UNIT 3 PASSWORD PROTECTED

The expression *password protected* refers to digital information which is kept secure by passwords and codes. In the information age, access to large amounts of data at our fingertips and near-instant communication has become such a norm that traditional notions of privacy need to be re-examined.

Unit plan

Unit opener	(p. 32)	20 min.
1 Reading: text organisation	(p. 34)	30 min.
• Vocabulary: digital privacy		15 min.
2 Writing: a persuasive email	(p. 35)	30 min.
3 Grammar: object complements	(p. 36)	40 min.
4 Listening: to an interview	(p. 37)	30 min.
• Vocabulary: phrasal verbs		15 min.
5 Pronunciation: connected speech – final consonant sound to first vowel sound	(p. 37)	15 min.
6 Grammar: negative structures with *think, suppose*, etc.	(p. 38)	40 min.
7 Speaking: participating in a group discussion	(p. 39)	30 min.
LifeSkills: protecting digital privacy (Self and Society)	(p. 40)	50 min.
• Optional downloadable *LifeSkills* lesson (Work and Career)		50 min.
• Optional downloadable *LifeSkills* lesson (Study and Learning)		50 min.
Language wrap-up	(p. 42)	20 min.
Writing workshop: writing a for-and-against essay	(p. 43)	30 min.
Video and downloadable video worksheet		45 min.

Unit opener (p. 32)

Lead-in

Ask the students to look at the unit title and the photos, and to predict what the unit will be about. Elicit the meaning of the title using the ideas in the panel under the title on this page. Ask the students to consider how privacy applies to information technology and their digital lives. Direct the students' attention to the points in the unit objectives box and go through the information with them. To get your students to think about the skills being developed in this unit, ask them to look at the questions in the cogs.

Reading: text organisation
- Ask the students to guess the root word of the adjective *persuasive* (*persuade*). Explain that a persuasive text uses evidence to convince people about something. Persuasive texts are found in newspapers, magazines (especially in letters to the editor) and advertisements.

Speaking: participating in a group discussion
- Have the students think about the best group discussion they ever had and why it was so good. Then ask them to answer the questions and brainstorm techniques and expressions to keep a discussion going.

LifeSkills: protecting digital privacy
- Refer the students to the **LifeSkills** panel. Ask the students to think about the digital communications devices they have and the ones they use regularly. Ask them to discuss whether they are concerned enough about digital privacy to take steps to protect it. Have them justify their answers.

Common European Framework: unit map

Unit 3	Competence developed	CEF Reference (C1 competences)
Reading	can use text organisation to aid understanding	Table 1; Table 2; Sections 4.4.2.2; 4.4.2.4; 4.5.2.2
Writing	can write a persuasive email	Table 1; Table 2; Sections 4.4.1.2; 4.4.3.2; 4.4.3.4; 4.5.2.1; 5.2.1.1; 5.2.1.2; 5.2.1.6; 5.2.2.2; 5.2.2.4; 5.2.3.2
Grammar	can use and understand object complements	Table 1; Table 2; Sections 5.2.1.2; 6.4.7.7; 6.4.7.8
Listening	can understand an interview	Table 1; Table 2; Sections 4.4.2.1; 4.4.3.1; 4.4.3.5; 4.5.2.2
Pronunciation	can correctly use connected speech (final consonant – first vowel)	Section 5.2.1.4
Grammar	can use and understand negative structures with *think, suppose,* etc.	Table 1; Table 2; Sections 4.4.1.1; 4.4.3.1; 5.2.1.2; 6.4.7.7; 6.4.7.8
Speaking	can participate in a group discussion	Table 1; Table 2; Sections 4.4.1.1; 4.4.3.1; 4.4.3.5; 4.5.2.1; 5.2.3.2

A

- Direct the students' attention to the survey and elicit what it is designed to do (*measure different people's attitudes toward digital privacy*). Make sure the students understand that they should circle 1 if a statement doesn't describe them at all, and 5 if it describes them accurately.
- Ask the students to respond to the survey statements by circling the ratings that apply to them.
- Have the students compare answers in pairs and discuss their responses. Encourage them to find out why their answers varied by asking follow-up questions designed to draw out more detail. For example, for item 3 they could ask: *Why are you unwilling to allow others to use your electronic devices? Do you make any exceptions for family members or best friends?*

Culture note

As more and more people use computers and electronic communication in their day-to-day activities, the issue of digital security has moved to the forefront of society. *Digital security* refers to the protection of a person's electronic data and files. The most common method of security is the use of unique usernames, passwords, and PINs. Data encryption is also used effectively to maintain the confidentiality of data transferred across the internet. Credit and debit cards use secure chips that are embedded in the card to identify the account holder. Many countries now issue biometric passports that contain a digitalised photograph and personal information stored on a microchip for viewing by officials in airports and at border crossings.

