



UNIT 3

PRIVACY



LEARNING OBJECTIVES

Watch and listen

Watch and understand a video about facial recognition technology.

Reading skills

Preview a text; identify perspective and purpose.

Critical thinking

Analyze problems and solutions.

Grammar

Use impersonal passive constructions; use passives for continuity.

Academic writing skills

Write about problems; write about solutions.

Writing task

Write a problem–solution essay.

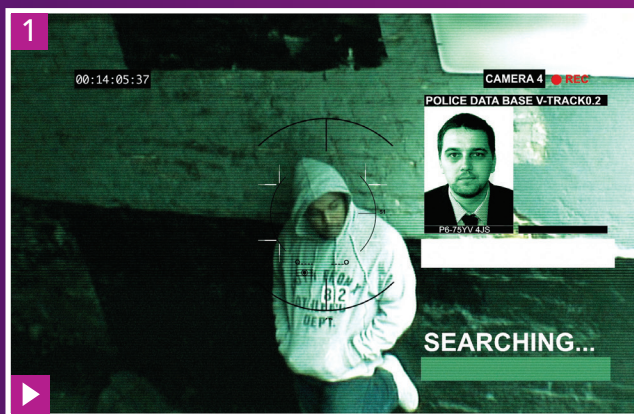


UNLOCK YOUR KNOWLEDGE

Work with a partner. Discuss the questions.

- 1 What, do you think, is the best way to maintain privacy on the internet?
- 2 What security issues should you consider before you spend money online?
- 3 How can you recognize emails that are intended to trick you into providing personal information?

WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREPARING TO WATCH

1 Read the sentences. Write *A* if you agree and *D* if you disagree. Discuss your opinions with a partner.

- 1 More steps need to be taken to protect our online privacy. _____
- 2 On the internet, security is more important than privacy. _____

2 You are going to watch a video about facial recognition technology. Before you watch, discuss the questions with a partner.

- 1 How is facial recognition technology used now?
- 2 How might facial recognition technology be misused?

USING YOUR KNOWLEDGE TO PREDICT CONTENT

GLOSSARY

fraud (n) the crime of getting money by deceiving people

surveillance (n) the act of watching a person or a place that may be involved in criminal activity

think up (phr v) to produce a new idea or plan

watchdog (n) an organization responsible for making certain that companies obey laws and standards

rogue (adj) a person who behaves in an unexpected way, often causing damage

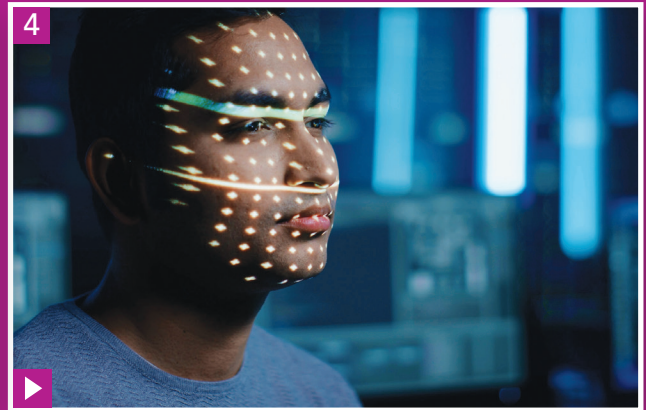
violate (v) to act in a way that does not show respect for an important principle

UNDERSTANDING MAIN IDEAS

WHILE WATCHING

3 Watch the video. Put a tick in the box next to the topics that are discussed.

- how facial recognition technology works
- uses related to security and privacy
- accuracy of facial recognition technology
- the future of facial recognition technology



4 ▶ Watch again. Take notes on five uses for facial recognition technology.

5 ▶ Watch the video again. Write as many details as you can about facial recognition technology in the table below. Use your notes from Exercise 4 to help you.

main ideas	details
how it is used to improve security and protect privacy	<i>prevent identity theft and fraud</i>
how it is used in ways unrelated to security and privacy	<i>connect patients to their healthcare records</i>
concerns about widespread use	<i>database is a target for hackers</i>

UNDERSTANDING
DETAIL

DISCUSSION

6 Work in a small group. Discuss the questions.

- 1 Are you in favour of or opposed to the widespread use of facial recognition technology? Explain your answer.
- 2 What are possible consequences if facial recognition technology identifies a person incorrectly?

