3

Make it big

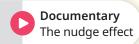## Learning situation

How can we spot misinformation online? Create a guide to raise awareness about misinformation.

▶ Watch the unit preview video.

VOCABULARY
Media, prefixes, advertising

▶ Documentary
The nudge effect

GRAMMAR
Modal verbs

▶ Grammar animation

READING
An article about AI influencers

LISTENING
A radio interview about changes in advertising, a podcast about how to spot misinformation and disinformation

▶ Influencer video
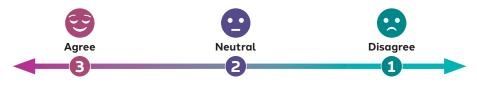
SPEAKING
Debating

WRITING
A for and against essay

3.1 VOCABULARY
MEDIA

Objective: use media vocabulary.

1 What types of media do you engage with most often? What do you do with it?

2 ⚙ Do the quiz. For each statement, decide how much you agree or disagree with it by selecting one of the options below.
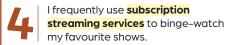
😌 Agree **3**   😐 Neutral **2**   🙁 Disagree **1**

What's your media style?
Do the quiz and find out what your media engagement reveals about you.

1 I often find myself following **trending** topics on social media and know exactly what viral memes everyone is sharing.

2 I spend hours **browsing** entertainment news and catching up on **sensationalist** celebrity gossip when I have free time.

3 I prefer getting my **current affairs** updates from social media rather than print newspapers and getting **breaking news** alerts on my phone.

4 I frequently use **subscription streaming services** to binge-watch my favourite shows.

5 I prefer streaming content and online video-sharing platforms rather than watching **scheduled TV programmes**.

6 I make time to watch live **broadcasts** of events or sports, including content on **pay-per-view**.

7 I follow content creators who engage in **influencer marketing** by recommending products and services online.

8 I regularly watch **live streams** from my favourite influencers and often post comments.

9 I enjoy sharing photos, videos and **status updates** about my life on social media platforms.

3 🔊 13 **Count your score. Then listen to the key and check what your answer means. Do you agree with the result?**

4 🔧 **Read the Vocabulary strategy. Then think how you could categorize the highlighted words in the quiz. Guess or check the meaning of any new words.**

Vocabulary strategy

Organizing words into categories can help you gain a deeper understanding of their meanings and grow your vocabulary knowledge.

5 **Complete the sentences with some of the highlighted words and phrases in the quiz.**

1 Every morning, Maria posts (…) on social media to let her friends know what she's up to.
2 Jamal prefers to watch (…) because he likes to know exactly when his favourite shows air.
3 Aiko loves (…) through different websites to find the latest news stories and articles.
4 Liam wanted to watch the boxing match live, so he bought it on (…).
5 Gossip websites often focus on (…) stories to grab attention, but often lack depth and accuracy.

➡ **VOCABULARY TRAINER Page 110**

6 🔊 14 **Listen to four speakers answering questions about the media. Which topic in the box do they not mention?**

current affairs   influencer marketing
newsfeeds   pay-per-view   print newspapers

7 🔧 ☁ **Complete the examples from the recording with *It*, *What* or *The thing*.**

1 (…) annoys me the most is all the adverts.
2 (…) I like the least is all the endless negative news stories.
3 (…) is streaming services that I prefer watching the most.

➡ **GRAMMAR REFERENCE WORKBOOK Page 115**

Your turn!

8 ☁ **Discuss the questions from the recording.**

1 Do you think there should be more positive news? Why? / Why not?
2 How do you usually find out about breaking news?
3 Do you prefer streaming services or scheduled TV programmes?

▶ **DOCUMENTARY   A shared cause**

A ☁ **You are going to watch a video called 'The nudge effect.' What do you think the nudge effect is? Discuss with a partner.**

B ▶ **Watch the video and compare your ideas in exercise A.**

C ▶ **Watch the video and answer the questions.**

1 What is the purpose of the piano staircase?
2 How do technology companies 'nudge' us?
3 What are some examples of negative nudges?

