PASSWORDS

# Warm up

**1**

## Choose a word from the box to complete these sentences.

**complex default hack security**

**software strong technology weak**

### This password is easy to guess; it’s weak.

1. This password is diﬃcult to guess; it’s strong.

### This password is not simple: it’s complex.

1. You use this password when you start using a new computer for the ﬁrst time; it’s a default password.
2. People need to make sure the information on their computers is safe; they need good

security.

1. Attackers are people who hack a computer to ﬁnd private information.

### The information technology (IT) department helps a company with their computers.

1. A computer program that gives the computer instructions is called software.

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

# Reading

**2**

## 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.

### Complex passwords are better than simple passwords. ~~True~~ False

1. You should change your default password. True

### 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. False

1. It is better to create lots of diﬀerent passwords for diﬀerent websites. ~~True~~ False

### Companies should have more relaxed rules about how customers create passwords. ~~False~~ True

1. Password management software is completely safe. False

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

### allow make or change a rule to say someone can do something

1. avoid try not to do something

### mind think about

1. need feel that something is necessary

### consider feel that something is a problem

1. warn give someone advice about the best thing to do

### stop do not continue with an activity

1. recommend 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 organisation 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 organisations’ 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.

# Language point

**3**

**Study the sentences from the article. 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 organisation 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 |
|  | allow people to use | recommend using |
|  | need to remember | mind storing |
|  |  |  |
| **more examples** | agree to | suggest |
|  | decide to | admit |
|  | hope to | can’t stand |
|  | learn to | dislike |
|  | plan to | enjoy |
|  | promise to | ﬁnish |
|  | refuse to | give up |
|  | tell someone to | practise |
|  | would like to | consider using |

**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.

# Practice

**4**

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

### The boys / admit / break the window / last night.

1. The boys have admitted they broke the window the last night

### My dog / can’t stand / have / a bath.

2. My dog can’t stand quiet to have a bath

### We / hope / visit / Australia / next year.

3. We are hoping to visit Australia the next year

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

4. I don’t mind waiting for you after class

### She / need / practise / her pronunciation.

5. She needs to practice her pronunciation

### They / promise / help me / with my homework.

6. They promised help me with my homework

### The teacher / tell / the students / speak English.

7. The teacher told the students how to speak English

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

8. The police warned us don’t go into that area yesterday