

ENGLISH AUDIOPIEDIA  
SUPPLEMENTARY MATERIALS

HOW TO SPOT FAKE NEWS

A. IDENTIFICATION

Code	:	12/EAP/IX SMP
Theme	:	Literature/ Art
Subtheme	:	Media Literacy
Social Function	:	How to share important tips.
Grade	:	Grade 9 Junior High School

B. KEY VOCABULARY

headlines (noun)	:	judul berita
fake(adjective)	:	tidak benar, palsu
influence (verb)	:	mempengaruhi
neutral (adjective)	:	tidak berat sebelah
strange (adjective)	:	Aneh
made up (phrase)	:	dibuat-buat
avalanche (noun)	:	longsor

C. MONOLOGUE SCRIPT

Do you often receive news from friends, but you can't really tell if it is true? You're not alone. Don't worry. I am going to share some tips with you on how to spot fake news. I have seven tips so bear with me for a while. Alright, here we go:

One. Consider the source of the story. Click away from the story to investigate the site, its mission, and its contact information.

Two. Check the authors. Do a quick search on the authors. Can you trust them? Are they real?

Three. Read beyond. Headlines can be bombastic because they're just click baits. Find the whole story from other different sources.

Four. Check any references. Click on those links. Determine if the information from the sources

actually supports the story.

Five. Check the date. Is it up-to-date? Is it a repost? Find out if it is still true today.

Six. Check your biases. What you believe can influence what you read. Are you a neutral reader?

Or do you take sides even before you read the story?

Seven. Make sure it is not a joke. Some articles are made up on purpose. If it is too strange, it might be satire. Research the site and the author to be sure.

Do you still find yourself in doubt? Ask the experts. Ask a librarian. Ask your teachers. Tell your parents about it. An avalanche of misinformation, fake news and hoaxes is being shared widely online every second. If you're still not sure, you can visit fact-checking websites.

#### D. EXERCISES

##### Task 1: Explore

Listen to the audio and answer the following questions based on the information in the audio.

1. What benefit do we get from listening to the speaker?

- A. We understand what a hoax is.
- B. We can make funny jokes.
- C. We can learn to tell if a story is fake.
- D. We know more about the experts.

2. The speaker said, "Click away from the story to investigate the site, its mission, and its contact info."

The word investigate is similar in meaning to which of the following words?

- A. determine
- B. research
- C. receive
- D. consider

3. The speaker said, "...so bear with me for a while."

What is the speaker's purpose for saying this?

- A. to check our understanding
- B. to clarify the information
- C. to maintain our attention

D. to end the presentation

Key Answer

1. C. We can learn to tell if a story is fake.
2. B. research
3. C. to maintain our attention

Task 2: Explore

Listen to the audio and answer the following questions based on the information in the audio.

1. What does the speaker hope from sharing the tips?
  - A. that people will stop circulating fake news
  - B. that people will stop reading fake news
  - C. that people will stop making fake news
  - D. that people know who wrote a hoax
2. The speaker said, "Headlines can be bombastic because they're just click baits."  
How could you restate this sentence?
  - A. If a headline sounds simple it must be true.
  - B. If a headline sounds too simple it can't be true.
  - C. If a headline sounds too crazy it may not be true.
  - D. If a headline is plain and direct, it must be true.
3. You heard the speaker advise us to check the date of the news. Why?
  - A. because it may influence our biases
  - B. because the writer made it up on purpose
  - C. because you may not find the source
  - D. because it may be old and not true anymore

Key Answer

1. A. that people will stop circulating fake news
2. C. If a headline sounds too crazy it may not be true.
3. D. because it may be old and not true anymore

### Task 3: Apply

Listen to the audio and answer the following questions based on the information in the audio.

1. Which group of words is similar in meaning?
  - A. strange, bombastic, made up
  - B. determine, investigate, headlines
  - C. up-to-date, online, different
  - D. experts, librarians, misinformation
  
2. If the speaker continues her presentation, what will she most probably talk about?
  - A. the names of credible experts
  - B. how to contact librarians
  - C. how parents handle a hoax
  - D. reliable fact-checking websites

### Key Answer

1. A. strange, bombastic, made up
2. D. reliable fact-checking websites

### Task 4: Present

Complete one or more tasks below to improve your presentation skill.

1. Do some research. Make a list of websites where you can fact-check your news.
2. If you listen closely, the speech can be divided into two parts: the first part is the seven tips, and the second part is where the speaker advises us about things we can do if we're still in doubt. The second part is shorter than the first part. How would you add more details to the second part?
3. Make an info-graphic based on the procedure. Make sure you include the important points.

### Key Answer

#### Alternative and Explanation

1. List of fact-checking websites:

Useful websites for hoaxes circulating in the Indonesian media <a href="https://turnbackhoax.id">https://turnbackhoax.id</a> <a href="https://www.mafindo.or.id">https://www.mafindo.or.id</a>
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Useful websites for fake news around the globe
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<https://www.allsides.com/unbiased-balanced-news> :

While not a fact-checking site, this site compares news from many sources to contrast the biases.

<https://www.factcheck.org>

This site checks the factual accuracy of what is said in the news, TV ads, and other media.

<https://www.snopes.com>

Professional Researcher is behind the website to debunk rumors and urban legends.

Other useful websites:

<https://www.truthorfiction.com>

<https://sunlightfoundation.com>

<https://www.opensecrets.org>

Notes: Answers may vary. However, a list consisting of legitimate websites is appropriate. Brief descriptions to accompany the list items are optional.

2. Alternative Revision of the second part of the procedure:

Do you still find yourself in doubt?

Ask the experts. Crosscheck with experts that you can trust on the topic. You can email them. You can also find their writing from sources on a fact-checking website.

Ask a librarian. Librarians can help you answer questions such as: Can we prove it? Is it a fact or propaganda? Does it teach, sell, or entertain?

Ask your teachers. Your teachers are keen readers. It is possible that they have read about the news and know quite a lot about the facts.

Tell your parents about your concerns. Every day, your parents are trying to help you understand all this information around you. Chances are they have read about what you doubt.

3. The following infographic reflects an acceptable product. As such, the infographic should contain:

- a) Appropriate Title
- b) Vocabulary related to the tips.
- c) Image (photo or illustration) depicting the tips.
- d) Images and related information are arranged in attractive order.

Alternative Product:

# HOW TO SPOT FAKE NEWS



Consider the Source



Check References



Check the Author



Check the Date



Read Beyond



Check your Biases



Is it a Joke?

If you still doubt it, ask ...



an expert



a librarian



a teacher



your parents

adapted from an infographic by  
International Federation of Library Associations and Institutions

## E. REFERENCES

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### Image Sources:

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