



MEDIA LITERACY IN THE MODERN AGE

Text type: News Article/blog

Theme: Digital Globalization

Subtheme: Impact on culture and economy, MOOC

In this unit the students will be able to

- Read, view and analyse a variety of reading grade-appropriate and high-interest books and texts from print and non-print sources:
- Make inferences to draw conclusions.
- Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.
- Ask and answer higher-order questions to guide/assess reading
- Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the author throughout the text.
- Use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.
- Read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively
- Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience.
- Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity. (Personal Pronouns)
- Identify and use adjectival phrases in reading and writing tasks.
- Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect.
- Use all types of tenses correctly in speech and writing.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Apply the techniques of writing the first draft with sufficient details; proofreading and editing details to suit the purpose and audience.

Pre-Reading

What do you think are the disadvantages of using the internet, especially social media?

Media Literacy in the Modern Age

In the digital age, where the internet and diverse media platforms shape our daily lives, the significance of media literacy cannot be overstated. Media literacy, the ability to critically understand and evaluate content across various platforms, is a vital skill that transforms individuals from passive consumers into informed navigators of the complex web of modern information. We need to explore the evolving nature of media literacy, its key components, and its crucial role in fostering informed decision-making, active citizenship, and a resilient society.



- Media literacy is not merely about understanding content; it involves a comprehensive approach to assessing the purpose, message, and impact of information being viewed. It requires individuals to recognize and evaluate the techniques employed by media producers to convey their messages effectively.
- Media literacy comprises several key components, each contributing to an individual's ability to engage with media critically:
- **Access:** The ability to obtain and use media in various formats.
- **Analysis:** Decoding and understanding the meanings behind media messages.
- **Evaluation:** Critically assessing media content for quality and credibility.
- **Creation:** The capability to produce media content responsibly.
- **Action:** Engaging with media in a productive and socially responsible manner.

While-reading

Why do you use social media?

These components enable individuals to navigate the complex landscape of modern communication with knowledge and confidence.

Media literacy plays a pivotal role in promoting critical thinking and informed engagement with content that shapes public opinion. It enables individuals to discern truth from misinformation, participate actively in democratic processes, and navigate the complexities of the modern information environment.

Media literacy provides individuals with tools to dissect and understand media content. Essential practices include evaluating sources and identifying bias, critical to ascertaining the truth in news consumption and ensuring news literacy.

a) Creating Responsible Content:

Nowadays, for views and likes, influencers and media content developers create content which is morally and ethically very questionable. Responsible content creation on mass media and social media platforms requires a clear understanding of the ethical implications of one's writing and imagery. Content creators must take accountability for the accuracy of their information and the impact of their point of view on the audience.

**b) Engaging with Diverse Perspectives:**

Media literacy empowers individuals to seek out and engage with a wide range of perspectives, enhancing critical thinking and allowing a more comprehensive understanding of global issues and cultural contexts. Instead of just following and believing one point of view, it teaches us to read, understand and evaluate differing perspectives which makes us better and flexible media users.

c) Combating Fake News:

Fake news, defined as deliberate misinformation spread via media, poses risks that requires a strategic approach to media usage. Critical thinking skills serve as a primary tool, requiring individuals to evaluate sources critically, cross-check facts, and reflect on biases influencing their perception. Users learn to check and recheck the source through multiple mediums before actually believing in it.

d) Guarding against Extremism:

Media literacy equips individuals to discern and question extremist content. It serves as a protective barrier by promoting understanding of how media messages shape societal views, encouraging engagement in civil discourse, and instilling resilience against extremist narratives. Media platforms have strict checks in place to filter out fake news, hate speech, online harassment, etc.

**e) Encouraging Healthy Media Habits:**

Too much time spent on social media platforms give rise to many social, emotional and psychological issues. Healthy media habits are essential for mental and physical health. Media literacy contributes to this by enabling individuals to analyze various genres of media, control consumption, and maintain a healthy balance in life.

In conclusion, media literacy is a transformative skill in the digital age, shaping individuals into

active, informed, and resilient participants in the modern information landscape. By integrating media literacy into education and everyday practices, we equip younger generations to adapt to the challenges posed by emerging technologies. As the media landscape continues to broaden, the importance of fostering media literacy becomes even more pronounced, ensuring individuals are prepared to confront the complexities of the media they interact with daily.

