

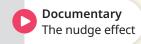
Learning situation

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

Watch the unit preview video.

VOCABULARY

Media, prefixes, advertising



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



SPEAKING

Debating

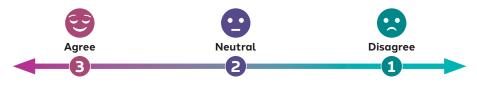
WRITING

A for and against essay

3.1 VOCABULARY MEDIA

Objective: use media vocabulary.

- 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.



What's your media style?

Do the quiz and find out what your media engagement reveals about you.

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



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

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



I prefer streaming content and online video-sharing platforms rather than watching **scheduled**

TV programmes.

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

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

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

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







- (1) 13 Count your score. Then listen to the key and check what your answer means. Do you agree with the result?
- 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 1014 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 (2) 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!

- - 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 O 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

3.2 READING AN ARTICLE

9 MOUSTRY, PAROVATION AND INFRASTRUCTURE

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?

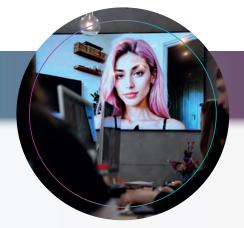
2 (1) (1) 15 Read and listen to the article. What do Maia Lima, Alba Renai and Aitana Lopez have in common? Can you find the clue in their names?



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
- 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
- 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 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 winwin. The agency no longer has to worry about, or pay, of for any unreliable, ill-fitting ex-employees.
 - Big brands are very excited about the idea of Al 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
- 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 Al 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

- 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 Al-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.
- 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
- 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 Al out of fear? Is this just 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 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 AIgenerated 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- semiun- 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!

- 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

Objective: use a variety of modal verbs.

Watch the video and then do the activities.

A Ability, permission and prohibition

9 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

Ocomplete 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

9 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 ³ not 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 ⁴ *had to / must have* + infinitive.

Need to means something is necessary, and don't need to or needn't means it is not necessary. The present / 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).

Possibility and deduction, modal perfects

Ocomplete 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*.

- GRAMMAR REFERENCE WORKBOOK Page 112
- 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 (...).
- 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 1should / 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 *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 '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 ⁷be 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.

LISTENING AND SPEAKING ADVERTISING





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
- 3 ①16 Listen to a radio interview about advertising. Write the forms of advertising in the order you hear them. ②
- 4 (2) EXAM (1)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 ① 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	7 ()-immigration	
2 ()probable	8 ()honesty	
3 ()national	9 ()stitute	
4 ()standard	10 ()connected	
5 ()national	nal 11 ()patience	
6 ()social	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



- 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.

Learning situation

Step 3

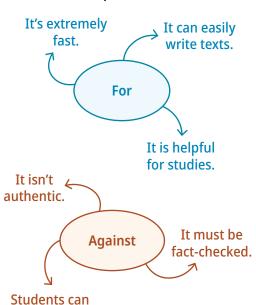
Work as a group. Discuss how you could spot the misinformation in the list below. Decide which topic you want to focus on in your guide.

- conspiracy theories
- desefelse
- deepfakes
- political propaganda
- stealth marketing
- scam adverts and reviews
- fake influencers





Objective: write a for and against essay.



2 EXAM Read the exam task and discuss your answer.

cheat with it.

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 Al 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 Al 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 Al, 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.

