

ENLACED COURSE

**Answer key with
explanations and
transcripts**

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UNIT 1

A.I.3. Multiple choice questions (MCQ)

1. C
2. B
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6. C
7. C
8. C
9. B
10. C

A.I.4. True/false task

1. F
2. T
3. F
4. F
5. T
6. F
7. T
8. T
9. F
10. T

A.II.1. Matching terms

1. Censorship – F
2. Hate speech – A
3. Freedom of expression – J
4. Moderation – E
5. Satire – C
6. Defamation – G
7. Accountability – B
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A.II.2. Gap filling

1. defamation
2. freedom of expression
3. civil discourse
4. moderation



5. censorship
6. hate speech
7. satire
8. accountability
9. democratic values
10. digital platforms

Lock I

Correct Code Answer: 7 9 5 4

A.III.3. Listening 1

Should Hate Speech Be Protected as Free Speech?

https://www.youtube.com/watch?v=t_fYFSX5A44

Script

Aaah, free speech...it's the thing everyone things they value until, they hear something they don't like, and today we're going to get into the nitty-gritty of the free speech battles happening on college campuses.

2017 was a big year for free speech, white nationalist rallies and the Taccone movement sparked tonnes of media attention and controversy. College campuses across the country, including where we are now, and where I went to school, UC Berkeley, "Go, Bears!", are at the centre of this free speech to be. It's the same story over and over again in the news: protests erupt over a controversial speaker who comes to campus, sometimes shutting him down and sometimes resulting in violence... and this draws is a divisive line between people who want to limit controversial speech on canvases and those who believe that anyone should have a right to speak freely, no matter how extreme their views.

What exactly does free speech mean on college campuses? First, some background: freedom of speech is protected under the 1st Amendment of the US Constitution. It basically means the government cannot arrest, or punish you for speaking your mind. You're totally free to bash whatever or whoever you want: the President, Congress, tech Bros, decaf coffee, Florida...

Anyway, the point is the government can't come after you for it. The Founding Fathers thought this was fundamental to democracy, and they were right. Without free speech, there couldn't have been a civil-rights, or women's rights to vote movements. And who knows, maybe our next president will be a woman. But, to be clear, free speech just applies to government and government entities, which are places that are funded by your tax dollars at work, folks! And yes, public universities fall into this category.



Private companies, on the other hand, can censor you all they want. That's why ESPN, for example, can fire a sports anchor for saying something that goes against their company policies, but that anchor can't get arrested for what she said, or the NFL could make a rule banning players from kneeling, but players couldn't get arrested if they chose to do it.

But there is some limits to free speech, like blackmail, making a threat, soliciting a crime, inciting violence, lying under oath, and violations of copyright, are some of the things that are not allowed, and here's where a lot of the controversy on college campuses comes in: hate speech, like this person who feels strongly that college campuses should be no place for hate: "[...]Racism isn't welcome, bigotry isn't welcome on this campus, and we can't set a precedent for giving people who are spousing hatred to have a platform on this campus."

But the truth is, when it comes to giving speeches to crowds, for the most part, hate speech is protected. And just so we're all on the same page here, hate speech usually refers to attacks on people based on their race, religion, sexual orientation, gender disability, and the like. So, a speaker can totally say racist, homophobic or mean-spirited things about groups of people; I mean, hey, that's pretty messed up, but it's also not illegal. It's super hard for someone to get punished for hate speech, when speaking to a crowd. Basically, it can only happen if this speech immediately and intentionally provokes a crowd to commit a crime.

So, for example, a KKK leader is allowed to give speech saying lots of terrible things about different races, but what would be illegal if the speaker pointed to someone in the crowd and yelled 'Attack that person!' and then the crowd actually did.

Now, it's super easy to hate hate-speech; it's mean, offensive, and can really hurt the people it's directed at, but there's a good reason why it's protected; think about it: do you really want to put the power in the hands of the government to decide what they consider hateful?

We've got a president that finds hilarious parody videos like these SNL clips to be hateful and decides to make them illegal.

"You know, I actually love football, I could have played. People say I remind them of an NFL player, because I'm competitive, I like to win, and I might have a degenerate brain." "Oh my God, what happened?" "What happened was you made Barack Obama angry, and when you make Barack Obama, angry he turns into The RockObama!"

I mean, it would be America if we couldn't make fun of our own president.

OK. let's go back to college campuses for a second. Public universities, like where we are now, UC Berkeley, are public entities, because they're funded by U.S. tax dollars, so public



university can't deny any speakers based on their views, no matter how crazy or extreme they are. In fact, last year Auburn University tried to get white nationalist Richard Spencer to stop speaking on campus, but a federal judge ruled that that was a violation of his constitutional First Amendment rights.

But things get complicated when student or public safety was involved, like when UC Berkeley had to dish out \$600,000, yes, that's over half \$1,000,000, when conservative speaker, Ben Shapiro, wants to come to campus. Could universities just use a threat of violence to shut down speakers whose views they don't agree with? And who should bear the cost? The universities, the speakers, or a combination of both?

Free speech advocates believe a university must do everything in its power to allow and protect speakers. One of the most outspoken advocates is Robert Reisz, an economist and professor at Berkeley, who's known for his liberal views. We see him all the time on the news, advocating for free speech for some of the people he disagrees with the most.

"[...] I tell my students all the time: the best way to learn something is to talk to people who disagree with you, because that forces, that forces you to sharpen your views, and test your views, and you might even, might even, come out in a different place. A university, of all places, is the, is the, is the locus where we want to have provocative views."

Do you really want administrators deciding who's offensive? I mean, where do you draw the line on hateful speech?

If a liberal campus decides to ban Spencer, could conservative campus decide to ban Colin Kaepernick, Hillary Clinton?

Censorship goes both ways.

So, what do you think about all this? How should universities handle controversial speakers? [...]

A.III.3. MCQ

1. B
2. B
3. C
4. A
5. B

A.III.4. Comprehension questions

1. When it *immediately and intentionally provokes a crowd to act violently* (for example, incitement of violence)



2. True — the video suggests that offensive or hateful speech is often protected so long as it does not meet the threshold of incitement or immediate threat
3. The principle of whether there's *incitement to imminent lawless action* (i.e. speech that is likely to lead to violence right away)
4. That restricting hate speech too broadly can lead to suppression of unpopular or minority views, or can be misused to silence dissenters
5. No, the video does **not** suggest banning all hate speech. It distinguishes that only certain kinds—e.g. speech that is incitement, or which poses an imminent threat—are unprotected. Many other forms of hateful or offensive speech remain protected under free speech law.

LOCK II

Password = letters of correct matches in order 1–4.

Answer: D B A C

B.I.3. MCQ

1. b
2. c
3. a
4. c
5. b
6. c
7. d
8. b
9. c
10. c

B.II. Grammar

B.II.1

- 1) said
- 2) argued
- 3) however
- 4) poses (accept: "presents")
- 5) although
- 6) noted (accept: "explained / stated")
- 7) however (accept: "nevertheless")
- 8) although
- 9) yet (accept: "still")
- 10) while

B.II.2. Answer Key (Suggested)

1. over-moderation could suppress democratic debate
2. was rarely punished unless it incited



3. even though AI can generate
4. whereas
5. whether algorithms should decide which opinions were
6. that freedom of expression had to adapt
7. even though platforms sometimes delete
8. were protected provided they posed
9. even though they admitted
10. that international rules

B.II.3. Word Formation

1. asserted
2. emphasised / emphasized
3. contrary
4. misinformation
5. dignity
6. difference
7. accountability
8. censorship
9. references
10. concept

Lock III

Answer key

1. said
2. argues
3. will have announced
4. emphasised
5. contrary
6. misinformation

B.III.2. Listening 2

“What is Freedom of Speech?”

<https://www.youtube.com/watch?v=Vz3KVBu6lxM&t=66s>

Script

Freedom of speech is the right of individuals to express their thoughts, opinions and beliefs without fear of censorship, retaliation, or legal repercussions.

It is a cornerstone of democratic societies, allowing open dialogue, the exchange of ideas, and the ability to challenge authority, and social norms. The origins of freedom of speech traced back to Enlightenment thinkers, like Voltaire and John Milton, who advocated for the importance of free expression, as essential to human progress and truth. In modern

history, documents like: the First Amendment to the United States Constitution, and the Universal Declaration of Human Rights have enshrined freedom of speech as a fundamental right, recognising its role in promoting democracy and individual liberty.

Freedom of speech operates through several key-features, including the right to criticise authority, protections against prior restraint, and the allowance for diverse expression. The right to criticise authority ensures that individuals can hold governments and institutions accountable through public discourse, protest, and journalism. Protections against prior restraint prevent authorities from pre-emptively censoring speech, or publications safeguarding, the free flow of information. The allowance for diverse expression upholds the rights of individuals to share unpopular or controversial opinions, recognising that progress often stems from challenging prevailing views.

Examples of freedom of speech include the ability of journalists to report on government corruption, or misconduct, without fear of reprisal. For instance, investigative reporting that exposes abuses of power is a direct exercise of this right. Another example is the right of individuals to participate in peaceful protests, or rallies, advocating for social, or political change, such as movements for civil rights or Environmental Protection.

The benefits of freedom of speech are numerous: It fosters a culture of innovation and progress by encouraging the free exchange of ideas and debate. Freedom of speech also acts as a check on power, enabling individuals to challenge unjust practises or policies. Moreover, it supports personal growth and self-expression, allowing people to share their unique perspectives and contribute to collective understanding.

However, freedom of speech is not without its criticisms. One common concern is its potential to enable hate speech, or the spread of harmful misinformation, which can lead to social divisions or violence. Critics also argue that unrestricted speech may undermine public safety or individual dignity, particularly when it involves incitement or targeted harassment. Balancing freedom of speech with other societal values, such as equality and security, remains a complex and ongoing challenge. Freedom of speech is a vital component of democratic systems requiring careful consideration to ensure that its exercise promotes both individual liberty and collective well-being.

Answer Key:

1. c
2. c
3. b
4. a
5. d
6. c
7. b
8. b



9. b

10. c

B.III.3. Listening 3 – Freedom of Speech: Crash Course Government and Politics #25

<https://www.youtube.com/watch?v=Zeeq0qaEaLw>

Script

Hi, I'm Craig, and this is Crash Course Government and Politics, and today, we're talking about free speech.

Other Craig: Finally, today we can let loose and establish the kinds of things we can say to criticize our government, like the crazy idea that money and speech are the same thing.

Other Other Craig: Not so fast, Clone, the Supreme Court has ruled that spending money, at least in the political context, is speech. You do have the right to criticize that decision though. Unless your boss or YouTube says that you can't.

Craig: All right, we're trying to talk about free speech, shut up. Let's get started and see if we can figure out what the limits of free speech are, assuming that there are some.

Other Other Craig: There aren't.

Craig: That's a lie. But I'm free to say that.

Craig: There are two really important things to remember about the First Amendment protection of free speech. The primary reason we have freedom of speech is to allow for public criticism of the stupid government. Stupid government. That's the sort of thing that can land you in jail in countries that don't have strong free speech protections, or should I say, you would be put in jail, heh... Don't put me in jail. Oh, that's right, I'm in the US, it doesn't matter.

The stories of over sensitive kings and dictators silencing people who question their rule, or even make jokes at their expense, are too numerous to recount, but for the most part, that kind of thing doesn't happen in the US, which is why no one gets arrested for carrying around a giant picture of Obama as Hitler, or former President Bush as a monkey. Well, that's stuff is okay, as far as the First Amendment is concerned, but that doesn't mean it's respectful or in good taste. The second thing to remember is that the First Amendment protects you from the government doing things that try to deny your speech, but not anyone else. What this means is that you don't have an absolute right to say whatever you want, wherever you want, to whomever you want and not suffer any consequences. Isn't that right, Stan, you dingus?

I'm fired? I was just kidding; it was a joke.

If you work for a private company, your boss can certainly fire you for saying mean things about them or revealing company secrets, and you don't have any First Amendment claim against them. Unless, of course, your boss is the government, or a branch of the government, in which case, you might be able to claim a First Amendment right. See, like most things, it's complicated. Among the speech that is protected, not all of it has the same level of protection under the First Amendment.

Now, let's exercise our right to free Thought Bubble. The speech that gets the strongest protection is political speech. Criticism of, but also praise for particular officials, their parties, or their policies is usually protected. It's given what is called preferred position, which means that any law or regulation or executive act that limits political speech is almost always struck down by courts.

The big case that made pretty much the final decision on political speech was *Brandenburg v. Ohio* in 1968. In this case, a Ku Klux Klan leader was making a speech that, as you can imagine, was offensive to a lot of people and could have been considered threatening, too. The court ruled that because the speech was political, it was protected by the First Amendment, no matter how outrageous it was. The court said: "The Constitutional guarantees of free speech and free press do not permit a state to forbid or proscribe advocacy of the use of force or law violation except where such advocacy is directed to inciting or producing imminent action and is likely to produce such action."

According to the court, the First Amendment protects speech even if it advocates the use of force or encourages people to violate the law. So you can advocate overthrowing the government or not paying your taxes as much as you want, unless what you say is likely to produce the thing you're advocating. Overthrowing the government, say. And it is likely to happen imminently, meaning very soon after you make the statement.

This case limited an older standard regarding free speech that was put forward in the case *US v. Schenck* in 1917. In that case, Schenck distributed pamphlets urging people to avoid the draft for World War I. This was a violation of the Espionage Act, which made it a crime to obstruct the draft or the war effort. The law was more complicated than that, but that's the basic gist. In his decision on this case, Oliver Wendell Holmes wrote that, "When that speech presents a clear and present danger, the state can then abridge that person's speech." Memorably, he explained that the First Amendment does not protect a person who shouts "fire" in a crowded theater. In later cases, Holmes limited this idea, largely because it gives the government a lot of leeway to say what kind of speech creates danger, especially during a war, as was the case with Schenck. Thanks, Thought Bubble.

Political speech isn't the only type of speech that the courts have addressed.



Symbolic speech can also be protected by the First Amendment, and if that symbolic speech has political content, it usually is protected. Symbolic speech includes wearing armband scarrying signs, or even wearing a jacket with an obscene word directed at the military draft. Symbolic speech also includes burning an American flag, which pretty much is always a political message. Not all symbolic speech is protected, though. For example, if you're a high school student who holds up a banner that reads, "Bong hits 4 Jesus" at a school-sponsored function, don't expect that the First Amendment will prevent the school, a government agent, from suspending you. And yes, that really happened. Also, this is not symbolic speech. That's violence.

Even hate speech is protected. Even if it's really hateful, like burning a cross on a person's lawn, although this might be prosecuted as vandalism or trespassing. Public universities that try to punish hate speech have seen their discipline code struck down. Commercial speech might not be protected, but if it's a political commercial, it will be, and as we've pointed out before, spending money on political campaigns has been determined to be speech that is protected by the First Amendment, although we shall see donations to political campaigns are still treated differently, at least for now.

Pretty much the only kind of speech that's not protected, other than speech that's likely to incite immediate violence, is what's called 'fighting words'. In the actual case that dealt with fighting words, *Chaplinsky v New Hampshire*, the defendant uttered what seemed more like insults than a call to engage in fisticuffs. What'd you call me? Still, the court ruled that some words were so insulting that they were more than likely to result in a fight, so fighting words are not protected speech. One thing to note, though, the fighting wordsfree speech exception is almost never used. So as you can see, the First Amendment pretty much protects you from the government throwing you in jail or otherwise punishing you for what you say in most instances, but it's important to remember than the First Amendment is not unlimited. Most important, it only protects you from government action, not the action of private people, especially your employers.

One final example might make this clear. In *Pickering v. Board of Education*, a public school teacher wrote a letter to the editor of his local paper complaining about the way that the school board was spending money on the schools. He didn't write it on school time or using school paper or email, especially since it was 1968 and there was no email. The school board, or his principal, fired him. He brought the case to the Supreme Court, claiming that he was fired for his speech, which was political in nature criticizing local government and not for anything related to his job performance, and he won. But the only reason he was able to get his job back is that his employer was the government, so it was the government that punished him for speaking out.

For most of us, complaining about our employer's policies may get us fired, and unless we are government employees, we can't claim that it violated our First Amendment rights. The First Amendment, like all of the Amendments, is meant to protect us from an



overreaching government. There are other types of laws that help us deal with individuals who do things that we think are wrong, but we'll talk about those in another episode.

Thanks for watching. See ya next time. Mmmph! Third eagle punch in the video. Is that too much? It doesn't matter. I'm free to do it. Crash Course Government and Politics is produced in association with PBS Digital Studios. Support for Crash Course US Government comes from Voqal. Voqal supports nonprofits that use technology and media to advance social equity. Learn more about their mission and initiatives at Voqal.org. Crash Course was made with the help of all of these free speakers. Thanks for watching.

Listening 4

Hate speech VS Freedom of speech

https://www.youtube.com/watch?v=1_yrY2fOazE

Script

Did you have any nicknames in childhood that you didn't like? How did you feel about? If so, it must not have been a pleasant experience. You've probably witnessed how a word could provoke a quarrel, or even a fight, and although you may have thought that with time such children's jokes about appearance, and names will become a thing of the past, it's not the case.

In the adult world, insults are scaled up. Adults divide more into us, and them, inciting violence against others, entire nations, ethnic groups, groups of people, by skin colour, religion, sex, or abusive comments regarding weight and appearance. These insults are amplified to such an extent that there are now laws throughout the world that govern what is called "hate speech".

The boundary between hate speech, and freedom of speech is not always simple to identify. According to a 2018 report by the OSCE, international law protects the right to freedom of expression. "Everyone shall have the right to freedom of expression." This right shall include freedom to seek, receive, and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing, or in print, in the form of art, or through any other media of his choice. In other words, we have the right to disagree with others, and this right is crucial to any democracy. So where is the red line?

Let's take a look: if a person says he, or she hates the national dish of a neighbouring country, it's not hate speech, it's just a person's opinion. However, if a person says he, or she dislikes the national dish, and uses offensive stereotypes about these people, suggesting to cause them harm, then, it is hate speech, indeed. Do you see the difference?



How can we define hate speech? The European Court of Human Rights refers to hate speech as: “All forms of expression verbal, or written, which spread, incite, promote, or justify hatred based on intolerance, also on grounds of religion.”

Today, if someone is indignant, dissatisfied, or angry, where are they likely to go? Online. Even if you're not looking for a quarrel, striking news or a headline might irritate you in a second. On an almost completely unregulated, depersonalised network, people have trouble controlling their aggression, and do not hesitate to use negative, sharp language, as social media often becomes a subject of heated debate, when it comes to facilitating terrorism, using social platforms to call for hatred, or spreading videos of massacres. Social media giants are beginning to establish content regulation rules. Twitter, Facebook, and YouTube have their own hate speech policies, and are supposed to remove comments that violate these rules.

Ethical journalism network has developed 5 criteria to assess media content, in order to overcome spreading of hate speech by journalists. The position or status of the speaker: when people, who are not public figures, engage in hate speech, it might be wise to ignore them entirely. The reach of this speech: a private conversation may not do as much harm, as hate speech disseminated through mainstream media, or the Internet. The objectives of the speech: who can become victims of such speech? Is the speech deliberately intended to attack or diminish a certain group of people? The content and form of the speech: journalists should ask themselves: is the speech or expression dangerous? The economic, social, and political climate: when times are hard, journalists should avoid increasing the tension. They can reflect on the content of the story but, without directly quoting hateful speech.

Frequent stereotyping can lead to discrimination or even violence. We should learn to recognise harmful stereotypes and offensive words, and make efforts to counteract them.

If you see others spreading unacceptable content, do not pass it by! Be sure to report it on the spot.

1. B
2. B
3. B
4. C
5. B
6. B
7. A
8. C
9. B
10. C

C. Speaking

C. I

Debate Phrase

I take the view that...

Intended Meaning / Function

State a personal opinion

That's a fair point, but...

Acknowledge a point but introduce a counter-argument

I beg to differ.

Express strong disagreement politely

May I jump in?

Politely interrupt or ask for a turn

From my perspective...

Indicate personal perspective or viewpoint

The evidence suggests that...

Present evidence or support for an argument

I can see where you're coming from; however...

Show understanding before disagreeing

Let's hear X's perspective.

Invite another speaker to contribute

If I may finish my thought...

Hold the floor and prevent interruption

That argument doesn't hold water.

Point out that an argument is weak or illogical

While I understand your concern, I think...

Soften a counter-argument to remain respectful

Could you clarify what you mean by...?

Request clarification of a statement

One possible compromise might be...

Offer a possible solution or middle ground

I completely agree with you on...

Show complete agreement with a previous point

We'll have to agree to disagree.

End a discussion respectfully when opinions differ

Place Sentences in a Dialogue

Correct Logical Order

1. "In many democracies, free expression is a fundamental right that lets people share ideas without fear of government punishment."
2. "Political speech deserves the strongest protection because it allows citizens to challenge government decisions."
3. "However, some speech—like direct threats or incitement to immediate violence—is not protected."
4. "Yet private employers can still set their own rules and limit what employees say at work."
5. "Laws differ across countries: what is banned as hate speech in one nation might be legal in another."
6. "That's why balancing individual rights with public safety is never simple."

(Code: C → A → B → D → F → E)

C.II. Mini-Debate Practice



(No single “correct” answer—teacher checks for use of **two opinion expressions, one contrast connector, and one turn-taking phrase** as required.)