Adapted from the blog: Importance of Media Literacy: Navigating the Digital Information Landscape by Niall McNulty <https://www.niallmcnulty.com/>

Post-reading

What are your own media consumption habits? How can applying media literacy principles improve how you interact with different types of media each day?

1. Glossary

Given below are the difficult words from the unit. Look at their meanings and use these words in your own sentences.

Words	Meanings
overstated	exaggerated or presented in a way that is too strong.
navigators	individuals who guide or find their way through something.
comprehensive	covering or including everything.
decoding	analyzing and interpreting information.
credibility	the quality of being trusted and believed in.
ascertaining	making sure of something; confirming.
pivotal	of crucial importance.
discern	perceive or recognize something.
extremist	someone who holds extreme political or religious views.
resilience	the capacity to recover quickly from difficulties.

2. Reading and Critical Thinking Skills

A. Read the unit carefully and answer the following questions.

- What is media literacy, and why is it considered a vital skill in the modern era?
- Explain the significance of each key component of media literacy (Access, Analysis, Evaluation, Creation, Action) in navigating the modern media landscape.

- iii. Provide examples of how media literacy can be applied to combat fake news and promote responsible content creation.
- iv. How does media literacy contribute to creating a well-informed and critically thinking individual capable of engaging with diverse perspectives?
- v. Discuss the role of media literacy in guarding against extremism?
- vi. How can media literacy promote healthy media habit?
- vii. Can you describe a time when you encountered information on social media or the internet that seemed questionable or misleading? How did you decide whether or not to trust it, and what steps did you take to verify its accuracy?

3. Vocabulary and Grammar

A. Transitional Devices:

Transitional devices are words or phrases that connect ideas, sentences, and paragraphs to create coherence and flow in writing. They help guide the reader through the logical progression of thoughts, making the text more organized and easy to follow.

Transitional Devices for Comparison and Contrast:

Transitional devices for comparison help demonstrate similarities, while those for contrast highlight differences. Using these devices enhances the clarity and coherence of writing, allowing readers to better understand the relationships between ideas.

Transitional Devices for Comparison:

- Similarly: Indicates a similarity between two ideas or points.
- Likewise: Shows agreement or similarity in the context of comparison.
- In the same way: Points out a shared characteristic or method.
- Compared to: Highlights similarities or differences between two entities.
- Just as: Draws a parallel between two comparable situations.

Transitional Devices for Contrast:

- However: Introduces a contrasting idea or point.
- On the other hand: Presents an opposing viewpoint or situation.
- In contrast: Emphasizes the differences between two ideas.
- Nevertheless: Signals a concession or acknowledgment of opposing information.
- Conversely: Indicates a contrasting relationship between two statements.

Q. Complete the sentences by choosing the appropriate transitional device.

- i. The movie was entertaining; _____, the book was more detailed.
- ii. Ayan is tall; _____, his sister is quite short.
- iii. Our school focuses more on science; _____, the neighboring school focuses on the arts.

iv. Tom likes to study in the morning; _____, his roommate prefers late-night studying.

v. She enjoyed playing basketball; _____, her brother preferred soccer.

Q. Identify the transitional devices used in the passage. Also differentiate if the device is of comparison or contrast.

Excessive screen time has become common in our lives, similarly, to an ever-present companion. In contrast, the physical toll is evident; inactive habits lead to health issues. Likewise, mental health suffers, with increased screen exposure comes heightened stress. On the other hand, moderation promotes well-being. Conversely, neglecting this balance jeopardizes our physical and mental equilibrium. Striking a harmonious blend, however, ensures a healthier and more balanced lifestyle for the long term.

B. Personal pronouns

We have already studied Personal pronouns in previous grades.

Q: Read the following passage and note the use of personal pronouns:

John and Minta enjoy different hobbies. John loves painting. **He** finds **it** therapeutic. Minta, on the other hand, prefers gardening. **She** thinks it brings her joy. When **they** chat, John says, "I believe art expresses emotions." Minta responds, "**You** are right. Gardening lets you connect with nature." **Their** hobbies enrich their lives. **We** all need to have hobbies.