➡ ▶ **VIDEO AND LISTENING WORKBOOK Page 35**

Learning situation   Step 1

Work in small groups. Brainstorm types of online media (e.g. social media, news sites, influencers' posts, etc.). Discuss what type of content you can find in each one.

➡ **SPEAKING TRAINER WORKBOOK Page 97**

Objective: read an article.

1 🔊 **Discuss the questions.**

1 Do you follow any influencers online? Who are they?

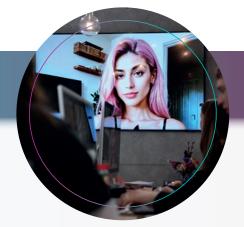2 Why do you like them? What makes somebody a good or bad influencer?

2 📊 🔊 15 **Read and listen to the article. What do Maia Lima, Alba Renai and Aitana Lopez have in common? Can you find the clue in their names?**

The rise of AI influencers

Have you ever watched a live stream of an influencer who does not exist? The truth is, you might have already done it without realizing! The latest artificial intelligence image generators are now able to recreate such lifelike
5 humans that most people who saw them would believe they must be real!

Aitana Lopez is a young influencer from Barcelona. Browse her social media, and you will see she is an extroverted Scorpio who provides constant status
10 updates about her gaming and fitness. She is popular, with over 300,000 followers on just one platform. What is more, she is entirely AI-generated! Thanks to recent advances in tech, more and more virtual influencers like Aitana are popping up on social media feeds, for
15 example, Maia Lima and Alba Renai, and their arrival is completely reshaping the media industry. But why do they exist?

According to The Clueless, the Spanish modelling agency behind Aitana, they had to create her because
20 they could not rely on real human collaborators. When they had to do filming or photo shoots, many of the models would be underqualified, ill-prepared or arrive late. The models with larger egos would often overestimate their abilities, and misunderstandings
25 were common. When company profits began to drop off, the agency decided to rebrand itself as a purely AI modelling agency. This proved a wise decision as Aitana manages to generate over €10,000 a month. It is a win-win. The agency no longer has to worry about, or pay,
30 for any unreliable, ill-fitting ex-employees.

Big brands are very excited about the idea of AI actors. There are obvious pros; their appearance and style can be easily adapted and remodelled so they are always trending. Another advantage is that they do not need
35 to take a break, and never have to miss work due to sickness. On top of this, they can broadcast live videos, repost endless engaging content and have real-time interactions with followers 24 hours a day. In the near future, subscription streaming services could have many
40 AI actors too. With virtual stars, production companies do not have to worry about any controversy or scandals which could destroy their brand.

However, there are also downsides to this sudden increase in AI celebrities. They might not be quite as
45 reliable as they seem, due to technical glitches. They could also appear inauthentic after a while, as they lack emotion and life experiences. Another con is that some TV audiences and social media users might feel deceived or misled if they discover that their favourite
50 actor is semi-human or worse, completely fabricated. Moreover, as AI-generated personas tend to lack physical imperfections, their idealized appearance could promote unrealistic beauty standards, which may prove very unhealthy for people's self-esteem.

55 The potential dangers of AI is certainly a hot topic in current affairs. At the moment, people are allowed to use it freely, but media experts suggest it should be well regulated as it could be used for unethical purposes. Without rigorous laws, human influencers and other
60 media jobs might not exist because AI can do it better. Some sociologists even suggest that companies should pay AI-generated actors the same salary as humans to reduce their economic advantage.

Are people just overreacting to AI out of fear? Is this just
65 catastrophic thinking or sensationalist nonsense? Will we be able to tell if celebrities and vloggers are real in the future? These are important questions that must not be ignored. In fact, we had better take them very seriously …

Phrasal verbs

drop off – fall, decrease

pop up – appear

3 Read the Reading strategy. Then find three topic sentences in the article. Can you turn them into a question?

Reading strategy

To answer open comprehension questions, focus on identifying the main idea of each paragraph. Look for the topic sentence, often the first, second or last sentence, as it summarizes the content. Turn the topic sentence into a question and check if the detail sentences provide answers through explanations or examples. This helps confirm the paragraph's main idea and guides you in forming accurate responses.

