

FOURTH EDITION

READING FOR THE REAL WORLD 2

Reading for the Real World, Fourth Edition is a four-level series designed for intermediate to advanced English learners looking to improve their academic reading fluency and comprehension.



The fourth edition includes:

- ★ New and updated readings on important current topics from a variety of academic subjects
- ★ Reading comprehension exercises designed to hone comprehension skills such as identifying the main idea, understanding details, and making inferences
- ★ Pre-reading and post-reading exercises to reinforce the New Academic Word List (NAWL) vocabulary words encountered in the readings
- ★ Graphic organizers and other summary activities that provide practice in summarizing texts accurately and concisely
- ★ Supplemental readings that allow students to explore a different area or issue related to the main passage
- ★ Audio recordings of all reading passages to reinforce correct pronunciation and reading fluency
- ★ An interactive application for supplemental learning
- ★ Downloadable materials, including answer keys, words lists, and tests, can be found at

www.compasspub.com/RRW4e2



B2+



READING FOR THE REAL WORLD 2

FOURTH EDITION

Peggy Anderson • Sam Robinson

B2+



READING FOR THE REAL WORLD

FOURTH EDITION

2



Peggy Anderson • Sam Robinson

[CONTENTS]

UNIT OVERVIEW				6
UNIT		READINGS	VOCABULARY	PAGE
UNIT 1		UFOs	altitude, antiquity, occurrence, organism, photographic, presume	9
		An Insight into the Future	arbitrary, circa, clue, consultation, prediction, rational	15
UNIT 2		Data and Digital Ads	execute, interference, non-, phenomenal, retrieve, sophisticated	21
		Using the Body for Identification	identification, marker, morphology, problematic, replacement, transaction	27
UNIT 3		Xenotransplantation	complication, immune, rejection, similarity, transmit, transplant	33
		A Surge in Cosmetic Surgery	clinic, converge, economically, socially, tremendous, upwards (of)	39
UNIT 4		Drugs in the Netherlands	anti-drug, comparative, contrary, correlate, empirical, ethics	45
		Morphine	chronic, classification, dependence, derivative, fever, synthetic	51
UNIT 5		The Spark of a New Era	destination, dioxide, essentially, finite, instability, ion	57
		Glacier Retreat	conserve, continent, displacement, ecology, emission, equilibrium	63
UNIT 6		Digital Cops and Robbers	accumulate, deficiency, detection, enforcement, goods, interestingly	69
		The Presumption of Innocence	conception, dictate, explicitly, proposition, render, scenario	75

UNIT		READINGS	VOCABULARY	PAGE
UNIT 7	Language & Literature	Cupid and Psyche	arrow, bound, comply, consent, constrain, deceive	81
		The Truth About Memoirs	characterization, contradict, facet, freely, incredible, technically	87
UNIT 8	Space & Exploration	The Origin of the Universe	acceleration, philosopher, thermal, valid, wavelength, wisdom	93
		Why Go Into Space?	contradiction, fabric, missile, optical, quantum, shuttle	99
UNIT 9	Sports & Fitness	Parkour: Sport or Art?	analogy, capitalist, collective, coordination, dynamic, parameter	105
		Wearable Fitness Trackers	elaborate, feedback, indicator, pulse, quantitative, systematic	111
UNIT 10	People & Opinions	The Electronic Revolution	integral, manipulate, stadium, synthesis, uplifting, variant	117
		Mandela's Fight Against Apartheid	coordinate, formally, found, hierarchy, inclusion, lifetime	123
UNIT 11	Cross-Cultural Viewpoints	Differing Conceptions of Time	civilization, globalization, halfway, interact, socialize, temporal	129
		Investigating Gender Differences	allocation, biologist, competence, dimensional, evolutionary, fundamentally	135
UNIT 12	Business & Economics	The Future of Employment	assembly, computation, critique, optimum, psychologist, unemployed	141
		Corporate Social Responsibility	commentary, essence, headquarters, modification, paradigm, positively	147

[UNIT OVERVIEW]



8

Space & Exploration 2

WHY GO INTO SPACE?

PRE-READING QUESTIONS
Think about the following questions.

1. Would you like to travel to space? What would you do while you were there?
2. Do you think sending people to the Moon again should be a priority? Why or why not?
3. Why do you think governments spend so much money exploring space?

VOCABULARY PREVIEW

Match each NAWL word with the correct definition.

