**Learning and Teaching Resources on English Language (S1 - 3)**

**Combatting Misinformation of COVID-19**

**Part 1 Brainstorming**

A. K-W-L chart

Misinformation of COVID-19

|  |  |  |
| --- | --- | --- |
| What do you Know? | What do you Want to Know? | What have you Learnt? |
|  |  |  |

B. Why are web pages to clarify fake news created?

Web pages to clarify fake news are created because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Part 2 Spread of fake news**

A. Answer the following questions with the information from the video clip and your own knowledge.

1. How does fake news spread?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Why is the impact of the spread of fake news deadly?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. What is the key message of the video clip of *Verified*? Complete the following sentences with one word for each blank.

|  |
| --- |
| Fake news, rumours and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ spread even \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than the virus.The impact is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

C. After scanning the title, fill in each of the following blanks with one word.

|  |
| --- |
| The word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is used to describe the spread of misinformation of COVID-19.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a blended word formed by combining \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. COVID-19 is a pandemic, which means a disease that spreads over a whole country or the whole world. The blended word illustrates how \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ spreads like a pandemic and affects many people in the world. |

**Part 3 How to differentiate facts from misinformation?**

After watching the video clip “Check the facts to keep fake news in check”, list some ways to help us differentiate facts from misinformation.

Ways to differentiate facts from misinformation

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part 4 Features of visual texts**

What are the features of the visual texts in the presentation slides? Complete the following table.

Features of visual texts

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Features (What?) | Purpose (Why?) |
|  | Language(e.g. fonts, use of language) |  |  |
|  | Images(e.g. use of colours, pictures) |  |  |
|  | Messages(e.g. what the writers want to tell the reader) |  |  |

**Part 5 Creating a visual text**

Create an e-text or a visual text. The visual text should include the following:

* facts related to “5G mobile networks spread COVID-19”;
* use of different colours and fonts to help convey the key message;
* modals and imperatives; and
* image(s)/drawing(s) to illustrate the key message.

Post-writing self-reflection

Put a ✓ for the item(s) that you can do.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Yes (✓) | No(✓) |
|  | I can search for different types of information from a range of sources. |  |  |
|  | I can extract and organise information from multiple sources. |  |  |
|  | I can verify and evaluate the accuracy and reliability of information. |  |  |
|  | I can integrate, synthesise, summarise, compare and contrast the extracted information. |  |  |
|  | I can create and present information in different forms, including texts, images, etc. |  |  |
|  | I can use modals (e.g. “can”, “should”, ‘will”) to make suggestions, and express ability, prohibition and future possibility. |  |  |
|  | I can use imperatives to give instructions and express prohibition. |  |  |