

spotlight

on new matura skills



**MONIKA
CICHMIŃSKA**

odróżnianie faktów od opinii

A giant asteroid is
going to hit the
Earth
between
September 15th
and 28th



<https://www.independent.co.uk/news/science/pseudoscience-fake-news-social-media-facebook-twitter-misinformation-science-a9034321.html>

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Aug. 19, 2015

NASA: There is No Asteroid Threatening Earth



Numerous recent blogs and web postings are erroneously claiming that an asteroid will impact Earth, sometime between Sept. 15 and 28, 2015. On one of those dates, as rumors go, there will be an impact -- "evidently" near Puerto Rico -- causing wanton destruction to the Atlantic and Gulf coasts of the United States and Mexico, as well as Central and South America.

That's the rumor that has gone viral -- now here are the facts.

"There is no scientific basis -- not one shred of evidence -- that an asteroid or any other celestial object will impact Earth on those dates," said Paul Chodas, manager of NASA's Near-Earth Object office at the Jet Propulsion Laboratory in Pasadena, California.

In fact, NASA's Near-Earth Object Observations Program says there have been no asteroids or comets observed that would impact Earth anytime in the foreseeable future. All known Potentially Hazardous Asteroids have less than a 0.01% chance of impacting Earth in the next 100 years.

The Near-Earth Object office at JPL is a key group involved with the international collaboration of astronomers and scientists who keep watch on the sky with their telescopes, looking for asteroids that could do harm to our planet and predicting their paths through space for the foreseeable future. If there were any observations on anything headed our way, Chodas and his colleagues would know about it.

"If there were any object large enough to do that type of destruction in September, we would have seen something of it by now," he stated.

Another thing Chodas and his team do know -- this isn't the first time a wild, unsubstantiated claim of a celestial object about to impact Earth has been made, and unfortunately, it probably won't be the last. It seems to be a perennial favorite of the World Wide Web.

A study by Joachim Allgaier of RWTH Aachen University in Germany on a random sample of 200 YouTube videos related to climate change:

107 either denied that climate change was caused by humans or claimed that climate change was a conspiracy.

<https://www.independent.co.uk/news/science/pseudoscience-fake-news-social-media-facebook-twitter-misinformation-science-a9034321.html>



| But this is not. This footage is faked. |

Fake Obama created using AI tool to make phoney speeches

Researchers at the **University of Washington** have produced a photorealistic former US President Barack Obama.

Artificial intelligence was used to precisely model how Mr Obama moves his mouth when he speaks.

Their technique allows them to put any words into their synthetic Barack Obama's mouth.

BBC Click finds out more.

See more at [Click's website](#) and [@BBCClick](#).

17 Jul 2017

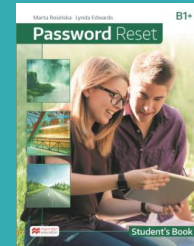
Facebook, Messenger, Twitter, Email, Share

The ability to locate, access, **understand and reflect** on all kinds of information is essential if individuals are to be able to participate fully in our knowledge-based society. Achievement in reading literacy is not only a foundation for achievement in other subject areas within the educational system, but also a prerequisite for successful participation in most areas of adult life (Cunningham & Stanovich, 1998; OECD, 2013a; Smith, Mikulecky, Kibby, & Dreher, 2000).

1. DATA BANK

2> Which of the phrases below can identify a fact and which an opinion?

research shows ... it seems ... it is true to say
according to a survey, ... probably, ... I guess ...
the data suggests that ... it appears that ...
it is believed that ... statistics prove that ... many people
have the idea that ...



**Tip**

Pamiętaj, że informacje podane w pytaniach są sformułowane w tekście w odmienny sposób. Wybierając odpowiedź, nie kieruj się znaczeniem pojedynczych wyrazów. Znajdź w tekście te zdania, które potwierdzają wybraną przez Ciebie odpowiedź.

- 1) Read the first part of Tekst 1 below. Which option (A–D) in question 1 in exercise 4 does the underlined fragment refer to?

