Programul de Educație Media
Media întoarsă pe toate părțile.

The design of the activity

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The title of the activity: Grammar Revision
Key concepts for media literacy: facts, opinions, objective, subjective
Key concepts for the study of the English language (if the case)**:** simple and continuous aspects, stative verbs

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: *9th grade, 15 students per group – 1- 2 h; level B1+* (Present and past tense revision).

Motivation (why?)

In the first place, the lesson revises previously acquired knowledge (present/past tenses and aspects). 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 a semantic level.

Expected results:

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

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- *Use the simple and continuous aspects correctly with an emphasis on the use of the stative verbs (mainly verbs of thought) to express opinions*
- *Understand the dynamic of the simple and continuous aspects when used to describe a situation (descriptive vs. in motion)*
- *To identify specific grammar structures typically used to express facts and opinions*
- *To understand the semantic differences between the concepts of facts and opinions*

Topic (what?): *Units 1 and 2 – grammar revision*

Description (how?)

Evocation (3 minutes)
The teacher proposes a brief overview of the present/past tenses and aspects (simple, continuous and perfect). These grammar concepts have been worked upon and thoroughly reinforced recently. Special emphasis should be put on the stative verbs, mainly verbs of thought through which we express opinions.

Making sense/ building meaning

- (10 minutes)
  Once the grammar revision is done, students are divided into groups of four and each group receives one of the pictures attached in the annexes.
  Students are asked to write a minimum of 4 sentences, using at least 4 of the grammar structures recently revised, in order to describe their picture. Teacher assists each group and provides help whenever needed.

- (7 minutes)
  Each group presents their sentences to the class.

- (5 minutes)
  Teacher provides general feedback and asks students to reflect upon their own sentences and to think of their description in terms of facts and opinions. How much of what they wrote could be qualified as a fact and how much of it is made of their own opinions.

- (10 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?
  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.

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Reflection

- (15 minutes)
  It is a good moment now to ask students to go back to the sentences they have just written about their pictures and reflect upon the way they used language to describe the images. Use the board to draw a synthesis of all the ideas that emerge.
  Overall conclusions are drawn and students are asked to think of the utility of acknowledging the differences between facts and opinions whenever they assess a situation.

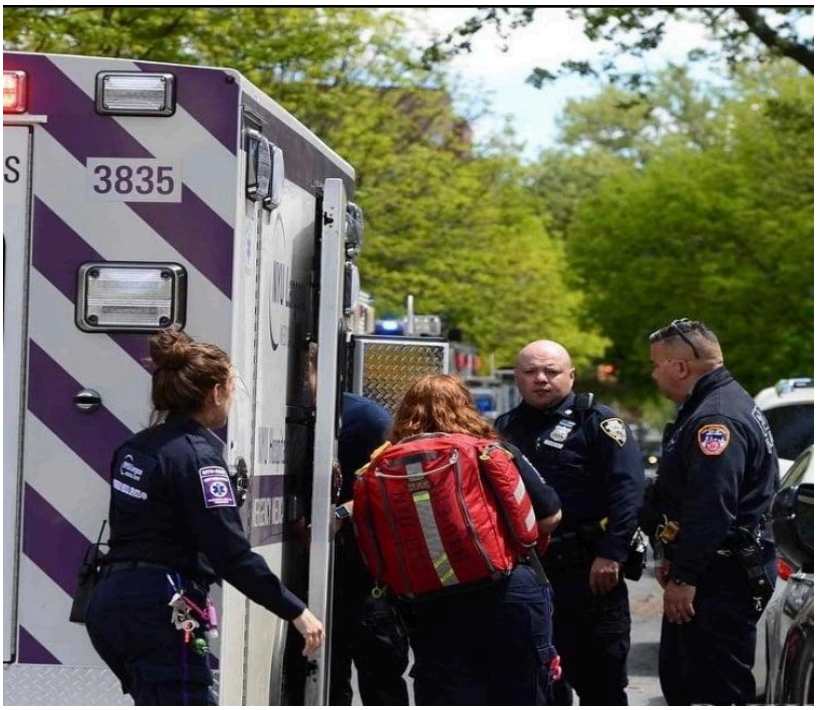
Homework and feedback (for the following class)

Students receive homework to write a brief description of the pictures they received, bearing in mind the use of tenses with the purpose of both outlining facts and expressing their own opinions on the subject. They should explain and exemplify in which parts of their description they presented facts and in which parts they expressed opinions while at the same time identifying the linguistic means they used in this sense. Teacher guides, assesses and provides more feedback

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:


was shocked
The 9/11 Tribute Museum
resilience and service.
and compassion.