 $f(x) = a (x-x_1)(x-x_2)$



 $z_{1} = a \begin{vmatrix} D_{1} & B_{1} \\ D_{2} & B_{2} \end{vmatrix} - b \begin{vmatrix} D_{1} & A_{1} \\ D_{2} & A_{2} \end{vmatrix} \begin{vmatrix} (a+b)i)+(c+d)i = a\cdot c+(b-d)i \\ (a+b)i)(c+d)i = a\cdot c+(b-d)i \\ (a+b)i)(a-b)i = a^{2}+b^{2} \end{vmatrix}$ $|AC^{2} = a^{2}+b^{2}+c^{2}$ $|AC^{2} = a^{2}+b^{2}+c^{2}+c^{2}$ $|AC^{2} = a^{2}+b^{2}+c^{$

 $|\mathbf{a}| = |-\mathbf{a}| \qquad \text{ab+ac}$ $|\mathbf{a}| \ge 0 \qquad \qquad \text{(a)}$

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 AT?
- 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)

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

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 focusForming 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 abl e	help	help ful
respond	¹respons()	create	4creat()
realize	²realist()	criticize	⁵ critic()
continue	³continu()	use	⁶ use()

- 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 ³(...) 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** ① 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 $c\underline{a}n$: $\frac{\partial}{\partial x}$, $\frac{\partial}{\partial x}$, $\frac{\partial}{\partial x}$
 - 2 How is the *a* pronounced in the *weak* form of $c\underline{a}n$: $\frac{\partial}{\partial x}$, $\frac{\partial}{\partial x}$, $\frac{\partial}{\partial x}$
 - **3** How is the *u* pronounced in s<u>ubstitute</u>: /æ/, /a:/, /x/?
- 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?

Learning situation Create a guide

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

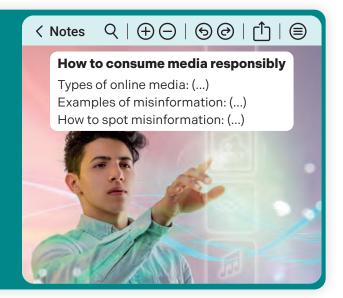
Learning situation: how can we deal with misinformation online?

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.

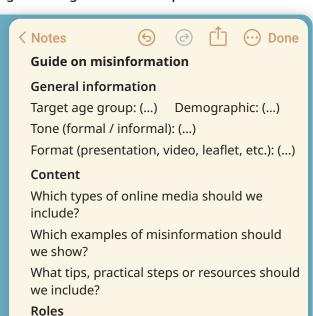
Review

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



Decide

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



Who will do what?

Learning situation

Skills

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 Dink 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.

A Cyberbullying

Cyberbullying is a common and serious problem for many people and can affect the intended victim as well as their family and friends. But what is the best way to deal with it if it happens to you?

B Where is it happening?

Statistics from a variety of countries, where the majority of teenagers have internet access, show that more than half of young people aged fourteen to eighteen have experienced some form of cyberbullying. During the recent pandemic, these figures rose even higher as young people spent more time at home online. The kinds of abuse that young people suffer occur in several ways.

Around 19% of parents said their children had experienced bullying through social media sites and apps like Instagram, Facebook and X. About 10% of parents said that bullying occurred through text messages, and approximately 8% identified online gaming as an activity where their children had been bullied. The statistics vary widely and in one survey, 79% of gamers said they had been cyberbullied while playing online. There are often big differences between what parents say and self-reporting by teens. Nevertheless, the problem is clearly very serious.

© Who is being cyberbullied?

Certain groups are more likely to be victims of cyberbullying. Figures show that girls are more likely to be bullied, and also more likely to bully, than boys. Perhaps surprisingly, almost 70% of young victims of online abuse know their abusers personally. It is also clear that many online bullies also carry out bullying at school, in person. That is why it is very common for sufferers of online bullying to stop going to school and to fall behind in their studies.

D Cyberbullying and health

Being a victim of cyberbullying can lead to sleeping problems and depression. And, unfortunately, if the abuse does not stop, then it can lead to the

Reading

1 Read the article and choose the correct answers.

- 1 How many 14–18-year-olds have suffered cyberbullying?
 - **A** over 50% **B** up to 50% **C** around 50%
- 2 Most victims of cyberbullying ...
 - A know their abusers.
 - **B** don't know their abusers.
 - **C** stop going to school.
- **3** Cyberbullying and teenage suicide ...
 - A could be connected.
 - **B** are not connected.
 - **C** definitely happen together.

most serious consequence of all. The rise in online harassment may be connected to the rise in suicides among young people.

