**ABSTRACT 1**

**Read and answer:**

The opportunity to design and deliver short programs on referencing and avoiding plagiarism for transnational UniSA students has confirmed the necessity of combating both the ‘all-plagiarism-is-cheating’ reaction and the ‘just-give-them-a-referencing-guide’ response. The notion of referencing is but the tip of a particularly large and intricate iceberg. Consequently, teaching referencing is not adequate in educating students to avoid plagiarism. In this presentation, I will use the transnational teaching experience to highlight what educating to avoid plagiarism entails.

1. Question: In how many parts is the abstract divided? Where do they begin and end?
2. Task: Match the functions in the box to the parts of the abstract

background \_ purpose and aim \_ particular focus of paper