- 2) Which of the phrases below can identify a fact and which an opinion?

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- 4) **TEST IT!** Przeczytaj dwa teksty dotyczące procesu przygotowywania i prezentacji potraw. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz odpowiedzi w zeszyte.

I had always been into cooking. I guess it was my grandfather's influence. When I was young, he used to involve me in the kitchen as much as possible. Initially, I wasn't too pleased, but soon I would dice vegetables for him, stir the sauces and season the dishes according to his instructions with a smile on my face.

My nostrils relished the enticing smell of all the ingredients, I learnt to eat with my eyes. When I grew up, I became a chef myself, and my passion became my job. What I inherited from my grandpa were two things: food had to look irresistible, and had to be described on the menu to appeal to the customer's senses. So, when the opportunity to take part in a food writing workshop came up, I didn't hesitate though it seemed a little too expensive.

The workshop proved useful. I understood that to describe the food you cook, you can't just resort to cliché expressions or endless lists of adjectives. Instead, you must select one or two really sensuous-sounding adjectives which cause a certain reaction. For example, change 'soft' for 'silky', or 'smooth' for 'velvety'. During the training session we were asked to write our own descriptions of the dishes that had been previously prepared. It was a bit of a challenge, but I must say it got me to reconsider the way I used to think about food. Time well spent. After the course I changed all the names of my dishes and their descriptions on my menus, and to my surprise I had more and more customers in every day. My grandpa would have been proud of me!

STEP BY STEP**reading****5****Tip**

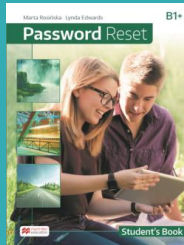
Niektóre pytania w zadaniu typu wybór wielokrotny wymagają odróżnienia faktów od opinii. Fakty to informacje obiektywne, formułowane na ogół na podstawie wyników badań naukowych, statystycznych. Szukaj w tekście wskazówek, które pomogą Ci odróżnić opinię od faktu.

- 3) Now read Tekst 2 in exercise 4 and find phrases which refer to facts and opinions.

It is true to say that food which is nicely presented appeals to us more than food which is just casually thrown on our plates without much imagination or care. Research shows that we are more likely to buy or order food which looks sensuous than just plain ordinary. It's because we eat with our eyes as much as our mouths simply because great-looking food makes us perceive the smell and taste of the dish as better. That's why most adverts of food products are now almost like works of art and most meals we are served must look attractive enough to be worthy of an Instagram photo, which researchers confirm. As far as I can see, the trend to present food in such an alluring way is growing in popularity. The photo of a cheeseburger, for instance, is no longer just a photo of a cheeseburger. The stylist will show a lot of melted cheese, emphasise the greenness of the lettuce or show juicy-looking tomatoes to give us the feeling that the cheeseburger is truly irresistible. So next time you watch a food advert, try to detect all the tricks that will probably make millions of people buy the advertised product.

Tekst 2

- 4 Which of the following is stated in the text as an opinion not a fact?



- 2) Which of the phrases below can identify a fact and which an opinion?

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1. DATA BANK



THE WORLD OF WORK IN THE 21ST CENTURY

Young people often ask me what career they should choose for the future. Well, I can't give a clear answer – I'm not a fortune-teller. All I know is that the world is changing so quickly nowadays that some jobs will probably disappear, while some completely new ones may well be created. In fact, according to one study, about two-thirds of children in kindergarten will have occupations that don't exist yet.

Job market analyses show which of the existing professions will become more popular in the future. They basically fall into three groups: health care, including jobs such as personal care aides or biomedical engineers; information technology, with all kinds of software developers; and renewable energy, where more solar and wind energy technicians will be needed.

I may not have a crystal ball, but as a futurologist I think I can try to predict what new kinds of jobs might appear in the future. Analysing the current trends, I would say that these will be jobs connected with technology, IT and human health. The technological development might give us such occupations as nanotech engineers or cyborg and virtual reality designers, while the IT business may create positions such as information security analysts and personal privacy advisers. Also, we will probably see jobs such as space nurses or brain implant specialists.

