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## **The surprising way groups like ISIS stay in power**

[listening test questions]

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**Date:** Mar 2015

**Time:** (5.38)

**Level:** \*\*\*\* [B1/B2]

### **TED TALK Link:**

[https://www.ted.com/talks/benedetta\\_berti\\_the\\_surprising\\_way\\_groups\\_like\\_isis\\_stay\\_in\\_power](https://www.ted.com/talks/benedetta_berti_the_surprising_way_groups_like_isis_stay_in_power)

Check these words before listening:

#### **Key vocabulary**

1. Terrorist / insurgents / militias
2. Transition
3. Confrontation
4. Resolution
5. How something works
6. Armed / unarmed
7. Hezbollah / Hamas / ISIS /Taliban
8. Recruit
9. A brand
10. Micro-loan programme
11. Governance
12. Security
13. Long-term vision
14. Sophisticated

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# Student

## TED Talks Comprehension Questions [6 minutes]

**Time:** *Approximately 60 minutes*

### 1. Read the title

- Try to predict the content of lecture
- Write down key terms / ideas
- Check key vocabulary using a dictionary

Try to listen ONLY two times

### Three types of lesson

#### **Lesson#1:** [hard]

1. Listen once – take notes
2. Give 3 minutes to tidy notes
3. Listen again and add to notes (use a different **colour** pen).
4. Answer questions – set 10-15 minutes to answer.
5. Check answers
6. Listen again to check answers

#### **Lesson #2:** [medium]

1. Listen once – take notes.
2. Answer questions: 10 minutes
3. Listen again – answer the questions as they listen
4. Give yourself 10 minutes to tidy answers. Then check answers
5. Listen again to check answers

#### **Lesson #3:** [easier]

1. Read questions – highlight key terms
2. Listen once and answer questions
3. 3 minutes to tidy notes
4. Listen again answer missed question
5. 5-10 minutes to tidy answers. Then check answers
6. Listen again to check answers

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# Teacher

## TED Talks Comprehension Questions [6 minutes]

**Aim:** to develop the students' ability to listen to a short 6-minute lecture, to take notes and then use those notes to answer a range of questions types.

**Lesson Time:** 60 minutes

### Lesson Plan

#### 1. Lead in

- Ask Students to discuss the 'title' and predict the content of lecture
- Ask students to write down key terms / language from discussion
- Feed in / check key vocabulary

#### Three types of lesson

##### **Lesson#1:** [hard]

1. Students listen once – take notes
2. Give 3 minutes to tidy notes
3. Listen again and add to notes (use a different colour pen).
4. Give out questions – set 10-15 minutes to answer.
5. Feedback answers (give out answers or go through on board)

##### **Lesson #2:** [medium]

1. Students listen once – take notes.
2. Give out questions: Set 10 minutes for students to answer questions from notes
3. Listen again – students answer the questions as they listen
4. Give extra 10 minutes to consolidate answers
5. Feedback answers (give out answers or go through on board)

##### **Lesson #3:** [easy]

1. Give out questions - students have 5-10 minutes to look at questions
2. Students listen and answer questions
3. Give 3 minutes to tidy notes
4. Students listen again – check answers and answer questions missed
5. 5-10 minutes to tidy answers
6. Feedback answers (give out answers or go through on board)

## The surprising way groups like ISIS stay in power

Bendetta Berti [Mar 2015 – 5:38]

### 1. True, false, not given [T/F/NG]

<u>i.</u>	The last 10 years she has studied terrorist organisations.	
<u>ii.</u>	Her goal is to understand and encourage in violent engagement	
<u>iii.</u>	War used to be state against state now it is state against non- state.	
<u>iv.</u>	216 peace agreements signed (1975-2011), 190 were between state and non-state F (196)	
<u>v.</u>	Peace agreements prevent conflicts	
<u>vi.</u>	The full picture is to know what non-states are doing when not fighting	

\_\_\_ / 6

### 2. Information completion – What do these Organisations set up?

Non-state Group	Set up
<b>Hezbollah</b>	Political party i) _____ ii) _____
<b>Hamas</b>	Complex communication machines iii) _____ iv) _____ v) _____ social media strategies
<b>ISIS</b>	vi) _____

\_\_\_ / 6

### 3. Gap fill summary

Non-states create profitable businesses, for example, **c** \_\_\_\_\_ companies. The result of this increases their strength, **f** \_\_\_\_\_, better recruitment and builds their **b** \_\_\_\_\_.

