



LESSON 5 : CYBER CRIME



1.0

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Objectifs

By the end of this lesson, students must be able to :

- identify some criminal cases through ICTs
- express obligation
- suggest constructive ways of using ICTs



READING SPOT

I

TEXT A	7
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Read the two texts below and learn about dangers awaiting users of the Information and Communication Technologies (ICTs)

A. TEXT A

Jessica Logan was an 18-year-old Sycamore High School senior who sent **nude** photo of herself to her boyfriend, but the Cincinnati Enquirer reported that the photo was sent to hundreds of **teenagers** after the couple **broke up**. According to the University of Alabama's **cyberbullying** website, the cyber bullying continued through Facebook, MySpace and text messages. Jessica **hanged** herself after **attending** the funeral of another boy who had committed suicide.

A little more than one year later, 13-year-old Hope Sitwell hanged herself after a compromising picture of hers that she "sexted" to her boyfriend was shared amongst students at six different schools in the area of Ruskin, Florida.

B. TEXT B

Let's now look at some of the dangers of these sites. The first thing that comes to mind for most people is predators. There are several types of predators that could be **lurking on** the Web. **Burglars**, identity **thieves** and sexual predators are just a few. Cyber-bullying is always a possibility, and anyone can be a bully and anyone can be a victim of cyber-bullying. Youth may also find that the pictures they put out on the Web, or the comments they posted brought them undesired attention, either positive or negative.

So, how do we keep kids safe in cyberspace? Well, for starters, make sure they are

using the built-in privacy settings for these sites. They can limit it so that their friends are the only ones who see their information. In addition, by only adding friends they already know, no stranger has an easy way to bypass these privacy settings. They should not add a friend of a friend. These sites are not your private journals; other people see what you put out there, and it can easily come back **to hurt** you. If you wouldn't say something to someone face-to-face, why in the world would you post it online? Most importantly, several innocent pieces of information could be big trouble for you and lead a stranger to your front door.

C. Exercice : Learning activity 1 : select the correct series to match words with their synonyms

[Solution n°1 p 17]

1. *nude*
2. *teenager*
3. *broke up*
4. *cyber-bullying*
5. *hang*
6. *attend*
7. *lurking*
8. *burglar*
9. *thieves*
10. *a bully*
11. *hurt*
- a-to go to and be present at*
- b-a person who illegally enters a building in order to steal things*
- c-naked, without clothing or drape*
- d-acting furtively*
- e-between 13 and 19 years old*
- f-a cruel person*
- g-ceased to exist, ended a love story*
- h-violence made through electronic messages*
- i-to suspend by the neck until dead*
- j-cause pain or injury*
- k-persons who steal something*

☐

READING SPOT

1-e ; 2-h ; 3-i ; 4-a ; 5-d ; 6-b ; 7-f ; 8-c ; 9-g ; 10-j ; 11-k

☐

1-c ; 2-e ; 3-g ; 4-h ; 5-i ; 6-a ; 7-d ; 8-b ; 9-k ; 10-f ; 11-j

☐

1-c ; 2-h ; 3-g ; 4-e ; 5-i ; 6-a ; 7-f ; 8-j ; 9-k ; 10-b ; 11-d

☐

1-j ; 2-i ; 3-h ; 4-a ; 5-k ; 6-b ; 7-e ; 8-f ; 9-c ; 10-d ; 11-g

☐

1-c ; 2-a ; 3-g ; 4-e ; 5-i ; 6-b ; 7-d ; 8-f ; 9-j ; 10-k ; 11-h

D. Exercice

[Solution n°2 p 17]

Exercice

1-How many teenagers committed suicide in the text?

☐

1

☐

2

☐

3

E. Exercice

[Solution n°3 p 17]

Exercice

2-Find the names of the two youths who hanged themselves.

READING SPOT

- | | |
|-----------------------|--|
| <input type="radio"/> | Jessica Logan and her boyfriend |
| <input type="radio"/> | Jessica Logan and a boy |
| <input type="radio"/> | Jessica Logan and Hope Sitwell |
| <input type="radio"/> | Hope Sitwell and the Cincinnati Enquirer |

F. Exercise

[Solution n°4 p 18]

Exercise

3-What dangers do users of the internet face?

- | | |
|-----------------------|--|
| <input type="radio"/> | burglary, identity theft and sexual harassment |
| <input type="radio"/> | burglars, comments and predators |
| <input type="radio"/> | burglary, identity and predators |
| <input type="radio"/> | identity theft, comments and bully |



EXPRESSING OBLIGATION, NECESSITY AND GIVING ADVICE	11
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A. EXPRESSING OBLIGATION, NECESSITY AND GIVING ADVICE

From the text, we learn precaution to take in order to be safe on the internet.

They **should not** add a friend of a friend.

Have to and **must** are used to **express strong obligation, necessity and give advice**. (an obligation that has no alternative)

Ought to and **should** **express weak obligation, necessity and give advice**. (Existence of alternative or excuses; free not to do it)

Should + verb

Have to + verb

Must + verb.

