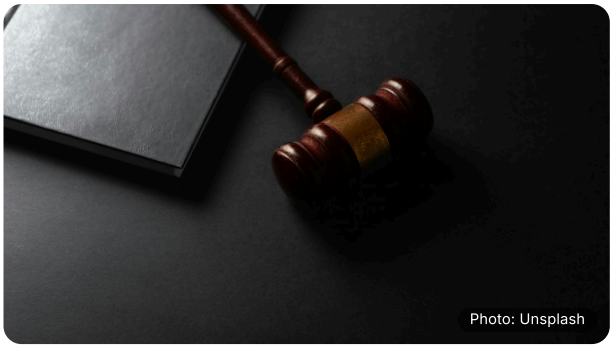
Meta told to take down UK deepfakes

LEVEL C1


Photo: Unsplash

I. WARM-UP

1. What risks do AI-altered videos create for public debate?
2. When should a platform remove content instead of labelling it?
3. How do labels or warnings change your behaviour online?

II. KEY VOCABULARY

oversight
supervision of an organisation's actions by an independent authority

deepfake
an AI-altered video or image that makes someone appear to say or do things they did not

safeguard
a rule or measure designed to protect people from harm or abuse

synchronised
matched in timing, such as audio aligning with lip movements

harassment
hostile behaviour that targets and intimidates a person or group repeatedly

transparency
clear openness about decisions, data or processes so people can understand them

algorithm
a set of rules a computer uses to decide what content to show

demote
to reduce the visibility or priority of something

III. READING

Meta's oversight board ordered Facebook to remove two UK-linked deepfakes and said the company's safeguards were "consistently and fundamentally inadequate" for today's rapid spread of AI-manipulated imagery.

One clip falsely portrayed a Labour councillor in Scotland making inflammatory remarks about refugees; the audio was not fully synchronised with the councillor's facial movements, a strong sign of fabrication. Meta left the post up and did not apply any AI label.

A separate ruling targeted an AI video that mocked a young Muslim campaign volunteer in Europe who promotes menstrual health education. Versions of the clip drew tens of millions of views, and the board said it clearly met the threshold for harassment and should be removed under Meta's own rules.

Calling for stronger and more transparent responses, the quasi-independent board, which was set up in 2020 and whose decisions are binding, issued nine policy recommendations.

It urged Meta to expand "high risk AI" labels, add warning screens, have algorithms demote deceptive content, increase penalties for repeat sharers, and publish data showing when labels are applied. Co-chair Pamela San Martin warned that deepfakes are increasingly used to silence women in public life.

Reading text adapted from reporting by **The Guardian***: "Meta ordered to remove UK deepfakes as...". Original article linked at theenglishwire.com.*

IV. COMPREHENSION QUESTIONS

1. Who ordered Meta to remove the deepfake videos?
2. What did the Scotland clip falsely show the councillor doing?
3. Who was targeted in the second AI video, and what was her cause?
4. Name one step the board urged Meta to take.
5. How did the board assess Meta's safeguards overall?

V. DISCUSSION

1. Is labelling deepfakes enough, or should removal be the default?
2. Who should decide when algorithms demote content, and how?
3. What data would real transparency about labels include?
4. What support should targets of online harassment receive?

VI. GRAMMAR FOCUS

Adverbs and adverbial phrases: degree

Adverbs of degree show how strong a quality is. Use very or extremely before a plain adjective or adverb (very fast). Use much or far, not very, before a comparative (much faster, far more useful).

> *"Observers said the fake clip was* **extremely harmful***."*
> *"Campaigners called the video* **far more damaging** *to reputations."*

VII. GRAMMAR EXERCISE

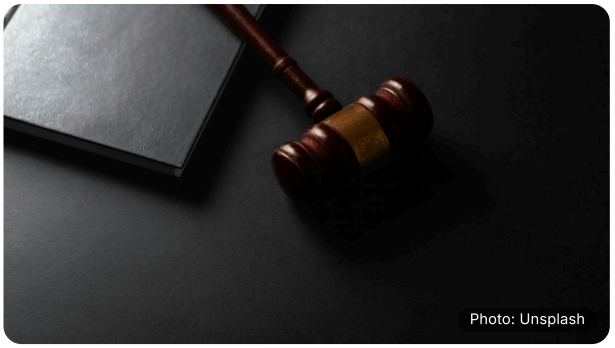
Choose the correct option in each sentence.