Personal pronouns are words that are used to substitute proper nouns that repeat itself in a particular context. A personal pronoun indicates the number and gender of the corresponding noun.

Personal pronouns can be broadly classified into three main categories:

- first person pronoun
- second person pronoun
- third person pronoun.

	Person	Personal Pronoun	
		Subject	Object
Singular	1st	I	me
	2nd	you	you
	3rd	he, she, it	him, her, it
Plural	1st	we	us
	2nd	you	you
	3rd	they	them

Look at the table:

Q. Read the following sentences and fill in the blanks with suitable personal pronouns.

- i. Do you know ____? ____ is my brother.
- ii. Areeba is a great cricketer. ____ has won many competitions.
- iii. Would ____ like to go to the movies with Rubab?
- iv. Van Gogh drew beautiful pictures. One of ____ famous works is 'The Starry Night'.
- v. When the incident happened, Zaraq was present there. ____ was the only witness of the event.
- vi. The dog gave birth to many puppies. Would ____ like to have one of ____?

- vii. Rizwan and Muneeba are siblings. ____ came to visit the museum.
 viii. This is Nauman. ____ is the class monitor.
 ix. The team won the match. ____ played surprisingly well.
 x. My brother brought a new phone, but ____ doesn't like ____ much.

C. Degree and order of adjectives

Adjectives are words that modify or describe nouns, pronouns, or other adjectives. They provide more information about the characteristics, qualities, or attributes of the noun they modify.

Examples:

- The **blue** sky stretched endlessly above.
- She wore a **comfortable** sweater on the chilly evening.

Adjectives and Three Degrees of Comparison:

Adjectives have three degrees of comparison to indicate the intensity or extent of the quality they describe. The three degrees are positive, comparative, and superlative.

Adjectives

DEGREES OF COMPARISON

1 POSITIVE/ABSOLUTE DEGREE	2 COMPARATIVE DEGREE	3 SUPERLATIVE DEGREE
modifies nouns without the need for comparison  Earth is <i>large</i>.	used to compare two things  Earth is <i>larger</i> than Mars.	used to compare three or more things  Saturn is the <i>largest</i> among the three planets.

Positive/ Absolute Degree: This is the basic form of the adjective, used to describe a single noun or pronoun without making any comparisons.

Example: The cat is fast.

Comparative Degree: This form is used to compare two things and usually ends in "-er" or is preceded by "more" when the adjective is longer.

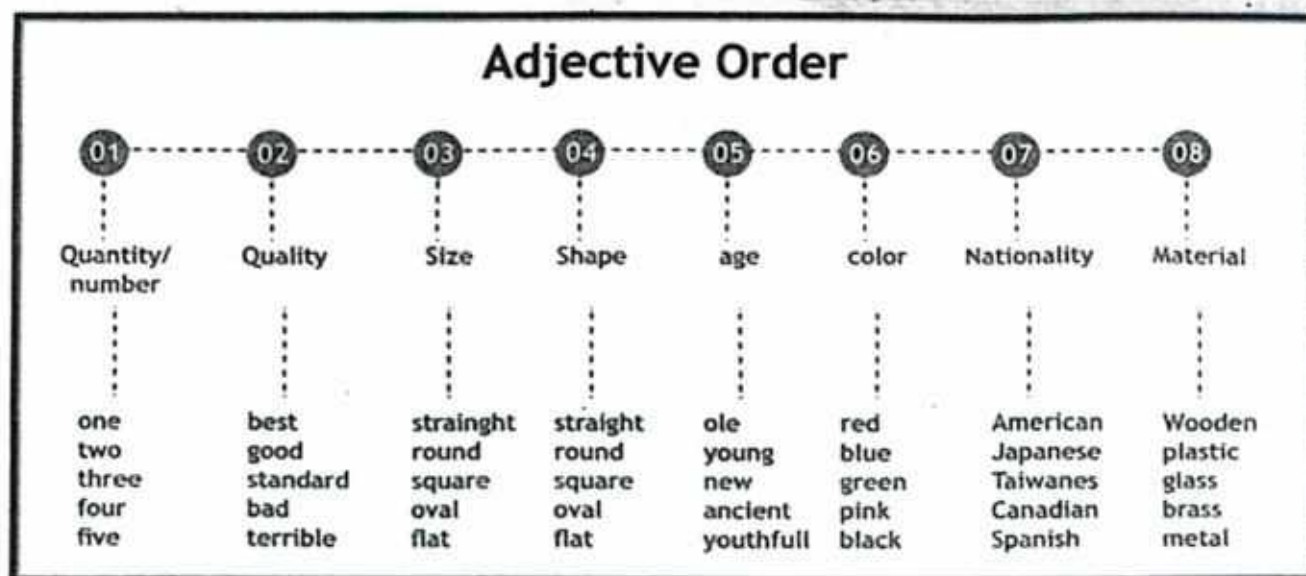
Example: The cheetah is faster than the lion.