Ought to + verb

Examples:

- You **must** stop when the traffic light is red. (at the crossroad, no alternative to stopping)

-I **ought to** learn my lesson but I'm ill. (the illness is an excuse not to learn the lessons)

B. Exercice : LEARNING ACTIVITY 3: FILL IN THE BLANKS WITH SHOULD OR MUST

[Solution n°5 p 18]

You take more exercise if you want to get thinner.

You do some jogging every morning.

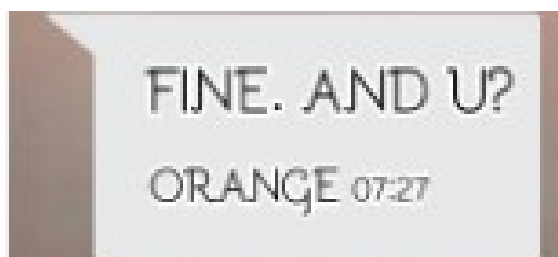
My friend respect his parents.

He pay for the electricity bill.

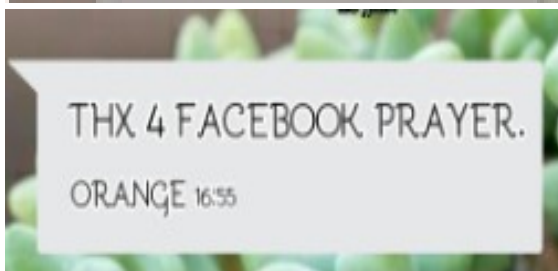
It is almost time. We run or take a taxi to get there on time.

C. INSTANT MESSAGING ACRONYMS

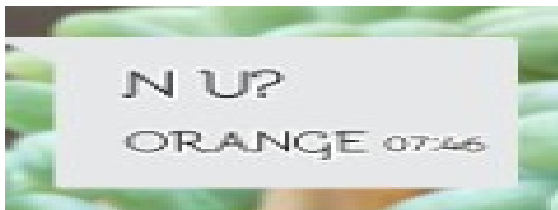
Instant Messaging Acronyms stand as another threat (danger) to users' language level. The various abbreviations that teenagers use to send messages across hamper their intellectual level. The frequent use of informal phrases and words turn conversations into poor-leveled and trivial ones. The aim of this section of the language function is to turn into formal language some trivial linguistic tools of the youth's language. Here are some extracts of messages I received from a friend of mine:



Fine. And you ?



Thanks for facebook prayer.



And you ?



Hi, brother ! How are you all ?

res_acronyms.pdf (cf.)

D. Exercice : LOOK AT THE ABBREVIATIONS AND ACRONYMS LIST AND REWRITE THE CONVERSATION CORRECTLY FILLING IN THE GAPS

[Solution n°6 p 18]

CONVERSATION

Sam: Jen RU coming to the party tmrw?
 Jen: Yeah. Y?
 Sam: GR8. B/C I want U2B my GF.
 Jen: I thought you liked 2B my BFF.
 Sam: No I like U
 Jen: I have a BF.
 Sam: IDC. IMHO he's an idiot
 Jen: BION I like him
 Sam: I want you. IYKWIM
 Jen: TMI. Lets talk F2F tmrw
 Sam: I've never felt like this B4. ILU
 Jen: PCM now
 Sam: Haha JK. U believed me? ROFL. I don't like you!
 Jen: UR def not funny!
 Sam: LOL. K CU tmrw. ETA?
 Jen: IDK. 9 I guess
 Sam: LMK
 Jen: GTG TTYL
 Sam: BFN. XOXO.

REWRITING

-Sam: Jen, [] coming to the party []?
 -Jen: Yeah. []?
 - Sam: []. [] I want [] my []
 -Jen: I thought you liked [] my []
 -Sam: No I like []
 -Jen: I have a []
 -Sam: []. [] he's an idiot
 -Jen: [] I like him
 -Sam: I want you. []
 -Jen: []. Let's talk [] []
 -Sam: I've never felt like this []. []
 -Jen: [] now
 -Sam: Haha []. [] believed me? []. I don't like you!

LANGUAGE SPOT

-Jen: [] [] not funny!

- Sam: []. [] [] []. [] ?