Lock IV – Speaking / Reflection

Unscramble the three key recommendations and form the code:

Scrambled Phrase	Correct Phrase	Letter for Code
RAEWNAES TRGNAINI	Awareness training	A
CIVIL RODICESUR	Civil discourse	C
TNEENTI CIEANLRATOFI	Intent clarification	I

Password: **A C I** → File unlocks.

D. Writing

300-word

Summary

Report

This is an open production task.

Checklist for Assessment / Self-check (all must be present for full credit):

- Clear **introduction** (~50 words) stating research question and relevance.
- **Main findings** (~180–200 words) comparing at least two perspectives (e.g., U.S. vs. Europe).
- **Conclusion** (~50 words) with one recommendation or further question.
- At least **two examples of reported speech** (e.g., *A 2024 EU report stated that...*).
- At least **two contrast connectors** (*however, although, whereas, yet*).
- Neutral, formal English; within **270–330 words**.
- Brief source references or citations.

(Teacher grades using the above criteria rather than specific wording.)

Main Assignment – FreeVoice Podcast

Also an open-ended production.

Assessment based on rubric provided in the document:

Content & Research, Language Use, Creativity & Engagement, Teamwork & Organisation.

Teacher checks that:

- Episode is **5–8 minutes**.
- Includes **at least one interview**, analysis, and **group recommendations**.
- Uses **reported speech** and **contrast connectors**.

Discussion & Reflection

Open answers. Evaluate for depth of reflection and connection to the learning goals rather than specific phrasing.

This sheet can be printed as the **Answer Key** for all objectively gradable elements of *Speak Freely C & D*.



UNIT 2

SECTION A. READING, VOCABULARY AND LISTENING

A.I. Reading

3. Choose the correct answer – a, b, c or d

1. b
2. d
3. c
4. b
5. c
6. b
7. c
8. b
9. a
10. b

4. Read each statement carefully. Choose which statement is True or False according to the text.

1. False
2. True
3. False
4. True
5. False
6. True
7. False
8. True
9. False
10. True

A.II. Vocabulary

1. Match key terms with their definitions

1. Fake news – B
2. Polarization – F
3. Fabrication – J
- 4.. Photo manipulation – C
5. Fact-checking – H
6. Misinformation – D
7. Verification – A
8. Misleading – G
9. Rumour – E

10. Perception – I

2. Fill in the gaps using the correct words from the Word Bank below. There are more words than gaps, so choose carefully.

1. rumour
2. misleading
3. photo manipulation
4. fabrication
5. polarization
6. perception
7. fake news
8. verification
9. fact-checking
10. misinformation

Lock I

Answer: 6 3 8 5

A.III. Listening

1. Listening 1

Script

"Teaching Students to Navigate Fake News: A Practical Approach"

In today's digital age, creating and sharing content has never been easier. However, this convenience comes at a price. The spread of misinformation and fake news has become one of the most pressing challenges facing educational systems worldwide. Recent research from Stanford University reveals a troubling reality. The study found that only twenty-five percent of high school students could successfully distinguish between accurate news stories and fabricated ones. Even more concerning, students struggled significantly when trying to identify manipulated photographs or tell the difference between authentic videos and staged content. Researchers describe the situation as genuinely alarming, and unfortunately, this problem shows no signs of disappearing. So what can be done about it? A practical framework has been developed for teaching students how to think critically about the information they encounter online. This approach is known as the Five C's of Critical Consuming. Whilst it may not be a perfect solution, and other approaches certainly exist, it has proved tremendously helpful in classroom settings. The first C stands for Context. Students need to be taught to examine the context surrounding any article or story. When was this piece written? What was happening in the world at that time? Who published it, and have circumstances changed since then? Sometimes, new developments can completely alter how older information



should be interpreted. The second C is Credibility. Students must learn to evaluate the source itself. Does this website or publication have a track record of journalistic integrity? Are proper sources cited? It's also essential to ask whether the content might be satirical, whether it appears on known lists of unreliable sites, or whether it's actually advertising disguised as genuine news. Third comes Construction. This involves analysing how the article or story is built. What biases can be detected? Are there emotionally charged words designed to manipulate readers' feelings? What information might be deliberately left out? Students need to learn the difference between facts, opinions, and pure speculation. The fourth C represents Corroboration. Students must be encouraged to verify information by checking multiple credible sources. If only one outlet is reporting something, that's a significant red flag. Reliable news stories are typically confirmed by several independent, trustworthy sources. Finally, the fifth C stands for Comparison. Students should actively seek out different perspectives by consulting credible sources from various points on the political and ideological spectrum. This helps them develop a more complete, nuanced understanding of complex issues rather than accepting a single narrative. When young people are taught these media literacy skills, the benefits extend beyond simply helping them spot fake news. They learn to think critically about all information they encounter. And citizens who think critically strengthen democracy, which ultimately benefits everyone in society.

3. Multiple choice questions

1. b
2. c
3. b
4. c
5. c

4. Answer the following questions (possible answers):

1. Example response:

The study found that only 25% of high school students could identify an accurate news story compared to a fake one. Students also had difficulty distinguishing between real and fake photographs and authentic versus staged videos. This shows that students struggle with visual media as well as written content.

2. Example response:

When examining context, you should check when the article was written and where it comes from. You should also consider whether events have changed since then and if there's any new information that could change your perspective on the story.

3. Example response:

The speaker suggests asking whether the site has a reputation for journalistic integrity and whether the author cites credible sources. You should also check if it's satirical, if it's on a list of fake news sites, or if it's actually an advertisement posing as a real news story.



4. Example response:

You should look for the bias in the article and identify any loaded words or propaganda techniques. The speaker also mentions checking for omissions and distinguishing between facts, opinions, and speculation in the content.

5. Example response:

The speaker states that when students learn media literacy and how to consume critically, they learn to think critically. Critical thinking citizens are good for democracy, and that is good for everyone.

Lock II

1. C
2. A
3. B
4. D

Answer: C A B D

Password = letters of correct matches in order 1–4

B. READING, GRAMMAR, AND LISTENING

B.I. Reading

3. Choose the correct answer – a, b, c or d.

1. b
2. a
3. c
4. c
5. b
6. b
7. c
8. b
9. c
10. b

B.II. Grammar

1. Fill in the gaps with a modal verb form (up to FOUR words per gap).

1. must have been
2. must have been
3. can't/couldn't have been
4. may/might/could have been



5. may/might not have been
6. must have been
7. must have been
8. may/might/could have been
9. must have been
10. could/might have suffered

2. Transform each factual statement into a speculation about the past using appropriate modal structures. Add the evidence provided in brackets to support your speculation.

Answers:

1. The university must have put a comprehensive communications strategy into place before the crisis, as the institution responded effectively as a joined-up organisation when challenges hit.
2. The institution can't/couldn't have regularly updated its stakeholder database, since several key donors and policymakers learned about the crisis from the press rather than official university channels.
3. The communications team must have conducted stakeholder mapping before the incident occurred, because they informed stakeholders before they learned about the issue in the press, giving the university the opportunity to control the message.
4. Timing considerations may/might/could have influenced the university's decision to delay the announcement, as the crisis struck during summer and the response seemed less student-focused than usual.
5. All colleagues must have known the clear protocols to follow during the crisis, given that no staff members acted independently or rashly when the situation emerged.
6. The institution can't/couldn't have prepared for social media crises in advance, since staff later admitted confusion about who to contact for external advice and who had authority to respond to posts online.
7. External experts may/might/could have advised the university on how to navigate the thorny trap of responding to social media posts, as the institution's approach to online comments aligned perfectly with current best practices for social media crisis management.
8. The institution must have included template media statements in their crisis management plan, because the university issued a professional statement to the press remarkably quickly after the incident.



9. The university must have rehearsed mock scenarios to verify their processes, as evidenced by the fact that the institution's procedures performed exactly as expected in moments of high stress.

10. The institution can't/couldn't have conducted a thorough post-mortem evaluation after the previous crisis, since they repeated exactly the same communication mistakes and failed to address the issues identified in the earlier incident report.

3. Complete the text using the correct form of the word in brackets.

1. accuracy
2. verifying
3. polarization / polarisation
4. successful
5. misleading
6. systematically
7. underestimated
8. integrity
9. fabricated
10. communication / communications

Lock III

1. The university must have developed comprehensive crisis protocols, as the response team coordinated effectively across departments.

2. The communications team can't have monitored social media platforms systematically during the crisis.

3. Stakeholder mapping might have been conducted in advance, given the targeted communications to key groups.

4. The institution must have rehearsed mock scenarios involving fake news and misinformation threats.

5. External consultants can't have been involved in the initial response to the fabricated exam leak.

6. Template statements must have been prepared beforehand to address academic integrity violations quickly.

B.III. Listening

1. Listening 2



Script

"Crisis Communication Strategies for Managing Misinformation"

In an era where misinformation can proliferate within minutes, organisations face unprecedented challenges in maintaining their credibility and public trust. Crisis communication strategies have become essential tools for managing false information effectively whilst preserving institutional reputation. Effective crisis communication differs fundamentally from reactive damage control. Rather than simply responding to problems as they arise, successful strategies combine three critical elements: rapid response capabilities, transparent information sharing, and carefully crafted messaging. This proactive approach enables organisations to shape narratives before misinformation becomes entrenched in public consciousness. When misinformation emerges, timing proves absolutely crucial. Many organisations hesitate, believing they must gather complete information before responding. However, research demonstrates that immediate acknowledgment matters far more than having every detail confirmed. An early statement that says "We are aware of these claims and are investigating" builds more credibility than silence, which audiences typically interpret as either indifference or guilt. The key lies in balancing urgency with accuracy—acknowledging the situation quickly whilst committing to provide verified information as it becomes available. Perhaps counterintuitively, transparency enhances rather than undermines institutional trustworthiness during crises. Organisations that openly acknowledge what they do not yet know, whilst clearly stating what they do know, establish stronger credibility than those claiming absolute certainty. This honest approach recognises that audiences understand complex situations require investigation. Transparency also prevents the information vacuum that rumours inevitably fill. Addressing the right audiences in the correct sequence significantly impacts crisis outcomes. Whilst external media outlets and regulatory bodies require attention, organisations should prioritise internal audiences first. Employees, students, or institutional members who understand the situation accurately can become credible advocates, countering misinformation through their personal networks far more effectively than official statements alone. These internal stakeholders possess the trust and proximity that external communications often lack. Social media platforms present both considerable challenges and valuable opportunities for managing misinformation. On one hand, false information spreads rapidly across these networks. On the other hand, they provide direct communication channels to affected audiences without media intermediation. Organisations must develop sophisticated social media monitoring capabilities to identify emerging false narratives early, enabling swift, targeted responses. Consistent messaging across multiple communication platforms reinforces organisational credibility whilst preventing contradictory narratives from developing. When stakeholders encounter the same core information through various channels—institutional websites, social media, email updates, and spokesperson statements—the message gains authority. Inconsistencies, conversely, fuel speculation and provide ammunition for those questioning the



organisation's truthfulness. Organisations that manage misinformation crises successfully rarely improvise their responses. Instead, they rely on pre-established protocols, designated response teams, and pre-approved message templates that can be quickly adapted to specific situations. This preparedness allows for decisive action when speed matters most. Post-crisis communication proves equally important. Rather than minimising discussion of what occurred, effective organisations conduct thorough analyses, identify lessons learned, and share preventive measures publicly. This demonstrates accountability and commitment to improvement. Ultimately, effective misinformation management rests on a single principle: organisations must balance urgency with accuracy whilst maintaining transparency throughout the process. Neither speed alone nor perfect information in isolation suffices. Institutional authority, regardless of how substantial, cannot counter false claims without the foundation of transparent, timely, and accurate communication. For communications professionals, mastering these strategies requires developing capabilities in rapid response coordination, stakeholder analysis, message crafting, and digital platform management. Those who can navigate these challenges effectively play vital roles in protecting organisational integrity and public trust in an increasingly complex information environment.

2. Listen to the "Crisis Communication Strategies for Managing Misinformation" recording and choose the correct answer (A, B, C, or D). Only one option is correct.

1. b
2. c
3. c
4. b
5. c
6. c
7. b
8. c
9. a
10. c

3. Listening 3

Script

"Understanding Media Literacy in the Digital Age"

Welcome back to today's discussion on navigating our complex information landscape. Today, we're exploring media literacy—a term you've probably heard before, but what does it actually mean in practice, and why should it matter to you? Media literacy has evolved dramatically since its origins in the twentieth century, when educators first began teaching people to recognize propaganda and manipulative advertising. Today, it's become absolutely essential for anyone trying to make sense of the overwhelming amount



of information we encounter daily. Think about it—how many messages have you consumed just this morning through social media, news apps, emails, and websites? Each one of those messages was constructed by someone, for a purpose. Media literacy gives you the tools to understand what's really going on. So what does being media literate actually involve? Experts identify four interconnected capabilities that work together. Let's break them down. First, there's access—your ability to locate and obtain information from diverse, reliable sources. In our age of information overload, knowing where to find trustworthy content proves just as crucial as spotting unreliable material. Second comes analysis—examining how media messages are constructed, what techniques creators use, and understanding the purposes behind the content. This is where you start recognizing emotional manipulation, selective presentation, or misleading framing when you see it. The third capability is evaluation. This goes far deeper than simply asking "Does this look professional?" Genuine evaluation means considering sourcing, checking corroboration with other credible outlets, and staying alert to potential conflicts of interest. And finally, there's creation—the understanding that media literacy isn't just about consumption. When you share, comment on, or produce content yourself, are you doing so responsibly? Are you acknowledging sources appropriately and communicating accurately? Here's what makes these four components so powerful: they work synergistically to stop misinformation in its tracks. Your access skills help you find fact-checking resources. Your analytical abilities spot manipulative techniques. Your evaluation skills verify claims before you accept or share them. And your creation competencies ensure you're not inadvertently spreading false information yourself. Media literacy isn't just about criticizing everything you see or becoming a media production expert. It requires continuous practice, intellectual humility about your own biases, and genuine willingness to examine information from multiple perspectives. In today's interconnected world, developing these skills isn't optional—it's essential for participating meaningfully in democratic society.

4. Listening 4:

Script

"When Crisis Hits: The Critical First Hour of Organizational Response"

Picture this: It's Tuesday morning, and a university discovers false information circulating on social media claiming their entrance exams have been leaked. Within minutes, hundreds share the story. Parents panic, journalists call, students post angry reactions. What should the institution do? This is where understanding the critical first hour of crisis response becomes vital. Communications expert Helio Fred Garcia developed a framework helping organizations navigate these situations. His central insight? The first sixty minutes after a crisis breaks determines whether an organization emerges with its reputation intact or faces months of damage. Garcia uses a medical comparison - he likens organizational crises to heart attacks. When someone experiences a heart attack, receiving emergency treatment within the first hour dramatically increases survival



chances. Organizations face similar dynamics: respond rapidly, and you maintain the ability to frame what's happening. Delay or stay silent, and others fill that vacuum with damaging narratives you'll struggle to counter. But here's where organizations frequently go wrong. Under pressure, leadership teams typically ask, "What should we say to make this go away?" Garcia argues this represents fundamentally flawed thinking. The better question is: "What would reasonable, sensible people legitimately expect from a responsible organization confronting this situation?" This reframing shifts the focus from self-protection to meeting stakeholder expectations. So, what do stakeholders actually expect? They don't expect complete answers immediately. However, they absolutely need evidence that the organization cares about what's happened and is actively addressing the situation. Research consistently shows that perceived indifference causes far more lasting damage than the actual severity of most crises. Yet many organizations hesitate to respond quickly. Two primary factors create this paralysis. First, they're still establishing facts - what actually occurred? Second, there's acute anxiety about legal liability. Legal advisors worry that acknowledging a crisis could be interpreted as admitting fault. However, Garcia's research reveals that silence gets interpreted in the worst possible ways - stakeholders assume you either don't care or you're hiding something problematic. Garcia offers a practical solution - five specific elements organizations can communicate immediately without increasing legal exposure. You can acknowledge the basic facts. You can express genuine empathy for affected parties. You can articulate your organizational values. You can outline your immediate approach - the concrete steps you're taking to investigate. And you can communicate your commitment to handling this appropriately. Significantly, this list doesn't include assigning blame or declaring who's responsible - that requires proper investigation. Let's return to our university example. Within thirty minutes, they post: "We're aware of claims about exam security. We're investigating immediately. Academic integrity is fundamental to our institution. We'll share findings as soon as our review is complete, and we understand students' concerns." This response demonstrates all five elements whilst avoiding premature conclusions. Mastering this balance - rapid response with genuine care, combined with disciplined restraint about fault - separates organizations that weather crises successfully from those that don't.

Listen to the podcast episode "When Crisis Hits: The Critical First Hour of Organizational Response" and choose the correct answer (A, B, C, or D). Only one option is correct.

Answer Key:

1. d
2. a
3. c
4. d
5. b
6. a
7. c
8. c



Co-funded by
the European Union



9. d

10. a

Lock IV

Principle 1: VERIFY SOURCES → V

Principle 2: TAKE POSITION → T

Principle 3: ADMIT UNCERTAINTY → A

Principle 4: RESPOND QUICKLY → R

Password: V T A R



UNIT 3

A.I.3. Multiple choice questions (MCQ)

1. b
2. c
3. c
4. c
5. b
6. d
7. b
8. c
9. c
10. d

A.I.4. True/false task

11. F
12. T
13. T
14. F
15. T
16. T
17. T
18. F
19. T
20. F

A.II.1. Matching terms

1. Civic engagement - F
2. Grassroots campaign - D
3. Obligation - H
4. Call to action - A
5. Outreach - E
6. Accountability - C
7. Persuasive speech - J
8. Hashtag activism - I
9. Participation rate - B
10. Visual campaign - G

A.II.2. Gap filling

1. civic engagement
2. grassroots campaign
3. obligation
4. call to action



5. outreach
6. accountability
7. persuasive speech
8. hashtag activism
9. participation rate
10. visual campaign

Lock I

Correct Code Answer: 7 2 0 1

A.III.3. Listening 1 - *The Power Of Youth Civic Engagement*

Script

<https://www.youtube.com/watch?v=CbQatiUNphA>

Up next, let's talk about the unstoppable energy young people bring when they choose to act. Please, welcome Nikol Hambarlieva with *The Power Of Youth Civic Engagement*.

Imagine standing in the heart of democracy, watching history unfold. That was me at 18, in the European Parliament, witnessing the re-election on Ursula von der Leyen. Fulfilling my duties as a representative in the Bulgarian youth, I engage in discussions with policy makers and MEPs, realizing that the power of youth is undeniable.

Our voices, ideas, and courage have the potential to shape the future. As Susan Jeffers once said "Dreams are not just for the fearless: they're for the ones who feel the fear and act anyway". And that's exactly what I did. That's exactly what we all must do.

Hello, everyone. My name is Nikol Hambarlieva and today I will talk about the power of youth civic engagement. My journey in civic engagement began not because I had a grand vision but because I had doubts. Doubts about my future, my career, my ability to make an impact. Two years ago, when I had to choose a career path, I realized that many of my peers were facing the same uncertainty. So, instead of waiting for answers, I decided to create them.

I organized a career fair with 10 international speakers, guiding over 200 young people in making informed decisions about their studies. Was I scared? I mean, yes, absolutely. One night, a month before the event, I sat in my room looking at my laptop screen, no emails from sponsors, no confirmation from speakers. And I thought, who am I to organize this? Who would listen to a 17 years old girl? But then I remembered why I started because if I didn't, who would? Because fear is not a barrier. It's a sign that we care deeply about something. And that care can overcome all the challenges along the way. You achieving engagement isn't just an abstract concept. It's a force that can transform communities, nations, and the world.



Let me take you back at one of my most rewarding experiences when I had the honor of participating in workshops in the European Parliament in Brussel, where I addressed the pressing issue of brain drain. How thousands of young Bulgarians leave the country each year due to limited career prospects and a lack of trust in political institutions. This led to my selection as a representative in the EU youth dialogue, where once again I engaged with European Commission representatives, to ensure that policies affecting us were shaped with our voices in mind. In those moments, I understood something fundamental. Youth participation isn't just a right. It is a responsibility to our community and to the future generations. Because the decisions made today will define the society we inherit and the legacy we pass on. And it's crucial that institutions consult young people on the issues that shape our life such as education, career opportunities, climate action and sustainability, digital transformation, and mental health. Our perspective is unique and urgently needed. We're the ones entering the job market facing the challenges of automation, AI, and global mobility. We understand first hand how education must evolve and how digital tools can be meaningfully integrated into learning and how classroom must prepare us for a future that is already here.

And when it comes to sustainability, we're the generation that is going to live with the long-term consequences of today's environmental policies. Sure. But unlike many other legally defined responsibilities, these ones remain largely hidden and that's due to lack of transparency about opportunities to engage. How many of you knew that you can have a direct contact with people in power that you can sit in the rooms where decisions are made to attend model United Nations sessions or even visit the European Parliament as a youth representative. The truth is that these opportunities exist, but often we don't know about them. That's why being informed is the first step to make a difference. When we don't know our rights, we miss out on the chance to shape policies that affect us. When we don't care, decisions are made for us, not with us.

