

English in Mind Second edition

Level 5 Unit 7

Lesson Plan

The spying game: The latest gadgets for spooks

THE INDEPENDENT

AIMS

- to read extensively and study a text related to the Unit theme
- to scan for specific language and read for detailed comprehension
- to understand words in context
- to understand and use passive structures with *be* and *get*
- to understand collocation and focus on verb + noun items
- to develop fluency and build conversational strategies
- (further work) detailed reading and information exchange; essay writing

Total time (approx): 1hr 30 minutes

(Note: some exercises can be set as homework)

tackling difficult texts. To promote discussion and speculation, students should avoid looking at the 'matching' exercise. Do the first question with them to show how context can be used to support meaning. The exercise can then be done in pairs.

Time: 10–12 minutes

- 4 To check understanding, students now work individually to match the words with their meaning. Encourage them to look back at the sentences to help them. After doing the activity individually, students can then check their answers in pairs. Concept check as a class.

Key: 1f 2e 3i 4h 5g 6j 7d 8b 9a 10c

Time: 6–8 minutes

Reading comprehension (1): scan and search reading

- 5 Distribute the article. This exercise promotes scanning and search reading and will help make students aware that full reading and understanding is not always necessary to complete certain fast-reading tasks. To reinforce this idea, allow students no more than three minutes to scan the text to find the spookware items, and then intensively read the information about them in the relevant paragraphs only. Students do this individually, and then compare answers.

Key:

Night-vision goggles – originally used by the military, now technology found in high-street video cameras (para 6)

Raven Spyplane – originally used by the military, nowadays used by mountain rescue teams and coastguards (para 8)

Deleted SMS Reader – now might be used by suspicious wives (para 7)

Face mask – agents might use it to fool face-recognition software – no other use mentioned (para 14)

Fake finger – agents might use it to deceive fingerprint detectors (para 14)

Artificial leg – agents might use it to improve their [running] performance (para 15)

Time: 4–6 minutes

Lead-in

- 1 To introduce students to the theme of the text, and to activate background knowledge and vocabulary, ask students to look at the title of the article they are about to read. Elicit ideas about the meaning of the word **spooks** (dictionaries may be used) and encourage speculation as to why this word, meaning 'ghost' or 'spectre' (n) or 'to haunt' (vb), is used in this context.
- 2 Put students into pairs to discuss the questions on their worksheet, speculating and predicting how a spy might use the 'spookware' and how the items on the list could be used in everyday life. Encourage them to use the 'Useful language' given. Following the discussion, ask for some feedback.

Time: 5 minutes

Vocabulary (1): words in context

- 3 This pre-reading task focuses on some of the less common vocabulary in the text. It aims to encourage students to use context to work out meaning, thereby developing coping strategies for

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Reading comprehension (2): understanding detail

- 6 Now students are required to look at the text in more detail. Initially it is best done individually to allow each reader enough time to process information. Encourage students to focus on the key words in the questions (by underlining them), and give them time to speculate about possible answers before reading starts. Evidence from the text must then be noted down to support answers. Students should compare answers in pairs before full class feedback.

Key:

- 1 'crawl on all fours, or do a hopscotch'. Anything so long as it isn't 'normal' walking (para 1)
- 2 'To a working spy, this sort of technology could be the difference between life and death' (para 3)
- 3 'if I get sent somewhere and get found with a special camera, I'm screwed; if I'm carrying an ordinary camera, I'm just a tourist. So we try initially to get away with ordinary stuff.' (para 11)
- 4 'The real problem isn't getting the information, but sorting out the great splurge of it that comes your way.' (para 13)
- 5 'the future of spy gadgets lies in confusing the most advanced security systems'. (para 14)

Time: 10 minutes

Grammar (1): uses of the verb get

- 7 *Get* is a common word in English that is often confused because it is used in many different ways. In this exercise, students must find examples of the verb *get* in the text before matching some of them to the meanings given. Students work in pairs to allow for discussion and support. Encourage them to focus on the text; they should avoid looking at the matching activity during the initial scan. Provide feedback before doing the activity. In feedback, focus on the overlapping of (a) and (b) and check understanding of the phrasal verb 'get away with something'.

