

## Cybercrime

### LEARNING OUTCOMES

- I can learn about global cybercrime and use what I learn to make connections with my own culture.
- I can discuss my experiences of cybercrime in my culture and understand my own cultural identity.
- I can make comparisons between the positive and negative effects of the Internet across different cultures and use my own beliefs and values to improve my cultural knowledge.

### VOCABULARY FOCUS

**cyber [adj]:** relating to computers and the Internet

**drawback [n]:** disadvantage

**hack [v]:** to use a computer illegally to connect to someone else's computer and steal their information

**PIN [abbrv]:** personal identification number

**reveal [v]:** to show, let something become known

**scam [n]:** a dishonest plan, especially for getting money

**spam [n]:** unwanted emails sent to large numbers of people

**up-to-date [adj]:** the most recent or modern ideas or information

**victim [n]:** someone who is harmed as a result of a crime

**virus [n]:** a computing program that enters your computer and damages stored information

### WARMER

Set students a time limit of two minutes. In pairs, students brainstorm as many types of crime and criminal as they can remember from the Student's Book and any others that they know. Write feedback on the board.

- 1 Ask students to discuss the infographic in pairs. Allow time for ideas to be shared with the rest of the class.

### Answers

- 1 the cost of cybercrime in different countries in 2014
- 2 the US 3 Russia 4 Students' own answers

- 2a Ask students to read the article quickly and answer the question. The cybercrimes mentioned in the article are fraud, hacking, piracy and phishing (pronounced 'fishing').

- 2b Students read the text again and circle the correct alternative. When students have finished, elicit the answers in open class.

### Answers

- 1 the Internet 2 an advantage 3 research
- 4 hacking 5 piracy 6 virus

- 2c Students read the sentences and match them to the correct countries. Check the answers as a class.

### Answers

- a 3 b 4 c 1 d 2

- 2d Students read the comments and decide if they are an advantage of the Internet, or perhaps a danger. Ask them to check their answers with a partner before checking in open class.

### Answers

- 1 A 2 A 3 D 4 D 5 A

### Gateway to culture

- 3a Put students in pairs to discuss the questions and come up with suitable answers. Encourage them to think about cybercrimes that may have happened specifically within their country, but also globally that affected their country. Then elicit their ideas as a class.

### Answers

- Students' own answers

### PROJECT

- 3b Explain to students that they are going to work in groups to prepare a presentation. They will need Internet access to do their research, and this can either be done in class or at home. Put students into groups of three or four for this activity. For Step 1, students work with their group to choose a country they are interested in to make comparisons with their own country. In Step 2, ask students to follow the points for their Internet research to prepare information for their presentation. Encourage them to use the 'news' setting for their searches to find information quickly. If working at home, each group member can do some individual research and then share their ideas and findings with the rest of their group in the next class.
- 3c Once they have gathered the necessary information, students prepare their presentation in class in groups. Allow students to choose how they would like to present their findings. Allow some time for preparation in class before each group presents their ideas to the class. Encourage them to notice any similarities and differences between their own country, and the countries each group chose.