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Ministerio de
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entre
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Real News Or Fake News

NIVEL DE EDUCACIÓN SECUNDARIA / 4.º, 5.º Y 6.º AÑO

LENGUA EXTRANJERA: INGLÉS

Palabras clave: the news / listening / speaking / reading / writing



ISEP

Real News Or Fake News?



Fuente: Pixabay

Hello everybody! Are you familiar with the expression “fake news”? What does it mean? Have you ever heard or read about this topic?

Fake news, also known as “junk news” or “hoax news” is the deliberate spread of misinformation or hoaxes via traditional news media (print and broadcast) or online social media. Fake news is written and published usually with the intent to mislead in order to damage an agency, entity, or person, and/or gain financially or politically, often using sensationalist, dishonest, or fabricated headlines to increase readership. (Wikipedia)

In this sequence, we will deal with the concept of fake news and the impact that it has in our daily lives. We will read and talk about it and work with vocabulary related to this topic. Besides, we will find out different ways to identify fake news and hoaxes. Let’s get to work!

¡Hola a todos! ¿Conocen la expresión *fake news*? ¿Saben qué significa? ¿Alguna vez han escuchado o leído sobre este tema?

Las *fake news*, también conocidas como noticias basura o noticias falsas, son la propagación deliberada de información errónea o falsa a través de los medios de comunicación tradicionales (impresos, radio y televisión) o las redes sociales. Las *fake news* se escriben y publican generalmente con la intención de dañar a una institución, entidad o persona para obtener beneficios financieros o políticos. Se utilizan a menudo titulares sensacionalistas, deshonestos o manipulados para aumentar el número de lectores de un sitio web.

En esta secuencia, abordaremos el concepto de *fake news* y el impacto que este tipo de noticias tiene en nuestra vida diaria. Leeremos, hablaremos y trabajaremos con vocabulario relacionado a este tema. Además, descubriremos diferentes formas de identificar noticias falsas y engañosas. ¡Comencemos a trabajar!

:: Station 1. Warm Up

Whenever we are online, we are bombarded by pictures, articles, links and videos trying to tell their story. Unfortunately, not all of these stories are true. It's so easy to share information these days that these types of stories circulate quickly and the result is... fake news. What do you think about this topic?



Where do you read the news?

Do you trust the information you get?

Is the media in Cordoba biased (unfairly preferring one person or group over another)?

How can you know that the information you've read or heard is not fabricated?

What do you know about fake news?

Fuente: [Pixabay](#)

ACTIVITY 1 | Key words

Read the numbered definitions on the right column and match them to the correct letters on the left column. You can check the correct answers at the end of the sequence.

1.	Tactfully	A.	accepted by most people in a society.
2.	Misuse	B.	to believe that someone is honest or will not do anything bad or wrong.
3.	Run	C.	reasonable or legal.
4.	Incriminate	D.	not realizing what you are doing or what is happening.
5.	Deliberately	E.	money that an organization receives over a period of time, especially from selling goods or services.

6.	Unknowingly	F.	to organize or be in charge of an activity, business, organization, or country.
7.	Mainstream	G.	not likely to upset or embarrass other people.
8.	Revenue	H.	on purpose.
9.	Legitimate	I.	to become larger so that it affects more people or a larger area.
10.	Source	J.	to use something for the wrong purpose, or in the wrong way, often with harmful results.
11.	Quote	K.	a number representing an amount, especially an official number.
12.	Trust	L.	to make someone seem guilty of a crime.
13.	Spread	M.	a person, book, or document that supplies you with information.
14.	Figures	N.	a sentence or phrase from a book which you repeat in a speech or piece of writing because it is interesting or amusing.

:: Station 2. Reading

ACTIVITY 1 | Pre-reading activity

You are going to read an article about the rise of fake news. At the end of this sequence, you will find the correct answers.

- Before you read, put **T (True)** or **F (False)** next to each statement in the chart below, then scan the text that follows called “The rise of fake news” to find out if your answers are correct.
- Explain why the sentences are False.

	True / False
1. Fake news can be difficult to control because people do not read news sources and because the Internet is difficult to control.	
2. The only reason why people create fake news is to incriminate their political opponents.	
3. Satires are humorous comments on society and current affairs.	
4. People cannot make money using fake news.	
5. A woman from Las Vegas made US\$ 30.000 a month using fake news.	
5. To stop fake news people should check that websites are legitimate.	
6. People can identify fake news because amazing stories about famous people are usually covered only by local newspapers and radio shows.	
7. We should get angry and tell our friends when they are sharing fake news.	

