

Meet the man who accidentally started an assassin hiring website

Level: Elementary – Teacher’s notes

Article summary: A website domain name bought with an innocent business idea in mind has turned into an unusual way to stop and catch would-be-killers.

Time: 90 minutes

Skills: Reading, speaking, writing about the do’s and don’ts of online safety

Language focus: Vocabulary, speaking, & writing clear tips and advice

Materials needed: One copy of the worksheet per student

1. Warmer

- a. Preferably before they see the title of the article, students match the halves to make words and terms used to describe people who kill others for money.

Key: hitman, contract killer, assassin, hired gun

- b. Students scan the article to see which words are used in it.

Key: assassin, hitman

Ask them to say which of these words they have heard or read before and where.

2. Key words

- a. Students write the words from the wordpools next to the definitions on the lines provided. Then they should find and highlight them in the article to read them in context.

Key:

- | | |
|--------------|----------|
| 1. services | 6. wacky |
| 2. respond | 7. crime |
| 3. pretended | 8. clues |
| 4. wanted | 9. fraud |
| 5. realized | 10. act |

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they know how the words are used in other contexts.

Key:

- | | |
|------------|--------------|
| 1. respond | 4. realized |
| 2. act | 5. pretended |
| 3. wanted | |

3. Understanding the article

- a. Students read the statements and decide whether they are *True* or *False* according to the article and correct any that are false.

Key:

1. True
2. False. It costs him just under ten US dollars.
3. True
4. False. He didn't respond to her email, but she wrote again.
5. True
6. False. They found out she was a wanted criminal in the UK.
7. False. Since then, Innes' website has saved nearly one hundred and fifty lives.
8. True

4. Key language

- a. If possible, without referring to the article, students join the words to make word pairs from the article. Then they should go back over the article to check their answers.

Key:

1. found guilty
2. warning message
3. law enforcement
4. running costs

- b. Then they match the phrases with their meanings.

Key: 1c, 2d, 3a, 4b

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- c. Next, they use them to complete the sentences about the article.

Key:

1. *law enforcement*
2. *found guilty*
3. *running costs*
4. *warning message*

Extension. Working with a partner, students could write four sentences of their own, each containing one of the word pairs from this task.

5. Discussion

- a. Students discuss the questions related to the article.

6. In your own words

- a. Students work with a partner or in small groups to create a clear list of internet safety do's and don'ts which they should share with the rest of the class.