

UNIT 6

Unit 6, Philosophy, The Q Classroom

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Teacher: Today's Unit Question is "When is honesty important?" What do you think, Yuna? Is honesty important at school?

Yuna: Yes.

Teacher: How about at work?

Yuna: At work, yes.

Teacher: What about with your friends?

Yuna: Yes, very important.

Teacher: Honesty is important in all of those situations. Is honesty important all the time?

Felix: No, not always. It's important to be honest at school and work. But you don't want to be honest when it hurts someone—like telling your coworker her dress is ugly.

Teacher: Yes, that's a little too honest. What do you think, Sophy? When is honesty important?

Sophy: I think honesty is important when dishonesty will have a bad result. For example, you can lie at work, and it can hurt the company. Or you can cheat at school and get in trouble.

Teacher: Good point. What about you, Marcus? When is honesty important?

Marcus: I agree with Sophy. And I also think that it's important to be honest with your friends. It's important for friends to trust each other.

Unit 6, Note-taking Skill, Example

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M: Did you know that the résumé is one of the most common ways that people are dishonest? A recent study by a business management organization showed that 53 percent of résumés include false information. Examples of dishonesty on résumés include changing dates to make past employment longer and using false graduation dates in order to appear younger.

Unit 6, Note-taking Skill, Activity A

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M: The study also includes information about university students' dishonesty on résumés. Forty-six percent of recent graduates say their résumé includes at least some false information. For example, students may list skills or job experience they do not have, such as knowledge of computer software programs or other technology. Or they may give themselves higher grades or list awards or honors that

they did not receive. As a result of all this dishonesty, the study showed that 40 percent of company managers say they now spend more time checking the facts on résumés.

Unit 6, Listening 1, Activity A, C
Page 108, 109

Anchorwoman: What are young people learning in school these days? Not as much as they should, some experts say. Why? . . . Too many of them **cheat**. A recent **survey** in the U.S. found that about 75 percent of high school students cheat in school. They share test answers, look at classmates' test papers, and send text messages with answers during a test. And **according to** the survey, more than half of students also copy reports from the Internet. Our reporter, John Chi, talked to students and teachers about the problem of cheating at one school. Here's his report.

Reporter: Hi. I'm here at Oak Grove High School to talk to some of the teachers about the problem of cheating. Wendy Smith teaches history here. Wendy, what's going on? Are students just dishonest these days?

Wendy Smith: Well, John, I think it's all the new **technology** students have now. You know, they all have cell phones now, and they use the Internet for everything. . . . Last year, about **a quarter** of my students turned in final reports that they copied from the Internet. Then this year, some of my students used cell phones to send text messages with test answers. I'd like to prevent students from using the Internet or sending text messages, but I think it's impossible.

Reporter: Hmm. I see. So, what did you do about it?

Wendy Smith: Well, I didn't want to believe it at first. I thought my students were truthful. All of the students received a zero for their work. . . . Don't they know they are only hurting themselves by cheating?

Reporter: Thanks, Ms. Smith. We also have science teacher Don Quinn here with us. Mr. Quinn, do you feel the same way?

Don Quinn: Well, actually, I'm happy my students can use the Internet for research. It's really helpful and easy to use . . . but I guess it can create problems sometimes. Students shouldn't copy reports from websites. If they do that, they miss a chance to learn something interesting. I don't worry too much about cheating, though. I think my students are honest. They know that cheating is wrong, and they know I don't allow it.

Reporter: So, what can schools do about cheating? Can they stop it?

Don Quinn: Hmm. I'm not sure. I read an article about what schools in other countries are doing. The article said that in one African country, the government canceled about 25 percent of test scores after students cheated on tests. The article also said that some universities in China stop wireless phone messages, so students can't send text messages at school. And a university in Europe did a survey on cheating. According to the survey, a third of students answered that they cheated. So the university put

cameras in all of its classrooms. I don't think we need to do anything like that at our school. It's a waste of time and money.

Reporter: Ms. Smith, do you agree with Mr. Quinn?

Wendy Smith: Actually, I think cameras in classrooms are a good idea. We need to do something here, Don. Students need to learn that school isn't just about **grades**. They need to study and work hard. If they cheat, they're the ones who are going to **suffer**.

Reporter: Well, thank you both very much. Join us next week for our program when we'll hear from some students about why they cheat, and whether they think cheating is wrong. You may be surprised by their answers!

Unit 6, Listening Skill, Activity A, B

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1.

