

UNIT 3 PASSWORD PROTECTED

IN THIS UNIT YOU

- learn language to talk about issues related to digital security
- read about electronic data collection
- talk about different attitudes to privacy
- listen to a radio interview about identity theft
- write an email expressing views on a new proposal
- learn about protecting digital privacy
- watch a video about keeping your personal information secure online

READING

text organisation

What is the purpose of a persuasive text? Where might you see such a text?

SPEAKING

participating in a group discussion

Why might it be important to keep a group discussion going? What techniques or expressions can you use to keep a discussion going?




LIFE SKILLS

SELF & SOCIETY

protecting digital privacy

How many forms of communication (email, etc) do you use regularly? Are you concerned about digital privacy, and do you take any steps to protect your data? Why or why not?

A  Work in pairs. Take the survey. Rate each statement from 1 (doesn't describe you at all) to 5 (describes you very accurately). Share your answers with your partner and give more detail on your responses.



PRIVACY SURVEY



4 I use a different password for every website account.

1 2 3 4 5

1 I worry that too many people and organisations have private information about me.

1 2 3 4 5

5 I almost never use a debit/credit card.

1 2 3 4 5

2 I don't talk about what I'm doing on social media.

1 2 3 4 5

6 I'm very careful about the information I provide to websites.


1 2 3 4 5

3 I never let anyone else use my electronic devices.

1 2 3 4 5


7 I prefer not to buy things online because I don't like giving out my information.

1 2 3 4 5

B  Work with another pair. Discuss these questions.

- 1 Why do you think the issue of privacy receives a lot of attention in the media?
- 2 If someone looked at all the information about you that exists in cyberspace, what kind of things would they know about you?
- 3 Do you think this information would give them an accurate impression of your life?

Recognising the structure of a text you are reading helps you understand the text more quickly. Persuasive texts (texts which try to convince the reader of an opinion) often follow a cause-effect structure. The writer presents causes and explains the effects in order to convince the reader of his/her opinion.

A  **Discuss these questions as a class.**

- 1 What do you think 'cyber threat' means?
- 2 How many different types of cyber threat can you think of?

B  **Read the article and discuss these questions in groups.**

- 1 What does the writer want to persuade the reader to think?
- 2 What information does the writer use to persuade the reader?
- 3 Do you think the article will convince readers to agree with the writer? Why or why not?

OUR DATA IS NOT OUR OWN!

by Stephen Shaw

Every time you make a call on your mobile phone, data is collected about where you are, who you're calling and even what direction you're travelling in. Credit card payments leave detailed records of your purchases. We're told that monitoring online activity prevents crime, helps in the fight against terrorism and makes life easier for all of us. However, high-profile news stories about the amount of data that is collected on all of us, as well as numerous incidents of hacking into retailers' databases, have highlighted the risk we're taking by allowing others to invade our privacy like this.

We should all be concerned about online security to prevent criminals from getting our personal information because data theft can create horrifying problems. There have been a number of high-profile cases where employees have lost mobile devices containing the data of thousands of customers, or where criminals have hacked into databases. The most common consequence of this sort of thing is identity theft, when criminals get credit card or bank account numbers and spend a lot of money in another person's name. Another problem is internet scams where criminals send you an email saying that you've won a lot of money and you just need to send them your bank details so that they can put the money in your account. Finally, some people are left open to blackmail when information about their private lives falls into the wrong hands.

Even if the information doesn't fall into the hands of criminals, there is still the possibility that it will be shared among different companies or different authorities. What are the possible effects of that? It means that information collected for one purpose could be used for a completely different purpose. We might be happy with an airline collecting information about us in the belief that this helps to prevent

terrorism. However, what if that information is then shared with other companies, who use it to direct their advertisements at us more efficiently? Are you happy with your personal data being used in that way?

Then there's the question of what happens if we do nothing about the situation. There are valid reasons why companies and governments need to compile certain information about people's lives, but the result of this is that they keep demanding more and more information. Unless we all exert more control over our personal data, we will soon find that there is no aspect of our private lives that is not in some way recorded, stored, used and potentially abused.