Extra: speaking

For each student, select someone who is sitting far away from them in the classroom and tell them this is their Prediction Partner. Have each student complete the survey again, this time guessing their Prediction Partner's opinions. Encourage them to use previous knowledge of their partner, if possible, to guess how they would respond to each statement. Then ask each pair to sit together and check their predictions. Prompt them to form direct questions from the statements in the survey and use them to compare the predictions with each other's real responses. (**A:** *Do you use social media a lot? I put 5 for you – very important.* **B:** *No, it's more like a 2 or a 1. I don't like posting information about my daily life on Facebook. What about you?* etc.) To conclude, have a discussion with the whole class, eliciting which statements were hardest to predict each other's responses to.

B

- Put each pair with another pair. Direct the students' attention to the questions. Ask them to discuss the questions, and come up with some answers.
- Invite each group in turn to share their ideas with the rest of the class. Encourage the class to ask additional questions.

- Have a discussion with the whole class in which the students give opinions on whether they think that the people in their class give out personal information too readily, or if they are too cautious in giving out information. Discuss areas of disagreement.

Reading: text organisation (p. 34, p. 10 ⊙)

Lead-in

Ask the students to read the information in the skills panel. Remind them of other types of text structure, such as factual texts, which contain main ideas, details and examples, and news articles, where the most important information is contained in the headline and the first paragraph. Make sure they understand which type of text they are going to read here (*persuasive*) and the text structure they will focus on (*cause-effect*).

A

- Direct the students' attention to the two questions. Ask the class to brainstorm what they think the term *cyber threat* means. Elicit as many answers as possible (*any threat that can damage or hack into computer systems, theft of personal information or money through the internet*, etc).
- Point out that the word *cyber* is used to refer to anything related to computers and information technology.
- Encourage the class to suggest as many examples of cyber threats as they can (*hacking, computer viruses, credit card theft, identity theft, fraud*, etc).
- Write the term *Big Brother* on the board and elicit what this means to the students (see *Culture note*). Ask the students how they would feel if they lived under an ever-watchful eye. Would they choose to change their behaviour as a result? **Highlight** the title of the article and ask in what ways we may be under surveillance in our daily lives (*supervision by authority figures in school or at work, internet tracking of websites we visit, speed cameras, security cameras*, etc).

Culture note

Fear of Big Brother, a fictional government surveillance system, first gripped the world in 1949, when George Orwell's novel *Nineteen Eighty-Four* featured the slogan *Big Brother is watching you*. Recently the name Big Brother has been used for an internationally franchised TV game show in which contestants live in a house equipped with cameras and microphones in every room. Everything they say and do is closely observed by others. Themes of surveillance and control have recently become popular in young adult fiction. Two bestselling series are *The Hunger Games* by Suzanne Collins, and *Divergent* by Veronica Roth, both of which have become popular films.

B

- Ask the students to look at the photo, and elicit what it shows (*an image that symbolises data theft*). How does the photo set expectations of what we are about to read?
- Ask the students to read the questions. Then have them read the text to determine their responses to the questions. Encourage them to think about how the information in the article is structured to persuade the reader to share the author's opinion. Put the students in groups to share their answers. Then check answers to questions 1 and 2 with the class.

- Lead a discussion with the whole class on the third question. Elicit the author's specific concerns (*people's increasing loss of control over their private information, the risks of misuse of this private information*). Ask the students if they think that these concerns are valid. Ask if the text has made them aware of a problem that they were previously unaware of. Ask if they share the author's concerns or if they feel that the text is exaggerating the problem. Point out that, by considering these questions, they are evaluating whether the text was persuasive enough to convince them to share the author's concerns.

Extra: grammar review

Review the passive voice (*be* + past participle; the subject is not the agent, or doer, of the action). Ask the students to underline examples in this article (*data is collected, it will be shared, information ... could be used*, etc). Ask them why they think the passive voice is used throughout this article (*because it is the effect of these actions that is important, not the agent; we may not be sure who the agent is in some cases*, etc).