4 **EXAM** Read the article again and answer the questions.

1 What is Aitana like?
2 How much does the agency earn from her?
3 Why are AI models more productive than humans?
4 Why could AI models harm mental health?
5 How might employers be persuaded to choose real workers rather than virtual ones?

5 **EXAM** Read the article again and decide if the following statements are true (T), false (F) or not given (NG). Give evidence from the article for your answers.

1 The first paragraph tells us that AI influencers could be more common than we think.
2 Before Aitana arrived on social media, the agency hadn't paid their influencers anything.
3 Followers might feel disappointed if AI influencers malfunction all the time.
4 The writer of the article never mentioned their personal opinion.

6 **EXAM** Find sentences in the article that mean what has been paraphrased below.

1 Additionally, the flawless appearance of AI-generated personas could reinforce unrealistic beauty standards, which might negatively affect how people perceive their own appearance.
2 If strict laws are not in place, AI could replace human influencers and other roles in the media industry, as it may perform their tasks more efficiently.

7 **CRITICAL THINKING** Discuss the questions.

1 What is something surprising that you learned from the article?
2 What are the advantages and disadvantages of AI-generated influencers?

Vocabulary: prefixes

8 Find words in the article that begin with the prefixes in the box. Then match them with their general meanings 1–9.

co- de- ex- ill- mis- over- re- semi-
un- under- well-

1 done again
2 badly or wrongly (2 answers)
3 opposite or reverse (2 answers)
4 too much / many
5 successfully done
6 former / not any more
7 not enough
8 half
9 together, with

9 Complete the sentences with the correct prefixes.

1 Being an influencer can be a very (…)-paid job.
2 David isn't married any more; that's his (…)-wife.
3 The (…)-founders of the agency are very successful.
4 He never did live streams, so I (…)followed him.
5 The (…)-final of the match is pay-per-view.
6 She often (…)estimates herself, but she's great!

➔ **VOCABULARY TRAINER Page 110**

Challenge yourself!
Write at least one more example for each prefix in exercise 8.

Your turn!

10 **MEDIATION** Your family are curious about AI influencers after hearing you mention them. Tell them three interesting facts from this lesson to help them understand what AI influencers are and how they work.

11 Discuss the questions.

1 How do you feel about AI-generated influencers? How would you feel if you realized you were following one?
2 How might AI-generated personas change society in the future? Consider the areas in the box.

education entertainment industry
sports work

GRAMMAR
MODAL VERBS

Objective: use a variety of modal verbs.

▶ **Watch the video and then do the activities.**

A Ability, permission and prohibition

🗒 **Read the rules and write** *permission*, *prohibition* **or** *ability*.

Rules

To talk about **¹**(…), we use *can / can't* in the present and *could / couldn't* in the past. To ask for permission, we use *can, could, may* or *might*. To give or refuse it, we use *can* or *may* (NOT *could* or *might*).

We can express **²**(…) using *can't, mustn't* or *be allowed to*. We do not usually use *could* …

- to talk about what somebody did on one occasion in the past. Instead, we use *was / were able to*, *managed to* or *succeeded in*.
- to talk about **³**(…) on one occasion in the past. Instead, we use *be allowed to*.

B Advice

🗒 **Complete the rules with the words in the box. There is one extra word you do not need to use.**

advice   meaning   opinions   permission   threat

Rules

Should is used for suggestions, advice and **¹**(…).

Ought to has a similar **²**(…) but is less common.

Must can be used as a strong way of giving **³**(…), as can the non-modal phrase *had better*. Note that *had better* can sometimes be a **⁴**(…) or a warning.

Practice

1 **Choose the correct options. Sometimes both options are possible.**

1 We missed the live broadcast, but we **could / were able to** watch it on pay-per-view later.

2 He **could / was able to** browse the internet when he was only five years old.

3 We **were allowed to / may** post a status update on the site yesterday.

4 I **can't / couldn't** understand how to sign in to the subscription streaming service until you showed me.

5 She **could / succeeded in** avoiding all the sensationalist news headlines until she went online.

6 **May / Can** we subscribe to this streaming service, please?