What can you do if you are being targeted?

If you know somebody who is a victim, do not keep quiet. Surveys show that about 30% of young people think that it is a normal part of growing up, and that you should deal with it yourself. But it is never normal to suffer abuse, whether physical, verbal or digital, and there are specific things you can do to prevent and stop online harassment. These include changing your privacy settings to 'friends only' or 'private' and immediately blocking anyone who is posting unkind comments. If the bully is finding other ways to contact you, taking screenshots may also be useful to use as evidence if the situation escalates further. Always report online abuse and tell an adult you can trust for support and advice. If the harassment continues or the messages become more threatening, report the abuse to the police. You don't have to suffer in silence.



- 4 If the abuse becomes more serious, you should ...
 - A accept that it's part of growing up.
 - **B** talk to your friends.
 - **C** contact the authorities.

2 Find words in the article that mean the following.

- 1 aimed at a particular place or group of people (paragraph C)
- 2 a person who is badly affected by something (paragraph C)
- 3 annoying or worrying somebody by putting pressure on them or saying or doing unpleasant things to them (paragraph D)
- 4 an image of what is shown on a screen (paragraph E)

Listening

3 (1) 40 Listen and choose the correct answers.

- 1 What percentage of reviews are thought to be dishonest?
 - **A** 50%
- **B** 90%
- **C** 100%
- **D** 19%
- 2 What sort of reviews should we cautious about?
 - A extreme reviews
 - **B** reviews which offer vouchers
 - **C** reviews that mention small problems
 - D one- and five-star reviews
- 3 A hotel in Blackpool ...
 - A paid someone £100 for a good review.
 - B was fined £100 for fake reviews.
 - **C** wanted to charge customers for bad reviews.
 - **D** paid a lot of money for an advertising campaign.
- 4 If a business owner denies there's a problem, ...
 - A don't go there.
 - **B** check it out yourself.
 - **C** don't get angry.
 - **D** find someone more reliable.
- 5 What kind of language do fake reviews use?
 - A simple grammar
 - **B** superlatives and imperatives
 - **C** comparatives and imperatives
 - **D** complicated grammar

Use of English

- 4 Rewrite the second sentence so that it has a similar meaning to the first. Use the words in brackets.
 - 1 I'm sure this cake wasn't baked today. It's really stale! (be)
 - This cake (...) baked today. It's really stale!
 - 2 I'd apologize to her immediately if I were you. (to) You (...) to her immediately.
 - **3** It's possible that message was sent by mistake. (have)
 - That message (...).
 - **4** I'm sure the book is interesting if she recommends it. (be)
 - The book (...).

5 Choose the correct answers.

- **Leni** We ¹(...) go to that new restaurant in town at the weekend.
- Yusef OK, but 2(...) we read the reviews first?
- **Leni** We could, but I don't think that online reviews are always that reliable.
- Yusef I agree you need 3 (...) them carefully.
- Leni Yes, maybe we should ask Ayra instead I think she went there last Friday.
- Yusef OK. Do you think we should 4(...) a table?
- **Leni** Yes I think Ayra booked one. Let me check if I have her number.
- **Yusef** It's OK. I can call her she's in my contacts.
- **Leni** Great! I'm 5 (...) to stay out later on Saturdays, so I don't mind what time we go.

Yusef Me too. I can stay out until 11 p.m.

- 1 A could C better
 - B ought D able to
- 2 A might not C needn't
 - B should have D shouldn't
- 3 A read C reading
 - B to read D have read
- 4 A to book C have booked
 - B book D not book
- **5** A succeed in **C** allowed to
 - B can D mustn't

Pronunciation

6 Answer the questions.

- 1 How is sh pronounced in shocked: /tʃ/, /ʃ/ or /s/?
- 2 How is *ai* pronounced in *mount<u>ai</u>n*: /æ, /eɪ/ or /ɪ/?
- **3** How is *c* pronounced in *publicity:* /s/, /k/ or /ʃ/
- **4** How is *ue* pronounced in true: /u:/, /Δ/ or / σ /?

