

Speaking Activities – Conspiracy Theories

Here are some speaking activities about Conspiracy Theories designed for practicing using *modal verbs of deduction* and *adverbs/adjectives of degrees of certainty*.

One to One

- 🗨️ **Discussion.** The student chooses one conspiracy theory either from the reading texts, the videos, or they can research themselves online. They prepare a list of the arguments and evidence which support the theory. Using suitable language of deduction and speculation, the student puts forward these arguments to the teacher who responds with counter arguments. The roles can then be reversed using another theory.
- 🗨️ **Interview.** The student and teacher each take on the role of a conspiracy theory believer and a journalist. They choose one conspiracy theory. The journalist prepares questions which the believer has to answer about the conspiracy theory. The roles can be reversed using a different theory.
- 🗨️ **Game – True of False.** The teacher chooses a subject they are already interested in, for example a famous person, a film or a hobby. They prepare a list of 3 truths and 3 lies about this subject. They tell the student their “facts” (mixing the truths with the lies) and the student guesses if they are true or false, giving reasons and using modal verbs to respond, for example – “*that can’t be true because...*” – this can then be repeated with the student preparing the list of truths and lies on a subject of their choice.

These same activities have been modified below to make them suitable for pair or group work:

Pairs/Small groups

- 🗨️ **Discussion.** Each pair/group of students chooses one conspiracy theory either from the reading texts, the videos, or they can research a theory themselves online. They prepare a list of the arguments and evidence which support the theory. Using suitable language of deduction and speculation, one student (or half of the group) puts forward arguments supporting the theory and the other student (half of the group) makes counter-arguments against the theory.
- 🗨️ **Interview.** In pairs the students each take on the role of a conspiracy theory believer and a journalist. They each choose one conspiracy theory. They both prepare questions about each other’s theory which the believer has to answer. The roles can be reversed using a different theory.
- 🗨️ **Game – True or False.** Each student or pair/group of students chooses a subject they already know about, for example a famous person, a film or a hobby. They prepare a list of 3 truths and 3 lies about this subject. They tell the other student/s their “facts” (mixing the truths with the lies) and the other student/s guess if they are true or false, giving reasons and using modal verbs to respond, for example – “*that can’t be true because...*” – this can then be repeated with the other student/s preparing the list of truths and lies on a subject of their choice.