1. Deepfakes can be (much / very) stronger than rumours. _____
2. AI labels should be used (very / far) more widely. _____
3. Versions of the clip were (far / highly) more viral. _____
4. A good deepfake can be (far / very) convincing. _____
5. The audio did not match the video (very / much) closely. _____

Teacher's Notes

TEACHERS ONLY

These notes are designed to help you get the most out of this lesson. Please do not share this page with students.


Photo: Unsplash

I. LESSON GUIDE

- Timing: 8–10 minutes warm-up, 10 minutes vocabulary, 12–15 minutes reading, 12 minutes comprehension, 10 minutes grammar, 12–15 minutes discussion.
- Pre-teach or check: deepfake, oversight board, demote, synchronised, harassment, transparency; contrast label versus remove, and clarify algorithm in plain terms.
- Run the reading in two passes: first for gist, then for details and evidence (who ordered what, which rules, which recommendations). Sensitivity: the story involves refugees, religion and harassment; open discussion in pairs first and allow students to comment on the news rather than personal experiences.
- Differentiation: stronger readers summarise each recommendation in one sentence; others match recommendations to problems (visibility, safety, data).

II. DISCUSSION FACILITATION TIPS

1. Poll the room first, then pair students from different camps to test the limits of each option.
2. Elicit concrete criteria (harm, falsity, scale). If answers stall, provide two sample rules to compare.
3. Model a specific metric (e.g., number of labelled posts per week) and push for measurables.
4. Have students list practical aids (reporting tools, rapid takedown lines, counselling) and rank them.

III. EXTENSION ACTIVITIES

Debate: In teams, prepare 3-minute cases for or against default removal of political deepfakes, then rebut.

Writing: In pairs, draft a 120-word warning screen text for a ‘high risk AI’ post that balances clarity and neutrality.

IV. ANSWER KEY OVERVIEW

Comprehension questions: short factual answers from the text.

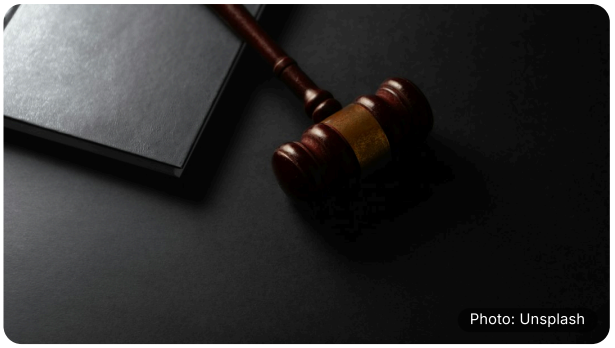
Grammar exercise: Adverbs and adverbial phrases: degree

Discussion: open-ended. Accept any reasonable ideas supported by examples and reasoning.

Answer Key

TEACHERS ONLY

These answers are for teachers only. Please do not share this page with students.


Photo: Unsplash

IV. COMPREHENSION QUESTIONS

1. Who ordered Meta to remove the deepfake videos?
   Meta's oversight board.
2. What did the Scotland clip falsely show the councillor doing?
   Making inflammatory remarks about refugees.
3. Who was targeted in the second AI video, and what was her cause?
   A young Muslim campaign volunteer in Europe promoting menstrual health education.
4. Name one step the board urged Meta to take.
   Any one of: expand high-risk AI labels, add warning screens, have algorithms demote deceptive content, increase penalties for repeat sharers, or publish data on when labels are applied.
5. How did the board assess Meta's safeguards overall?
   They were consistently and fundamentally inadequate.

V. DISCUSSION

Open answers. Accept any reasonable ideas supported by examples and reasoning.

VII. GRAMMAR EXERCISE

Choose the correct option in each sentence.

1. Deepfakes can be (much / very) stronger than rumours. **much**
2. AI labels should be used (very / far) more widely. **far**
3. Versions of the clip were (far / highly) more viral. **far**
4. A good deepfake can be (far / very) convincing. **very**
5. The audio did not match the video (very / much) closely. **very**

VI. GRAMMAR FOCUS

Key point: Adverbs of degree show how strong a quality is. Use very or extremely before a plain adjective or adverb (very fast). Use much or far, not very, before a comparative (much faster, far more useful). (Examples constructed.)

> *"Observers said the fake clip was* **extremely harmful***."*
>
> *"Campaigners called the video* **far more damaging** *to reputations."*