Civic engagement isn't just about voting or activism. It's about understanding the system around us and create change tailored to our needs and values. Would you let someone else decide your future without your input? Would you stay silent when you have the power to speak up? The more we know, the more we can challenge, innovate, and lead. Representing young people isn't just an honor. It is a daily reminder that we are not just the leaders of tomorrow, but we are the change makers of today. When young people engage in their communities, they bring fresh perspective, boundless energy, and innovative solutions toward problems. But standing here today, I'm not just sharing my journey. I'm inviting you to take yours. So let me ask you what your community would look like if every young person believed their voice could make a difference. Imagine the possibilities if we replace doubt with action, and fear with courage. Because the truth is every action matters, every effort counts and every dream deserves a chance.



So, where do we begin then? There are already incredible platforms where young people can engage, learn and grow. By participating in model United Nations session, students can debate global issues, put themselves in the shoes of world leaders and hone their critical thinking, public speaking and negotiating abilities. Another example is the European Youth Parliament which brings together people from all around Europe, encourage them to discuss real world problems and propose innovative solutions by building teamwork and problem solving abilities along the way. Additionally, student councils at our school provide a strong foundation since they teach us advocacy, responsibility, and peer representation through through project management and event planning. Through these encounters, we practice change rather than only discussing it. We gain knowledge on how to work together, listen to each other, and support causes that we truly believe in. And when I look back at my journey, I see a scared teenager who dared to apply, dared to stand up, and dare to act. If I could do it, so can you. Because the truth is the world doesn't just need dreamers. It needs doers. And together, we can be both. To the young people in this room, please, do not underestimate your potential. You don't need to be perfect, fearless, or even fully prepared. You just need the courage to start. Every step, no matter how small it is, adds up. And to the leaders, policy makers, and grown-ups in the audience, trust us. Give us the platforms and the opportunities to express our opinions, to learn, and to contribute. When you empower young voices, you empower the future. And remember when we the youth believe believe in ourselves the world has no choice but to believe in us too.

Thank you.

A.III.3. MCQ

1. c
2. d
3. c
4. d
5. b

A.III.4. Comprehension questions

Answer key

1. She believes fear proves commitment; it drove her to organise the fair despite doubts and obstacles.
2. She points to Bulgaria's brain drain, showing why youth voices are vital in national and EU policymaking.
3. Young people see the impact of AI and global mobility and know how education must adapt.
4. Model UN builds debating and negotiation skills; the European Youth Parliament fosters teamwork and innovation.
5. She calls on leaders to trust youth, offer platforms for expression, and see empowerment as an investment in the future.



LOCK II

Password = letters of correct matches in order 1–4.

Answer: C A D B

B.I.3. MCQ

- 11. b
- 12. c
- 13. b
- 14. d
- 15. c
- 16. b
- 17. a
- 18. c
- 19. b
- 20. d

B.II. Grammar

B.II. 1

- 11) must
- 12) unless
- 13) in order to
- 14) but/although
- 15) were/went/decided
- 16) should
- 17) are not
- 18) must not
- 19) so that
- 20) would become

B.II.2. Answer Key (Suggested)

- 1. Young people **must participate** if they want their concerns heard.
- 2. **Unless youth act**, policies will ignore their needs.
- 3. Governments should improve civic education **in order to teach democracy**.
- 4. Many sign petitions, **but few attend consultations**, so participation remains low.
- 5. If every young citizen **were to vote**, turnout would rise dramatically.
- 6. Experts say leaders **should create youth councils** for real influence.
- 7. **Unless campaigns include dialogue**, trust will stay low.
- 8. Young people **shouldn't stay silent** when decisions affect their future.
- 9. Workshops give practice **in order to build negotiation skills**.
- 10. **Unless people get involved**, democracy would become weaker.



B.II.3. Word Formation

1. engagement
2. turnout
3. participation
4. institutional
5. confidence
6. belonging
7. solution
8. cooperation
9. stability
10. commitment

Lock III

Answer key

1. must - *obligation*
2. should - *recommendation*
3. can - *possibility*
4. participation
5. commitment
6. confidence

B.III.2. Listening 2 - What Is Youth Activism? - Your Civil Rights Guide

<https://www.youtube.com/watch?v=lAxYevAGiMQ>

Script

What is youth activism?

What exactly is youth activism? It is the active involvement of young people usually between the ages of 15 and 24 in efforts to create social, political or environmental change. This means that young individuals are not just passive observers. They are organizing, advocating, and mobilizing to influence policies and raise awareness about issues that matter to them and their communities.

Historically, youth activism has been a key player in advancing social justice and equality. Young activists have often been at the forefront of movements that challenge unfair laws and practices. For instance, during the civil rights movement of the 1960s, many children, teenagers, and young adults took part in protests, sit-ins, and marches. They faced significant challenges, including violence and imprisonment. But their courage highlighted the urgent need for civil rights reforms.

Today, youth activism takes many forms. Young people organize rallies, create petition drives, conduct community workshops, and use creative arts to share their messages. In



our digital age, social media has become a powerful tool for youth activists. It allows them to connect with larger audiences and coordinate their actions more effectively. The issues driving youth activism today are varied and often interconnected.

Topics like racial justice, education reform, gender equity, climate change, and mental health awareness are at the forefront. These issues frequently overlap with civil rights concerns as young activists work to addressing equalities and advocate for legal protections that uphold human rights. From a civil rights law perspective, youth activism involves educating young people about their rights. This includes encouraging them to engage in lawful forms of protest and advocacy. It is also important to support their participation in democratic processes. Young activists should be aware of the legal protections they have such as the right to free speech and assembly while also understanding the responsibilities that come with these rights. Youth activism is a vital force in promoting social justice and civil rights. It represents the efforts of young people to challenge injustice and influence legislation. Through organized and informed actions, they work to promote equality and create a better future for all.

Answer Key:

- 11. b
- 12. b
- 13. b
- 14. c
- 15. b
- 16. b
- 17. b
- 18. d
- 19. b
- 20. c

B.III.3. Listening 3 - “Can Civic Education Improve Youth Participation in Society? - Real Life Curriculum”. Think of an answer to the question and give your own arguments.

<https://www.youtube.com/watch?v=OfiT5z1NfMo>

Script

Can civic education improve youth participation in society?

Have you ever wondered how young people can become more involved in their communities?

One way to achieve this is through civic education.



This type of education provides essential knowledge and skills that help youth engage actively in society. It focuses on teaching about rights and responsibilities, how government works, and the importance of being involved in the community.

Civic education plays a significant role in building civic knowledge and skills.

It helps young people learn practical abilities like critical thinking and communication. These skills are vital when it comes to participating in democratic processes such as voting and community organizing. When youth feel equipped with these tools, they are more likely to take part confidently in societal affairs.

Moreover, civic education increases awareness of social issues that directly affect young people. Topics like education policies, health care, and environmental concerns often motivate youth to take action. When they understand how these issues impact their lives, they are more inclined to volunteer, vote, or join community discussions.

Trust is another important factor. Civic education can help young people feel that their voices matter. When they believe that their participation can lead to real change, they are more likely to stay engaged over time. This sense of empowerment is crucial for fostering long-term involvement in civic life. Additionally, well-designed civic education programs can reduce social prejudices and encourage inclusivity by promoting understanding and respect for diverse perspectives. These programs help create cohesive communities. When young people learn to value different viewpoints, they contribute to a more harmonious society. Civic education also lays the groundwork for lifelong habits of engagement. When young people are exposed to civic education early on, they are more likely to develop a habit of participation that continues into adulthood. This ongoing involvement supports a vibrant and representative democracy.

Practical applications of civic education can significantly improve youth participation. Schools can integrate voter registration drives and organize workshops on engaging with local government, providing opportunities for community service projects. Also offers hands-on experiences that build confidence and responsibility.

In summary, civic education equips young people with the essential skills needed to engage with and contribute to society by increasing knowledge, motivation, and practical experience. It directly improves youth participation in civic life and strengthens democratic processes.

Listening 4

“Who Is Responsible for Teaching Civic Duty to Youth? | Moral Politics Experts News”. As you listen, choose the correct answer – a, b, c or d.

<https://www.youtube.com/watch?v=Qd6fx7BMZz8>



Who is responsible for teaching civic duty to youth?

In recent discussions about civic engagement, one question stands out.

Who is responsible for teaching civic duty to our youth? This topic has gained attention as communities seek to foster a sense of responsibility among young people. With recent events highlighting the importance of civic participation, parents, educators, and community leaders are stepping up to address this need. Families play a vital role in this process. Parents and guardians are often the first teachers of civic duty. By modeling behaviors such as voting and participating in community service, they set an example for their children.

Engaging in discussions about civic responsibilities can encourage youth to appreciate their role in society. Schools also have a significant impact. Educational institutions are essential in providing structured civic education. They offer lessons on civics, history, and government, helping students understand their legal and moral responsibilities. Schools can enhance this learning through extracurricular activities that promote political engagement and community service. Community organizations contribute by providing opportunities for youth to engage in civic activities. Volunteer programs and advocacy initiatives can spark interest in civic duty. Research indicates that volunteering can increase political interest among young people, particularly those from disengaged households.

Governments also have a responsibility to support civic education. They can implement policies that encourage youth engagement in the political process. Initiatives such as voter registration drives and civic education programs can empower young people to participate actively in democracy. Teaching civic duty is not just about knowledge. It also involves instilling ethical values. Respect, fairness, and responsibility are key components of civic engagement. By involving youth in civic activities, society can prepare future generations to contribute positively to their communities. As we navigate the intersection of ethics and politics, it is clear that teaching civic duty is a collective effort. Families, schools, community organizations, and governments must work together to ensure that young people understand their civic responsibilities. This collaboration can help create an informed and engaged citizenry ready to tackle the challenges of tomorrow.

- 11. B
- 12. C
- 13. B
- 14. A
- 15. B
- 16. A



17. B
18. B
19. B
20. B

C. Speaking

C.I. Place Sentences in a Dialogue

Suggested order

1. A
2. D
3. B
4. C
5. E

Lock IV – Speaking / Reflection

Unscramble the three key recommendations and form the code:

Password: **S C C** → File unlocks.

D. Writing

Assessment Checklist – Join In Civic Engagement Campaign

An open-ended production.

Use for each group's four outputs. Mark **Yes / Partly / No**.

1. One-Page Written Proposal

- Clear **title & tagline**.
- Local issue + **contrast connector**.
- 2–3 measurable **goals**.
- Logical **action plan** with partners/timeline.
- **Impact** stated with a conditional (If...will...).
- At least one **obligation** sentence.
- Motivating closing line; ≈300 words.

2. Infographic – “5 Ways to Get Involved”

- Bold title; clean, colourful layout.
- Five steps with **imperatives/obligation**.
- At least one **Type 1 conditional**.
- Simple icons or data point.

3. Two-Minute Speech / Video Pitch

- Hook, problem, plan, call to action.
- Uses **contrast, Type 1 & 2 conditionals, recommendation**, and **obligation**.
- Clear transitions; all team members speak.

4. Poster / Hashtag

- Strong headline with **obligation/recommendation**.
- Striking image or graphic.
- Short call to action with a conditional.



- Memorable hashtag.

Integration

- Consistent message, vocabulary, and visuals across all outputs.
- Campaign addresses a **specific local issue** and promotes **youth participation**.

Main Assignment Checklist – Join In Civic Engagement Campaign

Also an open-ended production.

1. Campaign Identity

- Name, logo, and memorable slogan/hashtag clearly promote youth participation.

2. Goals & Objectives

- Two–three measurable targets; at least one includes a recommendation to the university.

3. Action Plan

- Clear activities and timeline.
- Uses **obligation**, **Type 1 & 2 conditionals**, and sentences showing **goals, contrasts, recommendations**.

4. Required Outputs

- **Proposal (≈300 words)**: problem, goals, actions, expected results.
- **Infographic**: five action steps with imperatives/obligation and a conditional.
- **Speech/Video (2 min)**: engaging opening, conditional argument, strong call to action.
- **Poster/Hashtag**: striking image or mock social post with punchy slogan.

5. Teamwork & Presentation

- Roles shared; all members present.
- Consistent visuals and message across all products.
- Campaign addresses a real local issue and shows how student voices can influence change.

Discussion & Reflection Checklist

Open answers. Evaluate for depth of reflection and connection to the learning goals rather than specific phrasing.

- **Skills Gained** – Identifies key communication/organisation skills and links them to future use.
- **Language Reflection** – Explains effect of obligation forms, conditionals, and persuasive patterns on clarity/impact.
- **Teamwork** – Describes turn-taking, role sharing, and conflict-resolution strategies with examples.
- **Civic Insight** – Shows how understanding of youth engagement grew and how they plan to contribute beyond class.
- **Product Review** – Evaluates proposal, infographic, speech, and poster; suggests concrete improvements.



UNIT 4

A.I.3. Multiple choice questions (MCQ)

1. B
2. C
3. C
4. D
5. D
6. C
7. C
8. B
9. D
10. B

A.I.4. True/false task

21. **F** – Unconscious bias is *unintentional* and automatic.
22. **T**
23. **F** – Stereotypes affect both older and younger employees.
24. **T**
25. **F** – All levels of the organization, including leadership and individuals, share responsibility.
26. **T**
27. **F** – Biases often operate without conscious awareness.
28. **T**
29. **F** – Inclusion improves innovation, productivity, and talent retention.
30. **T**

A.II.1. Matching terms

Answer key

11. Stereotype – D
12. Unconscious bias – G
13. Inclusion – J
14. Equity – A
15. Discrimination – C
16. Multigenerational workplace – I
17. Systemic inequality – B
18. Mentorship – F
19. Diversity goals – E
20. Institutional change – H

A.II.2. Gap filling

Answer key

11. unconscious



12. resemble
13. excluded
14. overlooked
15. competence
16. innovation
17. engagement
18. talent
19. aware
20. reflection

Lock I

Correct Code Answer: 1 7 9 5

Explanation:

1. Individual level = 1
2. Increased innovation is NOT a negative consequence of bias = 7
3. Stereotype = fixed, oversimplified belief = 9
4. Inclusive workplaces benefit from diverse perspectives = 5

A.III.3. Listening script

Hey there! Today we're going to be talking about stereotypes, prejudice, discrimination, and oppression. These four terms help to reveal how bias shows up in our society, but do you really know what they mean and how they can work together? As difficult as it may be, the easiest way to remember how these terms are different and how they can work together is you! Well, your body. Specifically, your head, your heart, and your hands.

Now, we're going to be looking at one group in these examples, but remember, these concepts apply to various marginalized groups. Let's look at the first term, stereotypes. Now, stereotypes are thoughts that are often automatic and maybe even unconscious, so think your head or your brain.

They're usually flash judgments that generalize a characteristic, interest, some factor or facet of a population and then tie it to everyone in that population. For example, a stereotype can be the flash judgment that somehow women are weaker, lesser, or more emotional than men. The key to stereotypes is to remember that they're just thoughts.

They're not yet beliefs or even action, and once someone has a stereotype on their mind, a prejudice can be soon to follow. A prejudice is not just a thought. It is mainly a belief, an attitude, or a feeling, so think your heart.

Prejudice represents the things that we actually believe and the attitudes that we hold towards others. It can also represent the feeling one might have when interacting with or perceiving someone of a different group. An example of prejudice can be someone feeling



uncomfortable with women pursuing professions outside of the domestic sphere or feeling angry with women being in leadership positions.

When a stereotype and a prejudice are present, discrimination can soon manifest. Discrimination isn't just a thought or a belief. It is an action or a set of actions, so think of your hand.

These are instances where people actually act out their biases interpersonally between one or more people in their daily lives. Some of the discrimination women might face on a daily basis could be someone using sexist language or enacting sexual harassment to intentionally hurt, undermine, or assert power over the women they interact with. And then sometimes actions aren't just among a few people in everyday life.

They're happening in a system that has power within an institution. This is called oppression, so think many hands. Oppression specifically requires power in numbers and social dominance for it to be able to enact bias at the systemic level.

What are systemic levels of power you ask? Well, they are systems of power within institutions. These institutions can include the media, health care, education, criminal justice, the government, religion, housing, and even employment. These are larger social structures that help to influence the daily lives of people immensely and help to shape their lived reality.

So when bias influences or permeates a system that has power, that's oppression. An example of oppression is when in 1960s and 70s America, a bank could refuse to issue a credit card to an unmarried woman, and if she was married, her husband was required to co-sign. Up until 1974, credit cards in many cases were only issued to a woman with her husband's signature.

Even today, American women are still up against laws complicating their access to things like reproductive health care and equal pay for equal work. In fact, there are many countries that stop women from having the same legal rights as a man. Again, it takes many hands to fuel oppression like that.

So remember, by knowing how stereotypes, prejudice, discrimination, and oppression are different and how they can work together, we can better see how and where biases show up in society and what we can do to stop and change them in the long run. Thanks for watching.

A.III.3. MCQ

1. A
2. C
3. B



4. C

5. D

A.III.4. Comprehension questions

1.

The speaker emphasizes this understanding because recognizing the distinctions and connections between these terms helps reveal how bias operates in society. It enables individuals to identify where and how unfair treatment occurs—whether in thoughts, attitudes, actions, or systems—and empowers them to take meaningful steps to confront and change those biases.

2.

The script explains that *stereotypes* are automatic or unconscious thoughts about a group. When these thoughts become internalized or accepted, they can turn into *prejudice*, which involves stronger beliefs and emotional responses. Essentially, once a person holds a stereotype in their mind (head), it can lead to holding negative beliefs or feelings in their heart—prejudice.

3.

While stereotypes are thoughts and prejudice involves beliefs or feelings, *discrimination* is the actual **behavior or actions** that reflect those biases. The script emphasizes that discrimination occurs when people act on their biases in interpersonal ways—like using sexist language or engaging in harassment. It's the transition from internal bias to outward behavior.

4.

Systemic oppression refers to the large-scale, institutionalized enactment of bias through social systems that hold power. The script defines it as bias that is embedded within institutions and structures in society. Examples of such institutions include **media, health care, education, criminal justice, government, religion, housing, and employment.**

5.

The speaker suggests that understanding how stereotypes, prejudice, discrimination, and oppression are different but interconnected helps people recognize where bias exists and how it operates. This awareness is a first step toward **challenging and changing** biased systems and behaviors to create a more just and equitable society.

Lock II



Body Part	Term	Definition	Example
Head	Stereotype	A thought or assumption, often unconscious, about a group	Thinking women are more emotional or weaker than men
Heart	Prejudice	A belief, attitude, or feeling toward a group	Feeling uncomfortable or angry about women in leadership
Hand	Discrimination	An action or behavior based on bias	Using sexist language, sexually harassing someone
Many Hands	Oppression	Systemic bias through institutions backed by power	Laws requiring a husband's signature for a woman to get a credit card (pre-1974 America)

B.I.3. MCQ

1. **C)** DEI is essential to creating fair, effective, and inclusive higher education.
2. **C)** Offering fair access to the resources needed for success
3. **C)** More innovative and original ideas
4. **C)** It maintains standards while promoting inclusion
5. **C)** Lack of diversity among faculty members
6. **B)** As politically motivated or unnecessary
7. **C)** 80%
8. **C)** Providing mentorship, financial aid, and inclusive teaching
9. **C)** To include diverse perspectives and histories
10. **C)** Reframed DEI under terms like “belonging” or “student success”

B.II. Grammar

B.II.1. Relative pronouns

1. which
2. where
3. who
4. when
5. that
6. that
7. whose
8. where
9. when
10. where

B.II.2. Cleft sentences and emphatic structures

1. What students from all backgrounds do is work together and learn mutual respect.
2. It is inclusive strategies that teachers use to meet diverse needs.
3. It is empathy and awareness that support inclusion.



4. What inclusive materials do is reflect students' identities.
5. What inclusive schools do is prepare learners for the real world.
6. What regular employee surveys often overlook is how different groups experience the workplace.
7. It is by breaking down feedback by gender, ethnicity, age, and geography that companies can better understand the needs and challenges of each group.
8. It is outside facilitators who can conduct focus groups that encourage employees to speak more freely.
9. What increases trust and encourages honest dialogue is independent moderation.
10. It is leaders who show authenticity that create safer environments for their teams.

B.II.3. Word Formation

1. preparation
2. financial
3. adaptive
4. belonging
5. awareness
6. consciousness
7. unfair
8. diversity
9. informative
10. evaluation

Lock III

Educators *who* advocate for inclusive practices often lead transformative change in their _____ institutions.

"*who*" refers to people (educators).

Inclusive policies, the implementation of *which* can be met with resistance, require consistent _____ institutional _____ support.

"*which*" refers back to "inclusive policies"; formal use with preposition fronting.

There are still classrooms *where* learners with disabilities are marginalised despite existing _____ legislation.

"*where*" refers to a place (classrooms).

What many schools fail to provide is the *sufficient* training required for staff to implement _____ inclusive _____ methodologies.

(*suffice* → *sufficient*)

It was the students' increasing sense of *exclusion* that motivated the school to diversify _____ its _____ curriculum.

(*exclude* → *exclusion*)



The key to fostering inclusive environments is not only policy but also a deep cultural consciousness within the school community.
(conscious → consciousness)

B.III.2. Listening (1)

Script

Testimony 1: Racial Discrimination

Jamal, university student, UK

"I was born and raised in London, but people still ask me, 'Where are you *really* from?' It seems like a small thing, but it makes me feel like I don't fully belong. Once, during a group project, a classmate assumed I wouldn't be good at presenting because of my accent. I ended up leading the presentation—and we got the highest grade. But it's exhausting to keep proving I deserve to be here."