C Obligation and lack of obligation

🗒 **Choose the correct options.**

Rules

Must and *have to* have a **¹similar / opposite** meaning, but sometimes we use *have to* when the obligation comes from **²us / somebody else**.

Must not means you are obliged **³not to do / to do** something, whereas *don't have to* means you are not obliged.

When talking about obligation, the past tense of both *have to* and *must* is **⁴had to / must have** + infinitive.

Need to means something is necessary, and *don't need to* or *needn't* means it is not necessary. The **⁵present / past** tense of *don't need to* can be *didn't need to* + infinitive (you did not do it because it was not necessary) or *needn't have* + past participle (you did it, but it was not necessary).

D Possibility and deduction, modal perfects

🗒 **Complete the rules with the modal verbs in the box.**

can't   could   must have

Rules

We use *may / might* and **¹**(…) to talk about possibility. When we are more sure, we can use *must* and **²**(…).

To make deductions about the past, we use the modal perfects *might have*, *could have*, **³**(…) and *can't have*.

➡

2 **EXAM** **Complete the dialogue with the words and phrases in the box.**

'd better not   needn't   ought
should   should I

A My social media feed isn't refreshing. What do you think I **¹**(…) do?

B Try logging off, then logging on again. That **²**(…) to work.

A I've tried that. **³**(…) call the help desk?

B You **⁴**(…). The phone calls cost two euros a minute!

· But you **⁵**(…) panic – we can write them a message instead. They always get back to you quickly.

3 Complete the sentences with the verbs in the box. Sometimes more than one answer is possible.

> didn't need to   don't have to   had to
> have to   must   mustn't   needn't
> needn't have   need to

1 Most social media platforms are free. You (…) pay to use them.

2 I signed up to a streaming service, but I (…) done it because my parents had already paid for it.

3 I (…) learn how to use AI tools better – it's going to be really important in the future.

4 We (…) rush – the film doesn't start for another 30 minutes.

5 I (…) watch the trending video my friend shared with me because I'd already seen it.

6 You (…) download any films from illegal websites!

4 **EXAM** Read the Watch out! box. Then rewrite the second sentence so that it has a similar meaning to the first. Use the words in brackets.

Watch out! *Can* is not usually used to talk about possibility.
The live stream may be cancelled.
NOT ~~The live stream can be cancelled~~.

1 Maybe Sara has forgotten to check the breaking news. (could)

Sara (…) to check the breaking news.

2 Possibly you have to log in first. (might)

You (…).

3 I'm sure that wasn't a real photo! (can't)

That (…) a real photo!

4 I think the actor is leaving the series. (may)

The actor (…).

5 Perhaps the journalist is Dutch – he has a Dutch-sounding name. (could)

The journalist (…) – he has a Dutch-sounding name.

6 I'm sure that was an illegal download. (must)

That (…).

5 Make deductions about what may / might / could, can't or must have happened based on the headlines.

A Influencer unmasked – who is the real Maila?

B Streaming service cancels season 4 – all the fans in shock

C Social media provider interrupts live stream broadcast

D Warning: millions of account details have been hacked!

Consolidate

6 Read the article and choose the correct options.

The growing problem of fake online reviews

Many of us read online reviews to help us decide which product we [1] **should / must** choose. Unfortunately, online reviews are becoming increasingly unreliable, as they [2] **might not / couldn't** be real! You [3] **can / may** have seen groups on social media platforms looking for new members to write fake reviews for well-known companies and online shops. These writers [4] **manage to / succeed in** earn quite a lot of money. A hundred five-star reviews [5] **are allowed to / can** earn them as much as €165! Some creators of fake reviews defend themselves by saying that the responsibility ultimately lies with the customers, who [6] **mustn't / don't have to** believe everything they read online. To tackle this problem, the UK government wants to introduce new laws. This would mean British businesses wouldn't [7] **be allowed to / succeed in** pay for or create any fake online reviews. However, in many countries, it's still legal, and people [8] **need / are able to** write as many fake reviews as they want. To solve this issue, these reviews [9] **can / have to** be made illegal worldwide. One thing is certain: you [10] **ought to / mustn't** be very careful when you read any form of review as it [11] **needn't / could** be untrue!