C

- Point out that the table shows the paragraph structure of the article in Ex. A. **Highlight** the three body paragraphs: each paragraph clearly describes one cause and one or more effect.
- Ask the students to complete the table by scanning the text in Ex. A. Then elicit the answers from individual students and encourage the rest of the class to say why they agree or disagree.

D

- Direct the students' attention to the words and phrases in the box and explain that they were used in context in Ex. A. Ask the students to read the sentences and complete them. Encourage them to scan for the target words in the text to work out the meaning from context if necessary.
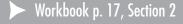- Ask different students to share their answers with the class.

E

- Put the students in pairs. Have them read the three statements, decide whether they agree or disagree, and explain why.
- Ask each pair of students to join another pair. Encourage them to discuss and justify their opinions about the statements.

▶ Workbook p. 16, Section 1

▶ Workbook p. 17, Section 2

Writing: a persuasive email (p. 35)

Lead-in

Ask the students at what age they think children or young adults should be free to buy what they want without their parents' permission. Ask them at what age they think parents should allow young people to get credit cards.

A 1.11

- See p. 123 for the **audioscript**.
- Direct the students' attention to the notice and ask them to read it carefully. Elicit who wrote it (*campus administration*) and why (*to find out what students think about the new law allowing parents to monitor their underage children's online credit card purchases*). Ask the students to identify an argument *for* the proposal and an argument *against* it.

- Ask the students to make notes as they listen to two students discussing the notice. Explain that they should listen for points *in favour of* (or *for*) the proposal and points *against* the proposal. Play the audio once and check progress. Play the audio again if necessary. Then check answers with the class.

Answers

In favour of: Parents supporting their children at university have a right to know what their money is being spent on. Parents end up paying if their children make mistakes.

Against: It is an invasion of privacy. Young people have to learn how to manage money. It will make people feel that their parents don't trust them.

B

- Ask the students to think about their own responses to the suggested law. Then ask them to write an outline for an email to the website explaining their view.
- Encourage them to extend, add to, or disagree with the opinions they have heard. Remind them to think about the target audience for their email (*other students who use the university website*) and adjust their email accordingly. Circulate and help as needed.

Extra: homework

Ask the students to review their drafts at home and write a final version of their persuasive emails. In the next lesson, display the emails on the classroom walls, and invite the students to read and comment on their classmates' work.

Grammar: object complements (p. 36)

Lead-in
Direct the students' attention to the photo. Elicit the name of the item shown (*a paper shredder*) and the verb for destroying documents in this way (*to shred*). Ask the students if any of them has a shredder at home, and if so, what types of things they use it for.

A

- Direct the students' attention to the text and the questions. Have them read the text quickly.
- Elicit what advice the writer gives. Ask those students who said they had a shredder whether or not they routinely shred documents with personal information. Ask the other students if they do anything else to destroy their personal documents.

Answer

We should keep our private information secret/secure; we should always shred documents before we throw them away.

NOTICE!

- Direct the students' attention to the **Notice!** box.
- Have them circle the direct objects in the text.
- Elicit the answer to the question.

Answer

A direct object comes after a verb.

B

Form

- Ask the students to read the text in Ex. A again, paying attention to the direct objects.
- Then ask the students to read the explanation and study the table, which gives examples of adjective/noun object complements.
- Point out that the direct object can either be a noun (e.g. the situation) or an object pronoun (him, it, etc).
- Ask the students to look again at the text in Ex. A and underline the six examples of object complements. To check answers, invite different students to give their examples to the class.
- Direct the students' attention to the **What's right?** box and ask them to tick the correct sentence (*1*). Have them underline the one word that is different in the correct sentence (*yourself*). Elicit what part of speech this is (*reflexive pronoun*) and why it is needed (*the subject and the object of the sentence refer to the same person*).

Answers

consider <u>our personal information secure</u>
don't see <u>identity theft as a problem</u>
don't keep <u>your data secret</u>
find <u>it very easy</u>
make <u>your life very hard</u>
prove <u>yourself an innocent victim</u>

Alternative

Have the students circle the adjective in each example in row one of the grammar table (*dangerous, unacceptable, private*) and the noun in each example in row two (*priority, criminal, thief*). Tell the students to study the sentences and identify the verbs in the grammar table that can take either an adjective or a noun as an object complement (*consider, make, call, prove*).