Testimony 2: Gender Discrimination

Elena, engineering student, Italy

"In most of my classes, I'm one of the few women. During lab work, male classmates often explain things to me I already know—it's called 'mansplaining,' right? Even when I contribute ideas, I notice they're sometimes ignored until a male peer repeats them. I've learned to assert myself, but it's frustrating to fight for basic recognition."

Testimony 3: Disability and Access

Tomasz, postgraduate student with a visual impairment, Poland

"Professors are kind, but the university website isn't screen-reader friendly. I had to ask three times before receiving accessible lecture slides. I don't want special treatment—I just want equal access. It's not about ability; it's about removing unnecessary barriers."

Testimony 4: Religious Discrimination

Amina, teaching assistant, France

"After the terrorist attacks, I noticed people treating me differently. I wear a hijab, and suddenly colleagues avoided eye contact or made awkward comments. One parent even asked if I was allowed to teach French values. It was painful—my identity was being judged based on fear and stereotypes, not on who I am."

Testimony 5: LGBTQ, sexual discrimination

Alex, intern at a media company, Canada

"I came out as non-binary last year and asked colleagues to use 'they/them' pronouns. Some respect it, but others laugh or just ignore it. A manager even told me, 'It's too hard to remember.' It makes me feel invisible. Inclusion isn't just policy—it's daily respect."

Answer key

Jamal	1
Elena	2
Tomasz	10
Amina	6
Alex	9

B.III.3. Listening (2)

Script

They did this survey of college students just asking how often you know they felt discriminated against at your college or university. Fourteen percent of black undergrad students said frequently or occasionally which means that 86 percent said in their college career once or twice or never. When this hit the news the headline was one-fifth of black college students experienced discrimination at their university.

Brett do you ever thought about that? You were in college for four years and you had one or two bad experiences. It just doesn't seem like it's that much. If you said like 80 something percent of black people don't feel discriminated against in college I'd be like wow that's pretty good right? Yeah well that doesn't mean they're not.

As a latino woman, two guys as asian guys, and you you know as a gay guy, all of you can experience discrimination and not know about it and not feel it. The idea that it's still 14 percent are saying frequently or occasionally it's still like well that doesn't mean that they even recognize it. Think about the message here in the U.S. that we're talking about this stuff a lot and it matters.

One act of discrimination matters. It's going to matter to you right? If you're discriminating against one time at Penn State because you're Dominican it could be really serious and that could really have impact on you. Like really affect your experience here at this university.

So what if we were to say 86 percent of black college students they never or just very rarely only a couple of times have ever experienced discrimination. I think if you ask like other race groups as well like I think you would get like some maybe similar I mean there'd still be discrimination. I think it's just you know unfortunate like the place that we live in I mean people do have you know underlying thoughts about certain races and stuff.

Well hang on let me ask this there's probably about 70 muslims in the room. How many of you in your time here at Penn State have you experienced islamophobia? Wait nobody? Come on nobody? Okay hang on let me define islamophobia. Someone making a negative comment about being muslim.



What did people say? I mean people were just like in America they hate muslims like you know the attacks and all that you know you just shouldn't like tell people that you're Islamic or anything. Did you expect people to raise their hands by the way? Yeah probably. How many? At least 10.

I thought maybe three or four. I think as a person who's muslim as well from Saudi Arabia I don't like to put myself on the spotlight so when you ask the question generally I didn't raise my hand even though that sometimes you may experience like different looks or something when you're walking talking arabic happened to me a few times downtown while like talking with my friends I'd get like a look is like if someone like didn't know what I was speaking and then you'd be just like hostile and you can't blame that it's like human nature if you hear something or if you see something that's different. Is it like a mean look or just a look? No it's just like a weird look like it made me feel uncomfortable so I'd like definitely comment about it.

Identified Grounds for Discrimination on Campus:

1. Race and Ethnic Origin
 - Example: The main statistic discussed is about *Black undergraduate students*, with 14% reporting they experienced discrimination "frequently" or "occasionally."
 - Example: A student also mentions discrimination "*because you're Dominican.*"
2. Ethnic or National Origin
 - Example: Students referenced experiences tied to being *Latino, Asian, and Saudi Arabian.*
 - Example: A Saudi student mentions discomfort while speaking Arabic in public due to perceived reactions from others.
3. Religion
 - Example: Discussion of *Islamophobia*, including negative comments and assumptions about being Muslim.
 - Quote: "How many of you... have experienced Islamophobia?" and the clarification: "Someone making a negative comment about being Muslim."
4. Sexual Orientation
 - Example: A student is addressed as a *gay guy*, indicating the potential for discrimination based on sexual orientation.
5. Gender
 - Example: One speaker refers to themselves as a *Latino woman*, suggesting gender may intersect with ethnicity in discriminatory experiences.

Statistics Referenced in the Script:

- **14% of Black undergraduates** said they felt discriminated against "frequently" or "occasionally."



- **86% of Black undergraduates** said they had experienced discrimination *once or twice* or *never* during their college careers.
- A classroom survey informally gauges Islamophobia experiences, where *no Muslim students raised their hands*, although some later admitted to experiencing discomfort or negative attention.

Conclusion:

The major grounds for discrimination identified on campus include **race, ethnic/national origin, religion (Islam), sexual orientation, and gender**. While formal statistics were provided primarily for Black students (14% reporting frequent/occasional discrimination), anecdotal evidence highlights underreporting, unrecognized discrimination, and the impact of subtle experiences like hostile looks or negative assumptions. The script emphasizes that **even one act of discrimination can have a significant impact** on a student's experience.

B.III.4. Listening (3)

Script

If you are unable to bring an end to the discrimination or bullying yourself, you can speak to your immediate supervisor, or lodge an official complaint with the university's academic secretary. What is the difference between these two approaches? Your supervisor will listen to what all of the parties have to say and seek a solution. If you are a student, you should speak to your program director, the head of the unit managing your curriculum, or the dean.

As a staff member, you should speak to your immediate supervisor, the head of your unit, or, if necessary, a more senior manager. If the situation is not resolved with the help of your immediate supervisor alone, then lodge a formal complaint with the academic secretary, who is a member of the university's rector's office. The academic secretary will then review your complaint in accordance with the established procedure and by a fixed deadline. The academic secretary may convene an impartial committee of at least three members to review the case. Finally, they will issue a written decision. If all of the parties involved agree, the academic secretary may pursue conciliation proceedings rather than investigate the complaint.

In this case, the focus is on finding a solution and restoring peace in the workplace. No official investigation takes place and no written decision will be issued. Whichever route you choose, all the parties involved are obliged to maintain the confidentiality of the proceedings.

21. C

22. B



- 23. C
- 24. C
- 25. C
- 26. B
- 27. B
- 28. B
- 29. C
- 30. C

C. Speaking

C. II

1. Academic leadership sets the tone for university culture. They must model inclusive behavior, establish clear expectations, and take active steps to ensure all voices are heard. They are responsible for shaping a culture that challenges stereotypes rather than tolerates them.

More specifically

- **Education and Awareness Training**
- **Workshops on unconscious bias**, cultural competence, and stereotype threat help individuals recognize their own assumptions and reduce biased behavior.
- Incorporating **diverse perspectives in the curriculum** (e.g., literature, history, case studies) challenges dominant narratives and broadens students' worldviews.
- **Inclusive Representation and encouraging intergroup dialogue**
- Ensuring **diverse hiring** in leadership, faculty, and staff offers students role models from varied backgrounds and disrupts stereotypical norms.
- Promoting **positive media portrayals** of underrepresented groups counters harmful generalizations.
- Facilitating **structured conversations** and collaborative activities between people of different backgrounds helps reduce prejudice through direct, respectful contact.
- Programs like **peer mentoring** or **intercultural exchanges** build empathy and understanding.
- **Supporting Affected Individuals**
- Providing **mental health services**, safe spaces, and support groups for those affected by stereotyping helps them manage its psychological impact.
- Schools and workplaces should implement **reporting systems** for discriminatory behavior and follow up with accountability.

2. Unconscious bias refers to automatic, unintentional judgments influenced by life experience and social conditioning. Unlike deliberate discrimination, it operates without conscious awareness and often affects well-intentioned people, subtly shaping how they perceive and evaluate others.



3. Ignoring bias can lead to poor decision-making, higher staff turnover, low engagement, and a weakened academic culture. It also limits diversity and can damage a university's reputation.

4. This question invites an exploration of the measurable benefits of DEI policies, such as graduation rates, research innovation, and campus climate.

Diversity, Equity, and Inclusion (DEI) practices significantly enhance both student outcomes and institutional effectiveness. There are multiple examples of how DEI leads to **better student success**: higher graduation and retention rates, especially among underrepresented groups such as BIPOC, first-generation, and low-income students. These improved outcomes result from **policies** that address unequal access to resources (e.g., financial aid, mentorship, mental health services), as well as inclusive teaching methods that make students feel valued and supported.

Universities that adopt DEI principles tend to **attract top talent**, build **stronger reputations**, and prepare students for **globalized work environments**, thus increasing their relevance and impact in society.

5. This encourages analysis of both the structural challenges (e.g. faculty demographics, funding gaps) and external pressures (e.g. political backlash), as well as strategies for resilience and reform.

Despite progress, systemic barriers to DEI remain deeply embedded in many aspects of higher education. A major issue is the lack of faculty diversity - as of 2024, approximately 80% of full-time professors in the U.S. were white. This imbalance limits the range of experiences and perspectives represented in the classroom, potentially alienating students from diverse backgrounds. Other structural challenges include **inequitable access to higher education** due to underfunded primary and secondary schools, **high tuition costs**, and **cultural bias** against marginalized groups.

Additionally, the text points to growing **political resistance**. Some critics claim DEI initiatives are politically motivated and argue they threaten academic standards or individual merit. This opposition has led to restrictions on DEI programs, hiring practices, and even curricular content. Curricula often remain **Eurocentric**, failing to reflect the contributions of non-Western or marginalized cultures, which reinforces feelings of exclusion among many students.

To address these challenges, universities must move from symbolic gestures to **concrete institutional changes**. Strategies include:

- Hiring more diverse faculty and administrators to provide role models and diverse academic voices.
- Expanding scholarships and financial aid for underrepresented students.
- Revising curricula to include a broader range of histories and perspectives.

Summary meaningful inclusion



Meaningful inclusion means creating a campus culture where all students feel respected, valued, and empowered. This requires systemic support that recognizes and addresses unequal starting points. In practice, inclusion might look like:

- Culturally responsive teaching that validates diverse perspectives and learning styles.
- Safe spaces for open dialogue and expression.
- Accessible campus resources, such as counseling, tutoring, and disability accommodations tailored to students' actual needs.
- Student organizations that affirm identity and foster community.
- Curricular representation that includes the histories, achievements, and voices of marginalized communities.

In other words, DEI should presumably integrate every aspect of university life - from admissions policies to hiring decisions, from classroom interactions to student services. It means institutional accountability: measuring progress, listening to student feedback, and adapting policies when necessary.

Lock IV

Answer: Example Solution Path:

1. Training awareness → **T**
2. Diversity representation → **D**
3. Listening dialogue forums → **L**

Password: **TDL** → File unlocks.

D. Writing

Model proposal

Title: *Proposal to Strengthen Inclusivity and Reporting Systems at Novaland University*

Introduction:

An inclusive and respectful campus culture is essential to students' wellbeing and academic success. While *Novaland University* has made progress in promoting diversity, there are still challenges in awareness, accessibility of support, and underreporting of harassment.

Proposed Measures:

1. Launch an Anonymous Digital Reporting Tool

Many students are hesitant to report incidents of harassment or discrimination due to fear or stigma. A secure, user-friendly digital platform would allow anonymous reporting, encouraging more students to come forward. This tool could also help the university monitor trends and respond more effectively.

2. Establish a Peer-Led Inclusion Support Team

Students are often more comfortable speaking with peers. Creating a trained team of student volunteers to lead awareness sessions, offer drop-in support, and guide peers toward appropriate services would increase engagement and reduce isolation among affected students.



3. Host an Annual Inclusion Awareness Week

Organised by students and staff, this week would feature workshops, cultural events, and discussions on topics such as consent, bystander intervention, and anti-discrimination. It would promote understanding across diverse groups and strengthen the sense of community on campus.

Conclusion:

By improving reporting systems, increasing peer support, and creating space for open dialogue, *Novaland* University can take meaningful steps toward a more inclusive and safe environment for all students.



Unit 5

Power and protest

Democracy, activism and dissent

Backstory video

Social media's impact on activism (Video script)

In the digital age, social media have transformed the way activism is conducted. Movements like #BlackLivesMatter, #MeToo and #FridaysForFuture have shown how powerful online platforms can be in rallying people around a cause. Social media enable activists to bypass traditional media channels and speak directly to a global audience. However, this accessibility has also led to the spread of misinformation and governments or corporations often use the same platforms to counter these movements or suppress dissent. In this context, understanding how to use social media responsibly while amplifying a message is crucial for modern activists. The challenge is not only to build a broad coalition of supporters, but also to navigate the complex media landscape where information can be both empowering and misleading.

A government is concerned about the increasing influence of a specific social movement on social media platforms. In response, it has passed a new law that places restrictions on the type of content that can be posted online, specifically targeting activist groups. The law has drawn widespread criticism from civil society, human rights organizations and global supporters. Activists must now find ways to mobilize support both online and offline, using creative strategies to resist censorship and continue their advocacy efforts.

Section A. Reading comprehension, vocabulary and listening comprehension. Power, protest and democracy: Dissent as the lifeblood of change

I. Reading comprehension

3. Mark the correct answer (a, b, c, or d) for each question.

Answers:

1. d) Protest and dissent are crucial to maintaining a vibrant democracy.

(Explanation: The author argues that democracy is not just about voting, but about the active participation of citizens in the political process. Dissent and protest, as forms of



public expression and challenge, keep democracy alive and prevent it from becoming stagnant or controlled by elites.)

2. b) Democracy becomes hollow and weakened.

(Explanation: The author explains that when governments restrict protests or the freedom of assembly, they undermine the very essence of democracy. The rights to protest and assemble are necessary for democratic societies to function effectively, and without them, democracy becomes “hollow”.)

3. c) Democracy is strengthened by dissent and protest.

(Explanation: The author sees dissent as a positive force in democracy. Far from being a threat, protest and dissent are seen as mechanisms that challenge power, ensure that the system is responsive to citizens and keep the democratic system dynamic and accountable.)

4. a) Women’s suffrage, civil rights and labor reforms

(Explanation: The author cites key historical movements in which public protest and civil disobedience played critical roles in achieving significant rights and reforms, such as women’s right to vote, civil rights in the U.S. and labor rights for workers.)

5. d) Protest is criminalized, but voting is allowed.

(Explanation: In authoritarian regimes, the author notes that governments may allow voting to create a façade of democracy, but they criminalize or suppress other forms of dissent, like protests or strikes. This manipulation ensures that the power remains in the hands of the elites and the true democratic potential is stifled.)

6. b) The power of individuals to reclaim truth through authenticity

(Explanation: Havel, as mentioned in the text, emphasizes that even in oppressive regimes, individual acts of dissent – like living authentically and rejecting official lies – can be powerful forms of resistance. He believed that truth and authenticity could undermine authoritarianism more effectively than large-scale movements alone.)

7. a) As fundamental to the functioning of democratic institutions

(Explanation: Claude Lefort argues that conflict and contestation are central to democracy. The absence of a singular, unchallenged leader (what he calls the “empty seat” of power) allows for constant negotiation, renewal and contestation, which are vital to a healthy democratic system.)

8. c) They unite individuals under shared symbols and slogans.

(Explanation: The text highlights how digital platforms, like social media, have become powerful tools for modern activism. These platforms help organize and mobilize people, often uniting them under common causes and symbols, as seen in movements like the Arab Spring or other recent uprisings.)

9. d) It invites repression but reminds power holders of citizens’ demands.

(Explanation: Visibility is important because it draws attention to the issues and makes it harder for authorities to ignore public discontent. However, it also often leads to repression as authorities seek to maintain control. Despite this, visibility remains essential for activism because it signals to those in power that the public is watching and demanding change.)

10. a) Recognizing protest as a necessary and vital component of democracy



(Explanation: The author stresses that for democracy to remain vibrant, protest and dissent must not be viewed as threats to order, but as integral to democratic functioning. When societies recognize the value of protest, they maintain a dynamic and responsive political system that reflects the will of the people.)

4. Mark the statements related to the text as either true or false.

Answers:

1. b) False

(Explanation: The text argues that democracy is more than just voting – it thrives in public protest, workplace actions and public assemblies.)

2. b) False

(Explanation: The author views protest as a safeguard to democracy, vital for its vitality and renewal.)

3. b) False

(Explanation: Democracy is portrayed as active and messy, needing continuous engagement, particularly through dissent and protest.)

4. b) False

(Explanation: The author notes that democratic rights like women's suffrage, civil rights and labor reforms emerged from disruption and public pressure.)

5. a) True

(Explanation: The text states that in authoritarian systems, governments may allow voting but criminalize or restrict protest.)

6. b) False

(Explanation: Claude Lefort argues that dissent is not a flaw but a fundamental aspect of democracy that allows for contestation and renewal.)

7. b) False

(Explanation: The text suggests that digital platforms have empowered activism by uniting individuals under shared symbols and slogans.)

8. a) True

(Explanation: The author emphasizes that the right to withdraw labor, like striking, is a cornerstone of democratic resistance.)

9. b) False

(Explanation: The text argues that when protest is suppressed, democracy becomes hollow and fragmented.)

10. a) True

(Explanation: The conclusion stresses that democracy's vitality is maintained through continuous engagement, protest and dissent, asserting that power belongs to the people.)

II. Vocabulary

1. Match the words with their definitions.

Answers:

1) g)



- 2) e)
- 3) a)
- 4) h)
- 5) f)
- 6) b)
- 7) j)
- 8) d)
- 9) i)
- 10) c)

2. Choose the correct word from the word bank to complete the gaps. Each word can be used only once.

Answers:

- (1) repression**
- (2) coercion**
- (3) suppression**
- (4) legitimacy**
- (5) advocacy**
- (6) mobilize**
- (7) consensus**
- (8) subversion**
- (9) resilience**
- (10) empowerment**

Lock I

Answers:

- 1. DEMOCRATIC / Democratic / democratic**
- 2. ACTIVISM / Activism / activism**

III. Listening comprehension

Climate change strikes across New Zealand (Transcript)

Speaker 1: Their message just keeps getting louder and this time it wasn't just school children striking for the climate and estimated 170,000 people took part, shutting down main streets across the country.

Speaker 2: In Auckland, they blocked Queen Str. and access to the city's port and Wellington. They turned out at Parliament and numbers not seen since the foreshore and seabed protests.



Speaker 1: And their message was heard all over the world thanks to Greta Tunberg. Alice Wilkins reports.

Alice Wilkins: If you thought these students were finished with their climate change strike action, think again. Today they filled up streets across the country, tens of thousands, taking part in a third strike and by far the biggest yet. The strike organisers say they're just getting started.

Speaker: This isn't going away till we see action. That's the reality of it.

Alice Wilkins: In Auckland, they focused on rising sea levels, some wearing life jackets.

Speaker: If we don't take climate action now, the sea levels will be rising and they're gonna be covering up to this, you know, up to this area.

Alice Wilkins: Even carrying an inflatable raft and forming a line along Auckland's Quay Str., which they say will one day be under water. Their human chain then blocked the entrance to Auckland's port.

Speaker: How are you feeling about?

Speaker: Frustrated.

Alice Wilkins: Stopping drivers in their trucks.

Speaker: Ohh well, permission to go the students but first.

Alice Wilkins: It's become a familiar sight. Thousands of school students marching down Queen Str. in the name of climate action. But today there are noticeably more adults joining them in their protest.

Speaker: It's all about their future and their children's future.

Speaker 4: I've come out today because I'm very embarrassed that my generation has got the world to where we're at today.

Speaker: Future. And I really care about it. They do too.

Alice Wilkins: More than forty strike events took place across the country today. Organisers say as many as 40,000 people marched down Lampton Quay in Wellington. The massive crowd descending on Parliament's forecourt in Blenheim. New Plymouth and Christchurch the passionate message was just as clear. The students are asking the



government to meet their demands, including declaring a climate change emergency, passing the Zero Carbon Act and ending all fossil fuel exploration.

Speaker 4: I honestly believe this that we will have done more in this term of Parliament than the previous 30 years of governments combined.

Alice Wilkins: And they say today's show of numbers is another step in reaching their goals.

Speaker: I think the pressure is building up and up and up each time.

Alice Wilkins: It's not only the pressure, but their passion is building to keep this movement going. Alice Wilkins, News hub.

Speaker 2: Well, Alice joins us now and Greta Tunberg has been watching today's action closely. Alice.

Alice Wilkins: Here she heads, Tom, just hours ago, this street was packed with school students protesting and Greta Tunberg noticed. She retweeted around 20 posts on her Twitter from New Zealand climate strikes from places like Auckland, Wellington and Dunedin, but also photos and video from places like Thames, Hamilton and Tonga. Now this is, of course, part of a huge global movement and we've seen massive strikes and protests around the world in the past few weeks with such a huge turnout here today, this certainly won't be the last one that we see in New Zealand.

