



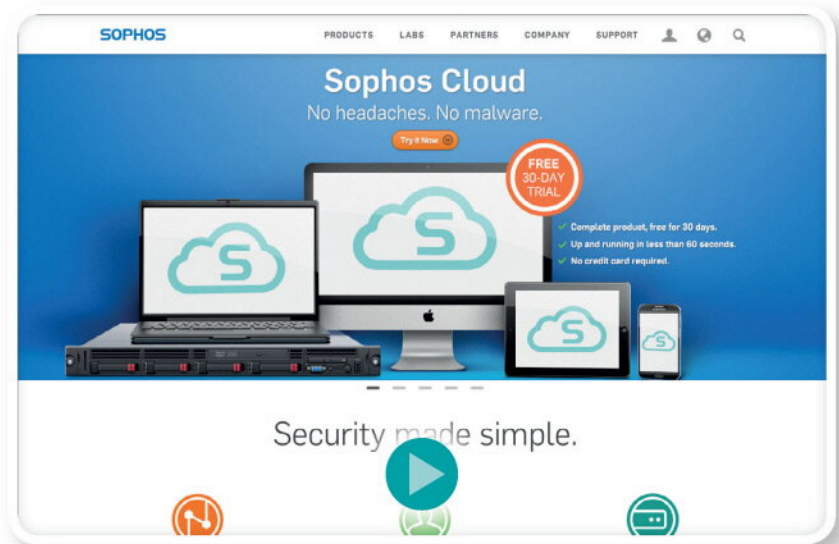
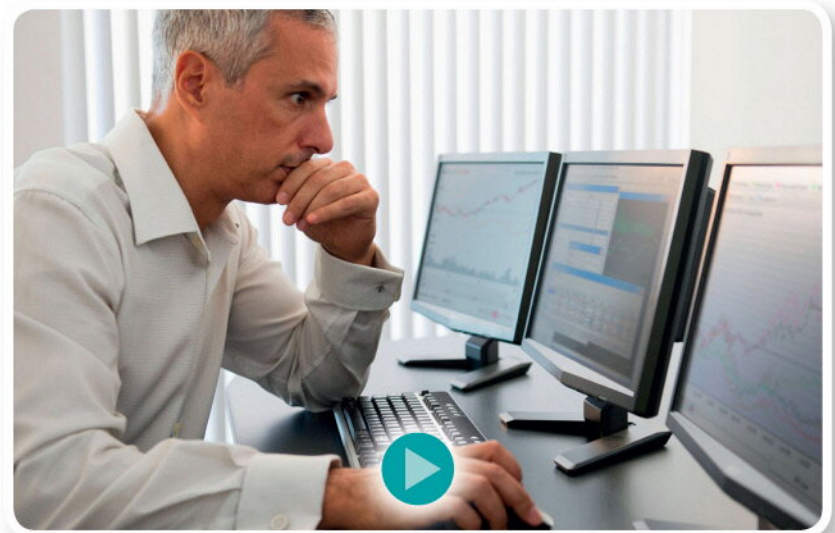
11.5 Video

Cyber crime

- 1 Work with a partner. Complete the sentences with words in the box. Discuss the meaning of the verbs in bold.

malware Web application criminals/hackers

- a As I was **browsing** the _____, I was redirected to a different site.
- b This website has been **hacked** by _____ in order to infect your machine.
- c My computer has **become infected** with _____.
- d Please **download** this _____ and **install** it to protect your system.
- 2 Work with a partner. What do you know about Sophos? Use the photos and the words in exercise 1 to help you talk about what they do.
- 3  Watch the video. Choose the best summary of the information given in this interview.
- a This video summarizes the internet security firm Sophos's latest product which can protect systems against most cyber attacks. An employee offers advice on how we can protect our computers and other electronic devices these days.
- b The video describes the challenges for users and internet security firms these days. An employee from Sophos explains that the threat of cyber crime is growing because there are so many different ways in which data can now be stored.
- 4  Watch again. Decide if these statements are true (T) or false (F). Correct the false sentences.
- a Fraser Howard sells internet security products.
- b Fraser Howard gives an example of how a cyber attack could take place.
- c 'Security Shield' is a piece of software which protects computers against cyber attacks.
- d In this example, the servers which host the hackers' activities are in Canada.
- 5a **TASK** Work in groups. List five threats from computer hackers. Put them in order of the highest to the lowest threat.
- b Compare your ideas with another group. Were any of your ideas the same? Have any of these things happened to you?