READING

READING 1

PREPARING TO READ

UNDERSTANDING KEY VOCABULARY

1 Read the sentences and choose the best synonym for the words in bold.

1 The investment company turned out to be a **fraudulent** business. As a result, she lost a lot of her savings.

- a reliable b incapable c dishonest

2 If a social media site becomes a **hostile** environment, users should immediately log off.

- a unfriendly b unreliable c boring

3 The **deceptive** website looked real at first but, on closer inspection, it was obviously fake.

- a trustworthy b misleading c old-fashioned

4 After the **devastating** flood, the community came together to help people in need.

- a widespread b destructive c residential

5 He felt anger and **humiliation** when he learned that the person he had been texting had lied to him.

- a embarrassment b rage c concern

6 Before he shops online, he researches the business to make sure it is **legitimate**.

- a false b profitable c lawful

2 You are going to read an article about cybercrime. Work with a partner. Read the definition below. Then discuss the different types of cybercrime you know about.

cybercrime (n) criminal activities that are done using computers or the internet

SKILLS

Previewing a text

It is useful to know something about the topic before you begin reading. Quickly reading the first sentence of each paragraph will help you remember and consider what you know about the topic. This knowledge will make the article easier to read critically.

3 Work with a partner. Preview the article on page 68 by reading the first sentence in each paragraph. Answer the questions below.

- 1 What are the three types of cybercrime described in the article?
- 2 What circumstances lead to an increase in fraudulent online activity?

WHILE READING

4 Read the article and circle the sentence that expresses the main idea.

- a When it comes to e-commerce fraud, food-related internet scams are especially on the rise.
- b People are hesitant to spend money online because of internet fraud.
- c Internet fraud is a growing problem that can happen to anyone with an online presence.

5 Read the article again. Then, read each sentence and put a tick in the correct box.

	main idea	details
1 Thieves take advantage of natural disasters to commit fraud.	<input type="checkbox"/>	<input type="checkbox"/>
2 Thieves may use a victim's personal information to access their bank account.	<input type="checkbox"/>	<input type="checkbox"/>
3 Phishing emails may lead people to fake websites asking for money.	<input type="checkbox"/>	<input type="checkbox"/>
4 A seller promises to deliver a product and then disappears.	<input type="checkbox"/>	<input type="checkbox"/>
5 Identity theft leads to serious consequences for victims.	<input type="checkbox"/>	<input type="checkbox"/>
6 Over £30 billion was lost to e-commerce fraud in 2022.	<input type="checkbox"/>	<input type="checkbox"/>
7 Governments may warn the public about possible scams.	<input type="checkbox"/>	<input type="checkbox"/>
8 E-commerce fraud is a common type of internet fraud.	<input type="checkbox"/>	<input type="checkbox"/>
9 Stress and anxiety are common side effects of identity theft.	<input type="checkbox"/>	<input type="checkbox"/>

6 Use your work in Exercise 5 to create an outline of the article. Add examples to the main ideas and details, referring back to the article as needed. (See page 43 for help and an example outline.)

CYBERCRIME IS ON THE RISE

1 Charlie Goh spent nearly £100 online on salmon and beef before discovering he had been scammed. The Singaporean actor was not alone. Over the course of one month in 2022, at least 168 people in Singapore lost nearly £12,000 in e-commerce scams related to food. The crime was simple: advertisements offering luxury food items at inexpensive prices were posted to online platforms. As soon as potential customers placed their orders and paid via an online payment system, the **fraudulent** seller vanished. Victims like Goh never received their purchases – and never saw their money again.

2 E-commerce fraud, which is defined as a **hostile** activity that takes advantage of online shops and consumers, is among the most common types of online crime. It is also said to be extremely profitable. One study showed that worldwide, the amount of money lost to online payment fraud in 2022 amounted to almost £33 billion, a number that is only expected to rise in the coming years. E-commerce scams are merely one example of the dangers associated with the internet.

3 Anyone with an online presence can run into trouble like identity theft, which occurs when personal information is stolen and used to make purchases, apply for loans and even withdraw money from a victim's bank account. Financial identity theft is an especially disturbing crime. It often results in loss of money, not to mention the stress and time it costs to resolve the issue. Will Bottom knows this all too well. Bottom logged into his bank account one day and discovered almost £10,000 missing. After a data breach at a government organization, his personal information fell into the hands of a criminal, who used it to make a fake driver's licence in Bottom's name. The scammer was then able to steal money, unfreeze bank accounts that Bottom had frozen and even purchase an expensive car. Fortunately, the thief was caught and punished, but not before costing Bottom time, money and emotional trauma.