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Don Quinn: The article also said that some universities in China stop wireless phone messages, so students can't send text messages at school. And a university in Europe did a survey on cheating. According to the survey, a third of students answered that they cheated. So the university put cameras in all of its classrooms. I don't think we need to do anything like that at our school. It's a waste of time and money.

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Reporter: Ms. Smith, do you agree with Mr. Quinn?

Wendy Smith: Actually, I think cameras in classrooms are a good idea. We need to do something here, Don. Students need to learn that school isn't just about grades.

Unit 6, Listening 2, Activity A, E
Page 113, 114

1.

Daniela: Hi, André. What are you working on?

André: Oh, hi, Daniela. I'm just finishing my report for our culture class.

Daniela: Finishing?! That was fast. I still have a lot of writing to do.

André: Well, I'm writing about English education in different countries. I found a great website with some articles about that topic, and I just used **a little bit** from each article for my paper.

Daniela: You mean . . . you copied your report directly from the Web?

André: No . . . I mean . . . not really. I didn't copy a whole article or anything. I just took small **sections** from several articles I found online and put them together. That's OK, isn't it?

Daniela: Hmm. Well, it's called plagiarism—

André: Plagiar what?

Daniela: Plagiarism—copying another person's writing and saying it's your own. You can get in a lot of trouble if you **get caught!** You might want to just start over. . . . It can also be **illegal!**

2.

Stephen: Well, I think my résumé is almost finished. I just need to add a few more things here under Experience . . . you know . . . to help me get the job at Braxton Books.

Chantal: Great. Can I see what you have **so far?**

Stephen: Sure. Here you go. Tell me what you think.

Chantal: Uh . . . Stephen. I think there's a mistake here. It says you were a manager at Horizon Restaurant, but you weren't a manager. You were a server, weren't you?

Stephen: Well, yes, I was a server, but I had a lot of **responsibility**. So I was kind of like a manager. It's not really a **lie**. Besides, this job at Braxton Books is for a manager. I'll never get the job if I don't have any experience as a manager.

Unit 6, Vocabulary Skill, Activity A
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1. A recent survey in the U.S. found that about 75 percent of high school students cheat in school. They share test answers, look at classmates' test papers, and send text messages with answers during a test. And according to the survey, more than half of students also copy reports from the Internet.

2. Last year, about a quarter of my students turned in final reports that they copied from the Internet.
3. I read an article about what schools in other countries are doing. The article said that in one African country, the government canceled about 25 percent of test scores after students cheated on tests.
4. And a university in Europe did a survey on cheating. According to the survey, a third of students answered that they cheated. So the university put cameras in all of its classrooms.

Unit 6, Pronunciation, Examples
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because of
quiz answers
false information
a third of
not acceptable
have a lot of

Unit 6, Pronunciation, Activity A
Page 119

1. I think a lot of people lie about their age.
2. Is it OK to keep money that you find in the street?
3. About a quarter of the students in the class cheated on the test.
4. Do you think it's OK to call in sick to work if you're not sick?
5. In our English class, it's not OK to use an article from the Internet without giving credit.

Unit 6, Speaking Skill, Activity A
Page 120

1. More than half of people take paper or pens from their company to use at home.
2. Over 10 percent of people sometimes change the price tag to a lower price for something they want to buy.
3. About 20 percent of people give false information on a résumé.
4. About 60 percent of people call in sick to work when they aren't sick.
5. Three quarters of people sometimes lie to friends or family to avoid hurting their feelings.

Unit 6, Unit Assignment, Consider the Ideas
iQ Online Resource

Nasir: First, I asked students how important honesty is, and 62 percent answered very important. The survey showed that 36 percent think it's a little important, and two percent of students think that honesty is not important. I was surprised about those results. I thought almost everyone thinks honesty is very important. According to my survey, only about 25 percent of students are honest all the time. So that means that 75 percent—three quarters—of students are dishonest sometimes.

I also asked students how wrong they think some actions are. For example, I asked about not returning a library book, and ten percent answered “not wrong.” Sixty-one percent said it was a little wrong, and 29 percent said it was very wrong.

The survey also found that 97 percent of students think hitting a car in a parking lot and not telling the owner is very wrong. I also asked about cheating on a test. Nine percent answered “not wrong,” but 66 percent—that's two thirds of students—think cheating on a test is very wrong, and 25 percent think it's a little wrong. The survey showed that out of all the people . . .