C

- Direct the students' attention to the instructions and ask them to do item 1. When they finish, elicit the answer to make sure everyone understands the structure and the exercise.
- Have the students complete the rest of the sentences individually. Invite different students to share their answers with the class.

Answers

1 Do you consider identity theft (to be) very common?
2 You can't just call yourself a police officer!
3 Do you see invasion of privacy as a major problem?
4 It's not always easy to prove an ID is fake.
5 The press describes her as a great leader.
6 Did you find the article interesting?

D

- Direct the students' attention to the instructions and the sentence stems. Give them time to think individually about how to complete them with their own ideas.
- Then put the students in pairs to discuss their ideas. Circulate and help as needed.
- To check answers, ask each pair to share one or two of their ideas with the class. Correct language as necessary.

Extra: grammar practice

Write the following items on the board. Ask the students to put the words in order to make sentences with object complements. Check answers with the class.

1 see / cyber security / as / important / an / issue / I
2 effective / IT departments / consider / many / antivirus software / this
3 government / proved / the / those / hackers / guilty / identity theft / of
4 their / people / personal information / keep / don't / private / many
5 nervous / thought / me / identify theft / a / victim / makes / the / of / being / very / of

Answers

1 I see cyber security as an important issue.
2 Many IT departments consider this antivirus software effective.
3 The government proved those hackers guilty of identity theft.
4 Many people don't keep their personal information private.
5 The thought of being a victim of identity theft makes me very nervous.

▶ Workbook p. 17, Section 3

Listening: to an interview (p. 37)

Lead-in

Documentaries and talk shows present and discuss people's real-life experiences in a way that creates sympathy and interest in the audience. These programmes can help raise public awareness about many types of cyber crime. Ask the students to discuss any such shows that they have seen or heard.

A

- Ask the students to read the instructions and the question. Have them read the description of the radio programme and predict what they think happened after Justine became a victim of identity theft (e.g. *The thieves stole money from her and/or ran up debts in her name. She may have got into trouble with the bank/police).*

B »🎧 1.12

- See p. 123 for the **audioscript**.
- Explain that the students will hear the interview with Justine. Ask them to read the five sentences and circle *T* or *F* for each statement as they listen.
- Play the audio once and check progress. Play the audio again if necessary.
- Check answers with the class.

Answers

1 F 2 F 3 T 4 F 5 T

C

- Ask the students to read the verbs and prepositions and listen for these phrasal verbs in the conversation. Play the audio again.
- Have the students complete the eight phrasal verbs that they heard in the interview with the correct prepositions. Play the audio again if necessary. Encourage the use of dictionaries.
- Check answers with the whole class.

Answers

1 call on 2 take out 3 run up 4 end up 5 get hold of
6 get out of 7 clear up 8 go through

D

- Read the instructions to the class and explain the task. Encourage the students to read all the sentences before completing them. Remind them that they may have to change the form of the phrasal verb.
- Put the students in pairs to discuss what each phrasal verb means, based on the context. Then have them think of another example sentence using each phrasal verb.
- Discuss the answers with the whole class. Elicit the meanings of the phrasal verbs and write them on the board. Have each pair give example sentences from their discussion. Ask the class if these example sentences used the phrasal verb appropriately.

Answers

1 get hold of
2 ran up
3 take out, cleared up
4 calling on
5 get out of
6 go through
7 end up

Suggestions for how to explain meanings:
get hold of – get or obtain
run up – accumulate or increase (debt or bills)
take out – apply for and get (a credit card, loan, etc)
clear up – solve (a problem, mystery or misunderstanding)
call on – ask (someone to do something)
get out of – avoid (doing something)
go through – experience (something unpleasant or difficult)
end up – be in a certain situation, after a series of events

▶ Workbook p. 18, Section 4

Pronunciation: connected speech – final consonant sound to first vowel sound (p. 37)

A 》🎧 1.13

- See the Student's Book page for the **audioscript**.
- Direct the students' attention to the instructions and the pronunciation table for the phrasal verbs.
- Play the audio once and ask the students to tell you what happens to the final consonant sound of the first word in each case (it links to the next vowel sound).
- Play the audio again and pause it after each phrasal verb for the students to repeat. Model and correct as necessary.

