BUSINESS NEWS LESSONS

Cyber Security - the danger may be closer to home

onestopenglish

Level: Advanced (C1–C2)

Time: 60–90 minutes

Business topic: cyber security

Business language focus: language associated with cyber security and its implications for businesses.

Activities: In this lesson, students will:
- read a business article first published in a trusted news source and look at the language necessary to understand and talk about the article;
- learn or revise some business collocations;
- practise word formation;
- learn or revise a set of phrases containing prepositions;
- discuss aspects of the article in greater depth;
- research cyber security and present ideas for implementing it in a company

Materials: One copy of the worksheet per student, possible internet access for exercise 8

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. This is also possible if you are delivering the lesson online. The lesson plan can also be used in a one-to-one teaching situation both face-to-face and online.

Teaching online: Ensure that all students (either in a group or in a one-to-one online teaching situation) are sent the worksheet well in advance of the lesson. This will give them time to print out the document if necessary. When the lesson starts, work through the various activities in the order presented but always ensure that you allow sufficient time for feedback and discussion after each activity.

Overview: This lesson is based on an authentic article from a trusted news source, republished here with its full, original text. The article discusses the cyber security threat to companies from their own employees.

Procedure

1. Warmer

Give students time to make the noun and verb phrases and to think of a definition for each. They can also add further nouns and verbs to make more expressions. There are also several further examples of each in the text. Here are some suggested answers:

Nouns: *processing, base, warehouse, theft, compression, analysis, analyst*

Verbs: *create, list, provide, crunch, access, share, copy, store, find, lose, collect, process, protect, save*

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. *ramp up*
2. *leaking*
3. *flag*
4. *balloon*
5. *grudge*
6. *espionage*
7. *anomalous*
8. *combat*
9. *nascent*
10. *intrusive*
11. *palatable*
12. *backlash*

3. Understanding the article

Students work individually to read the article again and choose the best answer for each question. If you are working with a group, students can compare their answers with other group members before you check them together.

Key:
1. *b*
2. *b*
3. *c*
4. *b*
5. *c*
6. *a*

4. Business language – collocations

Students work individually to match the verbs with the nouns or noun phrases. They then check their answers by looking in the text and seeing the expressions in context as this will help them to see how each phrase is used. You could point out that *trigger* is used to mean *to make something happen*. It is also worth mentioning that the phrasal verb *flag up* is commonly used with the same meaning as *flag*.

Key:
1. d
2. f
3. a
4. e
5. b
6. c

5. Business language – word building

Encourage students to try and complete the exercise without looking in the text. Point out that in some cases both a prefix and a suffix need to be added (e.g. sentences #1 and #4). If students need help, encourage them to look in the text to locate the answers. Highlight the use of the verb *outstrip*, meaning *to become larger, better or faster than something else*.

Key:
1. unintentionally
2. automatically
3. behavioural
4. outstripping
5. recruitment
6. intrusive

6. Business language – expressions with prepositions

Encourage students to complete the exercise without rereading the article and then checking their answers in the text.

Key:
1. of
2. in
3. to
4. against
5. of
6. on
7. into
8. against

7. 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. If you are delivering an online or one-to-one lesson, give the learners plenty of time to consider their responses to each of the discussion questions.

8. Wider business theme – data protection

Ask students to read the instructions carefully first. Encourage them to prepare by using a search engine to research how companies protect their data. As they note down their ideas, they could make a list of *do's* and *don'ts* as the basis for their rules and regulations.

When students present their ideas to the group, it is useful to make a note of any significant errors in their use of language and then to ask them to correct these after they have finished their presentation.

> **One-to-one teaching and online teaching**
> This task can be adapted so that students do the above as homework and then report back in the next lesson. Online lessons should allow time for students to work in breakout groups to practise their presentation. When they present their ideas online, it is useful to make a note of any significant errors in their use of language and then to ask them to correct these after they have finished their presentation.