A. Questions
Discuss the following questions with the students:

1. Do you think the media portrayal of the life of a spy is realistic?
2. Do you think in this day and age it’s still necessary to have spies?
3. What do you imagine it would be like to be a spy?

B. Vocabulary
Get the students to look through the list of vocabulary in the students’ notes, and discuss in pairs what they think the words mean (or in small classes they can do this directly with the teacher). Go through the words with the class, eliciting from them as much information as possible.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>double agent</td>
<td>a person pretending to work as a spy for one government, while actually spying for another government</td>
</tr>
<tr>
<td>decoy</td>
<td>something designed to divert the enemy’s attention</td>
</tr>
<tr>
<td>covert operation</td>
<td>an operation planned in such a way that no one knows who sponsored or carried out the operation</td>
</tr>
<tr>
<td>intelligence</td>
<td>the gathering or distribution of secret information</td>
</tr>
<tr>
<td>espionage</td>
<td>spying</td>
</tr>
<tr>
<td>counter intelligence</td>
<td>the activity of preventing the enemy from obtaining secret information</td>
</tr>
<tr>
<td>counter espionage</td>
<td>spying aimed at an enemy’s espionage system</td>
</tr>
<tr>
<td>conspiracy</td>
<td>an agreement by 2 or more people to commit a crime</td>
</tr>
<tr>
<td>classified information</td>
<td>confidential or secret</td>
</tr>
<tr>
<td>clandestine operation</td>
<td>a secret operation not known about outside the necessary government circles</td>
</tr>
<tr>
<td>cover is blown</td>
<td>exposed as being a spy</td>
</tr>
<tr>
<td>bug</td>
<td>a covert listening or recording device</td>
</tr>
<tr>
<td>infiltration</td>
<td>placement of an agent inside the enemy’s organization</td>
</tr>
<tr>
<td>polygraph</td>
<td>lie detector test</td>
</tr>
<tr>
<td>sleeper</td>
<td>deep cover agent on a long term assignment</td>
</tr>
<tr>
<td>terminated</td>
<td>assassinated</td>
</tr>
</tbody>
</table>
C. LISTENING

The students are going to watch the following video clip and answer the questions:
‘Hank Crumpton: Life as a Spy,’ by 60 Minutes: CBS News
http://www.cbsnews.com/video/watch/?id=7408420n&tag=contentMain;contentBody

1. What was the mission of the CIA in Afghanistan, and how did they go about doing it?
   To find and kill Al-Qaeda members. The CIA were given a lead role in the war, they dropped commandos and special forces into Afghanistan, and formed alliances with tribal leaders, in order to overthrow the Taliban, and kill Al Qaeda. 5 years before 9/11 they were tasked with finding Osama bin Laden.

2. Why was the predator drone armed?
   Because of a missed opportunity when they saw Osama bin Laden, but were unable to kill him.

3. What are the current concerns of the CIA? Al-Qaeda in the Arabian Peninsula, Yemen and Somalia

4. What are the difficulties of being a spy?
   You have to make operational and moral judgements every day.

5. What are the characteristics of a good spy?
   Intense intellectual curiosity, dealing with ambivalent situations, creativity and physical abilities.

6. Do you think that what Hank Crumpton says is true?

D. MORE VOCABULARY

Answers:
1g, 2d, 3b, 4a, 5c, 6h, 7f, 8e

E. INTERVIEW

The students have to imagine that they work for an intelligence agency that is recruiting people. They need to interview a candidate for the job. Using words that they have learnt so far, they need to write some questions that they would like to use during the interview. For example:
If you needed to infiltrate a drug cartel, how would you do it?
If you needed to set up a decoy, what would you do?
Once they have written about 10 questions, get them to interview each other. At the end of the interview they need to establish whether they would hire the person for the job.