B 》🎧 1.14

- See the Student's Book page for the **audioscript**.
- Ask the students to read the sentences and underline the words they think might be linked together in connected speech. Have them check whether the first word ends in a consonant sound and the second word begins with a vowel sound. Remind them that more than two words might be linked together.
- Play the audio once. Have the students work in pairs to practise pronouncing the sentences. Play the audio again, and encourage them to check their pronunciation.

Extra: homework

Have students write their own sentences with at least five of the phrasal verbs in Ex. A. In the next lesson, have them read their sentences to a partner, who checks for correct pronunciation and correct use of the phrasal verbs.

Grammar: negative structures with *think, suppose,* etc. (p. 38)

Lead-in

Ask the students if they think their attitudes toward digital privacy have changed recently. Ask them about their friends' attitudes compared with their own.

A 》🎧 1.15

- See the Student's Book page for the **audioscript**.
- Have the students read the question. Ask them to listen to the conversation to find the difference between Roberta and Susan's attitudes toward privacy.
- Play the audio and have students listen and read along. Then invite a student to give the answer. Ask the rest of the class if they agree and/or if they would like to add anything to the answer.

Answer

Susan shares a lot of personal information on social networking sites, while Roberta doesn't like to give out a lot of personal information online, but prefers to keep it private.

NOTICE!

- Direct the students' attention to the **Notice!** box.
- Have them find and circle the six different opinion verbs in the conversation. Ask them which verbs also have meanings apart from feelings or opinions.

Answer

Verbs with other meanings apart from feelings or opinions are *think, feel, expect, guess, suppose, imagine*.

B

Form & Function

- Ask the students to read the conversation again, paying attention to the opinion verbs.
- Direct the students' attention to the underlined sentence in the conversation and ask them to complete the rule. Elicit the answer from a volunteer. **Highlight** that it is the first verb, rather than the second verb, that is made negative. Reinforce the structure *I don't feel that everybody needs …* instead of *I feel that everybody doesn't need …*
- Ask the students to complete both tables with examples from the conversation and check answers with the class.
- After checking the answers, point out the fact that *suppose* has two different forms in the second table because it can form the negative in two ways (*I suppose not./I don't suppose so.*). Also explain that *feel* is an exception and cannot be used in negative short answers, either with *so* or *not*.

1 I don't feel that everyone needs to know …
2 I didn't think there was anyone who wasn't on Facebook!
3 I guess I shouldn't post about everything …
4 I don't suppose many people actually think about …
5 I don't expect I'm the only person …
6 I don't imagine so.
7 I guess not.

Alternative

Have the students cover the conversation in Ex. A. Ask them to read the information about negative structures in the grammar tables and predict the correct form of the negative for item 1. Then have them check their answer by looking back at the conversation. Repeat this process for items 2 to 7.

C

• Explain that negative short answers are most likely to be used in conversation. Direct the students' attention to the four mini-conversations, and ask them to complete the responses using the prompts in brackets. Remind them to refer to the grammar table in Ex. B if necessary.
• Check answers with the class.

Answers

1 ... suspect not. I hope (that) identity theft doesn't/ won't increase.
2 ... don't think so. I don't believe (that) opinions stay ...
3 ... hope not. I don't imagine (that) people will give up ...
4 ... guess not. I don't feel (that) it helps ...

Extra: grammar practice

Put the students in small groups. Ask them to take turns asking the questions in Ex. C, going quickly around the group. Have those answering respond using short answers with other verbs from the grammar table (*guess, suspect, assume, think, imagine, suppose*). Encourage the students to add their own questions to the activity.

D

• Put the students in pairs. Have them ask each other the questions in Ex. C and answer them with their own opinions. Encourage the students to listen carefully to their partner's responses and to ask follow-up questions to prompt their partner to explain their opinion fully.
• To conclude, invite the students to report to the whole class the most interesting or unusual opinions they discussed.

▶ Workbook pp. 18–19, Section 5

Speaking: participating in a group discussion (p. 39)

Lead-in

Ask the students to list the features of a good group discussion (*a clear purpose to the discussion, previous knowledge of the topic, feeling comfortable, good guidance*, etc). Elicit their best and worst experiences of participating in group discussions. Ask them to identify examples of helpful and unhelpful types of behaviour during group discussions. Write the most important factors on the board. Ask the students to read the information in the skills panel. Elicit the four reasons for using specific phrases to manage a discussion (*to keep the discussion moving, to interrupt politely, to focus on relevant points, to invite contributions,* etc).