Your turn!

7 🔟 Discuss the questions.

1 Have you ever consulted an online review? What for?

2 How might good or bad reviews influence you?

Learning situation | Step 2

Work with a partner. Research examples of misinformation online, e.g. fake reviews. Write a short paragraph explaining why the information is fake.

Objective: understand a radio interview and a podcast.

1 Have you ever bought anything because of an advert that you saw? If yes, what was it? Why did the advert persuade you?

Vocabulary: advertising

2 Guess the meaning of the words in the box. Which types of advertising are in the photos? Where do you see these adverts?

> advertising campaign   banner ad   billboard
> brand awareness   catchy slogan
> celebrity endorsement   (TV) commercial
> influencer marketing   product placement
> promotional post   social media ad
> sponsored content   stealth marketing
> target audience

➡ **VOCABULARY TRAINER Page 111**

3 🔊16 Listen to a radio interview about advertising. Write the forms of advertising in the order you hear them. 🌐

4 🔄 **EXAM** 🔊16 Read the Listening strategy. Then listen again and choose the correct answers.

Listening strategy

Some tasks often include deliberate attempts to prevent you from identifying the correct answer. These are called distractors.

1 A distractor may be a word that sounds similar to the answer. Watch out for pairs like *thirty* and *thirteen*.
2 Speakers might correct themselves or change their minds.
3 Contrast linkers can also signal a distractor, e.g. *Although ..., in fact ...*

1 Why were TV commercials a successful method of advertising in the '80s and '90s?

A Because they included sensationalist subjects.

B Because TV was very important in people's lives.

C Because everyone watched the same things simultaneously.

D Because viewers enjoyed the catchy slogans.

2 Which type of online advertising do people dislike the most?

A search engine marketing

B banner ads and pop-ups

C ads in pay-per-view shows

D targeted marketing

3 Which statement about social media marketing is true?

A It needs to reach a specific audience in order to work.

B It has a success rate of three to four per cent.

C It can usually generate a profit of $25,000 from each post.

D It needs to be discreet so that people don't realize they are being advertised to.

5 Can you identify any distractors for the questions in exercise 4? Discuss your ideas.

6 **CRITICAL THINKING** Discuss the questions.

1 Do you follow influencers on social media and take their product recommendations seriously?

2 Have you ever noticed product placement in movies or TV shows and felt influenced by it?

7 🔊 17 Think of examples of misinformation and disinformation in the media. Then listen to a podcast with an expert. Does it mention any of your ideas? 🌐

8 🔊 17 Listen again. Complete the sentences with one word in each gap.

1 *The New York Sun* wrote about life on the Moon in (…).

2 Photos of (…) were found to be fake nearly 70 years after they were first taken.

3 (…) marketing is often posted on social media feeds before elections.

4 The only difference between the scammers' fake site and the real Hippie Shake website was the (…).

5 Mistakes with spelling and grammar or a missing (…) name could indicate the content is fake.

6 Misinformation has been designed to generate (…) or fear.

9 CRITICAL THINKING Discuss the questions.

1 Do you know of any hoaxes or jokes in the media?

2 Which advice from the podcast do you already follow?

Vocabulary: prefixes

10 Complete the words from the podcast with the prefixes in the box.

anti- dis- im- inter- multi- sub-

1 (…)information
2 (…)probable
3 (…)national
4 (…)standard
5 (…)national
6 (…)social
7 (…)-immigration
8 (…)honesty
9 (…)stitute
10 (…)connected
11 (…)patience
12 (…)media

11 MEDIATION Your friend believes everything they see online. Tell them about misinformation and disinformation. Use the information in this lesson and at least five words in exercise 10.

➡ **VOCABULARY TRAINER Page 111**

Vocabulary: debating

▶ **INFLUENCER VIDEO**

12 What conspiracy theories have you seen on your newsfeed? Which ones might be widely believed?

13 ▶ Watch three students debating how best to combat the rise in fake news. Check if any of your ideas in exercise 12 are mentioned.

