

English in Mind

Level 5 Unit 5
Extra Reading Worksheet

THE  INDEPENDENT

The spying game: The latest gadgets for spooks

Lead-in

- 1 Look at the title of the article. What are 'spooks'? What do you think the article will be about?
- 2 Look at the list of 'spookware' below. These gadgets are used by spies. Discuss the following questions with a partner.

How might a spy use them?
Could we use them in everyday life? How?

Night-vision goggles
Spyplane
Deleted SMS Reader
Face mask
Fake finger
Artificial leg

Vocabulary: in context

- 3 Look at the underlined words in the sentences below. With your partner, discuss and try to guess the general meaning of the words.

- 1 The old man walked with a slow stiff gait.
- 2 The child crawled across the floor.
- 3 The sun shone through the trees, throwing dark tree-shaped shadows on the grass.
- 4 The young man was sentenced to five years' imprisonment for his part in the robbery.
- 5 This is the director's first mainstream Hollywood film. His other films were all foreign-language art-house films.
- 6 The children were playing hopscotch in the playground when the teacher called them back in.
- 7 The secret agent made sure that the phone was bugged – he needed to know what was happening.
- 8 Some spy gadgets look innocuous but in fact they are really dangerous.
- 9 British police are supposed to use guns only as a last resort.
- 10 Strong winds hindered the fire-fighters in putting out the fire.

- 4 Now match the words with their meaning. An example has been done for you.

- | | |
|-----------------------|---|
| 1 <i>gait</i> | a an action used when all other options fail |
| 2 <i>to crawl</i> | b completely harmless |
| 3 <i>shadow</i> | c to limit your ability to do something |
| 4 <i>imprisonment</i> | d to use a special device that allows you to listen to other people's conversations |
| 5 <i>mainstream</i> | e to move on the ground on your hands and knees |
| 6 <i>hopscotch</i> | f a particular way of walking |
| 7 <i>to bug</i> | g something that is accepted or liked by a lot of people |
| 8 <i>innocuous</i> | h a period of time spent in prison |

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- 9 *a last resort* i an area of darkness that is caused by something blocking the light/sunlight
- 10 *to hinder* j a game children play by throwing a stone and jumping on one leg and then two legs to reach it

Reading comprehension (1): scan and search reading

5 Now read the article very quickly and find out the answers to the questions you discussed in Exercise 2.

What are these gadgets?
How does a spy use them?

Underline the answers in your text.

Reading comprehension (2): understanding detail

6 Read the article more carefully and answer the following questions:

- 1 How can you prevent setting off the loud alarm?
- 2 Why could this 'gait recognition' be so dangerous to a spy?
- 3 How can spookware cause a spy problems?
- 4 What is the main difficulty for agents nowadays?
- 5 What could be the main purpose of spy gadgets in the years to come?

Grammar (1): uses of the verb 'get'

7 Look through the text and circle all the examples of phrases and verbs using the word 'get'. Which examples have the following meanings?

- a access/reach _____
- b take _____
- c passive idea _____
- d phrasal verb _____
- e obtain _____

Grammar (2): 'get' vs 'be' passives

8 Look at example (c) in Exercise 7. This sentence is in the passive. Look at the passive sentences (a–f) below and then answer the questions that follow. An example has been done for you.

- a I *got lost* when I was sightseeing in New York even though I'd been there several times before.
- b I *got caught* speeding, but I'm sure there weren't any road signs showing the speed limit.

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- c Before having breakfast I *got washed and dressed*.
- d 'That's a nice photo.' 'Yes, it *was taken* by a professional photographer.'
- e Jane *got kicked out* of school for cheating in her exams.
- f Our house *was built* in 1930.
- 1 In which sentence does the person want to emphasise that something happened but he/she isn't really to blame? _____
- 2 In which sentence do we think the person is responsible for what has happened? _____
- 3 In which sentence are we simply emphasising the subject? _____
- 4 Which sentence suggests the person didn't expect what happened? _____
- 5 Which sentence describes an event that took place over a period of time? _____
- 6 In which sentence is the emphasis on 'things we do ourselves'? _____ C

Now complete the rules with 'get' or 'be' passive.

We use the _____ passive when:

- speaking informally (usually no 'by' phrase is used)
- the action is unexpected or sudden
- the person wants to place the blame elsewhere (i.e. emphasise his/her passive role)
- we can do the action ourselves

We use the _____ passive when:

- we want to talk about an action without emphasising who or what does/did it. If we want to introduce information about the agent, we can use a 'by' phrase
- we want to express non-action verb passives, i.e. with verbs such as *need, prefer, consider, believe*
- we want to talk about longer, more deliberate, planned actions

9 Complete the sentences with the best form of the passive ('be' passive or 'get' passive). The first one has been done for you.

- 1 My watch *got broken* (break) while I was playing basketball.
- 2 As I was walking across the road, I almost _____ (hit) by a bike!
- 3 The package _____ (deliver) yesterday but I still have no idea what's in it.
- 4 I _____ (stick) in the snow and almost lost my boots!
- 5 My cousin _____ (engage) to her boyfriend last week.
- 6 The letter _____ (send) last week but it must have got lost. It never arrived.

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buy have come keep trigger

- 1 'Try to walk casually out and several red lights will flicker, _____ an alarm.'
- 2 'Most spies carry a bug detector. Visitors to the exhibition can _____ a go with one.'
- 3 'If you've got to _____ a low profile, it has a "vibrate" mode.'
- 4 'Even specialist spy gadgets can be _____ off the shelf for domestic use.'
- 5 'The real problem isn't getting the information but sorting out the great splurge of it that _____ your way.'

Now check your answers in the text.**Discussion****11** Discuss the following questions with your partner:

- Do you think technology is a good or bad thing? Why?
- Can technology ever be dangerous? How?
- What do you think the technology of tomorrow will be? Why?
- What will you never let technology replace? Why?

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