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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)	20 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 - first 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)		30 min.
• Optional downloadable LifeSkills lesson (Study and Learning)		50 min.
Language wrap-up	(p. 42)	20 min.
Writing workshop: writing a fan-and-opponent 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; 4.4.1.3; 4.4.3.4; 4.5.2.1; 5.2.1.2; 5.2.1.4; 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; 6.4.3.1; 4.4.3.5; 4.5.2.2
Pronunciation	can correctly use connected speech (first consonant - first vowel)	Section 5.2.1.4
Grammar	can use and understand negative structures with think, suppose, etc.	Table 1, Table 2, Sections 6.4.1.1; 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

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