From shop loyalty cards to electronic travel cards, and from emails to text messages, our everyday lives create an enormous amount of information, and it's difficult to see how we can change that. We live, after all, in the information age. However, we can affect what happens to the information we produce. By demanding to know why our data is being collected and how it's being used, we can all take back some of the control over our private lives.



C The table represents the functions of the five paragraphs in the article. Read the article again and complete the table.

Function	
1	Introduction: The size and scope of the problem is explained, with specific examples
2	Cause: data theft Effects: identity theft, _____
3	Cause: information sharing Effect: _____
4	Cause: _____ Effect: _____
5	Conclusion: Summary of the situation and call to action

D VOCABULARY: DIGITAL PRIVACY

Complete the sentences with the words and phrases from the box.

blackmail compile database hack identity theft information age
invade your privacy leave (someone) open to monitor scam

- I believe nobody should have the right to _____ without your permission.
- I don't worry about the fact that corporations _____ information on each of us all the time.
- If you don't protect your digital privacy, you may _____ yourself _____ theft by cyber criminals.
- In the _____ that we now live in, data is worth money.
- Internet search engines _____ what customers are looking at online to get information they can sell to advertisers.
- _____ is the most common cybercrime these days, so we should be careful about putting our documents online.
- Cyber criminals know how to _____ into databases and steal secret information.
- Criminals are sometimes able to _____ people for a lot of money by threatening to do something to them or their families.
- My brother lost a lot of money in an internet _____!
- Companies often keep a _____ with all their customers' details in it.

E VOCABULARY: DIGITAL PRIVACY

Work in pairs. Decide whether you agree or disagree with the statements. Explain why.

- A certain amount of surveillance and invasion of our privacy makes us safer.
- You should never shop online because you leave yourself open to crimes like identity theft.
- Companies should be allowed to monitor online activity and sell their databases.

WRITING: a persuasive email

A **1.11** Read the notice on a university website. Then listen to the conversation. What points do the students make in favour of and against the proposal?

NOTICE TO STUDENTS WITH CREDIT CARDS

There is a proposal for a new law that would allow parents to monitor their children's online credit card purchases as long as their children are in university and under 21. We want to know your opinion, so please write to us at: theopinions@theu.edu



B Write an email to the website explaining what you think the effects of the proposed law will be. Try to persuade readers to agree with you.

GRAMMAR: object complements

NOTICE!

Circle the direct objects in the text below. Does a direct object come after a noun or a verb?

A LANGUAGE IN CONTEXT Read the text. What advice does the writer give? Do you usually follow this advice?

Protect Your Identity

Identity thieves are out there, and they're after your data!

Too many of us consider our personal information secure, and we don't see identity theft as a problem. However, if you don't keep your data secret, a criminal can find it very easy to steal money from you. This can make your life very hard, and it can be extremely difficult to prove yourself an innocent victim. Never throw personal documents in the bin. Always shred anything that contains private information.



B ANALYSE Look at the text in Exercise A again.

Form Read the explanation and examples. Then find and underline six object complements in the text in Exercise A.

After some verbs, we can provide information about the object of a sentence using an object complement. The object complement may be an adjective or a noun. Some verbs take only an adjective, some take only a noun and some can take either one. After verbs that say how we see or describe something or someone, we often use *as*.

Form	Examples
subject + verb + object + adjective	<i>We don't consider him dangerous.</i> <i>I found the situation unacceptable.</i> <i>You should keep it private.</i>
subject + verb + object + noun	<i>They should make this a priority.</i> <i>The writer called him a criminal.</i> <i>They finally proved him a thief.</i>
subject + verb + object + <i>as</i> + noun/adjective	<i>She described him as trustworthy.</i> <i>We know him as an honest man.</i> <i>I don't see it as a problem.</i>

WHAT'S RIGHT?

- You can't call yourself an expert on this subject.
- You can't call you an expert on this subject.