ACTIVITY 2 | While reading activity

Read the text below again and find a word or phrase that means:

a. existing for a long period of time.	
b. control.	
c. to use something for the wrong purpose, or in the wrong way.	
d. someone who you try to defeat in a competition, game or elections.	
e. amusing and interesting.	
f. the first part of a website's address, which usually begins with 'www.'	
g. so surprising you can hardly believe it.	
h. relating to circumstances in which objective facts are less important in shaping public opinion. post-truth.	

The rise of fake news

Fake news stories can be hard to control for several reasons. Many people do not trust established news sources and others just do not read them. A serious newspaper or TV channel may find it difficult to prove that a story is false. In addition, the Internet is very hard to police. When users are caught misusing one media platform such as Twitter or Instagram, they simply go to another one.

There are also various reasons why people create fake news. Some have political motives; for example, to incriminate their opponents. Other websites deliberately publish fake news as satire – humorous comments on society and current affairs. Another group uses fake news to get money: many people clicking on entertaining fake news stories can bring in a lot of advertising revenue. One man running fake news sites from Los Angeles said he was making up to US\$ 30,000 a month in this way.

So, what can we do to stop fake news spreading? First, make sure that the websites you read are legitimate, for example by looking carefully at the domain name and the *About Us* section. Check the sources of any quotes or figures given in the story. Remember that amazing stories about famous people will be covered by the mainstream media if they are true. Only share stories you know are true and let your friends know, tactfully, when they unknowingly share fake news. Together we can turn around the post-truth world!

Adapted from: Learn English Teens (s/f). British Council, BBC.

ACTIVITY 3 | After reading activity

Read the sentences below and fill in the blanks. Go through the vocabulary we worked with in the previous activities if you need to. You will find the correct answers at the end of the sequence.

1. Police believe the fire was started _____
 2. The guards were called _____ the nuclear power station.
 3. The service provider will register the _____ for the customer.
 4. Many people don't care who _____ the country.
 5. Instagram has a great impact on the _____ social networking.
 6. Twitter and Instagram are the _____ social media platforms.
 7. Business people have salaries in six _____.
 8. We have heard from reliable _____ that the company is in trouble.
-

:: Station 3. Follow-up

ACTIVITY 1 | What is your stance on fake news?

Discuss the questions below.

1. Do you think that most people know when news is real or fake? Why/why not?
 2. Do you think that we should be worried about the power of fake news? Why/why not?
 3. How do you think that we can deal with the problem on the internet?
-

ACTIVITY 2 | Tree octopus or octopus tree

- a. Skim the following website pages to complete the information required below as regards habitat, characteristics and history.
 - **Zapatopi:** <https://zapatopi.net/treeoctopus/>
 - **Atlas Obscura:** <https://www.atlasobscura.com/places/octopus-tree-of-oregon>

Tree Octopus

Habitat:

Characteristics:

History:

Octopus Tree

Habitat:

Characteristics:

History:

- b. Now, do you think that we can trust both websites? Why/not?

Find the answer at the end of this sequence!

We hope you enjoy this sequence of activities, find them interesting and try to read about this topic online (if you Google “Fake News”, you will find lots of information in the web). Keep the good work!

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ORIENTACIONES PARA EL O LA DOCENTE

En este conjunto de actividades buscamos abordar ejes relacionados con temas muy actuales como lo son los medios de comunicación y las *fake news*. Si bien este tema está muy presente en nuestra sociedad, en esta primera secuencia, nos propusimos acercar esta temática a los estudiantes simplificando algunos aspectos más complejos entendiendo también que quizás no estén del todo familiarizados con esta temática.

Las paradas se organizaron teniendo en cuenta las distintas etapas en el proceso de lectura comprensiva de un texto en inglés que, si bien es breve, tiene vocabulario específico del tema que requiere de un trabajo meticuloso.

Se sugiere, para 4.º año, profundizar el trabajo con el vocabulario, quizás agregar algunas actividades de práctica cerrada de las unidades léxicas que se consideren más complejas. Para 5.º y 6.º se pueden generar espacios que retomen el debate propuesto en la última actividad (trabajo con dos sitios web) y sumar alguna información extra sobre cómo se puede hacer para identificar noticias falsas.

FICHA TÉCNICA:

Secuencia: Real News or Fake News?

Nivel: Ciclo Orientado de la Educación Secundaria

Cursos sugeridos: 4.º, 5.º y 6.º año

Asignatura: Lengua Extranjera - Inglés

Ejes curriculares:

- Ámbitos de interés y experiencia: Los medios de comunicación y su impacto en la vida cotidiana.
- Lectura comprensiva.

Objetivos:

- Enriquecer el bagaje lingüístico y cultural de los estudiantes a partir del análisis y descripción de la situación escolar alrededor del mundo.
- Ampliar y fortalecer su capacidad de producir y comprender textos escritos y orales en la lengua extranjera.
- Desarrollar habilidades de intercomprensión de lenguas extranjeras desde una perspectiva plurilingüe e intercultural.