\_\_\_ / 3

**4. Short Answers**

i) Non-state groups build stronger bonds in the community from...

building	
offering	
providing	

\_\_\_ / 3

ii) These non-state groups offer two things that the state doesn't. What are they?

1	
2	

\_\_\_ / 2

iii) The rise of the Taliban and ISIS is because these groups provided .....

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\_\_\_ / 1

iv) Hamas won the 2006 election because of the group's ....

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\_\_\_ / 1

**5. Summary** – fill in the gaps with single words

These groups are complex because they have strength, i) \_\_\_\_\_, and long-term vision. They are hybrid groups that are armed, political and provide ii) \_\_\_\_\_. Such sophistication has made the iii) \_\_\_\_\_ between state and non-state blurred because of how these groups control and regulate communities. When a state is weak, like in the iv) \_\_\_\_\_, the non-state rebel groups step in and fill the gap.

\_\_\_ / 4

**6. Conclusion**

These groups can be defeated by the long-term investment in:

1	
2	

\_\_\_ / 2

**Overall Score:** \_\_\_\_ / 28

## The surprising way groups like ISIS stay in power **ANSWERS**

### 1. True, false, not given [T/F/NG]

<u>i.</u>	The last 10 years she has studied terrorist organisations.	<b>T</b>
<u>ii.</u>	Her goal is to understand and encourage in violent engagement (to engage transition from violent engagement to nonviolent confrontation)	<b>F</b>
<u>iii.</u>	War used to be state against state now it is state against non- state.	<b>T</b>
<u>iv.</u>	216 peace agreements signed (1975-2011), 190 were between state and non-state F (196)	<b>F</b>
<u>v.</u>	Peace agreements prevent conflicts	<b>NG</b>
<u>vi.</u>	The full picture is to know what non-states are doing when not fighting	<b>T</b>

\_\_\_ / 6

### 2. Information completion – What do these Organisations set up?

Non-state Group	Set up
<b>Hezbollah</b>	Political party i) a social-service network, ii) a military apparatus
<b>Hamas</b>	Complex communication machines iii) Radio stations, iv) TV channels, v) internet websites social media strategies
<b>ISIS</b>	vi) ISIS magazine, printed in English

\_\_\_ / 6

### 3. Gap fill summary

Non-states create profitable businesses, for example, **construction** companies. The result of this increases their strength, **funds**, better recruitment and builds their **brand**.

\_\_\_ / 4

**4. Short Answers**

i) Non-state groups build stronger bonds in the community from...

building	<b>schools, hospitals</b>
offering	<b>vocational training</b>
providing	<b>micro loans</b>

\_\_\_ / 3

ii) These non-state groups offer two things that the state doesn't. What are they?

1	<b>Safety</b>
2	<b>Security</b>

\_\_\_ / 2

iii) The rise of the Taliban and ISIS is because these groups provided .....

<b>Security</b>
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\_\_\_ / 1

iv) Hamas won the 2006 election because of the group's ....

<b>social work</b>
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\_\_\_ / 1

**5. Summary**

These groups are complex because they have strength, **strategy**, and long-term vision. They are hybrid groups that are armed, political and provide **governance**. Such sophistication has made the **lines** between state and non-state blurred because of how these groups control and regulate communities. When a state is weak, like in the **Middle-East**, the non-state rebel groups step in and fill the gap.

\_\_\_ / 4

**6. Conclusion**

These groups can be defeated by the long-term investment in:

1	<b>Security</b>
2	<b>Governance gap.</b>

\_\_\_ / 2

Overall Score: \_\_\_ /