C PRACTISE Rewrite each sentence using the word in brackets and a structure from Exercise B.

- Do you think identity theft is very common? (*consider*)

- You can't just say you are a police officer! (*call*)

- Do you think invasion of privacy is a major problem? (*see*)

- It's not always easy to show that an ID is fake. (*prove*)

- The press says she is a great leader. (*describes*)

- Did you think the article was interesting? (*find*)

D NOW YOU DO IT Work in pairs. Think about how you would complete the sentences. Then compare your ideas with your partner.

- It makes me ... when ...
- I find the whole question of electronic data collection ...
- I consider identity theft a/an ... issue because ...
- Governments should make ... a priority.

LISTENING: to an interview

A Read the extract from an entertainment guide. What do you think happened to Justine when her identity was stolen?

B **1.12** Listen to the interview. As you listen, choose T (true) or F (false).

- | | |
|---|-------|
| 1 Justine got herself into a lot of debt. | T / F |
| 2 She found out about the identity theft immediately. | T / F |
| 3 She found it difficult to convince the bank of her innocence. | T / F |
| 4 Her own carelessness probably caused the problem. | T / F |
| 5 Justine may still face further identity problems in the future. | T / F |

Radio Guide **Thursday 6.00pm** *The Whole Story*

This week's *The Whole Story* (Public Radio, 88.6 FM) looks at the growing problem of identity theft. It features an interview with Justine Black, whose identity was stolen after thieves hacked into an online database of customers of a well-known shop. Her story raises the question of whether any of us are actually safe online.



C VOCABULARY: PHRASAL VERBS

Listen to the interview again. Complete the phrasal verbs with the prepositions from the box.

of (x2) on out through up (x3)

- | | | | |
|--------------|-------------|------------------|---------------|
| 1 call _____ | 3 run _____ | 5 get hold _____ | 7 clear _____ |
| 2 take _____ | 4 end _____ | 6 get out _____ | 8 go _____ |

D VOCABULARY: PHRASAL VERBS

Complete the sentences with the correct form of the phrasal verbs from Exercise C. In pairs, discuss what each phrasal verb means and give one more example of how to use each one.

- I want to _____ some good anti-piracy software, but I don't know how.
- The thief used my mobile phone abroad and _____ a huge bill.
- After losing thousands of pounds in an internet scam, Edward had to _____ a loan to pay his rent before the matter was _____ and he got his money back.
- A group of identity theft victims is _____ the government to do more to prevent cybercrime.
- Some people will do anything to _____ paying their bills.
- I'm very cautious about putting information online now; I've been a victim of identity theft once and I don't want to _____ that again.
- If you start worrying too much about internet security, you'll _____ being too scared to do anything online.

PRONUNCIATION: connected speech – final consonant sound to first vowel sound

A **1.13** Listen to the phrasal verbs. What happens to the final consonant sound of the first word in each case? Listen again and practise saying the phrasal verbs.

Phrase:	end up	get out	take out	run up	call on	clear up	look at
Sounds like:	/en-dʌp/	/ge-'taut/	/teɪ-'kaʊt/	/rʌ-'nʌp/	/'kɔː-lɒn/	/kliə-'rʌp/	/'lʊ-kæt/

B **1.14** Listen to the sentences. Practise saying them using connected speech. Then practise the sentences in pairs.

- If you take out lots of credit cards, you might run up a lot of debt.
- If you end up in debt, it's hard to get out of it.
- Sometimes you have to call on an expert to clear up questions.

GRAMMAR: negative structures with *think, suppose, etc*

A 1.15 LANGUAGE IN CONTEXT Listen to the conversation.

How does Roberta's attitude to privacy differ from Susan's?