Speaker 2: Alice, thank you.

Source:

<https://www.youtube.com/watch?v=YuQm8tGWKYY&t=1s>

3. Listen again and mark the correct answer (a, b, c, or d) for each question.

Answers:

1. c) To demand action on climate change

(Explanation: The protesters were calling for concrete actions to address climate change. They specifically demanded the government declare a climate change emergency, pass the Zero Carbon Act and stop fossil fuel exploration. The strikes were not just about raising awareness; they were about pushing for actual changes in policy.)

2. b) Rising sea levels

(Explanation: In Auckland, protesters focused on the issue of rising sea levels as a visible impact of climate change. Some protesters even wore life jackets and carried inflatable rafts to highlight the threat of rising seas, which they argued could submerge parts of the city.)

3. b) They formed a human chain.



(Explanation: A key moment in the protest involved protesters forming a human chain along the port entrance. This physical barrier symbolized their commitment to disrupting business as usual until government action on climate change is taken.)

4. c) The previous generation

(Explanation: One of the protesters expressed embarrassment over the role that their generation (the adults, especially those who have been in power) played in creating the climate crisis. This sentiment was shared by other adults who joined the protest, acknowledging the need for accountability and urgent action.)

5. d) She shared posts on Twitter about the strikes.

(Explanation: Greta Thunberg, a leading global figure in the climate movement, showed her support for the New Zealand strikes by retweeting and sharing posts about the protests on her Twitter account. This helped amplify the message and connect the New Zealand protests to the global movement.)

Lock II

Answers:

1. DISSENT / Dissent / dissent

2. MOVEMENT / Movement / movement

Section B. Reading comprehension, grammar and listening comprehension. The interplay of power, protest, democracy, activism and dissent

I. Reading comprehension

3. Mark the correct answer (a, b, c, or d) for each question.

Answers:

1. b) To express alternative viewpoints and challenge the status quo

(Explanation: Dissent in a democracy is crucial because it allows for the expression of differing viewpoints that challenge the established power structures. This is what keeps a democracy alive and responsive, as dissent provides a check on those in power by questioning their actions, policies and the status quo. Without dissent, there is no mechanism to challenge or improve the system.)

2. d) The Civil Rights Movement and anti-apartheid protests

(Explanation: The text highlights the Civil Rights Movement in the U.S. and anti-apartheid protests in South Africa as powerful examples of dissent. In both cases, protest movements against deeply entrenched power structures led to significant changes in the societies they were protesting. The Civil Rights Movement fought against racial segregation, while anti-apartheid protests aimed at ending the racist apartheid system in South Africa.)

3. c) By releasing the frustrations of marginalized groups



(Explanation: Protests act as a pressure valve because they give people, particularly those who feel oppressed or unheard, a way to voice their frustrations. This expression of dissent allows marginalized groups to bring attention to their struggles, which might otherwise be ignored by the mainstream political process. In this sense, protests help prevent greater societal unrest by providing an outlet for grievances.)

4. a) Activism involves long-term, sustained efforts to create social change.

(Explanation: Activism is more than just protest; it is sustained and organized effort to create long-term change. While protests can be one-time events aimed at drawing attention to a specific issue, activism is about commitment to continuous action, whether through organizing, advocating for policy changes, or engaging in direct action. Activists are often focused on systemic changes over time.)

5. b) They face significant personal and professional risks, including imprisonment or torture.

(Explanation: Activists often put themselves in harm's way when they challenge powerful, entrenched systems. Depending on the political environment, especially in authoritarian regimes, activists can face imprisonment, torture, or even worse consequences. This risk is a part of their commitment to challenging the power structures that maintain injustice.)

6. d) Protest and activism are vital components of democracy, ensuring that power is checked.

(Explanation: In a healthy democracy, protest and activism are essential tools for ensuring that those in power are held accountable. The act of protesting or engaging in activism serves as a form of check on the government's actions, reinforcing the democratic principle that leaders should answer to the people. These forms of dissent allow citizens to influence the direction of society and demand change when necessary.)

7. c) It considers whether dissent could destabilize the social order.

(Explanation: The ethical dilemma centers on whether dissent and protest – especially if they turn violent – could destabilize the social order. This raises the question of whether it's possible to protest without causing harm to the social fabric. The text acknowledges that while dissent is necessary for democracy, it must be carefully managed so that it doesn't devolve into chaos or contribute to further division within society.)

8. a) Media can be used by those in power to shape public opinion and limit protest.

(Explanation: Media often play a crucial role in shaping public opinion. Those in power can use media to frame protest movements in a negative light, limit the visibility of dissent, or even turn public sentiment against protestors. Media coverage can either support or undermine activism, depending on how the narratives are shaped by those controlling the media channels.)

9. b) Activism may result in unintended consequences, including division and violence.

(Explanation: While activism is crucial for pushing forward social change, it can sometimes have unintended consequences, such as division or violence. For instance, well-intentioned movements can become fragmented or hijacked by extremist elements, which may divert attention from the original cause or create conflicts that weren't anticipated. The text recognizes that activism can be unpredictable and sometimes cause more harm than good, depending on how it is carried out.)



10. d) The tension between power and protest is a central and evolving aspect of democracy.

(Explanation: The relationship between power and protest is described as a dynamic and evolving force within democracy. In any democracy, there is an ongoing tension between those who hold power and those who seek to challenge it through protest and activism. This tension ensures that the political system does not stagnate or become overly authoritarian and that the voices of the people continue to influence the direction of the state.)

II. Grammar

1. Fill in the gaps with ONE WORD ONLY – A MODAL VERB.

Answers:

- (1) **can** – indicates permission or the possibility of action.
- (2) **can** – refers to the actions protestors are allowed to take.
- (3) **should** – expresses expectation for protests to be peaceful.
- (4) **must** – prohibition of violent actions.
- (5) **can / may** – indicates permission or possibility for the state to intervene.
- (6) **must** – obligation to protect citizens' rights while maintaining order.
- (7) **must** – obligation for justification in limiting freedoms.
- (8) **must** – obligation to conduct peaceful protests.
- (9) **must** – prohibition against resorting to illegal actions.
- (10) **can** – indicates the possibility that illegal actions may harm the cause.

2. Transform the following sentences by using A MODAL VERB EITHER IN POSITIVE OR NEGATIVE FORM.

Answers:

- 1. **can**
- 2. **must not / mustn't**
- 3. **can**
- 4. **can**
- 5. **should**
- 6. **can**
- 7. **must not / mustn't**
- 8. **must not / mustn't**
- 9. **can**
- 10. **should not / shouldn't**

3. Put the words in brackets into the correct form.

Answers:

- (1) **powerful**
- (2) **disillusionment**
- (3) **alienation**

- (4) inequality
- (5) innovative
- (6) mobilize / mobilise
- (7) critics
- (8) effective
- (9) repressive
- (10) resilience

Lock III

Answers:

1. RESISTANCE / Resistance / resistance
2. CIVIL DISOBEDIENCE / Civil Disobedience / Civil disobedience / civil disobedience

III. Listening comprehension

A democratic right (Transcript)

Angie: Now, we're going over to Chris, who's in Redford reporting on the protests that have taken place today.

Reporter: Hi Angie, everything has calmed down now, but tempers were high earlier today. This is the second day of protests against the new highway and people refuse to accept this plan. They don't want to see a big new road coming through this area.

Angie: Tell me about Redford, Chris. What sort of area is it?

Reporter: Redford is a small farming community, about three or four thousand people. They enjoy living in a quiet rural area and they don't want big trucks and buses roaring through town.

Angie: Were there any arrests today?

Reporter: I spoke to the Redford Police Department and they said there were no arrests, but some people were told to move on and warned they would be arrested if they didn't. I talked to some of the protesters earlier this afternoon.

[sounds of protest in background]

Reporter: Why are you here, Ma'am?



Woman 1: I will not let my son grow up in a parking lot. I moved here with my husband five years ago to escape the noise and pollution. I don't want it coming out here in Redford.

Reporter: What do you say to the local businesses who think this road is so necessary? They say it will help Redford, connect it to the world again.

Woman 1: They said that about the railroad and they closed it twenty years ago. If they want Redford to be well-connected again, then open the railroad. That would cost a third of what they're going to spend on this new highway and won't cause any of the pollution. I remember hearing they were going to close the railroad and I thought it was crazy and now here we are and they are ready to spend a huge amount of money to build a useless road.

Reporter: Can I ask you, Ma'am, what brings you out to this protest today?

Woman 2: We have to do everything to protect this beautiful green land. Once it's gone, it's gone for good. They don't dig up roads to plant trees. We have to stop this road from happening.

Angie: A lot of angry people there, Chris?

Reporter: I spoke to other people and they said things I can't put on the radio. It's difficult to understand the anger here without seeing it yourself.

Angie: I understand that construction is due to begin very soon.

Reporter: The protesters are determined to stop that. This will be in the courts tomorrow as a legal challenge to construction of the highway. They say they will stop protesting if the local government stops building and starts talking to them.

Angie: Is there any sign of that happening?

Reporter: Yesterday I spoke to the local congressman and he said he understands people's democratic right to protest, but the highway goes ahead.

Angie: Thanks, Chris in Redford. We'll keep an eye on that story.

Source:

<https://www.esl-lounge.com/student/listening.php>

2.2. Listen again and complete the sentences with UP TO THREE words.

Answers:



1. refuse to accept
2. quiet rural area
3. no arrests
4. a parking lot
5. well-connected again / well connected again
6. a huge amount
7. from happening
8. the anger here
9. protesters are determined
10. protesting if

Thousands of university staff go on strike over pay negotiations (Transcript)

Speaker 1: Thousands of university staff walked off the job today, calling for an 8% pay increase to keep up with the cost of living.

Speaker 2: It's the first coordinated strike across all universities in years, but as Alexa Cook reports, one university says that's a tough ask, as profits have dropped in recent years.

Alexa Cook: A sea of staff making their voices heard with the message for Massey's Vice Chancellor.

Speaker 3: During this global cost of living crisis, Jen, it's payback time.

Speaker 4: Too many of us are struggling.

Alexa Cook: Seven and a half thousand workers from all 8 universities walked off the job, picketing on roadsides and taking to the streets. There are 18 different pay negotiations underway around the country and the highest offer to date has been 5%, which isn't enough for these workers.

Speaker: We've been lagging behind in pay for a long time.

Speaker 5: The university really has made plenty of profit in the last years, despite COVID. That's because of our staff. We've worked hard to keep that going.

Alexa Cook: All but one university declined an interview that Vice Chancellor refuting those profits.

Speaker 4: The universities have suffered over the past two or three years a substantial drop in income, and it's very unfortunate that that's occurred at a point when inflation has been high.



Alexa Cook: Inflation driving these staff members to the streets, even if it disrupted classes.

Speaker 6: It's going to have a significant disruption, lectures are cancelled, tutorials are cancelled. Most of the library staff are going out. We're not keen about that. We don't do that lightly, we'd rather be in the classroom.

Speaker: I feel undervalued and utterly disrespected by those at the top of this university.

Alexa Cook: The universities all said in statements they will continue to negotiate with unions and hope they can reach an agreement. But thousands of workers agree on one thing – they need more money. Alexa Cook, News hub.

Source:

<https://www.youtube.com/watch?v=2VA46qnUA8o&t=130s>

3. Listen to the recording “Thousands of university staff go on strike over pay negotiations” twice and mark the correct answer (a, b, c, or d) for each question.

Answers:

- 1. b)** They are demanding an 8% pay increase.
- 2. a)** 8 universities
- 3. c)** 5%
- 4. d)** They are facing financial difficulties due to COVID-19.
- 5. a)** 7,500
- 6. c)** The university's profits have dropped significantly.
- 7. d)** They feel undervalued and disrespected.
- 8. b)** It has contributed to staff members taking to the streets.
- 9. c)** They continue to negotiate with unions.
- 10. a)** Classes are cancelled and library staff are joining the strike.

Democracy in action (Transcript)

Politician: Good morning. It's Mrs. Glover, isn't it?

Anne Glover: Yes, do I know you?

Politician: Let me introduce myself. My name is Richard Cookson and I am the local representative for the National Congress Party.

Anne Glover: So you're a member of the government, Mr. Cookson? I have some things I want to say to you...

Politician: Err, no Mrs. Glover. The Social Democrats form the government but we are the second largest party in Parliament.

Anne Glover: Oh yes, I get so confused. What can I do for you today?

Politician: Now Mrs. Glover, have you decided how you're going to vote in the general election?

Anne Glover: No, I'm not sure yet. There are a couple of issues and I'm undecided about which party has the best policies. Take education for example...

Politician: Absolutely. Now we are going to spend \$25m more on education than the governing party. The referendum result last year proved how important education is to the electorate, so we are going to invest heavily in our children's future.

Anne Glover: But aren't you going to increase university fees? I saw a campaign ad from the Social Democrats that said you wanted to do this?

Politician: We are going to ask some of the richest families in the country to pay a little more but that ad you saw was just dishonest propaganda.

Anne Glover: Now, I'm also worried about the environment. What are you going to do about global warming?

Politician: Well, you're right to be concerned. It's one of the most important issues in politics today. My party is going to press for an international treaty that reduces pollution and emissions globally. We are going to ask for a system of strict penalties for those countries that don't stick to the treaty.

Anne Glover: Are you going to insist on recycling in communities like this one?

Politician: We don't have plans for that at the moment but we can consider it.

Anne Glover: Hmm, I know the Social Democrats want to promote this. What about taxation? Are you going to raise taxes?

Politician: We are going to raise taxes by about 1% on average, although the wealthiest families will pay most of that. The poorest 30% of families won't have to pay any more taxes. We are going to cut taxes for these people.

Anne Glover: That won't include us unfortunately.



Politician: Do you know where your nearest polling station is, Mrs. Glover?

Anne Glover: Yes, it's opposite the public library. You must be very excited by the election, Mr. Cookson. The opinion polls show the National Congress Party up by 5%.

Politician: We think people are seeing us as a responsible party and would like to see us in power. I think we will get a significant majority in Parliament.

Anne Glover: Thank you for this little chat. I will have a good think about things before putting that slip into the ballot box.

Politician: It's been a pleasure, Mrs. Glover. Good afternoon to you.

Source:

<https://www.esl-lounge.com/student/listening.php>

4. Listen to the recording “Democracy in action” twice and mark the statements as either true or false.

Answers:

- 1. b)** False. He is a member of the National Congress Party.
- 2. b)** False. The Social Democrats form the government, while the National Congress Party is the second largest party.
- 3. a)** True. She is unsure because she is concerned about the education policies of different parties.
- 4. a)** True. They intend to invest more in education than the governing party.
- 5. b)** False. He says that they will ask wealthy families to contribute more, but not all families will be affected.
- 6. a)** True. They intend to push for such a treaty with strict penalties for non-compliance.
- 7. b)** False. She is concerned about recycling, but Richard Cookson says they have no current plans for it.
- 8. b)** False. They plan to raise taxes by about 1% on average, but the poorest 30% will not have to pay any more taxes.
- 9. a)** True. He is optimistic about their chances of securing a significant majority.
- 10. b)** False. She is still undecided and plans to think carefully before voting.

Lock IV

Answers:

- 1. JUSTICE / Justice / justice**
- 2. FREEDOM / Freedom / freedom**



Unit 6 – Digital You

A.I. Reading

Case Study: The Fake Account on Novaland Connect

Three hours ago, Novaland University's official networking platform, Novaland Connect, registered a suspicious new account. At first glance, the profile appeared authentic: it used a real student's name and photo, both copied from public social media pages. Within minutes of going live, the account began posting updates. The first post was a generic welcome message, but the second post — a short comment about student life and a controversial remark about university policies — quickly drew attention.

Students scrolling through their feeds reacted immediately. Some liked the post, others commented to agree or disagree, and a few even shared it with their wider networks. Engagement grew rapidly. By the end of the first hour, the fake account had already attracted 274 followers, many of them classmates of the impersonated student.

As reactions increased, the account's visibility expanded. On platforms like Novaland Connect, algorithms push highly engaged posts into more feeds. This meant that even students who did not know the impersonated person began seeing the content. The more users liked, commented, and shared, the further the fake account spread, reinforcing the illusion that it was real.

Confusion followed quickly. Several students messaged the impersonated student privately to ask whether the posts were really hers. Others noticed inconsistencies, such as spelling mistakes or unusual phrasing, which seemed out of character. Some became suspicious, but others accepted the account without question. This is a common pattern in digital environments: once an account gains a threshold of followers and engagement, social proof makes it appear credible, even if it is fake.

The problem extended beyond reputation. Some of the posts included links to external websites. At least two of these links redirected to suspicious pages asking users to enter their email addresses and passwords. Experts later identified these as phishing attempts, designed to steal login information. Students who clicked on the links risked exposing their personal data, not only on Novaland Connect but also across other platforms where they reused passwords.

The university administration received several reports through the platform's Report a Profile function. However, because moderation teams are small and often overwhelmed, the fake account remained active for several hours. In that time, it managed to post more misleading updates, including one claiming that a major student event had been



cancelled. This caused further confusion as classmates debated whether the announcement was official.

By the end of the day, the impersonated student felt deeply distressed. Friends had accepted friend requests from the fake profile, and some even believed the controversial posts were hers. Her online reputation was damaged, and her sense of safety undermined.

This case illustrates how quickly fake accounts can spread and how easily trust can be manipulated. It also shows the importance of digital literacy: being able to recognize warning signs, question online behavior, and report suspicious activity. For institutions like Novaland University, the challenge is clear. They must ensure that students understand both the risks of online impersonation and the tools available to protect their digital identity.

Question answer

The fake account spread quickly because the second, controversial post attracted a lot of attention and engagement from students. Algorithms on the platform then pushed this highly engaged content into more feeds, so even students who didn't know the impersonated person saw it. As the account gained followers, social proof made it seem credible, which encouraged even more students to like, share, and trust the posts.

Comprehension

	(Multiple	Choice):
1	→	b
2	→	c
3	→	b
4	→	d
5	→	b
6	→	c
7	→	d
8	→	a
9	→	b
10 → a		

True

	/	False:
1	→	True
2 → False	- The second post received the most engagement.	
3	→	True
4	→	True
5 → False	- Some students accepted the account without question.	
6	→	True
7 → False	- The fake account remained active for several hours.	
8	→	True



9

→

True

10 → False - It shows the importance of digital literacy.

A.II. Vocabulary

Matching:

1 → Impersonation – C

2 → Phishing – F

3 → Data breach – A

4 → Privacy settings – J

5 → Verification – D

6 → Pseudonym – B

7 → Visibility – H

8 → Reporting – E

9 → Fake profile – G

10 → Transparency – I

Fill in the gaps:

1	→	firewall
2	→	password
3	→	encryption
4	→	cyberbullying
5	→	malware
6	→	digital
7	→	algorithm
8	→	hacking
9	→	cookie
10 → spam		

Lock I

- Clue 1: B → 4
- Clue 2: B → 7
- Clue 3: A → 8
- Clue 4: A → 0

Correct Code: 4780

A.III. Listening

Good morning, everyone. I'm Dr Varga, and today I'd like to talk about online safety and digital ethics. Every time you interact online—when you like a post, upload a photo, or even pause to read something—your activity creates a *data profile*. Companies use these profiles to predict your behavior, target you with advertising, and sometimes sell your information to third parties. While this can make content feel more relevant, it also raises concerns. What happens when that data is misused or falls into the wrong hands?



Fake accounts are one of the most visible threats. They might look harmless at first—just another student or friend request—but in reality, they can be used for impersonation, harassment, or spreading misinformation. Even more seriously, they often contain links to malicious websites. Clicking these links can expose your data and compromise your security. That’s why fake accounts are not only inconvenient; they directly affect trust and safety online.

Many people assume that privacy settings will protect them. And yes, settings can help—but only if you understand them. Too often, the settings are hidden behind complicated menus or written in long documents full of legal language. This makes it difficult for ordinary users to know what is truly private and what remains public. For example, did you know that your username and profile picture are always visible to everyone? Even if your account is “private,” that basic information is still public.

So what can we do? My strongest recommendation is to improve our *digital literacy*. That means questioning what we see, asking why we are asked to share information, and thinking carefully before clicking on links. Platforms have a responsibility to provide safer environments, but individuals also need to recognize the risks and act responsibly. Remember, every post, every click, and every like contributes to your digital footprint. The more we understand it, the better we can protect ourselves.

Question answer

Three concrete suggestions from Dr Varga for safer digital behavior:

1. Improve digital literacy – question what you see, why information is requested, and think before clicking links.
2. Be cautious with privacy settings – understand what information is really private and what is still visible to others.
3. Recognize and avoid fake accounts/links – treat suspicious profiles and links as potential risks to your data and security.

Comprehension (Multiple Choice):

1	→	B
2	→	C
3	→	A
4	→	B
5	→ D	

Lock II

Clue	1	→	C
Clue	2	→	B



Clue 3 → A
 Clue 4 → B
 🔑 Code Box
 Correct letters: S – A – F – E
 Password: SAFE

B.I. Reading

Digital Responsibility in the Age of Social Media

In recent years, the question of who is responsible for online safety has become increasingly urgent. Social media platforms are now central to daily life: they shape communication, influence political opinions, and even affect career opportunities. Yet these platforms have also faced repeated criticism for failing to protect users from impersonation, data misuse, and harmful content.

