

### 1. WikiLeaks

This week's lesson is about WikiLeaks, an organization that has hardly been out of the news since late November last year when it released the contents of more than 250,000 confidential telegrams between the US State Department and US embassies around the world.

### Level

Upper intermediate and above (equivalent to CEF level B2 and above)

### How to use the lesson

1. Ask your students what they know about the activities of WikiLeaks, and particularly the release of the US diplomatic cables in November 2010. Why do they think there was so much media interest in the contents of the cables? What do they think could be the motives of the people behind WikiLeaks? What do they think are the possible pros and cons of leaking governments' secret information to the media?
2. Give your students between five and ten minutes to read through Worksheet A, encouraging them to look up new vocabulary. Note, however, that many of the words that might be new are not in the glossary because they form part of Exercise 1.
3. Give each student a copy of Worksheet B, then divide the class into pairs and ask students to work together to do Exercise 1, in which they have to find the words to match the definitions.
4. Check answers in open class.
5. Ask the students to turn over their copies of Worksheet A or to give them back to you temporarily. Then, keeping the students in their pairs, hand out Worksheet C and ask them to move on to Exercise 2, in which one word has been omitted from each line of the text. With no indication of what the words were, or any gaps to show exactly where they have been taken from, how many of the words can the students remember and replace? This is not a test of memory alone, however: the students should be able to draw on their grammatical and lexical knowledge, and you should also point out that both the glossary and the students' correct answers to Exercise 1, on Worksheet B, should be of some use. Award a point for each word that is correctly replaced. (You could perhaps award half a point if the students come up with a word that fits the sentence but is not actually the original word – e.g. 'origin' instead of 'source' in line 22.) The pair with the most points is the winner.
6. Check answers in open class.

## **Answers:**

### **Exercise 1**

1. leak
2. hacker
3. sift through
4. extradite
5. release/publish
6. get up to
7. espionage
8. get away with
9. embassy
10. roughly speaking
11. intelligence
12. opinion (is) divided
13. whistle-blower
14. driving force
15. ethical

### **Exercise 2**

1. little
2. news
3. the
4. non
5. up
6. roughly
7. away
8. the
9. to
10. from
11. inside
12. official
13. force
14. front
15. cables
16. foreign
17. newspapers
18. publishing
19. diplomats
20. in
21. conversations
22. source
23. media
24. been
25. trial
26. divided
27. freedom
28. leaks
29. as
30. military
31. but
32. fear
33. extradited
34. espionage

## **2. Related websites**

Send your students to these websites, or just take a look yourself.

<http://www.bbc.co.uk/news/world-11863274>

A section of the BBC News website on WikiLeaks and Julian Assange, mainly featuring reports and analysis since the leak of the US diplomatic cables last year. Challenging for upper intermediate level.

<http://www.guardian.co.uk/media/wikileaks?INTCMP=SRCH>

Reports and analysis from British newspaper the *Guardian*. Challenging for upper intermediate level.

<http://news.blogs.cnn.com/category/wikileaks/>

An American perspective from CNN. Challenging for upper intermediate level.