

**REF:**

<b>TOPIC</b>	Lecture on terrorism ( 2)
<b>LEVEL</b>	Upper intermediate
<b>LANGUAGE PRESENTED</b>	Lexis – terrorist activities (e.g. hijacking, marjacking, arson)
<b>SKILLS DEVELOPED</b>	Listening/speaking
<b>MATERIALS</b>	Total pages (8): Five pages of teacher’s notes and three pages of student material
<b>ESTIMATED TIME</b>	2 lessons x 45 minutes
<b>PRODUCED BY</b>	PEP PEMP GROUP
<b>INSTITUTION/DATE</b>	PEP PEMP GROUP, August 2003
<b>ORIGINAL SOURCE</b>	Information taken from a US Army Field Manual on Terrorism. Tapescript created by Eric Atkinson
<b>SAC or CLASSROOM</b>	Classroom
<b>TEACHER’S / USERS’ NOTES</b>	<p>Pre-listening Matching activity</p> <p><i>While-listening</i></p> <p>Filling- in activities (mind map and table)</p> <p>Post-listening Dictation Follow up Discussion on terrorist activities</p>
<b>PILOTING DETAILS</b> When? Where? Who with?	

**Listening. Lecture on Terrorism Two. Teacher's version.**

***Pre-listening activities:***

**TASK 1.**

***The teacher puts the following words and collocations on the board and tells the students to guess the topic.***

explosive devices      drug trafficking                      kidnapping      hijacking

**TASK2.**

***Pre-teaching vocabulary- pair work.***

**The teacher asks the students to explain the meaning of the words below. The teacher elicits as many meanings as possible from the students and later the unknown words are explained. The teacher tells the students to match the words from the two columns to make collocations. There is more than one answer The Teacher provides help if needed.**

- | A                       | B                                    |
|-------------------------|--------------------------------------|
| 1. terrorist            | A. profile                           |
| 2. intended             | B. victim/target                     |
| 3. to carry out         | C. attack/assassination/ NBC warfare |
| 4. to hold              | D. hostages for ransom               |
| 5. to kidnap            | E. for ransom/ prominent personnel   |
| 6. combat               | F. terrorism                         |
| 7. to draw/attract/hold | G. public attention                  |
| 8. destructive          | H. capability                        |
| 9. to intimidate        | I. travellers                        |
| 10. to assassinate      | J. victims                           |
| 11. to finance          | K. terrorist groups                  |
| 12. to give in to       | L. terrorist demands                 |
| 13. to commit           | M. arson                             |
| 14. incendiary          | N. devices                           |
| 15. to hamper           | O. security forces                   |
| 16. to ambush           | P. people                            |

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P



**Post-listening activities:**

**TASK 1 - dictation.** *The teacher reads the following text to the students two/ three times without stopping at the same pace (the teacher's decision depending on the students' abilities). The students write down as much as they can and next they are asked to produce the full version with two other students. The teacher checks which group has been able to write the best version.*

Text.

*A crowd provides terrorists with the opportunity to use explosives or other weapons.*

*Stolen vehicles provide terrorists with a means of delivering explosives.*

*Skyjacking provides terrorists with hostages and draws media attention.*

*Aircraft theft provides terrorists with a tool for a kamikaze attack.*

*Marjacking provides terrorists with a unique method of intimidating international travellers.*

*A well-planned ambush provides terrorists with the opportunity to kidnap or assassinate intended victims.*

*Terrorist groups may provide security for narcotics networks.*

**TASK 2- SPEAKING**

***In pairs students exchange information about terrorist activities according to the hints given below.***

Student A: Could you tell me what arson is ?

Student B: Tell me about hijacking.

**TASK 3. Discussion. Students discuss the following questions:**

What happened on September 11, 2001?

What types of terrorist activities were carried out?

What were the consequences of this event for the international community?

## **Tapescript of Lecture Introducing Terrorism. Part 2.**

Good afternoon. Welcome to part two of an introduction to terrorism. You remember in part one we took a look at the terrorist profile and how terrorists organise themselves. Well, in part two we will turn our attention to terrorist activities. What do terrorists actually do? Well, there is a long list of things.

They plant explosive devices. They carry out arson attacks. They are involved in vehicle theft. They take part in sky jacking and other aircraft theft. They even take part in marjacking, that is the theft of boats and ships at sea. Of course they ambush people in an attempt to assassinate them or kidnap them. They hold hostages for ransom. They get themselves involved in illegal drug trafficking and even resort to robbery and extortion. They also indulge in psychological terror, can carry out nuclear and biological attacks and of course carry out assassinations. Quite a long list as I said.

