



PASSWORDS



Scan to review worksheet

Expemo code:
16AH-A6ZA-GDZT



1

Warm up

Choose a word from the box to complete these sentences.

complex
software

default
strong

hack
technology

security
weak

1. This password is easy to guess; it's _____ .
2. This password is difficult to guess; it's _____ .
3. This password is not simple: it's _____ .
4. You use this password when you start using a new computer for the first time; it's a _____ password.
5. People need to make sure the information on their computers is safe; they need good _____ .
6. Attackers are people who _____ a computer to find private information.
7. The information _____ (IT) department helps a company with their computers.
8. A computer program that gives the computer instructions is called _____ .

Do you ever have problems remembering your passwords? Why/not?



2

Reading

You are going to read an article about strong passwords. Before you read the article, decide if each statement is true or false. Then read the article to check your ideas.

1. Complex passwords are better than simple passwords.
2. You should change your default password.
3. If you can't remember your password, you should store it on your computer as a plain text file, for example, in a Word document.
4. It is better to create lots of different passwords for different websites.
5. Companies should have more relaxed rules about how customers create passwords.
6. Password management software is completely safe.

Read the article again and find verbs in bold which match these meanings. One word in bold is extra.

1. _____ make or change a rule to say someone can do something
2. _____ try not to do something
3. _____ think about
4. _____ feel that something is necessary
5. _____ feel that something is a problem
6. _____ give someone advice about the best thing to do
7. _____ do not continue with an activity
8. _____ tell someone what to do in a dangerous situation



Do we really need strong passwords?

A way to know

1. Complex passwords don't usually stop attackers, but they make everyday life much more difficult for computer users, says the UK security agency GCHQ. They **recommend** using a simpler approach.
2. GCHQ gives some helpful advice for people who work in IT, as well as normal users. They **warn** people not to keep their default passwords. They also say that people should **avoid** storing passwords as plain text because other people, including attackers, can easily read these documents.
3. The organization says we should **stop** using too many complex passwords if we don't **want** to suffer from "password overload". This is what happens when people create too many long passwords for different websites and write them down so they can remember them. Writing down passwords is unsafe.
4. People often use complex passwords because of organizations' rules. For example, to be considered "strong", passwords must be a certain length or include numbers or special characters, like ! or *. Companies should **allow** people to use their own simpler passwords.
5. These simple passwords might consist of just three short words, for example. Or people could **consider** using password managers, software that creates and stores passwords. The passwords might be complex, but people will never **need** to remember them because their computer will do that for them. Computers don't **mind** storing and remembering complex passwords - it's what they're designed to do.
6. The report says that software password managers can help, but, like all security software, they can be hacked and are an attractive target for attackers.

3

Language point

Study the sentences from the article and choose the correct ending. All the sentences have **verb + verb combinations**.

They **warn** people **not to keep** their default passwords.

They also say that people should **avoid storing** passwords as plain text ...

The organization says we should **stop using** too many complex passwords if we don't **want to suffer** from "password overload".

1. The verbs *avoid* and *stop* are followed by a **verb + -ing / an infinitive with to**.
2. The second verbs in the sentences with *warn* and *want* are **verbs + -ing / infinitives with to**.
3. In these examples, the use of *warn* is different to the use of *want* because *warn* is immediately followed by **the second verb / an object**.



Put five more verbs in bold from the article in the correct part of the table, as well as the verb that follows each one in the article. Write the object if there is one.

	followed by infinitive with to	followed by verb + -ing
example from the article	want to suffer	avoid storing
	warn people not to keep	stop using
more examples	agree to	suggest
	decide to	practice
	hope to	can't stand
	learn to	dislike
	plan to	enjoy
	promise to	finish
	refuse to	give up
	tell someone to	
	would like to	

Check the meaning of all the example verbs in the table.

Note there are two ways to use some verbs. Both patterns have the same meaning in most contexts.
I like/love/hate/prefer playing/to play football.



4 Practice

Make complete sentences from these words. Change the verb forms and tenses where you need to.

The boys / dislike / wash / the car.

1. _____

My dog / can't stand / have / a bath.

2. _____

We / hope / visit / Australia / next year.

3. _____

I / not mind / wait / for you / after class.

