

**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 <u>K</u> now?	What do you <u>W</u> ant to Know?	What have you <u>L</u> earnt?

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?

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2. 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?* 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?)
1.	Language (e.g. fonts, use of language)		
2.	Images (e.g. use of colours, pictures)		
3.	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(✓)
1.	I can search for different types of information from a range of sources.		
2.	I can extract and organise information from multiple sources.		
3.	I can verify and evaluate the accuracy and reliability of information.		
4.	I can integrate, synthesise, summarise, compare and contrast the extracted information.		
5.	I can create and present information in different forms, including texts, images, etc.		
6.	I can use modals (e.g. “can”, “should”, ‘will”) to make suggestions, and express ability, prohibition and future possibility.		
7.	I can use imperatives to give instructions and express prohibition.		