It is essential that platforms strengthen their safety measures, because young users deserve to feel protected when sharing information online. This issue affects everyone: weak protections can lead not only to fraud but also to impersonation, harassment, and emotional harm. Without stronger protections, the risks will only grow, leaving even more people exposed.

A recent policy review suggests that transparency is still lacking. Users often cannot find out how their data is collected, shared, or monetized. Companies publish privacy policies, but these are typically written in dense legal language. For many users, reading these policies is almost impossible. As one expert emphasizes, “Policies are designed more to protect companies from lawsuits than to inform users.”

The consequences of unclear communication are serious. When users do not understand the risks, they are more likely to overshare personal information. For example, a student might upload photographs with geolocation enabled, unintentionally revealing where they live. Another might share a copy of their university ID card, not realizing that this information can be reused for identity theft. Once such data is online, it is almost impossible to erase.

Experts point out that young users are disproportionately targeted by impersonation and phishing attempts. Their trust in digital platforms, combined with limited experience, makes them vulnerable. At the same time, it seems that companies place too much responsibility on individuals. They provide tools like privacy settings, but these are often difficult to find and complicated to use. The evidence suggests that such settings alone are not enough.

Moreover, fake accounts remain a major threat. These accounts can be used to spread misinformation, manipulate debates, or launch scams. A growing trend involves fake accounts imitating authority figures—professors, student representatives, or even health officials. By copying names and photos, these accounts can spread false announcements that appear credible. One alarming case involved a fake account claiming that an important exam had been cancelled, which caused panic among hundreds of students.

Some analysts argue that stronger regulations are needed. If platforms will not act voluntarily, governments may have to impose stricter rules. For instance, regulations could require companies to simplify privacy policies, respond faster to reports, or clearly label AI-generated content. Advocates also call for better digital education in schools and universities. Digital literacy, they argue, is as essential today as reading and writing.

Still, there is debate about how far regulations should go. Companies warn that stricter rules could limit free expression or innovation. Others believe that without external pressure, platforms will continue to prioritize profit over safety. The balance between freedom and protection remains one of the most difficult ethical questions of the digital age.

For students at Novaland University, these issues are not abstract. Recent incidents of fake accounts and data exposure have shown that the digital world is directly connected to their studies, friendships, and reputations. As one student commented, “It feels like we are constantly under surveillance, but at the same time, no one is really protecting us.”

The challenge, then, is twofold: platforms must improve their responsibility, and individuals must build their capacity to act wisely online. Digital citizenship requires both. Without cooperation, the risks will continue to grow, threatening not only personal privacy but also trust in democratic societies.

Sample answer

Companies are responsible for strengthening digital safety by protecting users from impersonation, phishing, and data misuse, as well as by making privacy policies clearer and responding more quickly to harmful content. However, individuals also share responsibility: they must use privacy tools effectively, avoid oversharing, and build digital literacy to recognize risks. While companies often place too much burden on users, true digital safety requires cooperation—platforms providing transparency and safeguards, and individuals acting wisely to protect their own and others’ online identity.

Comprehension

(Multiple

Choice):

- | | | |
|---|---|---|
| 1 | → | A |
| 2 | → | C |
| 3 | → | D |
| 4 | → | B |



- | | | |
|----|-----|---|
| 5 | → | B |
| 6 | → | A |
| 7 | → | C |
| 8 | → | D |
| 9 | → | B |
| 10 | → C | |

B.II. Grammar

- | Fill | in | the | gaps: |
|------|---------|-----|----------|
| 1 | → | | must |
| 2 | → | | seems |
| 3 | → | | might |
| 4 | → | | can't |
| 5 | → | | could |
| 6 | → | | possibly |
| 7 | → | | may |
| 8 | → | | might |
| 9 | → | | should |
| 10 | → seems | | |

Rewrite

sentences:

- 1 → It seems that privacy settings are effective, but not always.
- 2 → This account might be fake.
- 3 → The company claims to provide protection.
- 4 → It appears that some students may be careless.
- 5 → The platform often claims to act quickly, but evidence suggests delays.
- 6 → It is suggested that companies sell data.
- 7 → This post could be true.
- 8 → The university is expected to address the problem.
- 9 → Not all users seem to be aware of the risks.
- 10 → Fake accounts might appear harmless but can be dangerous.

Word

formation:

- | | | |
|----|---------------|----------------|
| 1 | → | anxiety |
| 2 | → | confusion |
| 3 | → | transparency |
| 4 | → | responsibility |
| 5 | → | dangers |
| 6 | → | identity |
| 7 | → | safety |
| 8 | → | behavior |
| 9 | → | awareness |
| 10 | → trustworthy | |



Lock III

1	→	must
2	→	might
3	→	could
4	→	should
5	→	can't
6	→	seems

B.III. Listening

At the Youth Digital Ethics Summit, student leaders spoke about the importance of online responsibility. One student explained that impersonation was the most damaging problem she faced. Another noted that she used a pseudonym to keep her private life confidential. A third student said that a breach of data had affected his family. Others highlighted how much visibility people face online through oversharing information. Another student argued that platforms should follow every regulation on data use, and that users deserve more transparent privacy policies. Finally, a student leader reminded everyone that reporting problems is a responsibility if we want real change.

Synonym

1	→	alias
2	→	violation
3	→	clear
4	→	rule
5 → duty		

matching:

Student Testimony – Sample Answers:

Last month, I received an email that looked like it came from the university administration. The subject line said: *“Urgent: Verify Your Account Now.”* The email had the university logo and asked me to log in to confirm my details. Without thinking, I clicked the link and entered my username and password. A few hours later, I noticed strange activity—emails were being sent from my account to classmates, asking them to click on the same link. My inbox also showed login attempts from another country. I immediately contacted IT support, who helped me reset my password. I felt embarrassed and worried, because I had trusted the email so easily. Now, I’m much more careful. I check the sender’s address, hover over links, and think twice before entering my details. *“Urgent: Verify Your Account Now.”* /Now checks sender address, hovers over links, thinks twice/Always verify suspicious emails before clicking or sharing info.

Expert Panel Debate (Multiple Choice):

Moderator: Today we ask: Who is responsible for online safety?

Expert 1: Platforms must take responsibility. They profit from our data and should act faster against impersonation.

Expert 2: I agree, but individuals also need to think before they click. Oversharing is part of the problem.

Expert 3: Governments must introduce clear regulations. Without laws, companies will always prioritize profit.

Expert 1: Regulations are important, but digital literacy is the foundation. If students can't recognize risks, no amount of laws will help.

Expert 2: True, but transparency is key. Companies hide policies behind legal jargon. Users need clarity.

Moderator: So the balance lies between companies, individuals, and governments.

1	→	D
2	→	B
3	→	C
4	→	B
5	→	A
6	→	B
7	→	B
8	→	C
9	→	B
10 → a		

C.II. Speaking

Expressing an opinion and structuring an argument

- In my opinion, social media has both positive and negative effects on student life.
- Firstly, it can be a useful tool for academic collaboration and information sharing.
- Secondly, it sometimes distracts students from their studies.
- Finally, I believe that balance is the key: social media should support, not replace, real learning.

Turn-taking and inviting another's opinion

- That's a good point, and I'd like to add that students can also use active listening to build trust in discussions.
- In addition, asking questions like "What do you think about this?" helps peers feel included.



- Would you agree that this approach creates a more respectful environment?

Making a suggestion and using idioms

- We should consider developing digital literacy workshops for students.
- Another key measure is encouraging students to use strong privacy settings.
- As the saying goes, “Better safe than sorry,” especially when sharing personal data online.

Expressing disagreement and encouraging elaboration

- Actually, I disagree because not all online platforms are equally safe for students.
- On the other hand, I see your point about convenience.
- Could you clarify what you mean by “safe”? For example, are you thinking about data privacy or cyberbullying?

Summarizing and concluding

- In summary, effective communication in academic settings depends on clear opinions, structured arguments, respectful disagreement, and openness to others’ ideas.
- To put it simply, meaningful dialogue requires both speaking clearly and listening carefully.



Lock IV

1. Expressing opinion → E
2. Inviting opinion → I
3. Think before you click → T

Password: EIT → Door Unlocked

D. Writing

1. Writing Task Practice – Short Essay (≈250 words) (Sample)

My Online Presence and Personal Information

In today’s digital environment, I am aware that much of my personal information is visible online, both intentionally and unintentionally. The information I share deliberately is usually related to academic or professional contexts. For example, I maintain a LinkedIn profile that includes my real name, university, skills, and a professional photo. I also use social media to post about hobbies such as travel and sports, although I try to limit the details. In these cases, I want to present myself positively and connect with others who share similar interests.

However, I realize that my online visibility extends beyond what I consciously choose to post. Every search, like, and comment contributes to my digital footprint. Even when I



believe an account is private, my profile picture, username, and some interactions are still public. In addition, cookies and algorithms track my browsing behavior, creating a profile that companies can use for advertising or, in some cases, share with third parties. This makes me uncomfortable, because it reduces my control over how my data is used.

If I could change something, I would first reduce oversharing. For instance, I sometimes post photos with geolocation data enabled without thinking about the risks. I also reuse similar passwords across platforms, which increases vulnerability in the event of phishing or hacking. In the future, I want to strengthen my privacy settings, use unique passwords, and think twice before sharing personal content. By being more critical and responsible, I hope to protect both my identity and my reputation.

2. Main Assignment – Formal Proposal (≈1000 words) (sample)

Proposal to the Novaland University Digital Safety Committee

Introduction

The rise of fake accounts, phishing attempts, and oversharing poses serious risks to the Novaland University community. A recent case on Novaland Connect demonstrated how quickly trust can be manipulated, how reputations can be damaged, and how students' personal data can be exposed. Addressing these issues is not only a matter of technical security but also of democratic responsibility, transparency, and student well-being.

Problem

Fake accounts spread rapidly because of algorithms and social proof. Once they gain credibility, they can mislead students with false information or direct them to phishing links. Phishing, as Dr Varga emphasized in her testimony, is particularly dangerous because it tricks individuals into handing over sensitive data such as usernames and passwords. Oversharing further increases vulnerability by revealing unnecessary personal details that may be reused for impersonation or identity theft. Together, these risks undermine student safety, damage reputations, and reduce trust in the university's online platforms.

Proposed Actions

1. **Awareness Workshops** – Regular digital literacy sessions to train students to recognize impersonation, phishing, and misleading content.
2. **Faster Reporting Systems** – A streamlined process that ensures suspicious accounts and messages are reviewed within hours, not days.
3. **Peer-to-Peer Ambassadors** – Trained student representatives who promote responsible online behavior and act as the first point of contact for digital safety concerns.



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Why

These

Measures

Will

Work

These initiatives balance individual responsibility with institutional accountability. Awareness workshops empower students with critical thinking skills. A quicker reporting system ensures that platforms take responsibility for protecting users. Peer ambassadors promote transparency and accountability while fostering a culture of democratic participation in digital spaces. By combining education, responsiveness, and community support, Novaland University can strengthen trust, protect student identity, and model the values of privacy, fairness, and responsibility.

Conclusion

I strongly recommend that the committee implement these measures immediately. By doing so, we will protect not only our students but also the democratic principles on which our university community is built.



Unit 7

Green Talks (on environmental citizenship)

Section A. READING, VOCABULARY AND LISTENING: impacts of climate change

A.I. Reading

3. Choose the correct answer – a, b, c or d

- 1 – B (Europe is warming at roughly twice the global average, highlighting its exceptional vulnerability compared to other regions.)
- 2 – C (Native species are being displaced, while invasive species spread more easily under milder conditions showing biodiversity decline due to climate change.)
- 3 – D (The text defines water stress as reduced freshwater availability, harming ecosystems and increasing competition – a clear reference to scarcity and conflict over water.)
- 4 – A (The report warns that heat-related mortality could increase by 30% by 2050 without stronger adaptation.)
- 5 – C (Higher temperatures and stagnant air increase ozone and particulate matter, aggravating respiratory illness.)
- 6 – B (The text links disease spread to warmer winters and wetter climates that help mosquitoes and ticks survive and reproduce further north or higher up.)
- 7 – D (The expression implies increasing awareness, that mental health issues, once underestimated, are now recognized as legitimate climate impacts.)
- 8 – B (Climate impacts are multidimensional: ecosystem damage, economic loss, and human health issues reinforce one another.)
- 9 – A (Adaptation is defined as adjusting to existing impacts. Examples given include heat-health action plans and resilient infrastructure.)
- 10 – C (Europe's health and environment are already affected and calls for joint adaptation and mitigation at all levels.)

4. Choose which statement is true or false according to the text.

- 1 – F (Over 85% of deaths from extreme weather were due to heat, not floods)
- 2 – T
- 3 – F (Warmer air worsens pollution by raising ozone and fine particle levels)
- 4 – F (Water stress affects ecosystems, agriculture, and one-third of Europe's population, incl. urban areas)
- 5 – T
- 6 – T
- 7 – T
- 8 – F (They stress the need for both adaptation and mitigation to safeguard public health)



9 – F (Impacts are interconnected: environmental, economic, and health effects influence each other)

10 – T

A.II. Vocabulary

1. Match the key terms with their definitions

- 1 – G
- 2 – D
- 3 – I
- 4 – F
- 5 – J
- 6 – C
- 7 – E
- 8 – H
- 9 – A
- 10 – B

2. Fill in the gaps using the correct words from the Word Bank below. There are more words than gaps, so choose carefully.

- 1. severe
- 2. temperatures
- 3. shortages
- 4. communities
- 5. vulnerable
- 6. livelihoods
- 7. pollution
- 8. emissions
- 9. increase
- 10. extreme

Lock I

- 5. Clue 1: C) Southern and central areas are getting drier, while northern regions face heavier rainfall – 7
 - 6. Clue 2: A) Droughts and irregular rainfall increase competition for freshwater – 9
 - 7. Clue 3: A) Heatwaves are among the deadliest climate hazards in Europe – 6
 - 8. Clue 4: B) People may experience anxiety and stress after extreme weather – 5
- Correct Code Answer: $7 + 9 + 6 + 5 = 27$

A.III. Listening



Listening script

Developing countries that at the frontline of this battle.

Those parts of the globe which will suffer the most and the soonest are not those parts of the globe which have actually loaded all those carbon dioxides in the atmosphere in the first instance. It's the exact opposite. Uh, the parts that will suffer the most, most quickly, uh, are those around the equator.

But you have to understand, this is also a crisis for the world. The fact is that if the poor are suffering today, then the rich will also suffer tomorrow.

If parts of the world become increasingly uninhabitable, future climate change could lead to **internal displacement and migration**.

Crop failures lead to **food riots**, food riots lead to destabilizations of government. And we can imagine a kind of scenario where we have millions of **climate refugees** and the possibilities for destabilization, political and cultural destabilization, become very great.

Predicting how the climate system may behave further into the future is a more complex task.

There's uncertainty in, in **climate projection**, not least because we don't know what our generation when we're older is going to be doing and what the future generations [laughs] are gonna be doing.

But based on the current trajectory, the various models predict that by the end of the century, the planet will be somewhere between three and five degrees hotter.

There's no qualitative difference between the models in the sense that none of them are gonna rescue us by projecting no temperature change or a **reversal of warming**. So, the crucial uncertainty really is not that there is gonna be some substantial degree of warming, it's about how much that warming is gonna be.

Even if we are looking at the **bottom end of predictions**, that's still really bad.

Over 600 million people live in coastal areas that are less than 10 meters above sea level.

Some models predict if we don't do anything **to curb climate change**, then we could be looking at 80 centimeters to a meter of sea level rise by the end of the century.

The main impacts of what might seem a gradual rise of sea level is the risk from storms, **surges of sea** that we've never seen before.



If we lose all our coastal cities, we've got a different planet, and we've got a economic situation which is out of control.

While there's a lot that is understood about what the future might hold, some scientists fear there may be other more extreme dangers **lurking** beyond those that are already known about. These are called **tipping points**.

A tipping point is where in a part of the climate system, just a little bit of extra warming could **nudge** it into a different state, an **irreversible change**. There was quite a **backlash** from mainstream climate science to be talking about these high impact events, possibly because many people assumed they were, would be of low probability. But there's a lot more interest in them now.

Currently, it is our ongoing emissions that are driving global temperatures up. But if tipping points are crossed, that could spiral beyond human control.

If we imagine a map of the world, it turns out that there are **climate tipping points** dotted all around it. Greenland and West Antarctica could be tipped into **irreversible meltdown**.

The Atlantic Ocean has what we call an overturning circulation that could be triggered to collapse. There are major ecosystems that we could **tip into an alternative state**. For example, triggering a **climate-induced dieback of the rainforest**, turning it into a savanna.

Once you've crossed a tipping point, that's it, you've triggered a catastrophic change. It's going to carry on getting even hotter because you've triggered something that you can't undo.

3. Choose the correct answer – a, b, c or d:

- 1 – C (The worst effects will first hit equatorial regions, which contributed least to emissions)
- 2 – B (If the poor are suffering today, then the rich will also suffer tomorrow)
- 3 – C (Crop failures lead to food riots, food riots lead to destabilization of government)
- 4 – B (He says uncertainty comes from not knowing what our generation or future generations will do)
- 5 – C (The text predicts a 3–5°C rise by 2100 if trends continue)
- 6 – D (Sea-level rise increases risk from storms and surges we've never seen before)
- 7 – A (Losing coastal cities would mean a different planet and economic chaos)
- 8 – C (Tipping point is defined as "a little extra warming nudging the system into an irreversible change")
- 9 – D (The text mentions Greenland, Antarctica, Atlantic circulation, and rainforest dieback, but not glacier expansion)



10 – B (The speaker warns: “Once you’ve crossed a tipping point, that’s it... it carries on getting even hotter.”)

4. Answer the open questions – Students own answers.

Lock II

1. TIPPING POINT → T
 2. INTERNAL DISPLACEMENT → I
 3. MIGRATION → M
 4. EMISSIONS → E
- CODE: T I M E

B. READING, GRAMMAR AND LISTENING: Climate change mitigation and adaptation – what the university community can do

B. I. Reading

3. Choose the correct answer (a, b, c, or d)

- 1 – B (The text defines mitigation as reducing emissions and adaptation as adjusting to impacts)
- 2 – D (They “work together to protect people... one to limit future change, the other to deal with the change we fail to prevent.”)
- 3 – C (Mitigation means reducing sources and enhancing sinks of greenhouse gases)
- 4 – C (Storm drains are adaptation – dealing with impacts, not mitigation – reducing emissions).
- 5 – B (Carbon removal is defined as growing forests or using technology to pull CO₂ out of the atmosphere)
- 6 – C (Carbon removal is “challenging to do at a very large scale” and cannot replace emission cuts)
- 7 – A (Even if successful, warming and sea level rise will continue for centuries)
- 8 – C (Proactive adaptation builds resilience in advance, while reactive adaptation occurs after damage)
- 9 – D (Mongla is shown as a proactive case investing early in flood protection and livelihoods)
- 10 – B (Most funding has been spent on mitigation, with only a small share given to adaptation)

B.II. Grammar

1. Read the text carefully and fill each gap with ONE appropriate word.

1. to
2. where



3. an
4. in
5. for
6. in
7. that (used in a defining clause, identifies specific solutions)
8. which (non-defining / descriptive clause – adds detail); that (also possible, but less formal)
9. may (best for academic style and hedging); can (alternative, slightly more confident); (could & might are not recommended in this context because they add too hypothetical/tentative meaning).
10. Against

2. Rewrite each of the following direct questions as a polite indirect question.

1. I was wondering if the university has a strategy for achieving carbon neutrality.
2. Do you happen to know how much energy the campus uses every year?
3. Could you tell me when the university started its climate action plan?
4. I would like to know who is responsible for monitoring the university's environmental performance.
5. I'd be interested to hear how students are involved in developing sustainability initiatives.
6. Would you mind telling me what measures the university has taken to adapt to extreme weather events.
7. Do you know how the university raises awareness about climate change among staff and students?
8. Could you tell me if the university has invested in renewable energy projects on campus?
9. I'd like to ask what the university's priorities are for reducing waste and water use.
10. I'd be interested to know how the university will measure the success of its climate mitigation projects?

3. Complete the text using the correct form of the word in brackets.

1. greening
2. emissions
3. responsibility
4. neutrality
5. commitment
6. sustainable
7. innovative
8. efficient
9. initiatives
10. capacity



Lock III

1. Can you tell me where the university sustainability office is located?
2. Do you know how many solar panels are installed on the campus rooftops?
3. Could you explain how the carbon neutrality project works?
4. I was wondering what the university is doing to reduce energy waste.
5. Do you know if the university offers courses on sustainable development?
6. Could you tell me whether the university is planning to expand its green transport system?

B. III. Listening

2. Listen to a part of the *BBC Climate Questions* show and choose the correct answer (A, B, C, or D). Only one option is correct.

Listening script

Welcome to The Climate Question from the BBC World Service.

[Speaker 1]: Okay, Myra, for people who haven't heard, give me the lowdown on People Fixing the World. What do you guys do each week?

