**Learning and Teaching Resources on English Language (S4 - 6)**

**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. Discuss in groups of three or four students why governments and international organisations create web pages to clarify fake news.

**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?

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

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B. What is the key message of the video clip of *Verified*? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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C. After scanning the title, answer the following questions.

1. Which word is used to describe the spread of misinformation of COVID-19?

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1. How is this word formed? How does the formation of the word illustrate the spread of misinformation of COVID-19?

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**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

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**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 two visual texts**

You are Chris Wong, the Chairperson of the Student Union. The teacher advisor has asked you to research into misinformation about COVID-19. You have to do the following:

* identify two pieces of misinformation about COVID-19 by applying the ESCAPE model to evaluate the reliability of the information; and
* use appropriate language and features of visual texts in your work

The school will upload the visual texts to the school’s website.

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. |  |  |