- Susan:** Are you going to post these photos on Facebook?
Roberta: I don't think so. I don't use Facebook any more. I don't feel that everyone needs to know what I'm doing all the time.
Susan: Seriously? I didn't think there was anyone who wasn't on Facebook! You're probably the only one.
Roberta: I'm not so sure. I don't expect I'm the only person who doesn't want to have a huge digital footprint.
Susan: Well, I guess not, but I don't suppose many people actually think about their digital footprint.
Roberta: Yeah, I don't imagine so, but people really shouldn't give out so much personal information. It leaves them open to problems.
Susan: True. I guess I shouldn't post about everything I do.



B ANALYSE Look at the conversation in Exercise A again.

Form & Function Read the underlined example in the conversation. Then choose the correct option to complete the rule. Complete the table with examples from the conversation.

When we express negative opinions with words like *think* or *believe*, we usually make the first / second verb negative.

Verbs	Affirmative	Negative
<i>think, believe, imagine, feel</i>	<i>I feel that everyone needs to know ...</i> <i>I thought everyone was on Facebook!</i>	(1) _____ (2) _____
<i>hope, guess, suspect, assume</i>	<i>I guess I should post about everything ...</i>	(3) _____
<i>suppose, expect</i>	<i>I suppose many people actually think about ...</i> <i>I expect I'm the only person ...</i>	(4) _____ (5) _____

NOTICE!

Circle six different opinion verbs in the conversation. Which of the verbs have other meanings apart from feelings or opinions?

Negative short answers


Verbs	Affirmative	Negative
<i>think, believe, imagine</i>	<i>I imagine so.</i>	(6) _____
<i>hope, guess, suspect, assume</i>	<i>I guess so.</i>	(7) _____
<i>suppose, expect</i>	<i>I suppose so.</i>	<i>I suppose not.</i> <i>I don't suppose so.</i>

C PRACTISE Complete each response with negative forms using the words and phrases in brackets.

- 'Are people careful enough on social networking sites such as Facebook?'
'No, I _____ (*suspect*). I _____ (*hope / identity theft / increase*).'
- 'Are attitudes to privacy the same now as in the past?'
'No, I _____ (*think*). I _____ (*believe / opinions / stay*) the same forever.'
- 'Do you think people will give up all privacy in the future?'
'Well, I _____ (*hope*). I _____ (*imagine / people / will give up*) their privacy easily.'
- 'Does Twitter play a big part in your life?'
'No, I _____ (*guess*). I _____ (*feel / it / help*) me communicate with people.'

D NOW YOU DO IT Work in pairs. Ask and answer the questions from Exercise C.

SPEAKING: participating in a group discussion

 In a group discussion, it's important to keep the conversation moving. At the same time, everyone in the group should get to express their opinion. We use various phrases for keeping the discussion moving, for politely interrupting a speaker, to focus on relevant points and to invite contributions.

A  **1.16** Listen to a group discussing how ideas of privacy differ.

As you listen, tick the points that are mentioned.

- 1 I don't want anyone to invade my privacy.
- 2 I share more information online than my parents.
- 3 People have less respect for privacy nowadays.
- 4 Different cultures view privacy differently.
- 5 Opinions about privacy depend on people's experiences.

B Listen again. Then complete the phrases.

Starting, finishing and keeping the discussion moving:

Why don't we (1) _____ by talking/thinking about ...

Maybe we should (2) _____ to talking/thinking about ...

(3) _____ let's make a note of ...

The next point for discussion is ...

Interrupting politely:

(4) _____ to stop you, but maybe we should focus on ...

I don't mean to interrupt you, but the issue is ...

Inviting contributions:

Does anyone want to (5) _____ anything on the topic of ...

I'd be interested to know what you think about ...

I don't think we've heard from ...

