

Protection from cyber attacks

Level: Advanced (C1–C2)

Time: 60–90 minutes

Business topics: Banking and finance, business security, the threat of cyber-crime

Business language focus: Language associated with cyber-crime against banks and other financial institutions

Activities: In this lesson, students will:

- read a business article and look at the language necessary to understand and talk about it;
- learn or revise some common business collocations;
- discuss aspects of the article in greater depth;
- give advice on online security to a company that is planning to become digitalised for the first time.

Materials: One copy of the worksheet per student, internet access for Exercise 6

Group size: All of the tasks can be completed in pairs or groups, so that as much communication as possible takes place in the class. However, this lesson plan can also be used in a one-to-one teaching situation.

This lesson is based on an authentic article, republished here with its full, original text.

The article discusses how to protect businesses from cyber-attack.

1. Warmer

Write the term *cyber-crime* on the board and elicit its meaning (*crime committed online, such as stealing someone's personal information*). Ask students if they have ever been the victim of cyber-crime or if they know anyone who has.

Next they should look at their worksheet and decide which of the ways of protecting oneself online are good advice and which are bad advice. They should also put them in order from 1 (the best piece of advice) to 6 (the worst). Note that there is no single correct answer. It is a matter of opinion, so ask students to give reasons for their choice.

Key (possible answers):

- *Change your passwords regularly (good advice): If you always use the same password, it can be quite easy for criminals to find it and use it.*
- *Keep a list of all your passwords on your mobile phone (bad advice): If your mobile phone is lost or stolen, a criminal could use your passwords.*
- *Use passwords that are easy to remember, e.g. your family name, 123 (bad advice): The most common password is 123456789.*
- *Don't allow online companies to save your bank details (good advice): If you save your bank details on websites, they could be used if the websites are hacked.*
- *Use a mixture of upper-and lower-case letters, numbers and special symbols (e.g. punctuation marks) in your passwords (good advice): Mixing upper- and lower-case letters and using punctuation marks makes it harder for criminals to guess your passwords.*
- *Use the same password for several different accounts (bad advice): If one account is hacked, criminals can access all your accounts.*

2. Key words and expressions

Students search for words and expressions in the text and write them next to the definitions while noticing how the words are used in context.

Key:

1. *cyber stress test*
2. *hacker*
3. *breach (the full term is 'security breach', although the article only uses 'breach')*
4. *challenge*
5. *malware*
6. *legacy system*
7. *ramp up*
8. *spur on*
9. *phishing*
10. *fraudster*
11. *stakeholder*
12. *cyber heist*

3. Understanding the article

Students work individually to choose the best answers. They then compare their answers in pairs.

Key:

- | | |
|-------------|-------------|
| 1. <i>b</i> | 4. <i>c</i> |
| 2. <i>a</i> | 5. <i>c</i> |
| 3. <i>b</i> | 6. <i>a</i> |

4. Business language – collocations

Students match the verbs with the nouns or noun phrases. They then check their answers by looking in the text and seeing the phrases in context. Note that there may be more than one possible answer in some cases but there is only one solution where each verb and/or noun phrase is only used once.

Key:

- | | |
|-------------|-------------|
| 1. <i>e</i> | 5. <i>a</i> |
| 2. <i>h</i> | 6. <i>d</i> |
| 3. <i>b</i> | 7. <i>c</i> |
| 4. <i>f</i> | 8. <i>g</i> |

5. Discussion

In small groups, students discuss the questions which pick up on and expand on topics and quotes from the article. Hold a short whole-group feedback session and compare and contrast each group's answers and input.

6. Wider business theme – Digitalising a business

Ask students to read the short case study of a company that is not yet digitalised. Using the prompts given, they work in pairs or small groups and consider the advantages and disadvantages of digitalising the company, before coming to a final conclusion in the form of a short report to be presented to the class.



One-to-one teaching

This task can be adapted so that the student does the above as homework and then reports back (to you) in the next lesson. They should also be prepared to present their ideas as a report.