Key:

- 1 access/reach: 'knowing how to get to it' (para 13)
- 2 take: 'our first port of call is to get something off the shelf' (para 12)

- 3 passive idea: 'if I get sent somewhere and get found' (para 11)
- 4 phrasal verb: 'to get away with ordinary stuff' (para 11)
- 5 obtain: 'The real problem isn't getting the information' (para 13)

Time: 10 minutes

Grammar (2): get vs be passive

- 8 This exercise looks at passive structures formed with *be* and *get* as an auxiliary verb and highlights some of the ways in which they are used. Encourage students to work individually for a minute or two to allow for weaker students to process the information. Then, allow them to discuss their answers in pairs.

Key: 1b 2e 3d 4a 5f 6c

The changes in meaning are subtle, so complete the rules with the students to clarify the differences in use. Refer to the notes below to check for any gaps in understanding.

NOTES: *be* vs *get* passives

- (1) Both *be* and *get* passive structures are followed by a past participle.
- (2) The *be* passive is used with both action and non-action verbs, but the *get* passive is used with action verbs only, e.g. 'more research *is needed* on the effects of global warming'; NOT 'more research *gets needed* on ...'
- (3) *Get* passive structures are used most commonly in informal spoken English. This is especially acceptable where the verb would otherwise be reflexive. 'He *got dressed*, etc.'
- (4) The *get* passive is often used to mean the action occurred suddenly or unexpectedly and the outcome is therefore beyond the control of the 'victim' of the action.
- (5) Conversely, the *get* passive is often used to suggest that the subject is in some way responsible for the outcome.

Key: get; be

Time: 5–7 minutes

- 9 This exercise provides practice in distinguishing between the uses of the passive with *be* or *get*. It focuses only on the past simple passive, in order to

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emphasise the grammatical point of *be* vs *get* passive rather than different tense use. Allow students to work in pairs to discuss their answers and encourage them to justify their choices (e.g. it was unexpected).

Key: 1 got hit 2 was delivered 3 got stuck
4 got engaged 5 was sent

Time: 6 minutes

Vocabulary (2): collocation

- 10** Knowing how certain words collocate, i.e. go together, is essential to effective communication. There are many different types of collocation, but this exercise focuses on some verb + noun collocations. Before starting the exercise, give students some examples, e.g. *make your bed, develop skills, carry out research*; check understanding by eliciting some others. Students should then work alone to complete the sentences with the appropriate verb. They can check answers in pairs before scanning the text for the correct ones. During feedback, draw attention to other possible collocations of these words, e.g. *keep in touch, keep your cool*, etc.

Key: 1 triggering 2 have 3 keep 4 bought 5 comes

Time: 5 minutes

Discussion

- 11** This activity aims to build students' fluency and improve conversational strategies, such as turn-taking and interrupting. Allow students to talk freely in small groups, using the questions as a basis for discussion. Monitor their discussions, so that any errors made can be used as post-discussion error correction activities.

Time: 10–15 minutes

Further work

- 12 a)** *Reading and speaking: Information exchange.* Give each student one paragraph (from paras 17–22) to read in detail. They should read the information about their gadget and answer the questions:

What does it do?

What are its advantages and disadvantages?

Students should write notes using their own words rather than copying from the article. Monolingual dictionaries can be used for difficult words, but remind students of the benefit of inferring meaning from context. These notes should form the basis for an information-exchange activity. It is important that students use their own words and negotiate any misunderstanding, so they should refer only to their notes when speaking to their partner about their gadget. Following information exchange, students can discuss in their pairs which is the best piece of new technology.

- b)** *Writing.* Students write a short essay about a piece of technology that has been useful to them in their everyday life, stating what effect it has had on their lives and its possible advantages and disadvantages..

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