

ENGLISH ACTIVITY

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Course: 4º ESO

Title of the activity: **FAKE OR REAL, CAN YOU TELL?**

1. Learning standards

Use must/ can't / might to express certainty and possibility.

Write a summary of the news

Reading and understand summaries

2. Content

- Students will practise their reading skills.
- Students will practise their writing skills: a summary
- They will also express certainty and/ or possibility.

3. Wording of the activity

- Choose a piece of fake news and a piece of real news. Share the url.
- Write a summary to describe each of the news and post it in the forum.
- React to other students' post by guessing which news is real and which is fake. Give reasons for your opinion based on the fake news Checklist.
- Each student should reply to at least one post
- Each student should check classmates' replies and let them know if they were right.

4. Description and procedure

Students will work together in pairs:

1. Students will go through the "Fake News Checklist":

<https://www.bookwidgets.com/play/EGFSNW>

2. They both will search on the Internet and identify a piece of real news and a piece of fake news using "the fake news checklist".

They will agree on what to choose to share with classmates

3. Each of them will write a summary of one of the chosen pieces of news.

4. Each of the students will add a new discussion topic "Fake or Real: Can you tell?" in the forum. One of them will post the fake news and the other the real news (summary, picture, and url)

4. Each student will reply to one of their classmates' posts. They will investigate the news and state their opinion whether they are

real or fake. Express certainty or possibility, give reasons based on the fake “News Check list”. Students must make sure all the discussions have replies.

4. Once the activity is over. Each students will give feedback to their classmate’ guess.

5. Timing

Third term: 3 sessions

Two sessions of 55 minutes to search the information, write the summaries and add the discussions.

Time at home to reply

One session of 55 minutes to present the information to the class.

6. Grouping

- Students will work in pairs to search and choose the activities.
- Students will write their summaries individually.
- Students will post and reply in the forum individualy

7. Descriptors used:

- Citar las fuentes al investigar de acuerdo a convenciones establecidas y explicar la importancia de esto.
- Emplear herramientas avanzadas en los distintos programas de edición
- Explorar activamente problemas del mundo real con medios digitales y sintetizar información relevante y adecuada al objetivo propuesto a partir de una variedad de fuentes y medios.
- Justificar argumentos que se aportan como resultado de la investigación en medios digitales
- Razonar la elección de forma y contenido delante de una audiencia crítica

8. Rubrics

	4	3	2	1
Summary: length	6-8 sentences	9 sentences	10 sentences	More than 11 sentences
Summary: Accuracy	Excellent. Written test is well organized and accurate.	There are no big grammar mistakes. The text is well organized	There are some grammar mistakes	There are many grammar mistakes and the text is not well organized

Summary:Paraphrasing	No more than 4 words in a row from the text	One sentence contains more than 4 or less words from the text	Two sentences contain more than 4 or less words from the text	More than two sentences contain more than 4 or less words from the text
Summary: Focus	It consists of main idea and important details only	It contains main idea and some minor details	It contains main idea and only minor details	Main idea of the summary is not discussed
Checking of the source	The real news and the fake news are well identified	Not clear or confusing Not easy to identify.	One piece of news is wrong	Both news are wrong
Checklist items	More than 3 good reasons that support answer	2 reasons given to support answers	1 reason given to support answer	No reasons