It may all sound like science fiction, but, considering the speed of technological progress, it shouldn't be too hard to believe. Is it possible to somehow prepare for the new jobs of the future? We can always try, but one thing is sure: we will probably have to change our jobs and careers more than once, and we must be ready to learn new skills. According to research, these trends are already visible in the workplace. The future starts now – are you ready to adapt?

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FACTS

research shows....
according to a survey.....
the data suggests that.....
statistics prove that
it has been proved that.....

OPINIONS

probably
many people believe....
it seems that...
I guess / suppose...
MAY



3 Which of the following is stated in the text as a fact? Which is an opinion of the author? Write the answers in your notebook.

- 1 Some jobs will disappear in the future.
- 2 Most children of kindergarten age will, as adults, work in jobs which do not exist at the moment.
- 3 Jobs connected with health care will become more popular in the future.
- 4 It is possible to predict what new kinds of jobs will appear.

Young people often ask me what career they should choose for the future. Well, I can't give a clear answer – I'm not a fortune-teller. All I know is that the world is changing so quickly nowadays that some jobs will **probably** disappear, while some completely new ones may well be created. In fact **according to one study**, about two-thirds of children in kindergarten will have occupations that don't exist yet.



2. DIG DEEP

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in kindergarten

will work in jobs – will have occupations

do not exist at the moment – don't exist yet



2. DIG DEEP

- 3 Which of the following is stated in the text as a fact? Which is an opinion of the author?
Write the answers in your notebook.

- 3 Our brains feel happy when we complete a task such as watching a whole season.

- 2 Read the blog entry on binge-watching. Which words in the box would you use to describe the general tone of the entry?

serious • humorous • formal • informal
informative • personal • critical • enthusiastic

THE REAL POWER OF BINGE-WATCHING

Do I binge-watch? Of course I do. Who doesn't nowadays? That is, if binge-watching means watching several episodes of a series in a row. Well, maybe more than several. Or perhaps a whole season. If I'm hooked on a show, it's goodbye to any household chores that have been on my 'must-do list' for the last couple of weeks.

All those streaming services like Netflix or Amazon know what they're doing when they give us the chance to see the whole season all at once. Back in the old days, you had to wait a week to see the next episode of your favourite show. Now, the next episode is one press of a button away, and if it has got a good cliffhanger ending, a twist in the plot or a scene which is so exciting that it makes you want to watch the next one – who can possibly say no to that?

The question is, is this really an addiction, similar to those of being addicted to drugs, alcohol or gambling? There is some research which suggests what is happening when we watch that cliffhanger: we don't know what happens next, so our bodies produce stress-related hormones.

On the other hand, as the studies go on to show, when we have finished watching an episode, a series of episodes, or a whole season, we feel we have achieved something, or completed a task, and that feeling causes pleasure hormones to start flowing in our brains. As a result, we want to watch more.

So, even if you feel it's not quite an addiction yet, but simply a mild obsession, maybe it's time to get back in control. Promise yourself to only watch another episode after you finish a task. Make a decision not to watch anything late at night. I've got to finish now, however, because I have another episode of *Homeland* to watch 😊



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3. USE IT

Find one example of a fact and one of an opinion.

→ ↻ 🏠 <https://www.sciencenewsforstudents.org/article/teens-who-play-violent-video-games-not-more-violent-behavior>

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ScienceNews*for*Students

BEHAVIOR SCIENCE & SOCIETY

Teens who play violent video games aren't any more violent

A careful new study found no connection between the games and aggressive behavior

BY ALISON PEARCE STEVENS MAR 27, 2019 — 6:45 AM EST

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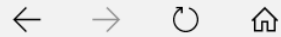


RELAT



3. USE IT

F: As many as 90 percent of U.S. teens play computer games
O: Playing violent games have lasting effects on the brain. (might)



<https://www.sciencenewsforstudents.org/article/teens-who-play-violent-video-games-not-more-violent->

Video games are a major part of most teens' lives. As many as 90 percent of U.S. teens play them. Boys are more likely to play than girls. And more violent games, such as *Call of Duty* or *Grand Theft Auto*, are among the most popular. All this has led adults to worry that violent games are making teens act violently in real life. In fact, a careful new study finds, this is not the case.