1 shuttle 2 fabric 3 quantum 4 optical 5 missile 6 contradiction	a. woven or knitted material b. relating to light or the ability to see c. a difference or disagreement between two things which means both cannot be true d. a vehicle that travels back and forth between places e. the smallest amount of energy that can be measured f. a flying weapon that can travel a long distance before exploding at the place at which it is aimed
--	--

SUBJECT AREA

Reading topics are chosen for their relevance to students in the real world and are organized by academic subject.

PRE-READING QUESTIONS

Three questions encourage students to activate their existing knowledge about the topic in preparation for reading.

VOCABULARY PREVIEW

A simple matching exercise introduces students to the target New Academic Word List (NAWL) vocabulary they will encounter in the reading.



WHY GO INTO SPACE?

Why do humans feel the need to explore space? The reasons are various, from the **abstract** to the military, from the scientific to the economic. Often, these motives sit in direct **contradiction** to each other, and while exploring space has obvious benefits, it also carries great risks.

A major historic reason for space exploration has been national pride. Governments like those of the US and USSR used achievements in space to display power. They also suggested that children would be inspired, and humankind would gain a new sense of its own potential. Certainly, the 1969 Apollo Moon landing captured the imagination, but it has not been repeated since 1972. When asked in 2010, only one-third of US citizens believed it was a priority to send humans to the Moon again. However, when asked if the US should maintain its role as a leader in space, seventy-two percent said that it should. Why? First, space is an important arena for national security. Satellite systems give early warning of incoming **missiles** and ensure the accuracy of **outgoing** attacks. On top of this, satellites **intercept** emails and phone or radio communications from suspected criminals and terrorists.

On the other hand, for some citizens, the ability to go to war and monitor private communications may not count as a benefit. And, while the Outer Space Treaty of 1967 makes it illegal to put weapons into space, the UN is concerned that it may be out-of-date and that the accumulation

of space weapons in the future is highly likely. Another drawback of space exploration is its cost. In total, the US government has spent \$650 billion on NASA projects. Opponents argue that this is money that could have been spent helping people out of poverty, fighting climate change, and addressing other problems on our home planet.

Supporters of space exploration respond that space science has brought us extremely valuable knowledge that benefits humankind. We now have a deeper scientific understanding of **quantum** physics, the solar system, and the Sun. Researchers have learned about solar wind and **solar flares**. These phenomena, known as space weather, can have direct effects on human life as **GPS** interfere with satellites and can even cause power cuts on Earth. From space, we can also monitor and understand the weather on our own planet. Further, satellites also allow us to use the Global Positioning System (GPS) and safely navigate around the world. This all leaves us better placed to ensure the safety of the Earth's population. Space research has led to many other technological **breakthroughs** that help humans every day. Without it, we would not have artificial arms and legs, **optical** lenses that cannot be scratched, heat-resistant **fabrics** for firefighters' suits, shock absorbers for buildings at risk from earthquakes, tablets that clean water, CT scans that find diseases, freeze-dried food, or even the computer mouse.

Not all advancements from space exploration are accidental **by-products**, though. In-Space Manufacturing (ISM) involves making or growing things in the space environment, including metals, medicines, and even human organs. The lack of gravity makes mixing elements easier, and working in a **vacuum** ensures the materials are incredibly pure. ISM requires a human crew, and the dangers of manned missions remain high. The Challenger and Columbia space **shuttle** disasters, which killed seven US astronauts each in 1986 and 2003, made many question whether sending humans into space was worth it. Eventually, it led to the end of the space shuttle program. Today, much space science is done remotely by robots; this lacks the drama of watching astronauts blast off, but at least the public knows it won't end in tragedy.

The results of exploring space are varied and complex. Some are positive and concrete, like life-saving inventions. Others are frightening but hard to measure, like the threat of a weapons **buildup** in space. This important debate will likely continue indefinitely among scientists, policy-makers, and the public.

1 abstract 2 incoming 3 outgoing 4 intercept	existing as an idea, feeling, or quality, not as a material object arriving at or coming toward a place leaving a place to stop something as it goes to a particular place	5 solar flare 6 breakthrough 7 by-product 8 vacuum 9 buildup	a sudden temporary outburst of energy from a small area of the Sun's surface an important discovery that helps to improve a situation or provide an answer to a problem something that is unexpectedly produced while making or doing something else a space from which almost all matter (solids, liquids, gases) has been removed an increase in something that occurs as time passes
--	---	---	--

GUIDING QUESTIONS

Questions in the margins help students monitor their comprehension of the structure and content of the passage.