4. _____

She / need / practice / her pronunciation.

5. _____

They / promise / help me / with my homework.

6. _____

The teacher / tell / the students / speak English.

7. _____

The police / warn / us / not go / into that area / yesterday.

8. _____



5 Speaking

Use the verbs in the table in the Language point to think of sentences that are true for you. Write the second verb phrase in the boxes (as in the example), but do not write the first verb. Use a mixture of verb + *infinitive* and verb + *-ing* forms.

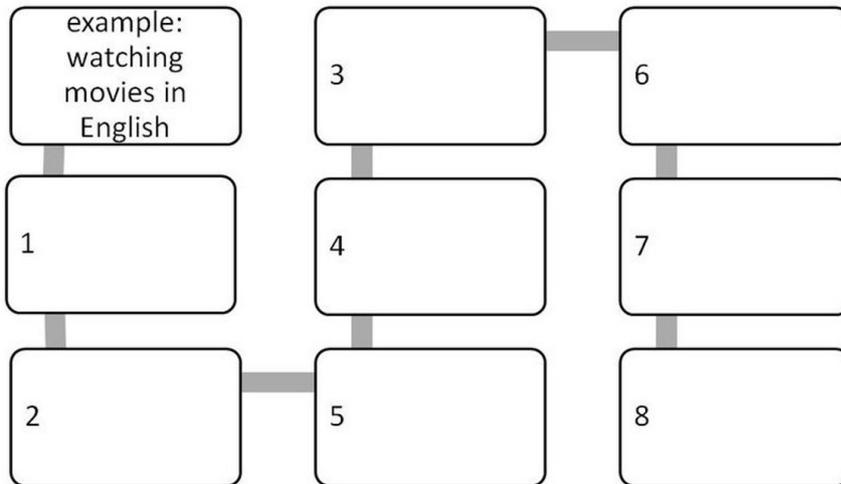
Work in pairs. Look at each other's boxes and ask questions to guess the first verb, like this:

A: You wrote "watching movies in English". Do you suggest watching movies in English?

B: No, try again.

A: Do you enjoy watching movies in English?

B: Yes, that's correct. My turn now.



6 Extra practice/homework

Choose the correct form of the verb.

1. My parents never allow me **to come home / coming home** after midnight.
2. They considered **to sell / selling** their second car.
3. Most people enjoy **to spend / spending** time with their families.
4. When will you finish **to clean / cleaning** the kitchen?
5. I am learning **to ride / riding** a horse.
6. What do you plan **to do / doing** this weekend?
7. My father suggested **to visit / visiting** the museum.
8. He wanted **to see / seeing** some new paintings.



7

Optional extension

To make a password stronger, many websites ask people to use letters, numbers, and special characters. We also use these special characters for website addresses.

Match the characters with their names.

- | | |
|--------|------------------|
| 1. . | a. at |
| 2. / | b. backslash |
| 3. \ | c. dash |
| 4. @ | d. dot |
| 5. - | e. double u |
| 6. 11_ | f. forward slash |
| 7. w | g. underscore |

Now read the following URLs and email addresses:

- www.amazon.com
- www.travel-abroad.co
- www.example.com/mail
- www.food.net/greek_food.html
- tony@hotmail.com
- www.learn-english.com/grammar



Key

1. Warm up

5 mins.

Call attention to the header image and go over the instructions. Give students a minute to complete the gap fill and go over the answers with the class. Elicit/explain the meaning of any unfamiliar vocabulary and drill pronunciation of all the items. Note that complex can be stressed on either syllable. Pose the follow-up question to several students to get a range of ideas.

- | | | | |
|-------------|-----------|---------------|-------------|
| 1. weak | 2. strong | 3. complex | 4. default |
| 5. security | 6. hack | 7. technology | 8. software |

2. Reading

10 mins.

There are two parts to this stage, and the first activity will take longer than the second. Explain the context and go over the instructions for the first activity. Students could work in pairs to quickly look through the true/false exercise and predict the answers and then look through the text to confirm/check their ideas. Check answers - you might want to ask students to show where they found the information in the text to justify their choice. For the second activity, students will match verbs with definitions. Some of these verbs will already be familiar to them - the aim is to lay a sound foundation for them to tackle the language point, which is developed in the next stage.