Lets look at them one at a time. Starting first with explosives.

Explosives contributed to 67 percent of all terrorist incidents in the last decade. Explosive devices are cheap, reliable, and easy to make, and materials are readily available. If terrorists mix real bombs and hoaxes, they can effectively hamper security forces and keep the public in a panic. Terrorists use explosives in pairs in case one fails. Explosives are hidden and delivered in a variety of ways. Modern explosive devices are smaller, contain greater destructive capability, and are harder to detect.

Moving on to arson. Incendiary devices are cheap and easy to hide. Arson is a useful tactic against public utilities, hotels, houses of government, and industrial centres. Terrorists use arson to draw a crowd, which in turn provides terrorists with the opportunity to use explosives or other weapons.

And then there is Vehicle Theft. Stolen vehicles provide terrorists with a means of delivering explosives that will be traced back to the original car owner and not to the terrorist organization.

And what about Skyjacking and Aircraft Theft: Skyjacking provides terrorists with hostages and draws media attention. Aircraft theft provides terrorists with a tool for a kamikaze attack. And we know all too well what that can result in. Aircraft mobility and distance makes retaliation difficult.

Moving on to Marjacking. Marjacking (also called maritime theft) provides terrorists with a unique method of intimidating international travellers. Due to a ship's size and ability to endure long periods of isolation, marjacking presents a variety of benefits to terrorists and risks to legal authorities. While occurrences of marjacking are infrequent, the possibility should not be underestimated.

Lets look now at ambush. A well-planned ambush provides terrorists with the opportunity to kidnap or assassinate intended victims. An ambush allows terrorists to choose the time and place of attack. An ambush is easily planned if the victim uses the same daily routine.

Next on the list is kidnapping. Kidnapping is a preferred terrorist tactic. Kidnapping prominent personnel can force a government into giving in to terrorist demands in order to safeguard prisoner release. Kidnapping for ransom also helps finance terrorist activity. Kidnapping requires a safe house in which to keep the victim while bargaining.

And along with kidnapping you have hostage taking. Hostage taking is overt and designed to attract and hold media attention. Threats to a hostage's life can be used to get concessions from a government. The terrorists' bargaining chip is the life of the hostage. The terrorists' intended target is the audience affected by the hostage's confinement, not the hostage.

Moving on to terrorist involvement in drug trafficking. Drug activities finance some terrorist groups. Terrorist groups may provide security for narcotics networks in return for financial support of their operations.

We'll take a look at Robbery and Extortion. In some environments; e.g., South America, robbery and extortion enhance other terrorist activities -- These methods are unnecessary when terrorists receive funding and support from sympathetic nations.

And then there is of course Psychological Terror. Psychological terror alters behavioural characteristics of an individual, group, or organization through the application of sophisticated techniques.

One of the worst things to contemplate is terrorist involvement in a Nuclear, Biological, and Chemical Attack. There has been no precedence for nuclear, biological, and chemical (NBC) activity in the past, but the threatened use of NBC materials by terrorists cannot be dismissed. Always consider the potential use of NBC warfare when combating terrorism.

Finally there is of course Assassination. Historically, terrorists have killed specific individuals for psychological effect. Expect continued use of this tactic due to its impact.

## LECTURE ON TERRORISM TWO: Student's version.

### *Pre-listening*

#### **TASK 1**

*Read the expressions written on the board and guess the topic of the lesson*

#### **TASK 2**

*Make collocations by matching the words from columns A and B*

A	B
ambush	profile
assassinate	victim/target
carry out	attack/assassination/ NBC warfare
combat	hostages for ransom
commit	for ransom/ prominent personnel
destructive	terrorism
draw/attract/hold	public attention
finance	capability
give in to	travellers
hamper	victims
hold	terrorist groups
incendiary	terrorist demands
intended	arson
intimidate	devices
kidnap	security forces
terrorist	people



**Post – listening.**

***TASK 1- Dictation.***

***The teacher will read the text three times. Try to write down the whole text. After you have finished compare it with two other students.***

***TASK 2.***

***In pairs exchange information about terrorist activities you have found out in the text. Ask questions like in the examples given below.***

Student A: Could you tell me what arson is ?

Student B: Tell me about hijacking.

***TASK 3.***

***Discuss the questions below.***

What happened on September 11, 2001?

What types of terrorist activities were carried out?

What were the consequences of this event for the international community?