MAIN READING

An engaging reading educates students on an academic topic of high interest.

READING COMPREHENSION

A Mark each statement as true (T) or false (F) according to the reading.

- 1 _____ Humans haven't visited the Moon since the 1970s.
- 2 _____ Space weapons have been legal since the 1960s.
- 3 _____ Space research could help us solve climate change, according to supporters.
- 4 _____ Space weather can make it difficult to use electronic devices on Earth.
- 5 _____ Robots carry out most ISM work.

B Choose the best answer according to the reading.

- 1 What is the main idea of the reading?
 - a. Countries must go into space to ensure their national security.
 - b. The strongest motivation to explore space is technological advancement.
 - c. Space exploration has probably accomplished all that it can.
 - d. There are persuasive reasons both for and against going into space.
- 2 Which is NOT true according to paragraph 2?
 - a. Space travel was a source of patriotism during the 20th century.
 - b. Most Americans think it's important to go back to the Moon.
 - c. A presence in space can give countries a military advantage.
 - d. Satellites can be useful in preventing crime and terrorism.

C What can be inferred about the UN from paragraph 3?

- a. It strongly opposed the 1967 Outer Space Treaty.
- b. It most likely prefers NASA to lead space exploration.
- c. It probably supports an updated space treaty.
- d. It hopes to control any future weapons in space.

D The word **word** in paragraph 4 refers to _____.

- a. phenomena
- b. effects
- c. researchers
- d. satellites

E Look for the answers in the reading and write them on the lines.

- 1 Name two space-research breakthroughs that protect humans from danger or disease.

- 2 What are the benefits of ISM?

SUMMARY

Fill in the blanks with the phrases in the box.

useful by-products	motivate nations	accidental and intended
sterile environment	navigate safely	national pride

There are a number of factors that _____ to explore space. During the Cold War, both the US and USSR used advances in space as a way to boost _____ national security. Space exploration has also brought both _____ benefits to humankind more generally. Satellites constantly monitor the weather on Earth and allow us to _____ using GPS. Space research led to the creation of _____ such as artificial limbs and freeze-dried food. More recently, researchers have developed In-Space Manufacturing to create things humans need in air.

VOCABULARY PRACTICE

Fill in the blanks with the words in the box. Change the form if necessary.

contradiction	fabric	optical	quantum	missile	shuttle
---------------	--------	---------	---------	---------	---------

- 1 The hotel _____ takes guests to the airport every fifteen minutes.
- 2 The study of how tiny particles behave is called _____ mechanics.
- 3 When Jen said she hated junk food but enjoyed hamburgers, Lisa pointed out that it was a(n) _____.
- 4 The fighter jet fired five _____ at the bridge in order to destroy it.
- 5 Cotton is one of the most popular _____ for clothes because it is inexpensive, washable, and comfortable.
- 6 Dr Harris is an expert on _____ health; he often tells people that it is important not to look at computer screens for too long.

READING COMPREHENSION

Questions of various types help students assess their comprehension of the reading's main idea, key details, and more.

SUMMARY

A summary exercise provides practice in understanding passage structure and in identifying the important information in a reading. Exercise types include graphic organizers, fill-in-the-blank paragraphs, and more.

VOCABULARY PRACTICE

A fill-in-the-blank exercise reinforces the target NAWL vocabulary learned in the reading.

SUPPLEMENTAL READING

Cassini-Huygens: Working Together

Although space exploration has the ability to divide nations, some missions have the opposite effect: they bring people from all over the world together.

One such mission was the *Cassini-Huygens* project, on which twenty-eight countries worked together to design and build a robotic spacecraft capable of traveling to Saturn. *Cassini*, the main spacecraft, was built by NASA in the USA, while *Huygens*—a smaller "passenger" on *Cassini*—was built by the European Space Agency (ESA).

One of the main objectives of the mission was to investigate Saturn's mysterious rings. However, scientists also wanted to find out whether Saturn—or one of its eighty-two moons—could support life. So, in 1997, *Cassini-Huygens* was launched from Cape Canaveral, USA, and began its seven-year journey to Saturn.