14 ▶ Watch again and complete the Useful phrases.

Useful phrases: debating

Starting a debate
Today's ¹(…) is on …

Interrupting
Excuse me, ²(…) I just say …

Addressing interruptions
Hold on a ³(…), please.
Sorry, but ⁴(…) you just hear me out?

Agreeing
I ⁵(…) … is absolutely right.
I totally agree ⁶(…) …
That's a valid point.

Disagreeing
That's not always ⁷(…).
⁸(…) necessarily.

15 💬 How should students deal with misinformation online? Have your debate. Discuss and present your ideas on how your school can fight misinformation.

Learning situation | Step 3

Work as a group. Discuss how you could spot the misinformation in the list below. Decide which topic you want to focus on in your guide.

• conspiracy theories
• deepfakes
• political propaganda
• stealth marketing
• scam adverts and reviews
• fake influencers
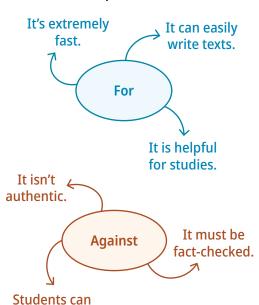
➡ **SPEAKING TRAINER WORKBOOK Page 99**

Complete all activities in your notebook. Unit 3. Make it big

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

Objective: write a for and against essay.

1 📊 What are the arguments for and against using AI in everyday life? Add three more ideas to each section of the mind map.

It's extremely fast.

It can easily write texts.

For

It is helpful for studies.

It isn't authentic.

Against

It must be fact-checked.

Students can cheat with it.

2 **EXAM** Read the exam task and discuss your answer.

> **Task: The advancement of AI is going to make our lives better. Discuss.**

3 Read the model text. Did the writer give a balanced view of the topic? Were any of the points you had written in your mind map brought up?

Will AI really make our lives better?

According to leading tech experts, artificial intelligence will transform our society for the better. Having said that, some of them also warn it could end humanity one day. In this essay, I will explore arguments for and against AI.

On the one hand, AI is extremely useful for everyone. Humans often make mistakes which can have catastrophic outcomes, **including** medical errors or injury, whereas AI is more accurate. It can reduce the risk of disaster by completing routine tasks without any mistakes. Humans are also subjective, and personal biases can influence decision-making, **for example**, when imagining a target audience or choosing the best candidate for a job. In spite of its lack of emotions, AI can also display bias, **such as** misidentifying people in photos. However, while a robot can be reprogrammed to be totally objective and make good decisions, a human cannot.

On the other hand, evidence shows that AI could cause mass unemployment which would be disastrous for society. **Take, for example**, copywriters, who write text for marketing purposes. They must already be very worried as AI can come up with an absolutely brilliant advertising campaign in seconds. However, despite their superior speed, machines might not be able to tackle subjects in a sensitive way, **for instance**, creating a commercial for a children's charity. Nevertheless, each time we use AI, it becomes more able to think like us.

Generally, I think technological advancements improve our lives, so we should not fear AI. All in all, it has been designed to help us, so we had better work with it rather than against it.

4 **TEXT ANALYSIS** Read the model text again and answer the questions.

Paragraph 1

1 Whose opinion does the writer open the essay with?

2 Which sentence summarizes the aim of this essay?

Paragraph 2

3 What is the aim of this paragraph?

4 Which examples does the writer give?

Paragraph 3

5 What is the aim of this paragraph?

6 Which examples does the writer give?

Paragraph 4

7 What is the writer's suggestion in the conclusion?

8 How does the writer feel about AI?

5 🔊 Read the Writing strategy. Then find five example sentences in the model text.

> **Writing strategy**
>
> When writing an essay discussing arguments for and against a statement, use examples to support your arguments. Use the following words and phrases to introduce example sentences: *for example*, *for instance*, *such as*, *things like*, *including*, *take*, *for example*.