4 Another troubling online scam is charity organization fraud. This often takes place following highly publicized natural disasters. After a terrible flood, earthquake or wildfire, it is natural for people to want to help. But because they want to help, they are taken advantage of by dishonest people. Criminals will send phishing emails, which are emails that appear to be from **legitimate** businesses, to potential donors. Victims are then led to fake websites, where they unknowingly donate money to criminals. **Deceptive** behaviour like this is common. In 2022, the Charity Commission, which monitors charitable organizations in the United Kingdom, reported that one in eight charities had experienced some sort of cybercrime in the past 12 months. In the United States, the Federal Trade Commission regularly posts warnings about scams during hurricane season, especially in the wake of particularly destructive storms. Charity fraud can occur on a smaller scale, too. Using online ads and other methods, American Travis Peterson convinced people to donate valuable items to his fake charity for veterans. He was caught and sent to prison, but not before cheating victims out of more than £400,000.

5 The more we conduct business online, the more vulnerable we make ourselves to dangers associated with the internet. Consumer behaviour has shifted dramatically in recent years, fuelled largely by the ease of online shopping, the prevalence of smartphones and the rise in social media, which provides advertisers with limitless opportunity to reach customers. In the United States alone, 76% of all consumers shop online. It is claimed that, when online traffic experiences a 15–20% increase on popular shopping sites like Amazon, a 2–5% increase in fraudulent activity is expected to follow.

6 Online scams can have **devastating** consequences for victims. They suffer pain well beyond financial loss. In the United Kingdom, one in five fraud victims lost more than £1,000. A loss like this can lead to stress, anxiety and depression. Because victims often blame themselves, they may experience shame and **humiliation**. Cybercrime is a growing problem. It is time to get tough on the laws and make sure these abhorrent criminals face the consequences of their offensive actions.



READING BETWEEN THE LINES

Identifying perspective and purpose

Understanding the writer's perspective on the topic can help you determine the purpose of a text. Positive or negative words, such as those underlined in the examples below, can help you establish the writer's perspective, specifically if he or she is offering praise or criticism.

It is time to get tough on the laws and make sure these abhorrent criminals face the consequences of their offensive actions.

Online scams can have devastating consequences for victims.

7 Work with a partner to complete the tasks.

- 1 Read the sentences and circle the phrase that best describes the writer's perspective regarding cybercrime.
 - a As soon as potential customers placed their orders and paid via an online payment system, the fraudulent seller vanished.
 - positive • negative • neutral and informative
 - b After a terrible flood, earthquake or wildfire, it is natural for people to want to help.
 - positive • negative • neutral and informative
- 2 Choose the idea that best describes the writer's main purpose in writing this article.
 - a to help victims get back the money they have lost
 - b to find and punish cybercriminals
 - c to assure people it is safe to donate to charity organizations
 - d to explain cybercrime to readers and persuade them that it is a problem
- 3 Skim read the article. Find words and phrases that support your ideas about the writer's perspective and highlight or circle them.

IDENTIFYING PURPOSE

DISCUSSION

8 Work in small groups. Discuss the questions.

- 1 After reading the article, what would you say to warn your friends and family about potential internet dangers?
- 2 Make a prediction about the future of cybercrime.

WRITING

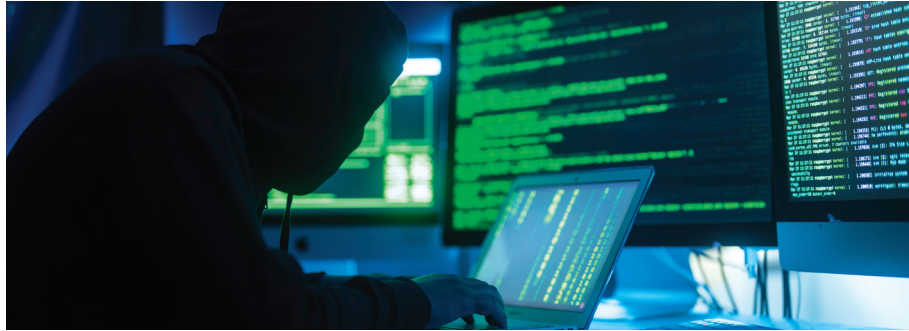
- 9 Imagine you are a cybersecurity expert and you have to post a warning about a common cybercrime. Write a one-paragraph warning about one of the crimes discussed in Reading 1 or another that you know about. Share your paragraph with a partner.