A 🎧 1.16

• See p. 124 for the **audioscript**.
• Explain that the students are going to listen to a group discussing privacy. Ask them to put a tick next to any of the five points they hear mentioned. Play the audio once. Then invite volunteers to share their answers with the class.

Answers

Points mentioned:
1 I don't want anyone to invade my privacy.
2 I share more information online than my parents.
4 Different cultures view privacy differently.
5 Opinions about privacy depend on people's experiences.

B

• Explain that the students are going to listen to the discussion again. Tell them that this time they are going to listen specifically for phrases that the people use to manage the discussion. Tell them to listen to the audio to complete the discussion-management phrases. **Highlight** that the discussion-management phrases are categorised into three main functions: *starting, finishing and keeping the discussion moving, interrupting politely* and *inviting contributions*.
• Play the audio once, and have the students fill in the gaps. Put them in pairs to compare their answers. Play the audio again if necessary. Check answers with the class.

Answers

Starting, finishing and keeping the discussion moving:
1 begin
2 move on
3 So
Interrupting politely:
4 Sorry
Inviting contributions:
5 add

Alternative

Put the students in groups and write the three discussion-management categories on the board. Ask the class to suggest phrases that could be used to perform each function and write them on the board. Play the audio, and have the students listen for the phrases given or additional phrases to add to each category. Have them write down the phrases they hear. Finally, have them check their discussion-management phrases against those in the Student's Book and complete the ones given there.

C

- Put the students in small groups to discuss the three points. Remind them to use the phrases in Ex. B to manage the discussion. Have three volunteers read the model conversation between Students A, B, and C to demonstrate how the conversation might begin.
- Circulate and help as needed while the groups are working. Prompt them to use relevant phrases as the discussion progresses (e.g. if somebody seems to be dominating or monopolising the discussion, point out the *interrupting politely* phrases to another group member). Encourage the students to discuss all three points.
- To conclude, extend the discussion to the whole class. Ask each group to share an interesting or unexpected conclusion from their discussion.

Extra: homework

Have the students listen to a radio interview or watch a TV interview in English and identify the discussion-management phrases used by the interviewer. Ask them to make notes and present a brief report in the next class.

▶ Workbook p. 19, Section 6

LifeSkills: protecting digital privacy (p. 40)

Step 1: Understand the potential threats to digital privacy. (Ex. A, Ex. B, Ex. C)
Step 2: Think about practical steps to take to increase digital security. (Ex. B, Ex. C, Ex. D, Ex. E)
Step 3: Institute digital security measures in your everyday online routines. (Ex. E)

Lead-in
Read the target skill aloud and invite the students to tell you what they think *protecting digital privacy* means. Ask the students if they or anyone they know has had any negative experiences related to digital privacy issues. To start, you could recount an experience of your own, real or invented, (*your credit card information was stolen when you made an online purchase, and the thief ran up a large amount of credit card debt.*) Then **highlight** the three-step strategy to develop the skill of *protecting digital privacy*.

A

- Have the students read the instructions and then make a list of all the online services and accounts they use regularly. Refer them to the pieces of information in Ex. A and ask them to tick the boxes of items that an identity thief could potentially find online. Ask them to consider all the information about themselves that they have put online or that can be found online in other places.

B

- Put the students in pairs. Ask them to compare their answers to Ex. A, and then use these to imagine what might happen if any online information got into the wrong hands. Refer them to the example of attracting spam to their email address, and then have them make a list of their own ideas. Allow time for discussion before inviting the pairs to share their lists with the class.

C

- Ask the students to stay in their pairs from Ex. B, and read the instructions. Have them decide on their roles: Student A and Student B. Ask them both to read the whole article, with Student A reading the paragraphs Your Software and Your Browser more carefully, and Student B focusing more on the paragraphs Your Email, Secure Payments and Privacy Policies.
- Circulate while they read and help with any vocabulary required (keystroke: *a single action of pressing a key on a keyboard*; to disable: *to stop a machine or system from working properly*; to configure: *to arrange the parts of something, especially computer software, so that it works in the way you want it to*; padlock: *a portable lock that has a D-shaped bar on top that moves when you open the lock with a key, typically fixed to bicycles and suitcases for security*).
- Have the students cover the text and paraphrase the basic advice in their paragraphs to their partner. They can elaborate on the information or add their own examples and anecdotes if they wish.