- Jen: [], 9pm I guess

- Sam: []

-Jen: []. []

-Sam: []. []





PRACTICE

III

Exercice	15
Exercice	15
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Exercice	16

RE-ORDER THOSE WORDS TO MAKE MEANINGFUL SENTENCES

A. Exercice

[Solution n°7 p 19]

1. must
2. your account
3. for
4. a password
5. You
6. have

Réponse : ____ ____ ____ ____ ____ ____

B. Exercice

[Solution n°8 p 19]

1. keep
2. password
3. must
4. You
5. secret
6. that

Réponse : ____ ____ ____ ____ ____ ____

C. Exercice

[Solution n°9 p 20]

1. not accept
2. must
3. a friend
4. You
5. of a friend

Réponse : ____ ____ ____ ____ ____

D. Exercice

[Solution n°10 p 20]

1. information
2. must
3. publish
4. not
5. private
6. You

Réponse : ____ ____ ____ ____ ____

E. Exercice

[Solution n°11 p 20]

1. an adult
2. cyber-bullying
3. about
4. must
5. You
6. tell

Réponse : ____ ____ ____ ____ ____



Solution des exercices

> Solution n°1 (exercice p. 8)

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | 1-e ; 2-h ; 3-i ; 4-a ; 5-d ; 6-b ; 7-f ; 8-c ; 9-g ; 10-j ; 11-k |
| <input checked="" type="checkbox"/> | 1-c ; 2-e ; 3-g ; 4-h ; 5-i ; 6-a ; 7-d ; 8-b ; 9-k ; 10-f ; 11-j |
| <input type="checkbox"/> | 1-c ; 2-h ; 3-g ; 4-e ; 5-i ; 6-a ; 7-f ; 8-j ; 9-k ; 10-b ; 11-d |
| <input type="checkbox"/> | 1-j ; 2-i ; 3-h ; 4-a ; 5-k ; 6-b ; 7-e ; 8-f ; 9-c ; 10-d ; 11-g |
| <input type="checkbox"/> | 1-c ; 2-a ; 3-g ; 4-e ; 5-i ; 6-b ; 7-d ; 8-f ; 9-j ; 10-k ; 11-h |

> Solution n°2 (exercice p. 9)

Exercice

- | | |
|----------------------------------|---|
| <input type="radio"/> | 1 |
| <input type="radio"/> | 2 |
| <input checked="" type="radio"/> | 3 |

> Solution n°3 (exercice p. 9)

Exercice

<input type="radio"/>	Jessica Logan and her boyfriend
<input type="radio"/>	Jessica Logan and a boy
<input checked="" type="radio"/>	Jessica Logan and Hope Sitwell
<input type="radio"/>	Hope Sitwell and the Cincinnati Enquirer

> Solution n°4 (exercice p. 10)

Exercice

<input checked="" type="radio"/>	burglary, identity theft and sexual harassment
<input type="radio"/>	burglars, comments and predators
<input type="radio"/>	burglary, identity and predators
<input type="radio"/>	identity theft, comments and bully

> Solution n°5 (exercice p. 11)

You **must** take more exercise if you want to get thinner.

You **should** do some jogging every morning.

My friend **must** respect his parents.

He **must** pay for the electricity bill.

It is almost time. We **should** run or take a taxi to get there on time.

> Solution n°6 (exercice p. 13)

CONVERSATION

Sam: Jen RU coming to the party tmrw?

Jen: Yeah. Y?

Sam: GR8. B/C I want U2B my GF.

Jen: I thought you liked 2B my BFF.

Sam: No I like U

Jen: I have a BF.

Sam: IDC. IMHO he's an idiot

Jen: BION I like him

Sam: I want you. IYKWIM

Jen: TMI. Lets talk F2F tmrw

Sam: I've never felt like this B4. ILU

Jen: PCM now
Sam: Haha JK. U believed me? ROFL. I don't like you!
Jen: UR def not funny!
Sam: LOL. K CU tmrw. ETA?
Jen: IDK. 9 I guess
Sam: LMK
Jen: GTG TTYL
Sam: BFN. XOXO.

REWRITING

-Sam: Jen, are you coming to the party tomorrow?
-Jen: Yeah. Why?
- Sam: Great. Because I want you to be my girlfriend
-Jen: I thought you liked to be my Best Friend Forever
-Sam: No I like you
-Jen: I have a boyfriend
-Sam: I don't care. In my honest opinion he's an idiot
-Jen: Believe it or not I like him
-Sam: I want you. If you know what I mean
-Jen: Too much information. Let's talk face to face tomorrow
-Sam: I've never felt like this before. I love you
-Jen: Please call me now
-Sam: Haha just kidding. You believed me? Rolling on the floor laughing. I don't like you!
-Jen: You are definitely not funny!
- Sam: Laughing out loud. Okay see you tomorrow. Estimated time of arrival?
- Jen: I don't know. 9pm I guess
- Sam: Let me know
-Jen: Got to go. Talk to you later
-Sam: Bye for now. Hugs and kisses

> Solution n°7 (exercice p. 15)

1. You
2. must
3. have
4. a password
5. for
6. your account

> Solution n°8 (exercice p. 15)

1. You
2. must
3. keep
4. that
5. password

6 secret

> Solution n°9 (*exercice p. 16*)

1. You
2. must
3. not accept
4. a friend
5. of a friend

> Solution n°10 (*exercice p. 16*)

1. You
2. must
3. not
4. publish
5. private
6. information

> Solution n°11 (*exercice p. 16*)

1. You
2. must
3. tell
4. an adult
5. about
6. cyber-bullying