6 Complete the sentences with at least two examples. Use the phrases in brackets.

1 There are many benefits of AI in advertising (…). (take, for example)

2 Some of the drawbacks of AI in advertising (…). (including)

7 🔊 Complete the Useful phrases with words in the model text.

> **Useful phrases: arguing for or against**
>
> **Giving evidence and examples**
> According to …
> Evidence says / shows / suggests ¹(…) …
> There are (many) examples where …
> Such as / like / ²(…) instance …
>
> **Contrasting arguments**
> One the one hand, … On the ³(…) hand …
> Although / Despite / In spite ⁴(…) / While / Whereas …
> Nevertheless, we should remember that …
> ⁵(…) said that, …
>
> **Summarizing and concluding**
> In general, …
> All in ⁶(…), …
> In conclusion …

Writing task

8 **EXAM** Some people are asking, 'Should we use AI-generated content in advertising, or is it unethical?' Discuss the arguments for and against. Write 120–150 words.

Writing guide

Get ideas

Spend a few minutes brainstorming for this task. Think: how is AI used in advertising? What are pros and cons of each use? Make a list of reasons to support or argue against it.

Plan

Organize your ideas into paragraphs.

Paragraph 1: introduce the topic and show that you're going to give a balanced view.

Paragraph 2: give at least two points 'for' with evidence and examples.

Paragraph 3: give at least two points 'against' with evidence and examples

Paragraph 4: summarize the balanced argument, then give your own personal opinion in a final comment.

Write

Write your for and against essay. Use the paragraph plan to help you and include some of the Useful phrases.

Check

Read your essay carefully. Have you …

- structured the essay properly?
- given reasons for and against the argument?
- used modifying adverbs correctly?
- included some of the Useful phrases?
- concluded with your own opinion?

➡ **WRITING WORKSHOP Page 102**

VOCABULARY EXTENSION
ADJECTIVES FROM VERBS

Objective: understand how to form adjectives from verbs.

1 Complete the sentences from the unit with the correct adjectives: *breaking*, *sensationalist*, *scheduled*. What is the verb form of each of these adjectives?

  1 Do you watch on-demand content rather than (…) TV?

  2 Do you get (…) news alerts on your phone?

  3 Do you spend hours catching up on (…) celebrity gossip?

2 Read the Language focus. Then complete the adjectives with the suffixes in the box.

  -al -ible -ic -ive -less -ous

> **Language focus**
> Forming adjectives from verbs
>
> Adjectives can be formed by adding a suffix to the verb.
> **1** **present participle** (*-ing*), e.g. *trending topics*
> **2** **past participle** (*-ed*), e.g. *ill-prepared models*
> **3** other common suffixes: *-able / -ible, -ous, -al, -ful, -ic, -less, -ist* and *-ive*
>
> | Verb | Adjective | Verb | Adjective |
> |---|---|---|---|
> | relate | relat**able** | help | help**ful** |
> | respond | ¹respons(…) | create | ⁴creat(…) |
> | realize | ²realist(…) | criticize | ⁵critic(…) |
> | continue | ³continu(…) | use | ⁶use(…) |

3 Read the definitions of the adjectives and write the correct suffixes. What are the verb forms?

  1 you can read it very easily: read(…)

  2 intending to deeply upset people: spite(…)

  3 done with insufficient attention: care(…)

  4 to be overly critical, judge too hard: judgement(…)

  5 feeling uplifted or creative: inspire(…)

  6 extremely absurd or silly: ridicul(…)

  7 including many or all aspects: comprehens(…)

  8 extremely surprising or impressive: astonish(…)

4 **EXAM** Complete the text with the adjectives in exercise 3. 🌐

Newsfeeds are able to offer us constant and ¹(…) updates on current affairs. I often scroll through the headlines, but the articles that I find most ²(…) are the positive ones. Recently, I felt ³(…) by a story which taught me to never give up hope. In Devon, a lost cat returned home after twelve years. It must have been ⁴(…) to see him again! Unfortunately, many of the readers' comments were critical and ⁵(…). Some accused the owners of being ⁶(…) because they ought to have looked after their cat. Others thought the cat should have been given a new home, but that's a ⁷(…) idea as he and his family must be very happy! A few people said cats were horrible, but I love them, and can't stand ⁸(…) opinions about any animal.