In July 2004, the spacecraft entered Saturn's orbit and began sending data and images back to Earth. Later that year, Saturn's moon, Titan, passed close to the planet, and *Huygens*'s moment had come. It left *Cassini* and began a two-and-a-half-hour descent to the surface of Titan. With parachutes to soften its landing, it found solid ground and sent 350 images of the moon's surface back to Earth via *Cassini*.

Back on Earth, over 260 scientists from seventeen different countries waited to receive the images, as well as data from the mission as a whole. They found that Saturn's rings are made of ice and rock and are quite new, having been formed while dinosaurs were still living on Earth. They were also surprised to find an ocean and rivers of water on Saturn; these may even support life.

The mission was so successful that it was extended until, after a twenty-year mission, *Cassini* was destroyed in 2017 while entering Saturn's atmosphere. It leaves behind a more detailed knowledge of our solar system and a reminder of what can be achieved when nations work together.

Fill in the blanks with information from the reading.

- 1 The _____ *Cassini-Huygens* was the result of collaboration between many nations.
- 2 *Cassini-Huygens* entered Saturn's _____ seven years after it launched.
- 3 *Huygens* used _____ to slowly descend to the surface of Titan.

EXTENSION

Talk or Write About It
What do you think are the biggest benefits of exploring space? What are the biggest drawbacks? Which parts of space exploration do you think governments should prioritize?

SUPPLEMENTAL READING

A short reading provides more practice as well as an additional perspective on the topic.

EXTENSION

Extension questions encourage students to synthesize information, relate the reading content to their existing knowledge and opinions, and express their own ideas on the topic through speaking or writing.

DOWNLOADABLE RESOURCES

Get the most out of *Reading for the Real World, Fourth Edition* with our free supplemental resources. Visit www.compasspub.com/RRW4e2 for downloadable word list, progress tests, teacher's guide, and writing worksheets.

WRITING WORKSHEETS

READING FOR THE REAL WORLD 2

WRITING WORKSHEET

Unit 8: Space & Exploration

Reading 2: Why Go Into Space?

I. GENERATE IDEAS

Read each sentence. Does it provide an argument for or against governments pursuing space exploration? Write F (for) or A (against) on the lines. Add one or two more sentences.

1. _____ The money spent on space exploration could help poor people.

2. _____ ISM can help people by growing organs cleanly and quickly.

3. _____ Inventions like the computer mouse are good for the economy.

4. _____

5. _____

II. OUTLINE

Complete the outline using ideas from above or other ideas. Make sure to write at least two reasons or details that support your topic sentence.

Topic sentence (circle one): Overall, I believe that investing in space exploration (should / should not) be a priority for governments.

Supporting reason/detail 1: _____

Supporting reason/detail 2: _____

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

GENERATE IDEAS

A scaffolded idea-generation exercise enables students to build on the arguments they developed in the Extension section of the lesson.

OUTLINE

An outline exercise allows students to create a rough structure for the short writing exercise that follows.

WRITE

A writing exercise gives students freer practice using the vocabulary and ideas they learned in the lesson.



Scan for Audio

2

Computers & Technology 1

DATA AND DIGITAL ADS

PRE-READING QUESTIONS

Think about the following questions.

1. How often do you **see** advertisements on your phone or other devices?
2. Are they often for **products** or **services** that interest you?
3. Do you think this is a **more** effective way to advertise than TV ads, for example? Why or why not?

VOCABULARY PREVIEW

Match each NAWL word with the correct definition.

- | | | |
|-----------------|---|---|
| 1 sophisticated | • | • a. used to add the meaning "not" or "the opposite of" to adjectives and nouns |
| 2 phenomenal | • | • b. to do or perform something, especially in a planned way |
| 3 interference | • | • c. to find and bring back something |
| 4 execute | • | • d. extremely successful, special, and often surprising |
| 5 non- | • | • e. highly developed and complex |
| 6 retrieve | • | • f. something unwanted that stops people from doing what they are trying to do |

DATA AND DIGITAL ADS



Which is true about the US ad industry in 2015?

- a. Traditional ad spending was double digital ad spending.
- b. Digital ad spending grew by half.

What do automated programs help companies to find?

Digital advertising has become a **phenomenal** tool for companies that wish to communicate with customers and expand their sales. In 2015, US digital ad spending was equal to about fifty percent of US traditional ad spending. However, in recent years, digital ad spending has grown to account for forty-eight percent of US companies' **total** advertising **expenditures**¹, meaning its value is almost equal to all other forms of advertising combined. Digital advertising's success can be **credited**² to the many ways it's changed the industry. It's not only changed how ads are created and where they're presented but also who views specific ads and when.