READING 2

PREPARING TO READ

USING YOUR KNOWLEDGE

- 1 You are going to read an essay about possible solutions to cybercrime. Work with a partner. Discuss the questions.
 - 1 Why, do you think, has cybercrime increased in recent years?
 - 2 What can individuals do to protect themselves against cybercrime?
 - 3 Given that the internet is global, who is responsible for preventing cybercrime?



UNDERSTANDING KEY VOCABULARY

- 2 Work with a partner. Cover the definitions and discuss which words you know and don't know. Then, use the correct form of the words in bold to complete the sentences (1–8).

accountable (adj) responsible
assemble (v) gather in one place
combat (v) fight
eliminate (v) remove something
exhibit (v) show
malicious (adj) intended to harm or upset people
prosecute (v) take to court to argue the guilt of
regulate (v) control

- 1 If young people spend too much time on the internet, they often begin to _____ signs of anxiety.
- 2 After he was _____ and found guilty, he was sentenced to 25 years in prison.
- 3 They announced their plan to _____ a team of international online safety experts.
- 4 Cyber harassment may never be _____ altogether, but there are steps parents can take to protect their children against it.
- 5 Online businesses with poor cybersecurity should be held _____ if thieves break into their database and steal consumer data.

- 6 There is no single law that _____ online privacy, so it's difficult to understand exactly what personal information businesses should have access to.
- 7 He finally called the police after receiving several _____ emails that demanded he send money to an anonymous bank account.
- 8 It is increasingly important that we _____ cybercrime that is aimed at vulnerable people such as children and the elderly.

WHILE READING

3 Read the article on page 72. Circle the correct answers.

- 1 Dealing with cybercrime
 - a has gotten easier as technology advances.
 - b is not taken seriously enough by law enforcement.
 - c has recently become a high priority for law enforcement.
- 2 Consumers must take a lot of responsibility for
 - a reporting cybercrime to the police.
 - b learning the identity of online thieves.
 - c keeping their own sensitive data safe.
- 3 To combat cybercrime,
 - a each nation should create strict laws for prosecuting criminals.
 - b international law enforcement agencies should work together.
 - c Internet users should limit the time they spend online.

4 Read the essay again. Complete the table with the solutions that are suggested to combat cybercrime.

problem	solutions
cybercrime rings	
identity theft	
fraudulent websites	

READING FOR
MAIN IDEAS

READING FOR
DETAIL

COMBATTING CYBERCRIME

- 1 Cybercrime is any **malicious** activity that is done with computers or the internet. These crimes have a negative impact on society, businesses and the economy. They also cause great harm to individuals. Victims of fraud suffer emotional consequences, often **exhibiting** behaviour related to anxiety and stress. Some people even become afraid to go online or leave their homes. Worse, scammers frequently target society's most vulnerable members. In 2022, it was reported that the most amount of money lost to fraud happened to those aged 60 and older. One of those victims was Mary Barker, a retired woman from the United Kingdom, who lost £70,000 of her pension after criminals created a fake website that looked identical to a well-known investment firm's website.
- 2 Although it may lead to financial devastation, cybercrime is often treated as a low-priority issue. However, the problem is not going away any time soon. Internet use has soared in recent years, leading to an increase in fraudulent activity such as phishing attacks, which can lead online users to fake websites or malware. And online use only continues to grow. *Cybercrime Magazine* reported that 90% of the global population over age 6 will be online by 2030. That will amount to an astonishing seven billion internet users.
- 3 The best way to **eliminate** cybercrime is to find and **prosecute** criminals. Because crime rings often operate across international borders, they are difficult – though not impossible – to stop. They do, however, require international effort and cooperation. In one case, 59 people were arrested after a month-long operation that involved 19 countries across Europe. The suspects stole credit-card information and used it to purchase expensive goods from countless online shops. The arrests took place only after law-enforcement agencies **assembled** a team that consisted of numerous online merchants, banks and logistics companies that spanned several countries. In another case, 75 arrests were made after the cooperation of several countries including Malaysia, UAE, Nigeria, Argentina, Germany and Australia. The suspects belonged to a cybercrime ring known as Black Axe, a group which, along with similar crime rings, are said to be responsible for most of the financial cybercrimes committed globally.
- 4 Criminals will do what it takes to obtain our usernames, passwords and other personal data and, let's face it: if we conduct transactions online, we are vulnerable to fraud. To eliminate the seemingly endless dangers associated with the internet, we must take every measure possible to protect ourselves. The best way to do so is to take extreme care with personal information. Thieves break into mobile phones, tablets and computers when users access wi-fi through unsecured networks. That means you should think twice before logging into a bank or credit-card account from your local café. One study reported that 87% of consumers said they had used an unsecured wi-fi network at least once over the course of a year and, while that may not sound like much, even that one time makes it more likely that criminals will hack your personal data.
- 5 Because stealing identities is the one of the primary activities in e-commerce fraud, protecting oneself against the latter will help prevent the former. Additional cautions all internet users should take include using strong passwords and changing them regularly, turning on multi-factor authentication on accounts, if available, and making sure operating systems and internet browsers are up to date. Thieves are often skilled at creating deceptive websites that look authentic, so before making a purchase or donation online, examine the URL or app name for misspelled words, a logo that appears slightly off or anything else that looks odd. Be sure to read online reviews of the business, keeping an eye out for any suggestion of a scam.
- 6 People who wish to donate to charitable causes should not let the possibility of cybercrime stand in their way. However, it's a good idea to check out the organization with an official government body. For example, in the United Kingdom, potential donors can input a charity's name and registration number to the Action Fraud website to make sure the charity has built a reputation for honest fundraising.
- 7 According to one estimate, the financial damages brought about by cybercrime will reach more than £18 trillion by 2027. That is why it's important for the international community to come together to **regulate** online spaces, passing laws that are effective in finding criminals and holding them **accountable** for their abhorrent actions.