[Speaker 2]: Right. So People Fixing the World is exactly that. It's ordinary people doing remarkable things to make a difference in our world. So, Jordan, every week I get to put despair in a box, right? [laughs] And focus on innovative projects that people have come up with just to make our lives easier.

[Speaker 1]: Okay, so it's a very positive solutions-based show.

[Speaker 2]: Very. That's why we're always smiling. Yeah.

[Speaker 1]: But it's not the most obvious of solutions. Going down through your titles, I saw you had one about sea cucumbers saving the world.

[Speaker 2]: I can understand that. It was a very weird one, but we, we honestly do everything. We even have one about coconuts fixing the world. So, I guess it's safe to say we are nuts about [laughs] solutions.

[Speaker 1]: Oh, see, uh, it's not going well. Okay.

[Speaker 2]: No, it is, it is. [laughs]

[Speaker 1]: So you're really solutions-focused.



[Speaker 2]: Yes, we are.

[Speaker 1]: How often, though, does climate change come up?

[Speaker 2]: Climate change is a hot topic, and it's affecting people everywhere. So what's happening now is that there are individuals who've gone like, "We can come up with different ideas to try and change this, at least help stop climate change where they live," right? So what we're seeing is that people are coming up with solutions that are sometimes not as big or funded by big companies, but ideas that are actually making a difference.

[Speaker 1]: It's a perfect example of how our shows differ, because we in The Climate Question will look at the big government, big science project, the, you know, international climate negotiations, which you could call the top-down solutions.

[Speaker 2]: Mm-hmm.

[Speaker 1]: You guys are specializing in the individuals, the bottom-up stuff.

[Speaker 2]: Exactly. So there's a top-down and bottom-up stuff, but we need both of those solutions actually to survive, right? So, you need the big science and policy stuff, but you also need small community-driven approaches that are happening on the ground.

[Speaker 1]: So this week, Myra and I will be listening back to some of our favorite solutions to join forces and ask, "Can people fix the climate?" [upbeat music]

1 – B (The speaker says it's about "ordinary people doing remarkable things", i.e., community innovations)

2 – C (Myra says it's a "positive, solutions-based show," focused on "innovative projects" and hope)

3 – A (The host mentions "sea cucumbers" and "coconuts fixing the world" as quirky but real examples)

4 – B (The dialogue clearly distinguishes top-down - big government, science vs. bottom-up - individual action).

5 – B ("Top-down" is described as "big government, big science projects, international climate negotiations.")

6 – C (Myra explains it as "small community-driven approaches happening on the ground.")

7 – C (Myra says, "we need both of those solutions to survive," meaning they work together.

8 – D (The opening exchange includes humour ("sea cucumbers saving the world") but keeps informative intent.)



- 9 – B (The final line is “Can people fix the climate?” - the central inquiry of the episode.)
10 – A (Myra uses the metaphor to mean focusing on positive, actionable stories instead of hopelessness.)

3. Listen to a BBC's *People Fixing the World* episode about the ASRI project in Borneo, Indonesia. Then answer the questions below.

Listening script

[Speaker 1]: Well, Mira, one of our most asked about topics are trees, or the lack of them. People cutting them down, people planting them, because forests are a huge carbon sink, so that means they soak up the planet-warming carbon dioxide and lock it away, sometimes for centuries. So having more trees and protecting what we have is absolutely essential to fighting climate change.

[Speaker 2]: Yeah, I mean, forests are like a big green army that are helping us fight climate change, if you think of it that way. But people keep cutting them down and this is really because they need to make a living, right? So some people cut them down to make money from logging, or just because developers need that space. And globally, we are cutting down about 10 million hectares of trees. That's about the size of Portugal every year.

[Speaker 1]: Oh, it's not good news for the planet, is it?

[Speaker 2]: It's big. But Jordan, in the Indonesian part of Borneo, they found a very unique way to protect the forest and help people on the ground by giving them affordable healthcare. So let me explain, Jordan, right? So the villagers get cheaper medical help if they stop logging, and they also get paid to plant new trees. Plus, they can even pay for some of their treatment with seedlings, right? It's very unique. Our reporter Ade Mardiaty went to the ASRI medical clinic, deep in the tropical rainforest there on the island's west coast to find out exactly how it all works.

[Speaker 3]: The clinic is set in the foothills of the Gunung Palung National Park. There are around 30 people waiting to be seen by a doctor. Mothers with their babies, young children, and also the elderly. One of Dr. Sari's patients today is Mat Jais, who is being treated for chest pains.

[Speaker 4]: When ASRI visited our village, they told us that they would give a different rate if no logging takes place. I used to work as a logger when I was young to cover the cost of living. We used to have a buyer that collected wood from us. Now, we don't do that anymore. Nobody in our village cuts down trees anymore.



[Speaker 3]: Mat's appointment with Dr. Sari would usually cost roughly nine US dollars. But as he goes in for his checkup, he shows his ID card, which confirms that he lives in a village where no logging has recently taken place. This means that his treatment and medicine will be half-price. Crucially, patients aren't being denied healthcare if they or their neighbors have been logging, but they just won't get the discount. And this brings us to the second part of our solution, using the seedlings patients pay for treatment with to regrow the rainforest. Madalina has been paying for medical treatment for herself and her family in this way for over 10 years.

[Speaker 5]: In the past, people in small villages like this would go see a witch doctor. When I was feeling sick with a stomach ache or headache, I was told I was possessed by an evil spirit.

[Speaker 3]: To rid Madalina of the evil spirits, the witch doctor chewed a concoction made of turmeric and betel leaf and spat it on her face. Madalina wanted to ensure that her daughter got the very best treatment possible, but when she arrived at the ASRI clinic, she wasn't sure whether they would be able to help.

[Speaker 5]: The cashier said to me, "You can pay with seedlings if you don't have cash." So I did. I'm a single mother, so I said to myself, "If there was an alternative to cash, I would do it so that my daughter could receive the treatment she needed."

[Speaker 3]: Once back at home, she immediately puts the seedlings in potting soil and grow bags. Each day, she plants around 300 seedlings. After this, they're taken to a nearby nursery run by ASRI. So we're entering the mini forest area right now?

[Speaker 6]: Yep. So we are here and it's about 15 years after ASRI founded. We can see the difference.

[Speaker 8]: Yeah.

[Speaker 6]: I mean, the condition of the national park. The logging is decreasing.

[Speaker 3]: This is really wild already.

[Speaker 6]: We have many species of birds. And if we are lucky, we can find some monkeys or even orangutan.

[Speaker 3]: Wow.

[Speaker 6]: So it's makes us feel relaxed. [laughs]



[Speaker 2]: Honestly, working on this made me feel relaxed as well. But Jordan, this idea started because of two women, Kinari Webb and Hotlin Ompusungu, and just the fact that they realized that there was a need for better healthcare and they also wanted to save the forest, and it's working.

[Speaker 1]: Yeah, uh, it's really interesting way of cutting the link between deforestation and profit on a very small scale, 'cause essentially, people are only cutting it down because they need money.

[Speaker 2]: Mm-hmm.

[Speaker 1]: They're not doing it because they want to cut down the trees. It's because they need to.

[Speaker 2]: Exactly, and if you come up with these ideas where they can develop and still live, then they are more inclined to help protect the forest.

1. Deforestation was destroying the forests that people depended on for food, water, and protection from floods and landslides. It also threatened wildlife and reduced the ecosystem services that supported their livelihoods.
2. They found that people were cutting down trees mainly to pay for medical treatment. Poor health and poverty were driving deforestation because families had no affordable healthcare options.
3. The clinic offers discounted or even free healthcare to communities that agree to stop logging. Villages that reduce tree cutting receive cheaper medical care and other support from the programme.
4. Patients can pay with tree seedlings, handicrafts, or volunteer work instead of cash. This system allows them to contribute to reforestation and still receive treatment.
5. They visit the villages regularly, monitor forest activity through local reports, and compare logging patterns over time. The clinic works with community members to check compliance and reward progress.
6. Deforestation dropped significantly, and parts of the forest started to regenerate. Wildlife such as orangutans began returning to areas where trees had grown back.
7. Women's groups provide alternative income opportunities, such as making handicrafts or running small businesses, which reduce the economic pressure on families to log trees for money.
8. The programme trains local people to collect seeds and plant native tree species in degraded areas. They focus on restoring biodiversity by planting rainforest trees that can thrive in local conditions.
9. People have better access to healthcare, lower rates of illness, and improved nutrition. The community also has more stable incomes and greater environmental awareness.



10. It was designed and implemented by local people to meet their own needs, combining traditional knowledge with modern health and conservation practices. It empowers communities instead of relying on government policies or external funding alone.

4. Listen to a *BBC's People Fixing the World* episode about the floatovoltaics and choose the correct answer (A, B, C, or D). Only one option is correct.

Listening script

[Speaker 0]: What projects have you been hearing about on the smaller scale?

[Speaker 1]: There's actually a new idea that's floating around [laughs] that I did want to tell you about. It's something called floatovoltaics, and it's basically when special solar panels are set up on lakes and open seas. Now, on a very windy day, I caught up with Bjoerge Bjørniklet, I hope I said that right, the founder of a Norwegian company called Ocean Sun. He was out on a lake in Albania. Now, Jordan, I know you were about to sink, but when I spoke to him for that particular program, he was kind of walking on water.

[Speaker 2]: Yes, so now we are standing on a large lake. We overlook four huge circular rings sitting on the water surface.

[Speaker 1]: It looks like a massive trampoline in the middle of the lake.

[Speaker 2]: Yes. You can, you see Ivar is walking here?

[Speaker 1]: It, i- yes. Is that safe? 'Cause... [laughs]

[Speaker 2]: Yeah, it's, uh, we have been doing this for years now.

[Speaker 1]: Essentially, these are floating solar panels.

[Speaker 2]: Uh, well, the panels themselves are not floating, but, but they are floating on their thin membrane. Inside the rings, we have the hydroelastic, so-called tension membranes. It's a flexible fabric that is sitting directly on the surface of the water, and the, the solar modules are then placed horizontally directly on this membrane. They're large, circular disks. They are about, uh, 210 feet in diameter each and they carry 1,600 solar modules.

[Speaker 1]: How much power can potentially be generated, for example, from the one that you are standing on?

[Speaker 2]: In the middle of the day when the sun is high, then it can produce nearly two megawatts.



[Speaker 2]: and this is going directly into the grid in Albania.

[Speaker 1]: And so what's the equivalent of that kind of power? If we're talking about people's homes or, yeah...

[Speaker 2]: Yeah, so a typical, um, private, uh, home-owned solar panel, you maybe have 10, 20 solar panels on the rooftop. So here we have 6,000 of them.

[Speaker 0]: [waves crashing] Wow. It's really interesting 'cause o- one of the controversies about solar power, which is the fastest-growing energy, not just renewable, but even more so than fossil fuels, is that when you put massive solar panels in countryside, people get annoyed that it's taking away farmland.

[Speaker 1]: Yeah.

[Speaker 0]: Farmland that could be growing crops. But this, you're using space that wouldn't have been used for that at all.

[Speaker 1]: Exactly, and apparently the fish are okay with it as well.

[Speaker 0]: Yeah. [laughs]

[Speaker 1]: It's shelter and it's just such a great idea. But I, it also looks like we've been fishing in the same pond, [laughs] Jordan, because we've been looking at floating wind turbines as well. And these sit on special platforms on water, and then they're anchored in the sea. And because winds are so strong and more consistent in open waters, the idea opens a huge opportunity to get more energy.

[Speaker 0]: Yeah, because these are areas where if the sea is too deep, you couldn't put traditional offshore wind.

[Speaker 1]: Yeah.

[Speaker 0]: So again, it just can't be used for electricity and then these solutions mean these areas can be used. And I guess it also means you can put power in places where it might have been difficult to get before?

[Speaker 1]: Exactly. Exactly. And it's really about putting the box away, not just thinking out of the box, but just putting it away entirely and coming up with new ideas that are clearly working. [instrumental music]



[Speaker 0]: Just a reminder that you're listening to The Climate Question from the BBC World Service.

- 1 – A (The term “floatovoltaics” refers to floating solar panels placed on lakes or open seas.)
- 2 – C (The founder, Bjoerge Bjørniklet, was interviewed while standing on a floating solar installation in Albania.)
- 3 – B (The panels sit on hydroelastic membranes stretched across circular floating rings.)
- 4 – C (Each floating disk produces almost 2 megawatts of energy at midday.)
- 5 – D (The speakers highlight that they use space not needed for agriculture, unlike land solar farms.)
- 6 – A (One speaker briefly questions whether fish would be affected, but it’s noted that “the fish are okay with it.”)
- 7 – B (Floating turbines work in deep waters with stronger and steadier winds — areas unsuitable for fixed structures.)
- 8 – D (The host praises creative, unconventional climate solutions like floatovoltaics.)
- 9 – B (Large-scale engineering projects led by scientists and companies exemplify top-down solutions.)
- 10 – A (Bottom-up approaches ensure local acceptance and community-level implementation of such innovations.)



A.I.3. Multiple choice questions (MCQ)

- 1 – C
- 2 – B
- 3 – C
- 4 – D
- 5 – C
- 6 – C
- 7 – C
- 8 – A
- 9 – D
- 10 – B

A.I.4. True/false task

- 1 – True
- 2 – False
- 3 – True
- 4 – False
- 5 – True
- 6 – True
- 7 – True
- 8 – True
- 9 – False
- 10 – True

A.II.1. Matching terms

Answer key

- 1 – B
- 2 – E
- 3 – J
- 4 – F
- 5 – H
- 6 – D
- 7 – A
- 8 – G
- 9 – C
- 10 – I

A.II.1. Match the key terms with their definitions

Answer key

- 1. justice
- 2. civic engagement



3. discrimination
4. accountability
5. critical thinking
6. punishment
7. conflict resolution
8. transparency
9. compassion
10. rule of law

2. Fill in the gaps using the correct words from the Word Bank below. There are more words than gaps, so choose carefully.

Answer key

1. justice
2. civic engagement
3. discrimination
4. accountability
5. critical thinking
6. punishment
7. conflict resolution
8. transparency
9. compassion
10. rule of law

Lock I Clue code: RRPD

A.III.3. Script listening to "How Do We Achieve Justice?"

<https://www.youtube.com/watch?v=YtfZebA2T-A&t=92s>

In a world without justice, everyone suffers. This video from the "Virtues Basket" series explores what justice means and how we can uphold it in our daily lives. We often talk about justice in the context of laws and governments, but justice has a role even in the smallest actions we take every day. This "Virtues Basket" video explores the concept of justice and outlines practical steps we can take to be more just and to uphold justice in our communities. Baha'u'llah, the prophet and founder of the Baha'i Faith, wrote the following words about justice: "The best beloved of all things in My sight is Justice; turn not away therefrom if thou desirest Me, and neglect it not that I may confide in thee. By its aid thou shalt see with thine own eyes and not through the eyes of others, and shalt know of thine own knowledge and not through the knowledge of thy neighbor. Ponder this in thy heart; how it behooveth thee to be. Verily justice is My gift to thee and the sign of My loving-kindness. Set it then before thine eyes." Similarly, in her book "The Family Virtues Guide," author Linda Popov wrote that to practice justice, we must act without prejudice, search for facts with our own eyes and ears, and think for ourselves. We approach people without prejudice, and we do not decide how to treat others based on



their race, gender, religion, place of birth, or social status. Instead, we see the inherent nobility in every person. We also learn to see beyond our own experience, recognizing the signs of systemic injustice in the world around us, dismantling barriers, and creating opportunities for a more equitable and just society. We stand up not only for our own rights, but for everyone else's rights, whether we know them or not. The Baha'i Writings say: "Tread ye the path of justice, for this, verily, is the straight path." Justice means being fair to ourselves as well as others and making sure that we do not take away from anyone what they deserve. It means being fair in our actions, even when no one is watching, holding ourselves accountable and accepting the consequences when we make mistakes. We act with justice under all circumstances, whether we are at work, at school, with friends, neighbors or even strangers. But justice requires courage and introspection every day. It is a conscious choice to be an active agent of change wherever we live. Justice requires that we take action to protect the needy, recognize and fight against racism and other forms of prejudice, and actively work to end animosity and hatred -- both in our community and in our own attitudes. Just people think for themselves; they do not become the puppets of injustice. This "Virtues Basket" video helps us redefine our concept of justice and identify how we want to strengthen its presence in our thoughts and actions.

Thanks for watching.

A.III.3. MCQ

Answer key

- 1 – C
- 2 – B
- 3 – B
- 4 – C
- 5 – C

A.III.4. Comprehension questions

1.

The video explains that justice is not only about laws and governments but also about the small actions we take every day to be fair, responsible, and respectful toward others.

2.

The video quotes Baha'u'llah: *"The best beloved of all things in My sight is Justice... By its aid thou shalt see with thine own eyes and not through the eyes of others... Verily justice is My gift to thee and the sign of My loving-kindness. Set it then before thine eyes."*

3.

Linda Popov says we must act without prejudice, search for facts with our own eyes and ears, and think for ourselves instead of relying on others' opinions.



4.

The text encourages us to fight against racism, prejudice, barriers that limit opportunities, and other forms of inequality in society.

5.

Truly just people are described as those who think for themselves, hold themselves accountable, act fairly even when no one is watching, and refuse to become “puppets of injustice.”

Lock II

Password: DBAC

Answer Key with Explanations:

1. Defamation → D
2. Moderation → B
3. Civil discourse → A
4. Accountability → C .

B.I.3. MCQ

Answer key

- 1 – C
- 2 – C
- 3 – C
- 4 – C
- 5 – B
- 6 – D
- 7 – C
- 8 – C
- 9 – C
- 10 – C

B.II. Grammar

B.II.1

Answer key:

1. Because of
2. In contrast to
3. Such as
4. As a result of
5. Therefore

B.II.2

Answer key:

1. and
2. Also



3. because
4. However
5. So

B.II.3

Answer Key

1. In fact, many people always misinterpret, misunderstand, and confuse the idea of Law and Justice.
2. Both are somehow similar and interconnected with each other in several ways; however, they are not identical.
3. Nevertheless, at the same time, they don't share the idea of being similar and identical.
4. If anyone violates the laws, then that person will be punished by the state as per the law; consequently, laws act as a means of social control.
5. Moreover, every country has its laws.
6. An action that is a crime in a country as per law can, on the other hand, be a right in another country as per law.
7. Justice is exercising a specific authority that maintains the idea of fairness, equality, and righteousness; indeed, it is the foundation of social harmony.
8. Justice is totally based on the concept of ethics and morality, and therefore, it must be applied impartially.
9. It doesn't matter from which belief, region, and caste they belong, or what their gender and skin complexion are; in addition, justice should never discriminate.
10. Ultimately, every individual is equal in the eyes of law.

B.II.4

Answer key

1. consequently
2. in comparison
3. however
4. judgment
5. decide
6. nevertheless
7. interpret
8. in sum
9. enforce
10. therefore

Lock III – Grammar

Answer key

1. (d) though
2. and (c) so
3. or (a) but



4. (b) so ... instead

Clue code: dcab

B.III.2. Listening "Understanding Equality and Justice in Everyday Life"

<https://www.youtube.com/watch?v=t76C6KAoI9k>

Script

Hello everyone! Welcome back to our channel, where we dive into the fascinating world of the English language and its myriad expressions. Today, we're tackling two powerful concepts that are not only fundamental to learning English but also crucial in our everyday lives: **equality** and **justice**.

These terms often appear together, yet they carry distinct meanings and implications. Let's explore what they truly represent and why they matter to us all. Stay tuned as we unravel the essence of equality and justice, making these complex ideas accessible to English language learners everywhere.

What Is Equality?

Equality is about ensuring that everyone has the same opportunities and rights, regardless of their background, identity, or circumstances. It's the principle that all individuals are valued equally and deserve the same chance to pursue happiness, success, and fulfillment.

In this section, we'll look at examples of equality in action – such as laws that prevent discrimination in the workplace, schools that provide the same quality of education to all students, and communities that support every member's right to express themselves freely and safely.

Key points to remember: Equality focuses on creating a level playing field for everyone. It's about **fairness, access, opportunities, and equal treatment**.

What Is Justice?

Justice, on the other hand, is about fairness in the way people are treated and how decisions are made. It involves correcting wrongs and ensuring that individuals or groups receive fair treatment and an equitable share of benefits and burdens.

Justice is often seen in the legal system, but it also applies to everyday situations – such as resolving disputes fairly or advocating for those who have been unfairly treated.

Key points to remember: Justice is the pursuit of fairness, often through **correcting wrongs**. It encompasses both the legal system and the **moral principles** that guide fair treatment in society.



The Relationship Between Equality and Justice

While equality and justice are distinct concepts, they are deeply interconnected. Equality provides the foundation for a just society by advocating for the same treatment and opportunities for all. Justice takes this a step further by addressing and rectifying inequalities and unfair practices.

Together, they form a powerful duo in the fight against discrimination and injustice, working to ensure a fairer and more equitable world.

Key points to remember: Equality and justice **complement each other**. A just society requires both **equal treatment** and **corrective measures** to address and fix inequalities.

Why It Matters

Understanding the principles of equality and justice is crucial not just for English language learners, but for anyone striving to make sense of the social dynamics in the world today. These concepts help us navigate the complex interplay of rights, responsibilities, and relationships in society.