F. HOMEWORK

Watch the following interview for CNN news by Christiane Amanpour with Mosab Hassan Yousef, ‘The son of Hamas’, who spied for Israel. While watching the video clip, make notes in order to answer the following questions (which he was asked in the interview):

1. How and why did you end up working for Shin Bet, the Israeli intelligence services? I was arrested in 1996, and the Shin Bet offered me a job, I agreed, as my intention was to attack them from the inside. Then I saw Hamas torturing Hamas, and I knew I didn’t want to work for Hamas. I became a Christian and was convinced by the principle of loving my enemies. I later became friends with the Shin Bet. The Israelis have a higher moral standing than Hamas. The Israel’s don’t deliberately target civilians, whereas this is one of the goals of Hamas.

2. What did you do for Shin Bet? To collect information about suicide bombers and terrorists.

3. Did you do it for money? No

4. How did you take part as a child in protests against the Israelis? I was 9 years old, I wanted to be a fighter, and I threw stones at Israeli settlers.

G. Idioms

Cut out the following idioms and definitions, so that you have 10 strips of paper, with 1 idiom and definition on each piece of paper. Distribute them around the class so that the students have an equal number of idioms each. Give each student a blank piece of paper for each idiom they have. They need to draw a picture of their idiom(s), and then, using their picture they are going to teach the rest of the class what the idiom is, and what it means.

<table>
<thead>
<tr>
<th>Idiom</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>behind closed doors</td>
<td>something that is done privately with no observers</td>
</tr>
<tr>
<td>to bite your tongue</td>
<td>to try not to say what you really think or feel</td>
</tr>
<tr>
<td>to hold your tongue</td>
<td>to stay silent and not say anything</td>
</tr>
<tr>
<td>to cover your tracks</td>
<td>hide or destroy evidence of what you have done</td>
</tr>
<tr>
<td>to be in the dark</td>
<td>to be uninformed about something</td>
</tr>
<tr>
<td>to turn a blind eye</td>
<td>to pretend not to notice what someone is doing</td>
</tr>
<tr>
<td>to be a fly on the wall</td>
<td>to watch something without being noticed</td>
</tr>
<tr>
<td>to keep the lid on something</td>
<td>control information so that others don’t find out about something</td>
</tr>
<tr>
<td>to keep a low profile</td>
<td>to not attract public attention</td>
</tr>
<tr>
<td>off the record</td>
<td>information that is not to be repeated publicly</td>
</tr>
</tbody>
</table>
After the class has been taught the idioms, put all the strips of paper back on the table. They are now going to make up a story using the idioms. The first student picks up an idiom and starts the story. The second student picks up another idiom, repeats what the first student said, and then continues the story with their idiom. When it’s their turn, each student needs to tell the full story that has been told up until then.
A. **Questions**

1. Do you think the media portrayal of the life of a spy is realistic?
2. Do you think in this day and age it’s still necessary to have spies?
3. What do you imagine it would be like to be a spy?

B. **Vocabulary**

Discuss the meanings of the following words:

- **double agent**
- **decoy**
- **covert operation**
- **intelligence**
- **espionage**
- **counter intelligence**
- **counter espionage**
- **conspiracy**
- **classified information**
- **clandestine operation**
- **blown**
- **bug**
- **infiltration**
- **polygraph**
- **sleeper**
- **terminated**

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2. Why was the predator drone armed?
3. What are the current concerns of the CIA?
4. What are the difficulties of being a spy?
5. What are the characteristics of a good spy?
6. Do you think that what Hank Crumpton says is true?
D. More Vocabulary

Match the collocations that you heard in the listening:

1. inadvertant
2. murky
3. forge
4. topple
5. dog
6. overthrow
7. potent
8. set

a. the Taliban
b. an alliance
c. eat dog
d. world
e. the record straight
f. danger
g. mistakes
h. a regime

E. Interview

You work for an intelligence agency, and you will be interviewing a candidate. Using words that you have used so far, write some questions that you would like to use during the interview. For example:

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If you needed to set up a decoy, what would you do?
Once you have written about 10 questions, you will interview each other for the job.

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4. How did you take part as a child in protests against the Israelis?