Review

1a Complete the sentences below each situation.

- Anna was burgled while she was on holiday. She left a window open.
 - She should _____ (lock) the window.
 - She shouldn't _____ (leave) the window open.
 - If she _____ (leave) the window open, she _____ (be) burgled.
- Thieves broke into my car and stole my handbag.
 - I should _____ (hide) my handbag in the boot.
 - I shouldn't _____ (leave) my handbag in the car.
 - If I _____ (leave) my handbag in the car, they _____ (break) in.

b Work with a partner. Talk about the following situations using *should/shouldn't have* and a past unreal conditional.

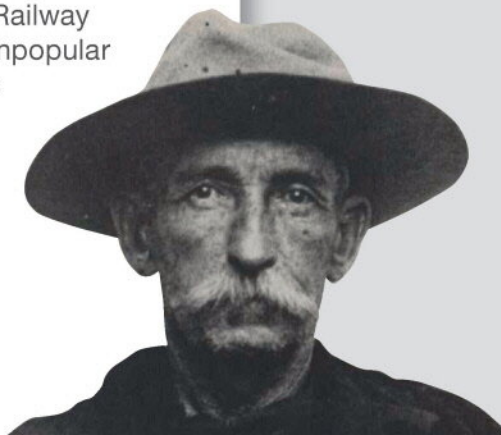
- Nick made an insulting comment on a friend's social networking page. He was only joking, but his friend was very upset.
- I was in a hurry to catch my train, so I didn't buy a ticket. The ticket inspector fined me a lot of money.
- Lucy responded angrily to a comment on her blog. Now the person who made the comment keeps posting more and more angry comments.

2a Read the biography of 'the Gentleman Bandit' and complete the text with the correct form of the words in the box.

arrest escape prison robbery steal thief victim

The Gentleman Bandit

Ezra Allen Miner, known as 'Bill Miner', was nicknamed 'the Gentleman Bandit' because he was polite and considerate as he ¹ _____ from stagecoaches and trains in the Old West. Many people believe he was the first ² _____ to say, 'Hands up!' Miner became a folk hero in Canada after he was ³ _____ for the ⁴ _____ of a Canadian Pacific Railway train in 1906. The company was very unpopular at the time and hundreds of Canadians cheered Miner as the police took him to ⁵ _____. Miner never actually hurt any of his ⁶ _____, but he spent most of his adult life in prison, apart from a couple of exciting but short-lived ⁷ _____.



b Why do you think Miner became a folk hero? Discuss with a partner.

3a Match the first part of the phrase to the correct second part.

- | | |
|------------------|------------------------------|
| 1 be a victim of | a a real difference |
| 2 make | b about something |
| 3 feel | c what you believe in |
| 4 stand up for | d online bullying |
| 5 speak up | e someone |
| 6 upset | f passionate about something |

b Tell your partner about something you feel passionately about. Try to use at least three of the phrases in exercise 3a.

4a 11.11))) Listen to the beginning of six sentences. Write them down and complete them in any way that makes sense.

b Compare your sentences with a partner's. Is the meaning of the noun in each sentence the same or different?

5a Put the phrases in the right order.

- running / time / of / we're / out .
- suggestions / are / any / there / other ?
- settled / then / that's .
- for / let's / that / now / leave .
- must / that's / true / admit / you .
- would / option / another / be / that .
- that / convinced / I'm ...
- saying / we're / what / so / is ...

b 11.12))) Listen and check your answers.

c Work with a partner. Decide if the phrases in exercise 5a are a) controlling the time, b) discussing options, c) making your point stronger or d) arriving at a decision.