1. F - Complex passwords don't usually stop attackers, but they make everyday life much more difficult for computer users...
2. T - They warn people not to keep their default passwords.
3. F - ... people should avoid storing passwords as plain text because other people, including attackers, can easily read these documents.
4. F - ...we should stop using too many complex passwords if we don't want to suffer from "password overload".
5. T - Companies should allow people to use their own simpler passwords.
6. F - ...software password managers can help, but... they can be hacked and are an attractive target for attackers.

Words:

want is extra

- | | | | |
|----------|--------------|-------------|---------|
| 1. allow | 2. avoid | 3. consider | 4. need |
| 5. mind | 6. recommend | 7. stop | 8. warn |

Article:

Adapted from The Independent, Andrew Griffin, 11 September 2015.

3. Language point

10 mins.

The verbs which students defined in the previous stage are now categorized by verb patterns. Go over the examples and go through the questions. Then call attention to the table, which already shows the four example verbs recorded as phrases. Students should return to the remaining bold verbs in the text and determine which verb pattern they follow and then write the examples in the table as full phrases, including any objects. Call



attention to the other examples in the table and elicit/explain the meaning of any unfamiliar items or allow students a few minutes to work with their dictionaries. Point out that we usually warn people not to do something.

Finally, examine the information about the familiar verbs *like/love/hate/prefer*, which students will have encountered in a previous lesson in this course plan as well as in the A1 course plan. In this context, there is a slight preference for *like + infinitive* in American English and *like + verb with -ing* in British English. However, both forms are understood and used in both types of English. Point out that *dislike* can only be followed by *verb + -ing*.

1. a verb + -ing
 2. infinitives with to
 3. an object
1. need to remember
 2. recommend using
 3. allow people to use
 4. consider using
 5. mind storing and remembering

4. Practice

10 mins.

Go over the instructions and do the first one as an example with the class. Students should write out the full sentences to promote mastery of the language point, rather than just writing words into the prompts. They can work alone and then check answers in pairs before you check with the whole class. Drill all the sentences if you have time, or ask students to cover the sentences they have written and work in pairs to reconstruct the sentences from the prompts.

NOTE: If students are finding this difficult, skip the speaking stage and do the extra practice/homework exercises in class for additional support.

1. The boys dislike washing the car.
2. My dog can't stand having a bath.
3. We hope to visit Australia next year.
4. I don't mind waiting for you after class.
5. She needs to practice her pronunciation.
6. They promised to help me with my homework.
7. The teacher told the students to speak English.
8. The police warned us not to go into that area yesterday.

5. Speaking

13 mins.

In this stage, students will activate the vocabulary and grammar from the lesson in a speaking activity. Make sure students understand the aim of the activity is to practice both verb patterns and that they will have to use their imagination.

Go over the instructions and the example. Then ask students to complete box 2 by themselves – monitor and check that they are doing this correctly – perhaps asking a few students questions yourself to further demonstrate the activity. Give students a few more minutes to complete the rest of the boxes and make yourself available to help.

Set up A/B pairs and give students a few more minutes to ask and answer questions about some/all of the boxes, depending on time. Monitor and support as necessary. Then round off the activity by asking a few students to make sentences about something interesting from their partner's worksheet. You could also offer error correction, including pronunciation.



6. Extra practice/homework

2 mins to explain.

These exercises can be assigned for homework or used instead of the speaking activity if the class needs more support. If you use these for homework, make sure that you mark the exercises in a future class or collect them from students and mark them yourself outside class. If you prefer, you can make the answers available to students, and they can check their own answers.

1. to come home
2. selling
3. spending
4. cleaning
5. to ride
6. to do
7. visiting
8. to see

7. Optional extension

10 mins.

These exercises are designed as a cooler activity if you have time in your lesson. In this activity, students identify and practice saying the names of special characters used in passwords and web addresses. If you have time, students could find an appropriate favorite website on their phone and dictate the address to a partner so that they can find it too. This would be especially helpful if students shared their favorite language learning websites. Alternatively, the teacher could dictate some useful website addresses to students to write down and/or find on their phone.

- | | |
|------|------|
| a. d | b. f |
| c. b | d. a |
| e. c | f. g |
| g. e | |