

## The design of the activity

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**The title of the activity:** Writing

**Key concepts for media literacy:** facts, opinions, objective, subjective

**Key concepts for the study of the English language** (if the case): formal, semi-formal and informal register

**Relevant for** (write down the field corresponding to media literacy and the correspondent subject – if the case): (de)construction of the message, facts and opinions.

### Media literacy:

General competence B: Understanding the media and critical-reflective analysis of information and media content.

B1.1 Understand the diversity of media channels, models and forms of communication, types (written, audio, video, images), as well as the criteria for classifying the mass media (content, support, periodicity, etc.);

B.2.2 Reflexively use message search tools (comparing sources, interpreting situations, authenticating information, distinguishing between facts and opinions, placing them in appropriate spatial-temporal contexts) to verify the validity, credibility and quality of content;

B.2.5 Detect messages loaded with stereotypes, prejudices, discrimination, patterned representations of the world around;

### English as a foreign language (EFL):

1.2 Anticipate the content elements of a text starting from its title/ a visual stimulus

1.3 Identify details in oral/ written authentic messages

1.6 Recognise the logical structure of a paragraph/ literary text

2.1 Describe every day activities, habits

2.2 Elaborate the summary of a film/ story based on a given plan

2.3 Write paragraphs on a given topic

3.1 Express ideas/ opinions on current topics throughout a discussion/ as messages which answer questions

3.2 Adapt the form of the message to the communication act depending on the formal/ informal style used by the interlocutor

**Class:** *10th grade, 15 students per group – 1 h; level B2, intensive English profile* (write an article).

### **Motivation (why?)**

*In the first place, the lesson revises previously acquired knowledge (it is preferable to revise the structure of the article before and insist on the type of input each paragraph should provide: explanation, description, fact, opinion, means of engaging the reader's attention). Further on, it brings a new perspective upon the learning process which aims at developing the students' critical thinking and power of reflection, by making them aware of the key differences between facts and opinions both at a structural and semantic level.*

### **Expected results:**

*At the end of this activity students will be able to:*

- *Recognise and apply accordingly the structure of an article*
- *Recognise the means through which they are expected to express opinions in an article*
- *To identify specific grammar structures typically used to express facts and opinions*

- *To understand the semantic differences between the concepts of facts vs. opinions*

**Topic (what?):** Units 1 and 2 – writing an article

**Description (how?)**

**Evocation** (5 minutes)

Brainstorming activity: What comes to mind when you hear the word “fact”? What about the word “opinion”? What are the differences between the two concepts? (Teacher writes the students’ ideas on the board.)

**!!! Through which linguistic means do you we express facts/opinions in our language?**


**Making sense/ building meaning**

- (5 minutes)

Teacher explains the two key concepts (facts and opinions) and the key differences between them. *Facts refer to events, things or phenomena which exist and can be observed, measured or proved. All these represent certainties. Opinions represent points of view, beliefs, personal judgements which might refer to ideas, behaviours or people. By distinguishing facts from opinions, we can identify the speaker’s intention, which could be to inform us about certain given facts or to convince us that their opinion is the right one.* – brief notes are written on the board about this theory

- (15 minutes)

Students are invited to work on the following exercise: in pairs, they should imagine that they are journalists who need to write an article which must accompany a picture (each group is given one picture from the set in the annex) in the next issue of the magazine they work for. The article must contain the piece of news (What happened? What does the picture stand for?), as well as their own opinion on the matter (How do I feel about this? What is my attitude towards what I see?). By the end of the time allowed all groups should have at least the introduction and the first paragraph of the body.

**Reflection** (25 minutes) 

- (10 minutes)

Students take turns in presenting their parts of the article and the teacher provides feedback concerning linguistic matters (tense use with the intention to convey a specific meaning).

In the meantime, when the groups present their article in front of the entire class, the rest of the students should provide feedback related to the content of the article (facts vs. opinion). Teacher guides, assesses and provides more feedback.

- (15 minutes)

Overall conclusions are drawn and students are asked to think of the utility of acknowledging the differences between facts and opinions in real life.

Follow up questions to be debated during the reflection:

1. What does a good article look like? Should it focus more on facts or on opinions?
2. What is more appealing to the general audience – the facts or the opinions? What makes them become more or less appealing/ interesting?
3. How does the public’s emotional reaction fluctuate throughout the article? To what do we respond faster: facts (reason) or opinions (emotion)?

## ANNEXES

Students are divided in groups of 4 and each group receives one of the pictures:

Group nr. 1:



Group nr.2:





**Group nr.3:**



**Group nr. 4:**