Many scientific studies have scouted for links between video-game violence and real-world violence. It might seem logical that playing violent games would have lasting effects on the brain. And those effects might influence how someone acts. But research has shown mixed results. Some studies found a strong effect. Others found none. Those conflicting findings have confused many people — teens, parents and scientists included.

3. USE IT

Write a fact/opinion activity for your colleagues.

3 Read the article below. Which points from the headlines in exercise 2 are mentioned in the article?

Did you know that the brain is not a static organ and that it changes throughout a person's lifetime? This is possible because of what scientists call neuroplasticity – the amazing ability of the brain to reorganise itself in order to **adapt to** new experiences by making neural connections between the nerve cells (neurons). For example, if one part of a person's brain is damaged when they are injured, other parts may take over its function. Neurologists are fascinated by medical cases of people who have suffered a head injury or have a **disability** and yet managed to make an astonishing **recovery**.

One such example is the case of Derek Amato from the USA. Mr Amato suffered a brain damage and **memory loss** after an accident. He lost some of his brainpower, but suddenly acquired a great musical talent and

is now able to play five instruments. Another marvellous tale is about Daniel Kish, who lost his sight, but his brain adapted to the situation by developing the ability to echolocate the objects in his environment. This is possible because he makes clicking sounds with his mouth and his brain creates 3D images when it hears the echoes of the clicks. It allows him to live like a sighted person and, for example, navigate his bike through busy streets.

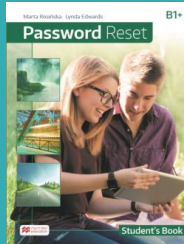
Interestingly, the very fact that we can learn new things throughout our lifetime is proof of the dynamic nature of our brain. Research into this phenomenon shows that there are a number of techniques which can help you **increase** the neuroplasticity of your brain and **boost** your brainpower. Such activities as doing physical exercise three times a week,

meditation or playing an instrument can help your brain concentrate and process information faster. Other options include doing various brain training exercises such as **brain teasers**. For example, if you are **distracted** in a lesson, you might try counting down in odd numbers from 99 to **focus** better. Learning abstract concepts may also improve the power of the brain. To do this, you should concentrate on something new and challenging, as this is how the connections among nerve cells increase. So, the next time you feel bored during a physics, chemistry or foreign language class, remember that studying these subjects is actually a good way to exercise your brain and keep it healthy. Sounds interesting? Well, sit down and think how you can teach your brain to work better. How about doing your maths homework?


DANIEL KISH



DEREK AMATO



3. USE IT

2  **1.13 Listen to the recording and decide which of the following is a fact and which is the speaker's opinion. Write the answers in your notebook.**

- 1 Travel has become a way to discover yourself.
- 2 Large numbers of tourists are good for the French economy.
- 3 There are long queues to visit the Eiffel Tower.
- 4 More than 20 million tourists visited Venice in 2017.
- 5 You don't have to go abroad to become open-minded.



TO SUM UP:

- 1. Encourage keeping a fact/opinion language data bank.**
- 2. Make students justify their choices.**
- 3. Draw attention to paraphrase.**
- 4. Give a small fact/opinion task as often as possible.**
- 5. Use authentic materials.**
- 6. START NOW!**

← → ↺ 🏠 ⓘ <https://www.independent.co.uk/news/education/education-news/fake-news-schools-education-online-risks-confirmation-bias> 📄 ⚙️ 📖 ☆

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News > Education > Education News

Schools to teach children about fake news and ‘confirmation bias’, government announces

Proliferation of false information sources can ‘destroy trust, damage learning culture, and sap curiosity’, Department for Education says

Harry Cockburn | Monday 15 July 2019 06:15 | 17 comments

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Distinguishing facts from opinion *is* a skill !



teachable



useful



important

spotlight

on new matura skills