

# Wikileaks

**Level:** Advanced

**Topic:** Business and Economy

**Key vocabulary:** Bilingual lists in PDF and boxes (teachers can download this material from the online version of the magazine)

**Preparation:** A copy of the article for each student. 2. Internet connection.

**Objective:** Students talk about a controversial issue and give opinions based on known facts. Students discuss conspiracy theories

## Warm up

Explain to students what a conspiracy theory is. A conspiracy theory is a theory that an event is a result of a secret plot by powerful conspirators who are trying to harm someone or achieve something.

Show students short videos of conspiracy theories. There are plenty of them on the internet. The most famous ones are about the first moon landing or about Paul McCartney not being dead.

Tell students they are going to read an article about the case of Wikileaks and its creator Julian Assange. Before you hand out the articles ask how much they know or have heard about Wikileaks.

## Main activity

1. Give each student a copy of the article.
2. Allow some time for silent reading and ask them to underline or highlight words that are unknown. You can give them the meaning of words or make them work cooperatively with a dictionary. Just make sure that you don't spend too much time on this activity.
3. Ask comprehension questions: What is Wikileaks? How does it work? Can anyone upload documents to Wikileaks? Is everything published? Do people agree with the way Wikileaks publishes secret information? Is there anyone who thinks this could be dangerous?
4. Read the introduction of the article with your students and ask them why they think the words 'conspiracy theories' are mentioned. Based on the definition you gave them about conspiracy theories, ask them if they believe someone is trying to harm Julian Assange.
5. Teach "Modal Verbs of Deduction" so that they can make deductions or guesses about the case. These deductions can be made in the present or past and are made depending on how certain we are about something.



## Follow up

1. Ask students to discuss and research conspiracy theories.
2. Set the task as homework. Make them work in groups and bring material about conspiracy theories to present to the class.
3. Encourage them to make deductions or guesses using the grammar they have learnt in class.
4. It is possible that you have a very well prepared group. In this case it would be a great idea to start a debate and allow time for speaking. Monitor the activity the whole time and make sure everyone has the chance to support their arguments.
5. It is important that students know debates are not about personal opinion, but about proving something by having strong arguments which have to be supported with evidence.

*At [www.teatime-mag.com](http://www.teatime-mag.com) your students can read the article presented in this lesson as well as many more that feature attractive and motivating designs, as well as pictures that make reading easier and more appealing. They can also listen to the articles as they read and download the audio version in mp3 format for free.*