Superlative Degree: This form is used to compare three or more things, indicating the highest degree of a quality. It often ends in "-est" or is preceded by "most."

Example: The Cheetah is the fastest land animal.

Order of Adjectives:

When multiple adjectives are used to describe a noun, they generally follow a specific order. This order is:



Example:

She bought three **beautiful** small antique **French** silver ornamental plates.

Q. Read these sentences and rewrite these with correct order of adjectives:

- i. Ali saw a cat black small.
- ii. I bought a leather new bag.
- iii. We had a delicious Italian homemade dinner.
- iv. Shafaq wore a red Sindhi beautiful dress.
- v. It was an interesting old book.
- vi. He lives in a modern Spanish big Villa.
- vii. The students solved a difficult math complex,problem.
- viii. We visited an ancient historic castle.
- ix. She received a gold lovely necklace.
- x. They found an abandoned German old car.

Things to Remember while using Degrees of Adjectives:

Here are some key points to keep in mind:

- i. The positive form is the base form of the adjective (e.g., "happy," "big," "fast").
It is used to state a quality without making a comparison. So when compring two things, do not use positive degree.
- ii. The comparative form is used to compare two things or two sets of things.
 - For most one-syllable adjectives, you add "-er" to the positive form (e.g., "happier," "bigger," "faster").
 - For one-syllable adjectives ending in "e," you add only "-r" (e.g., "nicer," "safer").

- For one-syllable adjectives with a single vowel followed by a single consonant, double the final consonant before adding "-er" (e.g., "bigger," "thinner").
 - For two-syllable adjectives ending in "y," change the "y" to "i" and add "-er" (e.g., "happier," "prettier").
 - For two-syllable or longer adjectives, use "more" before the adjective (e.g., "more beautiful," "more interesting").
- iii. The superlative form is used to compare three or more things or sets of things.
- For most one-syllable adjectives, you add "-est" to the positive form (e.g., "happiest," "biggest," "fastest").
 - For one-syllable adjectives ending in "e," you add only "-st" (e.g., "nicest," "safest").
 - For one-syllable adjectives with a single vowel followed by a single consonant, double the final consonant before adding "-est" (e.g., "biggest," "thinnest").
 - For two-syllable adjectives ending in "y," change the "y" to "i" and add "-est" (e.g., "happiest," "prettiest").
 - For two-syllable or longer adjectives, use "most" before the adjective (e.g., "most beautiful," "most interesting").
- iv. Some adjectives have irregular comparative and superlative forms (e.g., "good," "better," "best"; "bad," "worse," "worst").
- v. Do not use both "more" and "-er" or "most" and "-est" together (e.g., "more prettier," "most fastest," "more cleverer").

D. Adjective phrase

An adjective phrase is a group of words that functions as an adjective within a sentence, providing additional information about a noun or pronoun. Adjective phrases typically consist of an adjective along with its *modifiers* or *qualifiers*. They help to describe and modify nouns or pronouns, adding detail and specificity to the sentence.

Examples:

The cat with *the long, sleek fur* is sitting on the windowsill.

She bought a dress *in shades of blue* for the special occasion.

The old oak tree *by the river* is a favorite spot for picnics.

They visited a museum *with fascinating ancient artifacts*.

A house *with a red door* caught their attention.

Uses of Adjective Phrases:

- **Adding Detail:** Adjective phrases provide more information about a noun, making the writing more descriptive and engaging.
- **Creating Imagery:** By including descriptive details, adjective phrases help readers form

mental images, enhancing the overall vividness of the text.