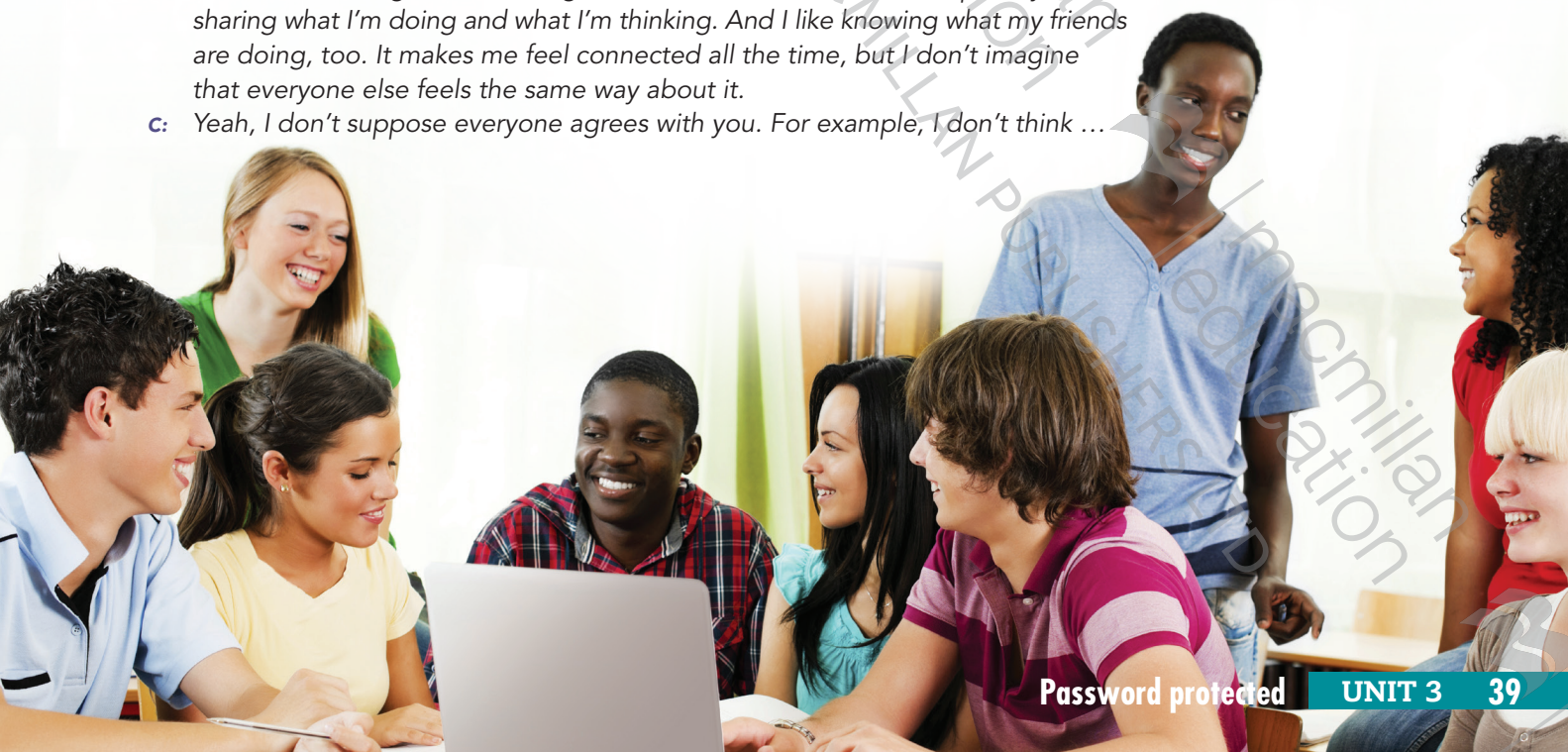
C  **Work in groups. Discuss points 1–3. Use the phrases from Exercise B to manage the discussion. Report back to the class on your discussion.**

- 1 Your attitude to privacy in general
- 2 How you feel about online privacy
- 3 How you expect privacy to be affected by technology in the future

A: Why don't we start by talking about our own attitudes to privacy?

B: OK, that sounds good. I can begin. I'm not too concerned about privacy. I love sharing what I'm doing and what I'm thinking. And I like knowing what my friends are doing, too. It makes me feel connected all the time, but I don't imagine that everyone else feels the same way about it.

C: Yeah, I don't suppose everyone agrees with you. For example, I don't think ...