5 Categorize the adjectives in exercise 3 into positive, negative or neutral. Add three more adjectives to each category. Compare with a partner.

6 **PRONUNCIATION** 🔊18 Listen to the pronunciation of *can* in the examples. Then identify the weak / strong forms of *can* in sentences 1–6. Listen again and check your answers.

  1 This celebrity can always engage audiences.

  2 I know it must be difficult, but you can do it!

  3 You'll have to check if we can or can't download it.

  4 I can immediately spot fake influencers.

  5 In the free app you can't block ads, but if you pay, you can.

  6 I'm not uncreative! I can come up with a catchy slogan!

7 **EXAM** **PRONUNCIATION** Answer the questions.

  1 How is the *a* pronounced in the *strong* form of *can*: /ə/, /æ/, /ɑː/?

  2 How is the *a* pronounced in the *weak* form of *can*: /ə/, /æ/, /ɑː/?

  3 How is the *u* pronounced in *substitute*: /æ/, /ɑː/, /ʌ/?

8 🗣️ 💬 Discuss the questions.

  1 Which is the most comprehensive website? Why?

  2 What do you find most readable? When was the last time something made you feel inspired?

3 Learning situation — Create a guide

Objective: teach friends and family how to consume online media responsibly.

Learning situation: how can we deal with misinformation online?
Project: create a guide that helps your friends and family consume online media responsibly and know how to recognize fake news.
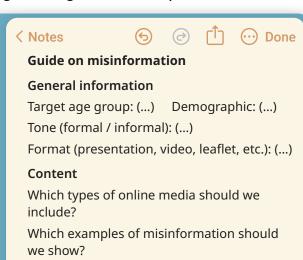**Objective:** teach friends and family how to consume online media responsibly.

Review

1 Review your work from the Learning situation steps in this unit. Then complete the notes.

< **Notes**   Q | ⊕ ⊖ | ↺ ↻ | ⬆ | ☰

How to consume media responsibly
Types of online media: (…)
Examples of misinformation: (…)
How to spot misinformation: (…)

Decide

2 Read the Learning situation skills. Then work in small groups and make decisions about your guide using the notes and questions below.

< **Notes**   ↺ ↻ ⬆ ⋯ **Done**

Guide on misinformation

General information
Target age group: (…)   Demographic: (…)
Tone (formal / informal): (…)
Format (presentation, video, leaflet, etc.): (…)

Content
Which types of online media should we include?
Which examples of misinformation should we show?
What tips, practical steps or resources should we include?

Roles
Who will do what?

Brainstorming in a group
- Define the topic so everyone can stay focused.
- Write all ideas: no idea should be too small or silly.
- Build on each other's ideas and make suggestions.
- Avoid criticizing – judging ideas limits creativity.
- Group similar ideas by topic or theme.
- Select a realistic idea that best meets your goal.

Create

3 Write your content based on your decisions in exercises 1 and 2. Present your work to your group. Explain your ideas and choices, and discuss what may need adapting. Use the Useful phrases to help you. Then complete your guide as a group.

Useful phrases: peer and self-evaluation

Peer evaluation
I really like the way that you have …
One thing you've done really well is …
Maybe you could try … to make it even better.

Self-evaluation
I'm pretty satisfied with … because …
One area I may need to work on is …
I think I should (have) … because …

Accepting feedback
I hadn't thought of that, but it makes sense.
Thanks for pointing that out. How do you think … ?

Share

4 Show your guides to the class. As you look at other groups' guides, make notes about the feedback you want to give.

5 Give feedback to the other groups. Use the Useful phrases in exercise 3 to help you.

Reflect

6 🔄 Think about the work you did on the Learning situation in this unit. Read the statements and score yourself 1–3 for the below.

> 1 – need to improve in this area
> 2 – feel good about this   3 – feel very good about this

1 I can create a guide that helps my friends and family consume online media responsibly.
2 I can teach friends and family how to consume online media responsibly.
3 I can brainstorm in a group.