Writing

7 Write a for and against essay of 200–250 words on *one* of the topics below.

Mobile phones should not be allowed for children under twelve years of age.

Advertising should be banned on children's TV.

B2 EXAM PRACTICE

Reading

1 Read the article and answer the questions.

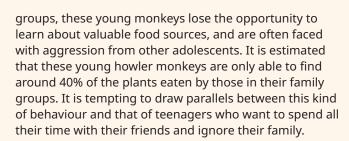
The surprising parallels between teen and animal risk-taking

After years of protecting their children from all possible dangers, parents are often horrified by the risks their teenagers will take. Some of them seem to be addicted to reckless actions, like driving too fast, getting involved in fights and taking part in extreme sports, while their peers cheer them on, persuading them to take more and more risks. Parents sometimes wonder whether this kind of behaviour is really a natural part of growing up or whether their charming child, who was so easy to handle just a few years ago, has gone completely mad. The surprising answer is that risk-taking behaviour is not exclusive to young humans: it is also seen among animals, many of which go through an adolescent stage in which peer pressure has a strong influence.

For example, there is a section of the Pacific Ocean just south of San Francisco Bay, which is known to scientists as the 'triangle of death' for sea otters. This area is full of great white sharks which like to feed on sea otters, and it has none of the seaweed that the otters usually hide in. To add to the risks, there are dangerous currents and sharp rocks, and the area is a breeding ground for a dangerous parasite too. So, it really isn't the sort of place that a sensible otter wants to hang around in.

Adults, both male and female, will not go near this part of the ocean, and young females avoid it too. The only otters foolish enough to go there are adolescent males, for whom this dangerous area of ocean seems to act like a magnet, despite their parents' efforts to keep them out of it. Scientists have likened their risk-taking behaviour to that of teenage boys who play 'chicken' by daring each other to cross the road in front of an approaching car, in order to find out who is the bravest.

In another case, some adolescent howler monkeys voluntarily leave their parents' groups to form new ones with other adolescents, even though this can be considerably risky for them. In order to become more independent by exploring new places and making new relationships, their chance of survival decreases. In leaving the safety and support given by their family



So, is there an evolutionary explanation for this behaviour? In the case of the otters, it clearly carries incredibly high risks. Researchers suggest that their visits to the 'triangle of death' may provide these young animals with an opportunity to learn more about their predators, allowing them to predict future encounters with them better. When it comes to the howler monkeys, scientists suggest that the desire to explore new areas, behaviours, and relationships can help adolescents to give up childish patterns of behaviour and to pick up new ones needed for adulthood.

Throughout the animal kingdom, adolescence is a balancing act. As they gradually lose the care and protection they receive from their parents, young animals of any species must find a balance between risk and safety. If they avoid risks entirely, they will suffer from a lack of understanding of the skills needed to be a successful independent adult or the dangers of the world in which they live. If they take too many risks, they might end up as a tasty snack for a hungry predator.

- 1 What kind of risky behaviours of their teenagers are parents worried about?
- 2 What are the similarities between young humans and animals?
- **3** What is the 'triangle of death'?

- 4 What do howler monkeys lose out on when they leave their family groups?
- **5** How do researchers explain the otters' visits to the 'triangle of death'?
- **6** What is the scientists' explanation for the monkeys' behaviour?