Digital advertisements start with customer data and automation. **Sophisticated** automated programs collect people's online data to build profiles of potential customers. The collected data contains a wide range of information about each person, such as their contact details, transaction data, and web behavior. Once collected, this data is organized into data sets in a process called customer **analytics**³. These data sets inform advertisers of their customers' needs, concerns, interests, and more. They also give clues as to which messages, images, and videos would have the most appeal. To illustrate, consider your online shopping activities. Advertisers know which websites you look at most, how long you look at each product, and which brands you purchase. This information helps advertisers choose which platforms to use and what kinds of products to push.

Automation also does much of the heavy lifting for advertisers when connecting people with an ad. Automated programs communicate with other programs to **retrieve** a person's data and calculate which ads will have the maximum effect. This means that they can **execute** an ad strategy without direct human input. According to the Interactive Advertising Bureau (IAB), about twenty percent of digital advertising is done by one machine interacting with another. To illustrate this practice, have you ever looked up something like "best restaurants near me" on Google and then later find ads for restaurants on your Facebook account? That's targeted advertising, and it's **implemented** primarily by automated programs.

¹ expenditure
² credit
³ analytics

n. the total amount of money that an organization or person spends
v. to say that (something) is because of (someone or something)
n. the process by which a computer examines information using math

Digital advertising will continue to grow in importance as mobile devices multiply. As of 2019, there were over five billion unique mobile device users worldwide and 2.71 billion smartphone users. That's a huge audience. This is especially true in the US, where over eighty percent of the population owns a smartphone. A large audience isn't the only advantage gained from mobile devices. Advertisers also use mobile devices' **geolocation**⁴ technology to locate users and target them with local ads.

While technology has transformed advertising knowledge and delivery, it's also created some unique problems. Customers are shown so much advertising throughout their day that it's difficult for a company to stand out. Most people ignore pop-up ads, **banner ads**⁵, and texts. So advertisers have thought of more subtle ways to reach customers. This is where **non**-disruptive advertising comes into play. Non-disruptive advertising might sound like an **oxymoron**⁶ since we typically view ads as **interference**. However, these ads are disguised to be challenging to identify. For example, there's native advertising, which are ads that take the form of non-advertising content, such as **infographics**⁷ or "news" articles. If you ever see a "news" article about the health benefits of eating more hamburgers, keep an eye out for a fast-food logo somewhere on the page. Consumer advocates look at this and other clever digital advertising methods and point out that they raise concerns about **deception**⁸ and privacy on the internet. As a result, many are calling for digital advertising to be more heavily **regulated**⁹ by governments.

The primary driving force of change in advertising has always been technology. Printed ads gave way to television ads, and now television ads are giving way to digital ads. No matter the trend or medium, advertisers are evolving to stay competitive. Who knows what the future of advertising will bring.

Reading Time: _____ minutes _____ seconds **642 words**

**Underline
three types of
advertising that
many people
don't pay
attention to.**

- | | | |
|---------------------------------|-----------|---|
| ⁴ geolocation | <i>n.</i> | technology that shows where you are when you are using the internet, especially on a cell phone |
| ⁵ banner ad | <i>n.</i> | an advertisement that appears across the top of a page on the internet |
| ⁶ oxymoron | <i>n.</i> | two words used together that have, or seem to have, opposite meanings |
| ⁷ infographic | <i>n.</i> | a picture or diagram that explains information |
| ⁸ deception | <i>n.</i> | the act of misleading someone by making them believe something that is not true |
| ⁹ regulate | <i>v.</i> | to control an activity or process, especially by using rules |

READING COMPREHENSION

A Mark each statement as true (T) or false (F) according to the reading.

- 1 _____ Companies spend more on digital ads than any other kind of advertising.
- 2 _____ Customer analytics are used to organize information for advertisers.
- 3 _____ Statistics show that five billion people worldwide owned smartphones in the late 2010s.
- 4 _____ Some advertisements are designed to look like pieces of journalism.
- 5 _____ Consumer advocates say the government should not interfere in online advertising.

B Choose the best answer according to the reading.