PROTECTING DIGITAL PRIVACY

- Understand the potential threats to digital privacy.
- Think about practical steps to take to increase digital security.
- Take measures to keep your online data secure.

A Think about the online services and accounts you use (email, Twitter, Facebook, Amazon, etc). Tick which of these pieces of information about you it might be possible to find online.

your full name	<input type="checkbox"/>	your email address	<input type="checkbox"/>	your birth date	<input type="checkbox"/>
your ID/passport number	<input type="checkbox"/>	your address	<input type="checkbox"/>	the place where you work/study	<input type="checkbox"/>
your phone number	<input type="checkbox"/>	your credit card number	<input type="checkbox"/>	family member names	<input type="checkbox"/>
bank account number	<input type="checkbox"/>				

B  Work in pairs. Look at your answers to Exercise A. Discuss the possible consequences of this online information getting into the wrong hands. Make a list.

People could send spam to my email address.

C  Read the article. Then work in pairs.

Student A, explain in your own words advice given regarding software and browsers.

Student B, explain what advice is given about email, secure payments and privacy policies.

Protect Yourself **Online**

Your personal information is valuable – and you should make it a priority to protect your privacy. Here are some online safety tips to help you protect your personal information and secure your computer.

YOUR SOFTWARE Use anti-virus, anti-spyware and firewall software – and make sure it's up to date. Anti-virus software protects your computer from viruses that can allow people to hack into your computer. Spyware is a software program installed on your computer without your consent to monitor your behaviour online or record your keystrokes. Anti-spyware software can remove or disable spyware. Firewalls help keep hackers from getting access to your computer to send out your personal information without your permission.

YOUR BROWSER Configure your browser or operating system to manage pop-ups, cookies or block specific websites.

YOUR EMAIL Use a separate email address for online transactions. Keep the inbox you use to communicate with friends and family free of spam by using a separate email address when you fill in forms as you shop or conduct other transactions online.

SECURE PAYMENTS When paying for anything online, make sure the transaction is secure. Look for the padlock symbol in the status bar of your browser. This will keep criminals from getting hold of your card details and running up debts in your name.


PRIVACY POLICIES When visiting a website for the first time, always make sure the site has a posted privacy policy – and read it. It should explain how your personal data will be collected and used or shared with other parties. If a website doesn't have a privacy policy, consider doing business elsewhere.

Self and Society

Work and Career

Study and Learning



D  **Work in groups.** Read the question posted on an online forum. Discuss what advice you would give the writer and make a list of key points. Share your ideas with the whole class.

greenhorn92



registered:
12th October


posts: 51

Hi guys,

I've been reading about protecting my privacy online, and I was hoping you could give me some ideas about how to increase my personal security. The thing I'm most interested in is passwords. Any tips out there on making up secure passwords and things like that? I don't want to end up having the problems some of my friends have had!

Thanks!

Monday 27th March 17:40

E  **Work in groups.** Make a list of the top three pieces of advice you would give to someone concerned about online privacy. Then create a combined class list of advice.

F  **Discuss these questions.**

- 1 What have you learnt about protecting digital privacy?
- 2 Considering what you've discussed, are you planning to make any changes to your online habits? If so, what?

HOW TO SAY IT

To keep your password secure, you should ...

I don't think you need to ...

We consider a good password one that ...

You should make it a priority to ...

I've found it helpful to ...



RESEARCH ...

Find an example of an internet scam or another type of cybercrime and tell your class about it. You can find people's stories on the internet, or you may know someone personally who has been a victim of this type of crime.



REFLECT ... How can knowing how to protect your digital privacy be useful to you in **Work and Career** and **Study and Learning**?