READING BETWEEN THE LINES

5 Work with a partner. Read the sentences from Reading 2 (a–h). Write *I* if the writer’s purpose is to inform about the growing problem of cybercrime and *A* if the purpose is to advise how it can be combatted.

- 1 a Internet use has soared in recent years, leading to an increase in fraudulent activity such as phishing attacks, which can lead online users to fake websites or malware. _____
- b *Cybercrime Magazine* reported that 90% of the global population over age 6 will be online by 2030. _____
- c The best way to eliminate cybercrime is to find and prosecute criminals. _____
- d To eliminate the seemingly endless dangers associated with the internet, we must take every measure possible to protect ourselves. _____
- e Be sure to read online reviews of the business, keeping an eye out for any suggestion of a scam. _____
- f For example, in the UK, potential donors can input a charity’s name and registration number to the Action Fraud website to make sure the charity has built a reputation for honest fundraising. _____
- g According to one estimate, the financial damages brought about by cybercrime will reach more than £18 trillion by 2027. _____
- h That is why it’s important for the international community to come together to regulate online spaces, passing laws that are effective in finding criminals and holding them accountable for their abhorrent actions. _____

- 2 Circle the words that best describe the writer’s perspective on cybercrime.
- emotional informative angry hopeful approving concerned

DISCUSSION

6 Work with a partner. Use ideas from Reading 1 and Reading 2 to complete the task below.

Brainstorm ten tips that people should follow to avoid becoming victims of cybercrime. Compare your tips with another pair.



LANGUAGE DEVELOPMENT

COLLOCATIONS FOR BEHAVIOUR

- 1 Complete each sentence with one verb (in the correct form) and one noun. In some items, more than one answer is possible.

verbs

build exhibit face lose suffer take

nouns

behaviour confidence consequences
pain a reputation responsibility

- 1 If someone commits an illegal act, they should expect to _____ .
 - 2 After she lost her money to an e-commerce scam, she _____ in making online purchases.
 - 3 While cybercriminals should be punished, consumers should also _____ for keeping their sensitive data safe.
 - 4 The man on the phone _____ such odd _____ that I didn't want to give him any personal information.
 - 5 When people are taken advantage of online, they often _____ that goes beyond financial loss.
 - 6 You should only donate to organizations that have _____ for helping people in need.
- 2 Work with a partner. Discuss the questions. Choose collocations from the box to describe online fraud.

abhorrent, disturbing,
deceptive, fraudulent, hostile,
malicious, offensive

behaviour, activity

devastating

consequences

legitimate

business, reason, website

- 1 What should consumers look for before they make a purchase or donate money online?
- 2 Describe e-commerce fraud in your own words.
- 3 How might a consumer be persuaded to give money to a fake business?