Possible answers

Software and browsers:
You should use good anti-virus, anti-spyware and firewall software to protect your computer from viruses that let hackers get hold of your personal information. You should also configure your browser so that it doesn't allow websites, adverts, or anything else that you don't want.
Email, secure payments and privacy policies
You should have different email addresses for your personal mail and for online shopping. That way, you won't get spam in your personal email. When you buy something online, look for the padlock symbol because it means that it's a secure site. Make sure that websites have a privacy policy. They have to explain how they will use your data. It's better not to use a site if it doesn't have a privacy policy.

Extra: note-taking

As one partner paraphrases the advice in their paragraphs, have the other student take notes. Then ask them to change roles (speaker/listener). Then have the students compare their notes with the original text and look for any differences or omissions. Ask the students to provide feedback to their partner about what they noticed.

D

- Put the students in groups and ask them to read the online forum question. Elicit what advice the person wants (*tips on making up effective passwords*). Have them discuss what advice to give the writer and to note the key points. Encourage them to bring their personal knowledge and experience to this task.
- Direct the students' attention to the examples in the *How to say it* box, and encourage them to use the expressions in their discussion.
- Allow time for the discussion. Then invite each group to tell you one of their tips while you write it on the board. Continue until there are no more original ideas remaining. At the end, have students vote on the best idea presented.

Possible answers

Change passwords on a regular basis. Change your passwords at least every 90 days to reduce the chance that a computer criminal can gain access to your computer or online accounts. Don't use the same password across multiple sites.

E

- Rearrange the groups so that different students are working together. Ask them to review the entire lesson and decide which three pieces of advice they would give to a friend who was concerned about online privacy. Encourage the students to think about frequency of the problem occurring, seriousness of the consequences and ease of prevention when prioritising advice.
- Allow time for the discussion and then ask the groups to share their ideas with the class. Choose one or two students to oversee the creation of a class list of advice. If possible, have the students present their combined advice in a printed list of tips and notes or on a webpage.

F

- Discuss the questions with the whole class. Ask the students to say what they feel are the most useful points they learnt from this skill and how the information they obtained might be useful in the domain of **Self and Society**, either now or in the future.
- Have the students work in pairs to discuss the two questions and share any changes that they personally intend to make to their online habits to safeguard their privacy. Extend the discussion with the whole class, and make a list of answers to item 2 on the board.

REFLECT

- Ask the students to read the *Reflect* question.
- Elicit ways to protect digital privacy (*changing passwords to professional email accounts regularly*, *avoiding talking about colleagues or confidential work on social media sites*, *protecting company data from theft by following company procedures for data handling*, *not saving essays or assignments on school computers*, etc).
- Give the students time to think about different situations in the domains of **Work and Career** and **Study and Learning** where the skill of knowing how to *protect digital privacy* would be useful.

- Elicit the following ideas: *handling confidential material at work, working on class projects in which students are exchanging documents or chatting in forums, applying for jobs posted online in public forums*, etc.

RESEARCH

- Explain the task and make sure the students understand what they have to do.
- Suggest some websites that list common types of cyber crimes, such as *Norton* and *Computer Weekly*. Also suggest that, as an alternative, students talk with people they know who have been victims of cyber crimes.
- Ask the students to take turns presenting their example of an internet scam or another example of cyber crime to the whole class. Have them explain where they found the information and how they came to know about it. Encourage the class to ask questions and make comments after each presentation.

Language wrap-up (p. 42)

For notes on how to approach the exercises in the Language wrap-up section, please refer to page 9.

1 Vocabulary

- Ask the students to read the whole paragraph for general understanding before filling in the gaps with the words or phrases from the box. Remind them that each gap is worth one point.
- Check answers with the class.

2 Grammar

A

- Ask the students to read the question-answer pairs or statements first. Have them silently recall the grammar rule for forming negative structures with these verbs. Then ask them to complete the exercise by choosing the correct option for each item. After checking answers with the class, remind the students of the grammar rule if necessary.