2 Read the article and choose the correct answers.



Art experts still don't know how many paintings in famous collections, galleries and museums around the world were painted by art forger Tom Keating and not by the artist whose signature appears on them. In the 1950s and '60s Keating, who was a skilled art restorer with an amazing knowledge of different painting techniques, produced numerous paintings in the style of famous artists, which he sold at auctions and through art dealers in the UK. Keating was caught in the early 1970s, by which time most of his works were in the hands of private collectors, who had bought the paintings from well-known art dealers. They believed they were by Cézanne, Monet, Degas, Titian, Rembrandt, Gainsborough and many other artists whose work Keating could imitate.

Keating admitted to producing more than 2,000 fakes, but he always refused to identify them. Because of his great technical skill, even experts find it extremely difficult to decide which works are by him. To add to the confusion, a lot of people who had paid thousands of dollars for their paintings were reluctant to have them examined in case they turned out to be worthless.

For a few years after Keating admitted to forgery, art dealers refused to sell paintings that were identified as his work. They were too embarrassed that he had fooled them in the past, and serious art collectors were not interested in buying them. However, the general public had an affection for Keating, particularly after his trial for forgery was stopped in 1979 when he became ill. They compared him to Robin Hood, the famous outlaw who stole from the rich to give to the poor. Keating didn't actually give

- 1 Art experts have been unable to identify all Tom Keating's fakes because ...
 - A he only identified 2,000 of them.
 - **B** they are not on view to the public.
 - **C** he wouldn't say which paintings he had forged.
- 2 Many people who thought they might have bought Tom Keating's fakes ...
 - A tried to sell them back to the art dealers they bought them from.
 - **B** didn't want to find out that their paintings were worthless.
 - **C** asked art experts to examine them to find out the truth.



FPO 93a

We will change the design when we get the replace image

the money he made through forgery to charity. But the public had little sympathy for greedy art dealers and art collectors who bought art as an investment, pushing up the prices of paintings and then hiding them away in private collections where people could no longer see them. They saw Keating's rise from poverty – he had to leave school at fourteen because his father could no longer pay for his education – to fame in the art world as a triumph. Keating even appeared in a popular TV programme, in which he demonstrated his techniques.

Gradually, people started buying Keating's fakes. By the time he died in 1984, his forgeries were selling for just over \$1,000. Today, the same paintings are worth more than \$10,000. And art dealers believe that the prices will go on rising.

Now, Tom Keating has been paid the biggest compliment of all. His own original paintings done in his own unique style are themselves being forged. Works done in his style and with his signature are starting to appear in the art market. If they are identified as fakes, they are worth nothing at the moment, and serious art collectors will not buy them. But what will they be worth in a few years' time? Just as Keating's fakes went from having no value to selling for over \$10,000, these fake Keatings may be a good investment for the future too!

- **3** When Keating admitted forging paintings, art collectors ...
 - A saw his paintings as a good investment.
 - **B** at first wouldn't buy any of his work.
 - C hid his work in private collections so no one could see it.
- **4** Forgeries of Tom Keating's own original paintings ...
 - A are now being sold for thousands of dollars.
 - **B** are currently very popular with art collectors.
 - **C** may be worth a lot of money in the future.

3 WRITING WORKSHOP

A for and against essay

In a for and against essay, you consider a topic or statement from opposite points of view, before giving your own opinion.

Example task: Write an essay about the impact of widespread internet use. Consider both positive and negative aspects.

Useful language

Introducing the topic

Nowadays ...

Some / Many people think / believe / consider (that) ... However, others ...

There are (strong) arguments for and against this idea.

Introducing contrasting ideas

On the one hand, ... On the other hand, ...

On balance, ...

However, / Nevertheless, it can also be argued that ...

One (dis) advantage of ... is ...

An(other) argument for / against ... is ...

Giving evidence and examples

According to ...

It is clear that ... / has been proven that ...

We do not have any evidence that ...

(Research) has shown that ...

Making suggestions or recommendations

To conclude ...

Shouldn't we / people (be able to, etc.) ...?

Would ... be a better solution / alternative?