PROBLEM–SOLUTION COLLOCATIONS

There are many nouns and verbs that describe problems and solutions. Some form typical or frequent collocations.

	verbs	nouns
stating the existence of a problem	become, face	an issue, a problem
	face, pose, present, represent	a challenge, a danger, a problem, a risk, a threat
	cause, run into	trouble, problems
describing solutions	address, confront, eliminate, face, respond to	a challenge, a danger, an issue, a problem, a risk, a threat
	fix, resolve, solve	a problem
	resolve	an issue

3 Complete each sentence with either one verb (in the correct form) or one noun from the Explanation box. In some items, more than one answer is possible.

- As long as people interact online, cyber fraud _____ a threat to us all.
- If you use your credit card on an unsecured website, you might _____ trouble with online fraud.
- While it's difficult to eliminate _____ of computer viruses, it's possible to take steps to protect your devices from them.
- It's time to _____ an issue no one wants to talk about: children are often victims of identity theft.
- They attended a technology conference that was all about _____ the danger of the elderly being cheated in online scams.
- Can you _____ a problem for me? I clicked on a link that led to a website with malware.

4 Work with a partner. Choose two of the scenarios below. Form collocations from the Explanation box above to describe the problems and solutions.

problem	solution
can't finish homework on time	better time management
social media collects personal data	privacy apps
roommate doesn't help clean apartment	make a schedule of tasks

WRITING

CRITICAL THINKING

At the end of this unit, you will write a problem–solution essay. Look at this unit’s writing task in the box below.

Describe an online behaviour that you think is a problem and explain what you think should be done to prevent or eliminate it.

SKILLS

Analyzing problems and solutions

Framing a text in terms of problems and their possible solutions can be an effective form of analysis. First identify the problem. Analyze the problem and look at it from different angles. How did the problem arise? What conditions allow it to continue? Consider a range of possible ways to reduce or eliminate the problem and, finally, decide which solution is best.



EVALUATE

- 1 Work with a small group. Think of examples of problematic online behaviour. Give a clear explanation of each of the behaviours. Look back at the two reading texts for ideas or think of examples from your own experience. Two examples are provided for you below (identity theft and phishing).

Then, discuss how difficult it would be to control each behaviour. Decide whether each behaviour is: (1) Impossible to control, (2) Possible to control but not stop, or (3) Possible to stop.

identity theft (n) using someone’s personal information in order to pretend to be them and to get money or goods in their name

phishing (n) pretending to be a trustworthy contact, such as a bank, and attempting to trick the victim into revealing information, such as bank details, over the internet



ANALYZE

- 2 Work in pairs. Choose two of the behaviours you thought of in Exercise 1. Discuss the questions and make notes. Use the tables on page 77 to organize your notes.

- 1 What is the origin of the behaviour? Why do people behave this way? What technology allows people to behave this way?

- 2 What are the consequences for victims of allowing this behaviour to continue? What are the consequences for internet users in general?

Problem 1 _____

origins of and reasons for behaviour	consequences	
	victims	internet users

Problem 2 _____

origins of and reasons for behaviour	consequences	
	victims	internet users

3 Discuss the questions about each behaviour in Exercise 2 and make note of any good ideas you have. Use the tables to organize your notes.

- 1 What can individual internet users do to help control and/or prevent this behaviour?
- 2 Do you know of any organizations that are responsible for preventing or responding to this behaviour? What do they currently do? What more could they do?

Problem 1 _____

responses/solutions		
	individuals	organizations
current		
proposed		

Problem 2 _____

responses/solutions		
	individuals	organizations
current		
proposed		



- 4 Exchange your tables with another pair of students. Give each other feedback about the solutions that you have proposed. Which one(s) do you think are most likely to be effective? Which one(s) will be the most likely to happen? Why?
- 5 Revise your solutions based on the feedback from other students.

GRAMMAR FOR WRITING

IMPERSONAL PASSIVE CONSTRUCTIONS

GRAMMAR

Writers often choose the passive voice when the agent is 'people'. As a subject, 'people' may be too general or repetitive.

People say that phishing attacks are among the most common types of cybercrime.

When reporting what people think or say, writers create a passive which has no apparent agent. Two constructions are commonly used:

Phishing attacks are said to be among the most common types of cybercrime.

It is said that phishing attacks are among the most common types of cybercrime.

These passive constructions often appear with the verbs *agree*, *argue*, *believe*, *claim*, *consider*, *decide*, *expect*, *say*, *think* and *understand*. Note, however, that not all of these verbs allow both constructions.

Updating passwords regularly is believed to be one of the best ways to prevent cybercrime.

It is argued that cybercrime laws are too weak to keep consumers safe.