- **Clarifying Meaning:** Adjective phrases help specify which particular noun or pronoun is *being referred to*, avoiding ambiguity.
- **Emphasizing Qualities:** Adjective phrases highlight certain qualities or characteristics of the noun, emphasizing their significance.

Q. Identify the adjective phrases in the following sentences:

- i. The house on top of the hill has a stunning view of the city.
- ii. In the bustling city center, we found a charming little café.
- iii. She wore a dress with sparkles and sequins for the special occasion.
- iv. The detective examined the mysterious case with a magnifying glass.
- v. A group of energetic kids played in the spacious, sunlit park.
- vi. The old, creaky door in the haunted mansion gave everyone a fright.
- vii. The scientist presented an experiment with groundbreaking results.
- viii. The chef prepared a delicious meal with fresh, locally sourced ingredients.
- ix. The dog with the wagging tail eagerly greeted its owner at the door.
- x. The student with the brilliant idea received praise from the teacher.

E. Future Indefinite Tense

The future indefinite tense, also known as the simple future tense, is used to describe actions that will happen in the future. It indicates that the action will take place after the present moment but does not specify exactly when.

Structure:

The structure of the future indefinite tense is generally formed using the modal auxiliary verb "will" (or "shall" in formal British English) followed by the base form of the main verb.

Declarative: Subject + will/shall + base form of the verb

She will travel to Europe next summer.

Negative: Subject + will/shall + not + base form of the verb (won't/shan't)

They will not be late for the meeting.

Interrogative: Will/Shall + subject + base form of the verb?

Will you join us for dinner tonight?

Q. Read the paragraph given below and identify the sentences that use the future indefinite tense. Consider how the tense is employed to convey actions happening in the future.

"As the sun sets, Sarah looks forward to her upcoming trip. She has packed her bags and will travel to the serene mountains. The journey won't take long, and she will explore the picturesque landscapes. She shall stay in a cozy cabin and will hike to the mountaintop at sunrise. Sarah knows that this adventure will create lasting memories, and she won't forget the breathtaking views."

Q. Write a short paragraph (60-70 words) about what you will do on the coming weekend. Remember to use future indefinite tense.

5. Writing Skills

Informative Essay: The Impact of Increased Screen Time on the Younger Generation

In recent years, the younger generation has been increasingly exposed to screens through various devices such as smartphones, tablets, computers, and

televisions. COVID19 contributed towards it even more as people were not allowed to leave their homes and education and office work all went online. This surge in screen time has raised concerns about potential disadvantages and the development of screen addiction among children and teenagers.

Introduction:

Begin with a brief overview of the prevalence of screen time among the younger generation.

State the purpose of the essay: *to explore the disadvantages of excessive screen time and suggest ways to control screen addiction.*

Disadvantages of Excessive Screen Time:

- negative impacts on physical health, such as eye strain, sedentary lifestyle, and disrupted sleep patterns.
- potential effects on mental health, including increased stress, anxiety.
- social consequences, such as reduced face-to-face interaction and weakened interpersonal skills.

Suggestions to Control Screen Addiction:

- parents to monitor and limit their children's screen time, considering age-appropriate guidelines.
- Setting realistic boundaries and creating a balance between screen activities and other forms of entertainment, such as outdoor play, reading, or sports.
- Set "Free zones" within homes, like no screen during meal times, or family lounge time.



Conclusion:

Summarize the key points discussed in the essay.

Proof reading and editing: *Proofread and edit your work using the points given in Unit 1.*

Q: Write an essay of approximately 250-300 words on The Impact of Increased Screen Time on the Younger Generation. Ensure that your essay is organized logically, and use evidence and examples to support your points.

Teacher's Point

- Engage students in discussion using conversation prompts to involve more students.
- Encourage students to share personal opinions and experiences.
- Recapitulate the previously learnt types of adverbs in previous grades
- Select and use a variety of pre-writing strategies such as brainstorming, mind mapping.
- Explain the elements of story using different famous fables and stories familiar to students.
- Help students to plan, draft and revise writing to ensure that it is focused, purposeful and reflects insight into the writing situation. It has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words. It uses writing strategies as are appropriate to the purpose of writing. It has varied sentence structure and length and has a good command of language with precision of expression.