B

- Have the students look at the mixed-up words in each sentence. Point out that the sentences are not complete and that they will need to add other words to each sentence to make it grammatically correct. Then have them complete the exercise by writing out each sentence as fully as possible. Accept all viable options for each sentence as long as all the given words are used in a logical way and are in keeping with the theme of the unit.
- Check the answers with the class. Point out that all the sentences can be written with object complements. Have the students identify the object complements in their completed sentences.

Writing workshop: writing a for-and-against essay (p. 43)

Lead-in
Explain to the students that in this workshop they are going to practise writing an essay that argues both *for* and *against* an issue.

A
- Explain the instructions to the students. Then focus the students' attention on the two parts of the essay question. The first part asks the writer to express a clear opinion that is either *for* social media (i.e. to argue that social media has primarily positive effects on society) or *against* it (i.e. to argue that social media has primarily negative effects on society). The second part of the question asks the reader to give reasons for this opinion.
- Ask the students to read the essay and decide whether the writer is *for* or *against* social media.

Answer
The writer seems to be against social media. The writer emphasises that the use of social media has many disadvantages, such as spending more time communicating with electronic devices than in person, putting a lot of personal information in cyberspace and doing fewer physical activities.

B
- Ask the students to read the essay again, paying attention to how it is structured.
- Have the students work individually to identify the topic sentence in Paragraph 1. (*However, the fact that many people use social media does not mean that it is a positive development for society*.) Remind the students that a topic sentence contains the main idea of the paragraph.
- Ask them next to identify the topic sentence in Paragraph 2. (*Of course, there are good arguments in favour of social media*.) Then have the students note how many points the writer gives in favour of social media. ((1) *People can find old friends.* (2) *It is easy to stay in touch with family and friends.* (3) *You can stay close to family and friends by sharing photos and videos*.)
- Elicit ideas from the class about why arguments *in favour of* social media are in an essay which is *against* it. Explain that this makes the overall argument seem objective: the writer is aware of the benefits of social media, but is still against it for what he or she considers more important reasons. Have the students identify the topic sentence in Paragraph 3. (*However, there are a number of problems with social media*.) Point out that the topic sentence in this paragraph is in line with the writer's main argument. Ask the students to identify each point that highlights a negative aspect of using social media. ((1) *People spend more time communicating with electronic devices than in person.* (2) *People put an enormous amount of information online, which can lead to data theft or blackmail.* (3) *People spend less time doing physical activities, which contributes to obesity*.)

- Then ask the students to identify the general statement of the writer's opinion in Paragraph 4. (*To summarise, although using social media allows us to communicate easily, it has many disadvantages*.)
- Discuss with the class whether the writer's essay was persuasive or convincing enough to discourage the students from using social media.

Answers
The main idea of the whole essay: Social media is an important part of people's lives, but it may not be a positive development for society.
Paragraph 2:
Topic sentence: Of course, there are good arguments in favour of social media. Points that support it: (1) People can find old friends. (2) It is easy to stay in touch with family and friends. (3) You can stay close to family and friends by sharing photos and videos.
Paragraph 3:
Topic sentence: However, there are a number of problems with social media. Points that support it:
(1) People spend more time communicating with electronic devices than in person. (2) People put an enormous amount of information online, which can lead to data theft or blackmail. (3) People spend less time doing physical activities, which contributes to obesity.
Paragraph 4: To summarise, although using social media allows us to communicate easily, it has many disadvantages.

C
- Ask the students to read the essay question first. Explain the question if necessary, and answer any questions the students may have.
- Have the students work individually to make notes on the main idea of the essay and the points they will include in it according to the guidelines in Ex. C. Point out that by doing this, they are actually creating an essay outline which will provide a basic logical structure for the points in their essay.
- Put the students in pairs to compare their notes and offer constructive comments on each other's work. Encourage them to revise their notes based on the feedback they receive.

D
- Encourage the students to use their notes to help them draft their essays. Remind them to write about 250 words. Circulate and help as needed. When the students finish writing, put them in groups of four to review each other's work and offer tips on revision. Remind each group to offer guidance on the quality of the points, the structure of the essay and the language used.
- Ask the students to work individually to revise their essays based on the peer feedback they have received.

How are you doing?
- Ask the students to read the statements and tick the ones they believe are true.
- Ask them to discuss their essay with a partner and identify things they could improve on next time.

▶ Workbook pp. 20–21, SkillsStudio