Expressing your opinion

(*Personally*,) I think / believe / feel / am of the opinion (*that*) ... I (*strongly*) agree / disagree that ... / with the statement that ... In my opinion / view, ...

A Get ideas

- What do you already know about the statement or topic?
- List as many arguments as you can *for* and *against* the statement.
- Now choose your *two* best arguments in each category.
- Decide what you will write in your conclusion.

B Plan

Organize your ideas into paragraphs.
 For example:

Paragraph 1

• Introduce the topic.

Paragraph 2

• List arguments for the statement and give examples.

Paragraph 3

• List arguments against the statement and give examples.

Paragraph 4

State your opinion and summarize the arguments.

C Write

Tips for writing a for and against essay

- ✓ In the first paragraph, only give a general introduction to the topic.
- Do not mix up advantages and disadvantages in the same paragraph.
- Try to write a similar amount for the advantages and disadvantages.
- Support your arguments by giving evidence and examples.
- Only give your own opinion in the final paragraph.

The internet: a world of opportunities and threats

- ¹Nowadays, in most parts of the world, people have access to the internet. ³While this has brought numerous advantages, it has also introduced serious challenges, particularly in the form of cybercrime.
- ²There are strong arguments both for and against the increased use of the internet.
- ³ On the one hand, ⁴ the internet offers clear benefits. It has revolutionized communication, allowing people to connect instantly across the globe. Businesses have thrived due to online platforms, and education has been transformed. Moreover, the internet makes everyday tasks, like shopping, and working from home easier than ever.
- ³ On the other hand, ⁴ the rise of cybercrime is a significant concern. Cybercriminals can steal personal information, leading to identity theft and illegal use of credit cards. Hackers may also target companies, gaining access to sensitive data and demanding ransoms to restore control. These threats highlight the risks of living in an increasingly digital world.
- ⁵ Personally, I believe that while the internet brings many benefits, it also poses serious risks. Greater efforts must be made to protect individuals and organizations online, through better education and improved security measures, to minimize the dangers of cybercrime.

- ¹Give a general introduction
- 2 Show that you will give a balanced view
- ³Use linkers of contrast
- ⁴ Separate arguments for and against into two paragraphs
- ⁵ Give you personal opinion at the end

3 VOCABULARY TRAINER

Media

1 Read the Vocabulary strategy. Which methods of categorizing words do you use the most?

Vocabulary strategy

Categorizing words is an effective way to gain a better understanding of words and to develop your vocabulary knowledge. There are several ways you can do this.

- List single words or phrases.
- Divide words into those you already know and new words.
- Make lists of nouns and noun phrases or verbs and verb phrases.
- Categorize words by topic, e.g. words to do with transport, school, the media, etc.
- 2 Read the words in the box. How would you categorize them? Match each word with one of the bullet points in exercise 1. Compare your answers with a partner. Did you have the same ideas?

advertising campaign impatience influencer marketing trending TV commercial unfollow

3 Complete the dialogue with the words and phrases in the box. There are two extra words or phrases you do not need to use.

breaking news broadcast current affairs live stream scheduled TV sensationalist subscription streaming service trending

Tony Do you use a ¹(...) to watch films and TV?

Sally Yes – I pay for a couple of them. There are never any good programmes on ²(...). What about you?

Tony Yes, but I watch TV too – mainly the news ³ (...) at 9 p.m.

Sally Why don't you get your news from social media?

Tony I don't really trust it and I worry that it's ⁴(...).

Sally I know what you are saying, but there a lots of serious news sites that report 5(...) well. I read a good one and I have an alert set up on my phone too so that I get 6(...) – so I'm always up to date.

Tony That's a good idea – you'll have to tell me which one it is.

- 4 Choose the correct options.
 - 1 You spend too much time **browsing** / **trending** the internet.
 - 2 My friend told me about a great cat video that is live-streaming / trending on YouTube; apparently over 60 million people have watched it!
 - **3** Did you watch the **live stream** / **status update** of the Taylor Swift concert? There were thousands of people there.
 - **4** I don't think Shayla is with her boyfriend any more. Her status **feed** / **update** says she's 'single.'
 - **5** I missed the boxing match, so I'll have to watch it on pay-per-view / live stream.