PURPOSE

1 What is the main purpose of the reading?

- a. To discuss the ways companies profit from digital advertising
- b. To explain how digital advertising agencies create brands
- c. To describe the ways digital advertisers reach consumers
- d. To examine how our digital data is used to improve online searches

VOCABULARY

2 In paragraph 3, the word **implemented** is closest in meaning to _____.

- a. developed
- b. invented
- c. understood
- d. achieved

DETAIL

3 What allows ads for nearby businesses to appear on your smartphone?

- a. Sponsored content
- b. Infographics
- c. Widespread mobile use
- d. Geolocation technology

INFERENCE

4 What can be inferred from paragraph 5?

- a. Customers do not mind being shown deceptive content.
- b. It is the law that all ads must be clearly marked as ads.
- c. Consumers tend to get tired of looking at advertisements.
- d. Non-disruptive advertising is not very effective.

C Fill in the blanks with information from the reading.

- 1 The _____ suggests that about one-fifth of digital advertising is automated.
- 2 Around four-fifths of Americans own a(n) _____.
- 3 _____ advertising is meant to be less annoying than regular advertising.

SUMMARY

Fill in the blanks with the phrases in the box.

which websites
targeted advertising

communicate effectively
where we are

sorted into groups
do not appear

Digital advertising is used by companies to 1 _____ with customers and increase their profits. They use automated systems to collect data which tells them our contact details, 2 _____ we look at, and which products we buy. This information is 3 _____ in a process called customer analytics. It is then used by automated programs to send us 4 _____. In addition to this information, advertisers can use geolocation to find out 5 _____ and send us advertisements for local shops and restaurants. The amount of ads people receive can mean that they find them annoying and begin not to look at them. Other types of advertising, like native ads, are less disruptive. In fact, often, they 6 _____ to be advertising at all.

VOCABULARY PRACTICE

Fill in the blanks with the words in the box. Change the form if necessary.

retrieve

phenomenal

interference

execute

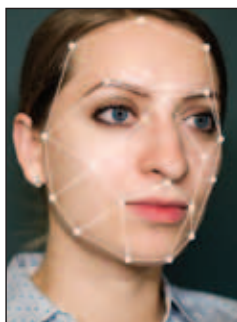
non-

sophisticated

- 1 The movie received _____ reviews, so millions of people went to see it.
- 2 The gymnast _____ a perfect routine and won the gold medal.
- 3 After Marge dropped her necklace down the drain, she used a magnet on a long piece of string to _____ it.
- 4 Every year, technology companies release _____ new consumer products.
- 5 _____ invasive surgery can help to cure patients' problems with a shorter recovery time.
- 6 With less _____ from his editor, John found it easier to concentrate on his book.

SUPPLEMENTAL READING

Deep Fakes



The term “deep fake” describes videos or images that are edited by artificial intelligence (AI). Essentially, deep fakes are media created by AI that convincingly places a person, or part of a person, such as his or her face, into an image or video. Originally, this produced poor-quality images. However, deep-fake technology has now reached the point where it has many practical uses. Ad companies, in particular, are interested in the technology because it can give them a competitive edge.

One obvious application of deep fakes for advertisers is to recreate living and deceased celebrities. Doing so can run a company into legal issues, but when permission is granted, there are countless possibilities. For instance, in 2019, Goodby Silverstein & Partners created a deep fake of Salvador Dali for a video exhibition at the Dali Museum. Advertisers have even added deep-fake advertisements to television programs. In April 2020, a hit documentary about Michael Jordan called *The Last Dance* was released. It featured a deep-fake clip from the 1998 NBA finals. In the ad, the sports commentator Kenny Mayne interrupts his broadcast to make predictions about the 2020 documentary, tight jeans, and his TV network’s partnership with an insurance company. The fashion industry is joining in as well, looking to use deep-fake programs to create fashion ads in which runway models’ faces are replaced with our own. Social-media apps such as Snapchat have also added filters that utilize the technology.

Although relatively new, deep-fake media is definitely here to stay. Companies are already discovering its advantages in terms of development costs and accessibility. Perhaps in the future, deep-fake ads will become a regular form of advertisement.

Fill in the blanks with information from the reading.

- 1 Deep fakes are produced by _____ that can add someone’s face into another image or video.
- 2 Deep fakes can be used to bring _____ celebrities back to life.
- 3 A film about basketball called _____ included a deep-fake clip.



EXTENSION

Talk or Write About It

Do you think digital advertising is an effective tool for companies today?

Do you think targeted advertising and native content are useful? Why do you think this?