Language wrap-up

1 VOCABULARY

Complete the paragraph with the words from the box. (12 points)

clear up compiled databases end up get hold of hack identity theft
information age leaves us open privacy run up take out

We live in the (1) _____, and as we conduct more and more of our lives online, the increased danger of other people invading our (2) _____ has become a hot issue. Many people argue that companies have (3) _____ too much data about their customers and that this (4) _____ to cybercrime. They point to the fact that the information is often kept on (5) _____ that are far from secure, and which criminals can easily (6) _____ into to (7) _____ information like our bank account numbers. This may allow them to use our information to (8) _____ credit cards and (9) _____ huge debts in our names. (10) _____ is now one of the most common crimes, and it can take years to (11) _____ the problems that this causes. People can even (12) _____ having to pay debts that they didn't create!

10–12 correct: I can use words and phrasal verbs connected to privacy.

0–9 correct: Look again at the Vocabulary sections on pages 34, 35 and 37. SCORE: /12

2 GRAMMAR

A Choose the correct option. (5 points)

- 1 'Did anyone see your password?' 'No, I think not / don't think so.'
- 2 'I assume he doesn't know / don't assume he knows my password.'
- 3 'Do you change your password often enough?' 'No, I guess not / don't guess so.'
- 4 'I think not you are / don't think you are careful enough about keeping your password secret.'
- 5 'Has anyone hacked into your account?' 'I hope not / don't hope so.'

B Put the words in the correct order to form sentences. Add any other words that are necessary. (5 points)

- 1 all / we / priority / make / privacy / need / a / .

- 2 careful / keep / I'm / private / some things / .

- 3 paranoid / me / can call / you / but / never / use / I / public computers / .

- 4 privacy / describe / you / would / important / to you / ?

- 5 finally / guilty / him / they / found / identity theft / .

8–10 correct: I can use object complements and negative structures, including negative short answers.

0–7 correct: Look again at the Grammar sections on pages 36 and 38. SCORE: /10

A Read the essay about using social media. Is the writer generally in favour of social media or against it? How do you know?

Do you believe that social media has primarily positive or negative effects on society? Give reasons for your opinion.

We live in the information age, and these days there are very few people, especially young people, who do not consider social media an important part of their lives. However, the fact that many people use social media does not mean that it is a positive development for society.

Of course, there are good arguments in favour of social media. People can find old friends that they had lost contact with. It's easy to stay in touch with friends and family who live far away, and you can easily share photos or videos with them, which makes people feel closer to each other.

However, there are a number of problems with social media. Because people want to be connected 24/7, many people now spend more time communicating with their electronic devices than in person. The effect of this is that communication is becoming very impersonal. Also, when you use social media, you put an enormous amount of information about yourself into cyberspace for anyone to see. That can result in data theft or even blackmail. Finally, people are spending more and more time using electronic devices, and less and less time doing physical activities. This is contributing to a worldwide obesity problem.

To summarise, although using social media allows us to communicate easily, it has many disadvantages. Therefore, I believe that people should reduce the amount of time they spend using social media. Furthermore, they should be very careful about how much information they share with the world.

B Look at the essay again and find these things.

Paragraph 1:

- The main idea of the whole essay.

Paragraph 2:

- The topic sentence of the paragraph. Is this in favour of or against the main idea?
- Points that support the topic sentence. How many points are there?

Paragraph 3:

- The topic sentence of the paragraph. Is this in favour of or against the main idea?
- Points that support the topic sentence. How many points are there?

Paragraph 4:

- A general statement of the writer's opinion.

C Prepare a four-paragraph essay to answer the question in the box.

First, make notes on these points.

Do you think governments and businesses should be allowed to collect data such as what phone numbers we call, what we buy and where we shop, and what types of searches we do on the internet? Why or why not?

- the main idea of the whole essay
- the topic sentence of paragraph 2
- points that support the topic sentence
- the topic sentence of paragraph 3
- points that support the topic sentence
- a general statement of your opinion

D Use your notes to write your essay.
Write about 250 words.

HOW ARE YOU DOING?

- I have stated my general opinion in the introduction and re-stated it in the conclusion.
- I have written one paragraph in favour of the topic and one paragraph against the topic.
- I have used words of addition (*furthermore, also*) and cause-effect (*because, as a result*).