Prefixes

5 Use the prefixes in the box to create antonyms (opposites) of words 1–8.

ill- mis- un-

- 1 (...)prepared
- 2 (...)understanding
- 3 (...)ethical
- 4 (...)reliable
- **5** (...)lead
- **6** (...)healthy
- 7 (...)realistic
- 8 (...)fitting
- **6 EXAM** Choose the correct answers.

1	I don't believe anything I read on the internet;
	there is just so much ()information out there!

- A mis- B ill- C un- D de-
- 2 The (...)founder of the media company has just sold her half of the business.
 - A re- B de- C well- D co-
- **3** My dad always (...)estimates his abilities around the house and ends up making a mess!
 - A under- B over- C mis- D well-
- 4 Our football team has got in to the (...)-final of the School's Cup.
 - A co- B under- C semi- D ex-
- 5 There's been a (...)crease in the number of people visiting my social media page I think I need to update my content.
 - A re- B under- C un- D de-

Advertising

7 EXAM Complete the text with one word in each gap.

Prefixes

8 Complete the table with the prefixes anti-, dis-, im- and multi.

1()	2()	3()	4()
patience		immigration	honesty
probable		social	information



Harajuku's trendsetters

Harajuku, to the west of Tokyo, is the fashion capital of Japan. Every Sunday, young people, dressed in a variety of styles, go there to hang out, discover the latest fashion and to shop. But for companies hoping to sell their clothes in Harajuku, they don't need celebrity 1(...) from well-known faces, and for fashion-conscious customers like these, 2(...) awareness is never a problem.

However, Japanese electronics companies also use the streets of Harajuku for a kind of live ³(...) campaign. This is a way of selling things by getting people to use and recommend them to their friends. Seeing a friend use the product is far more persuasive than a poster on a ⁴(...). Companies know that if they can get the teenagers who go to Harajuku to use their products and show them off to their friends, those products will become popular and sales will soar. So they employ people who walk around Harajuku trying to identify their target ⁵(...) – those teenagers whose style other teenagers want to copy. The companies give their products to these trendsetters for free. Giving away a few thousand dollars' worth of goods is a small price to pay and saves money on an expensive TV commercial or paying for ⁵(...) placement in a film.

Wordlist

Media

breaking news (n)
broadcast (n)
browsing (v)
current affairs (n)
influencer marketing (n)
live stream (n)
scheduled TV
programme (n)
sensationalist (adj)
social media feed (n)
status update (n)
subscription streaming
service (n)
trending (v)

Prefixes

co-founder (n) decrease (v) ex-employee (n) ex-wife (n) ill-fitting (adj) ill-prepared (adj) mislead (v) misunderstanding (n) overestimate (v) remodel (v) semi-final (n) semi-human (n) underestimate (v) underqualified (adj) unethical (adj) unfollow (v) unhealthy (adj) unrealistic (adj) unreliable (adj) well-paid (adj)

well-regulated (adj)

Advertising

advertising campaign (n)
banner ads (n)
billboard (n)
brand awareness (n)
catchy slogan (n)
celebrity endorsement (n)
(TV) commercial (n)
product placement (n)
sponsored content (n)
stealth marketing (n)
target audience (n)

Prefixes

anti-immigration (adj)
anti-social (adj)
dishonesty (n)
disinformation (n)
impatience (n)
improbable (adj)
interconnected (adj)
international (adj)
multimedia (adj)
multinational (adj)
substandard (adj)
substitute (v)

Wordlist task

Look at the words in the 'Prefixes' sections of the wordlist. Write each prefix in a separate column in your notebook. Then close your Student's Book and see how many words with each prefix you can add to the columns.