- 1 Use the underlined verb in the correct form to complete sentences 1–3 in the impersonal passive.
 - 1 People argue that stronger international laws are required to combat cybercrime.
It _____ stronger international laws are required to combat cybercrime.
 - 2 People claim that cybercrime is most common among people aged 20–39.
 - a It _____ cybercrime is most common among people aged 20–39.
 - b Cybercrime _____ most common among people aged 20–39.
 - 3 People understand that websites collect our personal data for advertising purposes.
It _____ websites collect our personal data for advertising purposes.

2 Rewrite sentences 1–3 in the impersonal passive in two ways.

1 People believe that children are especially vulnerable to the dangers of the internet.

2 People say that 15 million people are victims of identity theft each year.

3 People expect that antivirus software will protect them against cybercrime.

3 Now write three sentences of your own using an impersonal passive construction with *say*, *believe* or *think*.

PASSIVE FOR CONTINUITY

A writer might choose to use the passive

- to maintain continuity within and across sentences.
- to make it easier for readers to follow ideas.

subject of the first clause

subject of the second clause

Because people want to help after a natural disaster, thieves take advantage of them. (active)

subject of the first clause

subject of the second clause

Because people want to help after a natural disaster, they are taken advantage of. (passive)

In the second sentence, the passive allows *people* to be the subject of both clauses, providing greater continuity. Notice that the *by* phrase is omitted.

The passive allows writers to continue using the same noun phrase as the subject across clauses and sentences. It is easier for readers to follow ideas when the subject remains the same.

4 Work with a partner. Rewrite the sentences using the passive for continuity. Omit the *by* phrase if it is not necessary.

1 Even though her computer had a strong password, someone easily broke into it.

Even though her computer had a strong password, it was easily broken into.

2 Although the author had written several books about online safety, the panel did not invite her to speak at the event.

3 The software engineers usually discuss recent advances in technology, but this year people asked them to examine the topic of cybersecurity.

- 5** Read the paragraph. Underline all the instances in which the subject of one sentence appears in another role in subsequent sentences. Then rewrite the paragraph using the passive where appropriate. Omit the *by* phrase if it is not necessary.

Identity theft is a growing problem. It occurs when somebody uses your personal information to open bank accounts, borrow money or make purchases. Almost 40 million people reported identity theft last year. People between the ages of 30 and 39 are especially likely to become victims. Criminals targeted almost 300,000 people in that age group in 2022. Stolen credit cards were the most common source of identity theft. Unfortunately, police do not usually recover the stolen cards.

ACADEMIC WRITING SKILLS

WRITING ABOUT PROBLEMS

SKILLS

When presenting problems, writers use a range of strategies to demonstrate to their readers that these problems are important. Facts, statistics and examples (especially ones that will resonate with readers) can highlight the seriousness of each problem. Here are some examples of these strategies.

facts	statistics	examples
<i>Cybersecurity is a career field that is growing quickly.</i>	<i>More than 60% of parents reported checking the websites their teenagers visit.</i>	<i>Clara Bennett had been saving money for her wedding when she lost £20,000 to fraud.</i>

- 1** Read the sentences. Write the numbers (1–8) in the correct boxes.

facts	statistics	examples

- 1 A large gang of cyberfraud suspects was arrested after police from multiple countries cooperated in the investigation.
- 2 People often connect on social media because they have shared interests.
- 3 The more time people spend online, the greater their risk is for experiencing internet fraud.
- 4 Four out of five children in the UK reported feeling unsafe on social media most of the time.

- 5 In one case, consumers purchased antique furniture online but never received their merchandise.
- 6 After he lost £85,000 to fraud, Edward Schwarz became so depressed that he did not want to leave his home.
- 7 People shop online because of the convenience of free delivery.
- 8 Only 7% of all scam victims worldwide report their experience to the police.

2 Work with a partner and complete the tasks below.

Partner A: Find an extract from Reading 1 that contains a fact, a statistic and an example.

Partner B: Find an extract from Reading 2 that contains a fact, a statistic and an example.

Analyze the extracts together to be sure you have identified the fact, statistic and example correctly.

3 Work in small groups. Choose a topic from the box to write a paragraph about. Include at least one fact, one statistic, one example and one opinion about the topic.

charitable giving fraud malware
e-commerce fraud phishing emails

WRITING ABOUT SOLUTIONS

SKILLS

When a writer offers recommendations or solutions, they may do it in several ways:

- cite experts or research (R): *Law enforcement authorities advise victims to report online fraud so they can hold criminals accountable.*
- cite generally held views (G): *Most internet users are not as careful with their personal data as they should be.*
- make direct suggestions of their own (S): *Consumers should make sure a website is legitimate before making a purchase.*

4 Work with a partner. Take turns reading the statements out loud and deciding which strategy the writer uses: R, G or S.

