. Then you can ask for volunteer pairs to act out their role play in front of the class.

Note: During role plays, students will make a lot of grammatical errors. It's usually best to comment first on their communication strategies: For the friend (the "witness"): How believable were they in convincing the other person? For the police officer: How thorough were they in asking questions?

## Sharing My Ideas: Nice guys finish last!

### → Choose

Begin by having the students choose a topic. Explain that they are going to give a presentation about succeeding in life by being nice or by not being nice, or by other ways.

### → Prepare and Rehearse

Help students get started by having them focus on the questions at the top of the Prepare box. Remind them to use the Language Hints and to keep their notes simple.

When students are ready to rehearse, be sure they understand that the connecting expressions in the Listener task can be found in the Language Hints box. This is a good time to go over the Presentation Tip to give students a chance to practice using gestures and body language. Remember to allow time for students to improve their notes before moving on to Step 4.

### Sample Presentation

Being nice helps you succeed!

*Some people say if you are too nice you will lose in competition and will not succeed in life. But I disagree. First, I think if you are nice, people will like you and they will come to you. That means you will have many friends and you will get a lot of information coming to you or have many kinds of opportunities. Another thing is, if you are not nice, people will eventually drift away from you and you will be lonely. What does success mean, anyway, if you are not liked by other people? My main point is that being nice is the beginning of success. I'm positive it will bring you happiness.*

### → Present

Have students work with a new partner, or put them in small groups. The Listener task focuses on using gestures, so remind students of the Presentation Tip before they begin. You could also demonstrate using gestures by doing the sample presentation above.

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 trying to use perfect English!

### Assessing the Activity

Create a handout with a rating grid such as the one below, or simply write it on the board. (Note: For more information on student assessment and ways to modify the assessment system, see Assessing the Activity, Unit 1.)

- |   |           |
|---|-----------|
| 1 – There was a clear introduction, body, and conclusion. | ★ ★ ★ ★ ★ |
| 2 – The presenter used connecting expressions.            | ★ ★ ★ ★ ★ |
| 3 – The presenter looked at the audience.                 | ★ ★ ★ ★ ★ |
| 4 – The presenter used gestures and body language.        | ★ ★ ★ ★ ★ |
| 5 – The presentation was interesting.                     | ★ ★ ★ ★ ★ |

When students are working in pairs, have each student evaluate the other. If a student presents in front of a small group or in front of the class, have each student evaluate him or her. A rater can give up to 5 stars for each category, so the maximum score for any presentation is 25 stars.

Of course, you can also give your own assessment, along with positive suggestions for how the presenter can improve next time.

## 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 Derek'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

#### Derek

First of all, we have to understand that plagiarism is cheating. So this Situation is a no-brainer. The guy should not be plagiarizing. It's stealing, basically. You're stealing someone's ideas.

I guess you can think of plagiarism as stealing a product, the product being someone's work, someone's effort, put in to create a document or some form of information. Plagiarism is the stealing of that product. So in that sense it's really no different from stealing someone's product off the shelves, something like bread or fruit or a magazine. You're stealing someone else's product. It's the same thing if you're stealing music or movies off the Internet or buying pirated software.

### Video Script

Plagiarism. Plagiarism is cheating. And cheating is a no-brainer. It's something you should not be doing. It's stealing, basically. You're stealing someone's ideas.

I guess you can think of plagiarism as stealing a product, the product being someone's work, someone's effort, put into to create a document or to create some form of information. Plagiarism is the stealing of that product. So therefore it's no different than stealing someone's product off the shelves, whether it be bread, milk, fruit, magazine. You're stealing someone else's product. Just like you're stealing music, stealing music and stealing movies off the Internet or through pirates—pirated software. It's the exact same thing.

## 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 why Peter is refusing to help Kan with his paper.

B. Vocabulary: The focus is on words or phrases from the Situation or the Extending the Topic sections. Students match three words with their definitions.

C. Expressions: The focus is on checking students' understanding of the What Do You Think? and Opinion Network sections.

### Answer Key

A. 1. d 2. c 3. b 4. c 5. a

B. 1. d 2. a 3. c

C. 1. c 2. b

## LINKS

If you would like the class to do additional research on plagiarism, here are some useful links:

Plagiarism.org: <http://www.plagiarism.org/>

Handouts on and more links to plagiarism: <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

Guide to plagiarism and cyberplagiarism: <http://www.library.ualberta.ca/guides/plagiarism/>