Aprendizajes y contenidos:

- Participación en prácticas de oralidad, lectura y escritura en situaciones informales relacionadas con: Ámbitos de interés y experiencia: Los medios de comunicación y su impacto en la vida cotidiana.
- Desarrollo de las estrategias de lectura, como *skimming* y *scanning*, para extraer información global y específica de un texto.
- Identificación y uso de vocabulario relevante a la temática abordada en esta secuencia para completar distintas actividades.
- Selección y uso de expresiones y vocabulario pertinente para la producción de opiniones sencillas.
- Identificación de distintos tipos de noticias.
- Debatir sobre aspectos relacionados con los medios de comunicación.

ANSWER KEY

:: Station 1. Warm Up

ACTIVITY 1 | Key words

Tactfully: not likely to upset or embarrass other people.

Misuse: to use something for the wrong purpose, or in the wrong way, often with harmful results.

Run: to organize or be in charge of an activity, business, organization, or country.

Incriminate: to make someone seem guilty of a crime.

Deliberately: on purpose.

Unknowingly: not realizing what you are doing or what is happening.

Mainstream: accepted by or involving most people in a society.

Revenue: money that a business or organization receives over a period of time, especially from selling goods or services.

Legitimate: reasonable or legal.

Source: a person, book, or document that supplies you with information.

Quote: a sentence or phrase from a book, speech which you repeat in a speech or piece of writing because it is interesting or amusing.

Trust: to believe that someone is honest or will not do anything bad or wrong.

Spread: to become larger so that it affects more people or a larger area.

Figures: a number representing an amount, especially an official number.

:: Station 2. Reading

ACTIVITY 1 | Pre-reading activity

1. Fake news can be difficult to control because people do not read news sources and because the Internet is difficult to control.	T (True)
2. The only reason why people create fake news is to incriminate their political opponents. (This is not the only reason.)	F (False)
3. Satires are humorous comments on society and current affairs.	T (True)
4. People cannot make money using fake news. (People can make money: <i>many people clicking on entertaining fake news stories can bring in a lot of advertising revenue.</i>)	F (False)
5. A woman from Las Vegas made US\$ 30.000 a month using fake news. (<i>One man running fake news sites from Los Angeles said he was making up to US\$ 30,000 a month in this way.</i>)	F (False)
5. To stop fake news people should check that websites are legitimate.	T (True)
6. People can identify fake news because amazing stories about famous people are usually covered only by local newspapers and radio shows. (Amazing stories about famous people will be covered by the mainstream media if they are true.)	F (False)
7. We should get angry and tell our friends when they are sharing fake news. (<i>Let your friends know, tactfully, when they unknowingly share fake news.</i>)	F (False)

ACTIVITY 2 | While reading activity

a. existing for a long period of time.	established
b. control	police
c. to use something for the wrong purpose, or in the wrong way.	misuse
d. someone who you try to defeat in a competition, game or elections.	Opponent
e. amusing and interesting.	entertaining
f. the first part of a website's address, which usually begins with 'www.'	domain name
g. so surprising you can hardly believe it.	amazing
h. relating to circumstances in which objective facts are less important in shaping public opinion. post-truth	post-truth

ACTIVITY 3 | After reading activity

1. Police believe the fire was started **deliberately**.
2. The guards were called **to police** the nuclear power station.
3. The service provider will register the **domain name** for the customer.
4. Many people don't care who **runs** the country.
5. Instagram has a great impact on the **mainstream** social networking.
6. Twitter and Instagram are the **mainstream** social media platforms.
7. Business people have salaries in six **figures**.
8. We have heard from reliable **sources** that the company is in trouble.

:: Station 3. Follow-up

ACTIVITY 2 | Tree octopus or octopus tree

Tree Octopus

Habitat: In the temperate rainforests of the west coast of North America.

Characteristics: The octopus has eight arms. On average (measured from arm-tip to mantle-tip) it is 30–33cm long. It is amphibious, intelligent and its eyesight is comparable to that of humans.

History: The octopus has become endangered because the fashion industry began to kill it in large numbers and sell it to the rich in the form of hat ornaments.

Octopus Tree

Habitat: Pacific Northwest coast of the USA

Characteristics: The tree itself extends from a central base that is 15 metres around, and instead of shooting straight up with a central trunk, the body of the tree splits into a number of smaller trunks.

History: It is believed to be around 250 to 300 years old. No one knows how this tree came to have so many trunks.

Octopus live in oceans not in rainforests, so the website *Zapatopi*
publishes fake news!

Sobre la producción de este material

Los materiales de *Tu Escuela en Casa* se producen de manera colaborativa e interdisciplinaria entre los distintos equipos de trabajo.

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