- 1 Accessing the internet on a public wi-fi network may help thieves steal your personal information.
- 2 Online businesses should increase their level of security so consumers feel safer.
- 3 Cybersecurity experts recommend using short sentences, rather than single words, as passwords.
- 4 One solution is to increase the punishment for cybercriminals.

- 5 Spending more time online creates more opportunities for criminals to take advantage of people.
- 6 Mental health professionals believe that victims of identity theft should seek help as soon as possible.

5 Complete the tasks below.

- 1 Research some tips online from experts or research about what people should do when they are victims of cybercrime. Write 4–5 pieces of advice. Make sure you use each strategy (R, G and S) at least once.

- 2 Ask 5–6 classmates for tips on what to do when facing cybercrime. Ask for at least one example of each strategy listed in the Explanation box on page 81. Write your classmates' advice in the table below. When your classmates ask you for tips, cite your experts or research, give generally held views and make direct suggestions. You may use each strategy (R, G and S) more than once.

experts or research	generally held views	direct suggestions

WRITING TASK

Describe an online behaviour that you think is a problem and explain what you think should be done to prevent or eliminate it.

PLAN

- 1 Choose a danger associated with the internet to write about.

2 Complete the table below. Refer to Exercise 5 on page 82 for solution ideas. Share the table with a partner to make sure your information is clear and relevant.

problem	consequences	three solutions
		1
		2
		3

3 Use the table above to write your introductory paragraph.

- Describe the problem.
- Explain its consequences.
- End with a thesis statement that suggests there are possible solutions, but do not list what those solutions are. You will present those in the body of your essay.

4 Complete the tasks below using the information in the table in Exercise 2.

- 1 State each possible solution and explain how it works.
- 2 Explain what steps need to be taken to carry out this solution.

Solution 1: _____

Solution 2: _____

Solution 3: _____

5 Think about your concluding paragraph. Write two or three sentences.

- Refer back to your main idea.
- Make a direct suggestion about how to solve the problem. Refer to the solutions you presented in the body of your essay.
- Leave your readers with something to think about.

6 Refer to the Task checklist on page 84 as you prepare your essay.

WRITE A FIRST DRAFT

- 7** Write your essay. Use your notes and the information in Exercise 4 to help you structure your ideas. Write 400–450 words.

REVISE

- 8** Use the Task checklist to review your essay for content and structure.

TASK CHECKLIST	✓
Have you explained the danger and its consequences in your introductory paragraph?	
Does your thesis statement suggest that solutions are possible but not list them?	
Have you provided at least three possible solutions in separate body paragraphs?	
Do you refer to research or generally held views?	
Does each paragraph have a topic sentence and are all points in the paragraph related to that topic?	
Does your conclusion refer back to the main idea of your essay?	
Does each paragraph include a topic sentence?	

EDIT

- 9** Use the Language checklist to edit your essay for language errors.

LANGUAGE CHECKLIST	✓
Have you used appropriate vocabulary to describe behaviour and responses to behaviour?	
Have you used problem–solution collocations?	
Have you used impersonal passive statements in your essay?	
Have you used the passive, where appropriate, to create continuity of subject?	
Have you used a combination of facts, statistics, examples and opinions?	

10 Make any necessary changes to your essay.

OBJECTIVES REVIEW

1 Check your learning objectives for this unit. Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

I can ...

watch and understand a video about facial recognition technology. _____

preview a text. _____

identify purpose and tone. _____

analyze problems and solutions. _____

use impersonal passive constructions. _____

use passives for continuity. _____

write about problems. _____

write about solutions. _____

write a problem–solution essay. _____

2 Use the *Unlock Digital Workbook* for more practice with this unit's learning objectives.



WORDLIST

abhorrent (adj)

accountable (adj)

assemble (v)

combat (v)

confront (v)

deceptive (adj)

devastating (adj)

disturbing (adj)

eliminate (v)

exhibit (v)

fraudulent (adj)

hostile (adj)

humiliation (n)

legitimate (adj)

malicious (adj)

negative (adj)

offensive (adj)

prosecute (v)

regulate (v)

resolve (v)

run into (phr v)

= high-frequency words in the Cambridge Academic Corpus