We hope this video has shed light on the meanings and importance of equality and justice, enriching your English learning journey and your perspective on global citizenship.

Thank you for watching, and we look forward to exploring more exciting topics with you. Stay curious, stay informed – and see you in our next video!

Answer Key:

- 1 – B
- 2 – C
- 3 – B
- 4 – C
- 5 – C
- 6 – C
- 7 – B
- 8 – B
- 9 – B
- 10 – C

B.III.3. Listening “Unique’s Story”

<https://www.youtube.com/watch?v=XewiONIQwM&t=32s>

Script



Let's face it – nobody's safe here. Even the cops don't want to come. It's not a nice place. Every day, someone gets hurt. If they want your lunch, they'll take it. If they think you're weak, they'll try to dominate you. Even the teachers are scared.

Do you remember Unique? She was that shy kid. So quiet. But something was wrong. Everything she witnessed in that school broke her spirit. Something inside her just stopped. You try to save them, but what can you do?

There's only so much you can do in middle school. You shouldn't have to live through that at such a young age. There were fights, students bringing knives. One of my friends even got cut. I was just scared. I felt invisible. I thought maybe I should just give up. I had seen too much, and I couldn't take any more. As a kid, you just... snap. And that's what happened. I snapped.

I went to the restroom and saw a message – like it was meant for me. I was on the verge of completely losing it. I was screaming, kicking, punching the walls. I kicked the door, then ran out.

That's when I saw Officer Al.

He saw me, too. Really saw me. He comforted me. He listened to my frustration, my anger, my sadness. He even had tears in his eyes. And in that moment, I knew I was seen. I wasn't invisible anymore. I was supposed to be here.

It's hard to talk about Danielle without getting choked up. She saved my life.

You can only do so much. Sometimes I feel completely defeated. But I'm lucky – there are some students I *do* reach. And just seeing their progress reminds me that I'm on the right path. If I can reach even one student, not just as a drama teacher, but as a teacher in general... then it's worth it.

Because so many of these kids – my goodness – they just have something to say. And no one's listening. Their acting out, their silence, their pain – it's their way of saying: "I'm in the room. I'm here."

That's why I don't just hand them scripts. I give them a page. I tell them: "Write your own story."

Unique had everything inside her – a warrior, a leader. As we worked together, she grew more confident. She got her voice back. She became fearless. She's one of those students who would smile and say, "I'll be back." Oh my God... I don't know where she is now. But I'd love to see her again.



So long...

But at least a part of her is still here – in you.

We believe in this. We have to.

“What’s your name?” the teacher asks. “I’m talking to you. Who are you?”

A quiet voice answers, “I’m Unique.”

“No,” the teacher says gently. “To the back of that wall.”

“I’m Unique.”

“Why are you here, Unique?”

“Because I broke barriers.”

“You did what?”

“I broke barriers.”

“And someone in the back of that room who’s not even paying attention to you – thank you. You traveled barriers.”

“Now, who are you?”

“I am Unique.”

“And why are you here?”

“Because I am Unique. And I belong here.”

“I always knew you could do it. I’m so proud of you.”

Example Answer:

Unique’s teacher helped her change by giving her a safe space to express herself and write her own story instead of just following a script. At first, she felt invisible, scared, and broken by the violence and fear at school. But the teacher listened to her, encouraged her, and showed that her voice mattered. Through drama and writing, Unique regained her confidence, became fearless, and discovered her identity. The teacher’s belief in her helped Unique see that she truly belonged and could break barriers/



B.III.4. Listening “What is Social Justice?”

<https://www.youtube.com/watch?v=rtBvQj2k6xo>

Script

Try this at your next party. Ask your guests to define the term Social Justice.

Okay, it's not Charades or Twister, but it should generate some interesting conversation, especially if your guests are on the political Left.

Since everyone on that side of the spectrum talks incessantly about social justice, they should be able to provide a good definition, right? But ask ten liberals to tell you what they mean by social justice and you'll get ten different answers. That's because Social Justice means anything its champions want it to mean.

Almost without exception, labor unions, universities and colleges, private foundations and public charities claim at least part of their mission to be the spreading of Social Justice far and wide.

Here's the Mission Statement of the AFL-CIO, but it could be the mission statement for a thousand such organizations: “The mission of the AFL-CIO is to improve the lives of working families -- to bring economic justice to the workplace, and social justice to our nation.” In short, “social justice” is code for good things no one needs to argue for -- and no one dare be against.

This very much troubled the great economist Friedrich Hayek. This is what he wrote in 1976, two years after winning the Nobel Prize in Economics. “I have come to feel strongly that the greatest service I can still render to my fellow men would be that I could make the speakers and writers among them thoroughly ashamed ever again to employ the term ‘social justice’”

Why was Hayek so upset by what seems like such a positive, and certainly unobjectionable, term? Because Hayek, as he so often did, saw right to the core of the issue. And what he saw frightened him.

Hayek understood that beneath the political opportunism and intellectual laziness of the term “social justice” was a pernicious philosophical claim, namely that freedom must be sacrificed in order to redistribute income.

Ultimately, “social justice” is about the state amassing ever increasing power in order to, do “good things.” What are good things? Well whatever the champions of social justice decide this week. But first, last and always it is the cause of economic redistribution.



According to the doctrine of Social Justice, the haves always have too much, the have nots, never have enough. You don't have to take my word for it. That is precisely how a UN report on Social Justice defines the term: "Social justice may be broadly understood as the fair and compassionate distribution of the fruits of economic growth. Social justice is not possible without strong and coherent redistributive policies conceived and implemented by public agencies." Let me repeat that: "Strong and coherent redistributive policies conceived and implemented by public agencies."

And it gets worse.

The UN report goes on to insist that: "Present-day believers in an absolute truth identified with virtue and justice are neither willing nor desirable companions for the defenders of social justice." Translation: if you believe truth and justice are concepts independent of the agenda of the forces of progress as defined by the left, you are an enemy of social justice.

Compassion -- or social justice -- is when government takes your money and gives it to someone else. Greed is when you want to keep it.

The underlying point of social justice, then, amounts to a sweeping indictment of a free society.

It suggests that any perceived unfairness, or sorrow, or economic want must be addressed by yet another government effort to remedy that unfairness, that sorrow, or that economic want.

All we need to do is invoke the abracadabra phrase "social justice" and we're on our way.

The invocation of social justice always works from the assumption that the right people - the anointed few -- can simply impose fairness, prosperity and any other good thing you can think of. And the only institution capable of imposing social justice is the state.

And keep in mind, the conventional wisdom among liberal elites is that conservatives are the ones who want to impose their values on everyone else.

The self-declared champions of social justice believe the state must remedy and can remedy all perceived wrongs. Anyone who disagrees is an enemy of what is good and right. And the state must therefore coerce them to do what is socially just. And that, as Hayek prophesied, is no longer a free society.

Is that the kind of society you want to live in? If it isn't, beware of what will be done in the name of social justice.



I'm Jonah Goldberg of the American Enterprise Institute and National Review for Prager University.

Answer key

- 1 – C
- 2 – B
- 3 – B
- 4 – C
- 5 – C
- 6 – C
- 7 – C
- 8 – C
- 9 – C
- 10 – B

C. Speaking

C.I

Answer Key

- 1 – L
- 2 – H
- 3 – E
- 4 – J
- 5 – A
- 6 – M
- 7 – B
- 8 – F
- 9 – O
- 10 – N
- 11 – D
- 12 – I
- 13 – K
- 14 – G
- 15 – C

C.II

1-Minute Monologue

Example Student Output (Model Answer):

"My motto is: *Fairness always matters*. It is important because without fairness, people lose trust in each other. For example, last week I saw a teacher treat all students equally during group work, even though some were stronger and some were weaker – that showed real fairness. Another example is when I had to share household chores with my brother. We divided the tasks equally, which made life easier for everyone. In my opinion,



fairness means respecting others, even when no one is watching. That is why I try to *play by the rules* and *stand up for what is right* every day."

Lock IV

Answer Key

Take the first letter of each correct match in order (Right, Rule, Rule, Right) = FAIR.

Clue code: FAIR

D. Writing

Short Action Plan on Academic Misconduct

Sample Student Answer – Action Plan

If I were elected as the head of student self-government, my first priority would be to ensure that all student voices are truly heard. To achieve this, I would organize regular open meetings where students could directly raise their concerns and propose ideas. These meetings would be complemented by anonymous online surveys, which would give even shy or hesitant students the opportunity to express themselves without fear of judgment. This combination of open forums and confidential feedback would create a culture of transparency, accountability, and inclusion.

Secondly, I would place a strong emphasis on student well-being. University life is not only about academic achievement but also about maintaining a healthy balance between study, personal life, and emotional stability. I would propose mental health workshops that teach stress management and resilience strategies, as well as provide access to professional counseling for students who need extra support. During exam periods, I would introduce stress-relief activities such as yoga sessions, mindfulness practices, or even relaxation corners on campus. This would help reduce anxiety and improve overall academic performance.

In addition, I would focus on building a more inclusive and diverse campus environment. Cultural exchange events, international student support groups, and language practice clubs would allow students from different backgrounds to learn from each other and develop mutual respect. Such initiatives would not only enrich the university community but also prepare students for active participation in a globalized world.

Moreover, I would work to enrich student life beyond academics. Encouraging participation in student clubs, organizing volunteering projects in the local community, and supporting sports competitions would help students discover new talents, build leadership skills, and create lasting friendships.

Finally, I would make sure that students actively participate in university decision-making. Giving student representatives seats at faculty councils and allowing them to vote



on key initiatives would ensure fairness and accountability. In this way, the university would become a place where everyone feels respected, supported, and fully involved in shaping its future.

Main Assignment – Public Awareness Campaign

Prompts:

- How did your campaign show why fair rules matter?
- What challenge did you face in balancing accuracy, fairness, and inclusivity?
- How did each role (Communicator, Mediator, Lawyer) shape the outcome?

Assessment:

- Campaign (50%) – clarity, creativity, real-life relevance, effective language/visuals.
- Script/plan (30%) – structure, grammar, discourse markers, key vocabulary.
- Participation (20%) – teamwork, role performance, engagement.



A.I.3. Multiple choice questions

1. b)
2. c)
3. c)
4. b)
5. b)
6. a)
7. b)
8. b)
9. b)
10. c)

A.I.3. True – False exercise

1. False
2. True
3. False
4. True
5. False
6. True
7. False
8. True
9. False
10. True

A.II.1. Vocabulary - Matching terms

1. Politeness - D
2. Hedging - A
3. Indirect request - F
4. Modal verbs - E
5. Language barrier - B
6. Cultural norms - C
7. Directness - H
8. Inclusion - J
9. Misunderstanding - I
10. Intercultural communication - G

A.II.2. Gap filling

1. politeness
2. hedging
3. indirect request
4. modal verbs

5. cultural norms
6. misunderstanding
7. directness
8. inclusion
9. language barrier
10. politeness

Lock I

Correct Code Answer: 8 9 7 4

A.III.3. Listening script

When Cultures Collide: Managing Conflict in Intercultural Communication

Intercultural communication is full of opportunities for learning and growth, but it can also lead to conflicts and misunderstandings. When people from different cultures interact, they bring different communication styles, values, and expectations that sometimes clash.

For instance, in some cultures, being direct and straightforward is valued and seen as honest. In others, indirectness and subtlety are preferred to maintain harmony and respect. Imagine a group of international students sharing an apartment. One student says bluntly, “You should clean your dishes immediately after eating.” In their culture, this is a normal way to give instructions. But for another student from a culture that prefers indirectness, this comment might feel rude or confrontational.

Conflicts also arise around language proficiency. A student struggling with the local language might hesitate to express disagreement or request help, fearing they will offend or embarrass themselves. At the same time, others might misinterpret the hesitation as disinterest or lack of cooperation.

Politeness strategies become essential in managing these conflicts. Using softening language, such as “I’m afraid that might not work,” or “Perhaps we could try a different approach,” helps reduce tension. Modal verbs like “could” and “would” signal respect and openness rather than command. Even small hedging words like “a bit” or “maybe” can signal consideration for others’ feelings.

Recognizing that communication norms vary across cultures helps prevent escalation of conflicts. Instead of reacting negatively to directness or hesitation, students are encouraged to ask clarifying questions and express their own preferences politely. Phrases like, “I see your point, but I feel that...” or “Would you mind if we discussed...” open space for dialogue.



This kind of intercultural sensitivity requires not only language skills but also emotional awareness and patience. Learning how to combine grammar, vocabulary, and cultural understanding enables more effective and respectful communication. Ultimately, conflicts are not just obstacles but opportunities to better understand each other.

A.III.3. Multiple choice questions

1. b)
2. a)
3. d)
4. b)
5. c)

Lock II

Answer: 6 5 9 7

B.I.3. MCQ

11. B Nervousness mixed with excitement and curiosity
12. C. Success required emotional intelligence and intercultural communication.
13. B. openly questioned professors and spoke freely.
14. B. She believed disagreeing with others was impolite.
15. B. By using an indirect and polite expression
16. C. She can overcome hesitation when given a supportive response.
17. C. She politely asked for clarification to fix the misunderstanding.
18. B. Using hedging and modal verbs to soften her opinions
19. A. Non-verbal cues such as eye contact and humor were essential for connection.
20. C. It requires empathy, flexibility, and the willingness to learn from mistakes.

B.II. Grammar

B.II.1

Suggested answers:

11. could potentially
12. might
13. should / ought to
14. is likely to
15. need to
16. should not
17. potentially
18. likelihood
19. may have been
20. ought to / should

B.II.2

Answer key:



1. I was wondering if you could send me the report by Friday.
2. Could I ask why you didn't attend the seminar yesterday?
3. I would appreciate it if you could share your opinion on this proposal.
4. It would be advisable to complete the task before the meeting.
5. Would it be possible to meet tomorrow to discuss this issue?
6. It would be preferable if this could be done immediately.
7. I wonder if you could provide more details to help me make a decision.
8. I would be grateful if you could explain why the project was delayed.
9. You might consider reviewing the guidelines before starting.
10. It would be preferable if you could fix this problem immediately.

B.II.3

1. misunderstandings
2. heritage
3. confusion
4. offensive
5. difficulties
6. different
7. frustration
8. awareness
9. patience
10. communication

Lock III

Answer:

Direct feedback → D → 4

Indirect request → C → 3

Listening actively → A → 1

Clarifying questions → B → 2

Code: [4 3 1 2]

B.III.2. Listening

Script

Ever wondered why the same words can mean totally different things in different parts of the world? Intercultural communication is the exchange of information between people from different cultural backgrounds. It's not just about language. It's about understanding values, habits, body language and social norms. As the world becomes more connected, interacting with people from diverse cultures is part of everyday life. Without cultural understanding, even simple conversations can lead to confusion or offence. For example, silence might show respect in one culture but discomfort in another. Or being direct might seem honest in one place and rude in another. Intercultural communication reduces



misunderstandings, builds stronger relationships, and improves teamwork across cultures, whether in the workplace, online or abroad. So, to truly connect in a global world, it's not just what you say; It's how well you understand who you are talking to.

Answer Key:

- 1 → B
- 2 → H
- 3 → I
- 4 → D
- 5 → C
- 6 → E
- 7 → A
- 8 → F
- 9 → G
- 10 → J

B.III.3. Listening (2)

Script: An International Fair on Campus (Audio 2)

Last month, I attended an international fair on campus. Students from different countries had prepared stands with food, music, and posters. At one table, I saw a dish that looked familiar, so I smiled and said, 'Oh, we eat this too in my country.' The student at the stand didn't understand at first and looked a little confused. I realised I had spoken too quickly and used an expression that wasn't clear in English.

I tried again, this time explaining more slowly, and his face lit up. He laughed and told me the name of the dish in his language. Then we started comparing recipes and found out the meals were similar but not exactly the same.

That short exchange stayed with me. I learned that sometimes it's not the words themselves but the way we explain them that makes communication successful. A small effort to adjust can turn a moment of confusion into a real connection.

Answer key:

1. The main event took place at an international fair on campus.
2. The students prepared stands with food, music, and posters representing different countries.
3. When the narrator first spoke at the stand, the student did not understand and looked confused.
4. The student was confused because the narrator spoke too quickly and used an unclear expression in English.



5. The narrator solved the misunderstanding by speaking more slowly and explaining again.
6. After understanding, the student smiled, laughed, and shared the name of the dish in his language.
7. They discovered that their dishes were similar but not exactly the same.
8. The narrator felt positive and thoughtful after the short exchange.
9. The main lesson learned was that clear explanation and small adjustments in communication can turn confusion into connection.
10. Another situation could be explaining directions to a tourist by speaking slowly and using simple words to help them understand better.

Script: Avoiding Misunderstandings at an International Conference (Audio 3)

Last week, I volunteered at a student-led international conference. During the Q&A session, I noticed that a speaker from another country asked a question in a way I didn't fully understand. At first, I thought I should just guess the meaning, but then I remembered a strategy I had learned: ask for clarification politely.

I said, 'I'm sorry, I might have misunderstood. Could you explain your question in a different way?' The speaker smiled and rephrased it, and I realized I had understood it correctly after all. Later, when I answered, I used soft language with modals, saying, 'We could try approaching it this way, if that makes sense.' I also paraphrased part of the question to make sure we were aligned.

By the end of the session, everyone seemed more comfortable sharing ideas. I realized that small strategies - pausing, clarifying, paraphrasing, and using polite language like might or could - make communication smoother and show respect for everyone's perspective. That experience taught me that even in fast-paced discussions, being careful with how you speak can prevent misunderstandings and create a positive environment.

Multiple choice questions – Answers:

1. b) At a student-led international conference *
2. a) They didn't understand a speaker's question *
3. b) Asking for clarification politely *
4. b) "Could you explain your question in a different way?" *
5. c) Soft language with modals *
6. b) Could *
7. b) To check if they understood it correctly *
8. c) Communication became smoother and more comfortable *
9. c) Using small strategies can prevent misunderstandings and show respect *
10. d) Avoiding eye contact *

Lock IV



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Answer Key:

Active listening → B → 2

Indirect communication → D → 4

Clarifying questions → A → 1

Polite disagreement → C → 3

Code: [2 4 1 3]



UNIT 10

A.I.3. Multiple choice questions (MCQ)

1	-	B
2	-	C
3	-	B
4	-	B
5	-	C
6	-	A
7	-	C
8	-	B
9	-	B
10	-	B

A.I.4. True/False task

- 1 – True
- 2 – False
- 3 – True
- 4 – False
- 5 – True
- 6 – True
- 7 – False
- 8 – True
- 9 – True
- 10 – True

A.II.1. Match the key terms with their definitions

Answer key

- 1 – E (Advocacy → Public support for or recommendation of a cause or policy)
- 2 – J (Civil discourse → Respectful conversation aimed at mutual understanding)
- 3 – H (Plagiarism → Using another's words or ideas without giving credit)
- 4 – F (Credibility → Trustworthiness and authority of a speaker)
- 5 – C (Frame shifting → Challenging dominant narratives by offering visionary alternatives)
- 6 – I (Fair fighting → Resolving disagreements constructively and ethically)
- 7 – B (Audience awareness → Understanding the values and needs of listeners)
- 8 – G (Tone and delivery → How something is said – emotion, pacing, volume)
- 9 – A (Free speech → The right to express one's opinions publicly without censorship)
- 10 – D (Message clarity → Presenting ideas in a straightforward, comprehensible way)

2. Fill in the gaps using the correct words from the Word Bank below. There are more words than gaps, so choose carefully.

Answer key



1. respectful disagreement
2. free speech
3. authenticity
4. cultural sensitivity
5. constructive dialogue
6. epistemic injustice
7. manipulative tactics
8. ideological echo chambers
9. democratic citizenship
10. message clarity

Lock I

Clue code: ABCD

A.III.3. Listening script “Be a More Confident Public Speaker”

https://www.youtube.com/watch?v=tShavGuo0_E

Okay, just get up on that podium.

All right, I’m here. That was easy. Now I just need to oh my gosh. How many people are in the audience? A hundred? A thousand? Don’t count. Okay, I can do this. I’m going to focus on my notes. What did I have written down again? Uh... hello? My...

Okay, if this sounds like your worst nightmare, you’re not alone. Actually, you’re one of the estimated 70% of the population that has an intense fear of public speaking. And that’s okay, because on today’s WellCast, we’ve got our Triple P method that will get you through and get you calm during that next oral report – and keep your breakfast where it belongs.

You ready?

Many polls list public speaking as the most commonly reported phobia among Americans. It’s called *glossophobia*, meaning literally “fear of the tongue.” A study by Texas Christian University tested 48 women and 48 men enrolled in a public speaking class and found that those who exhibited high trait anxiety had the most physical symptoms of distress when speaking publicly.

So what if you’re the kind of person for whom any bit of social acrobatics is tantamount to entering a lion’s den?

Hey, calm down. Okay, I’m just kidding – but seriously, calm down. All right, we’ve got our Triple P method that’ll get you through that next public speaking gig.

Pause and print this WellCast worksheet.



Step One: Prepare, Prepare, Prepare

We said it three times because it's that important. There are two things that go into being prepared:

1. Knowing your subject backwards and forwards
2. Knowing exactly how you're going to present it

In your WellCast worksheet, write down the major points that you want to get across to the audience. Get the ideas out of your head and onto the paper.

In the next column, start ordering these points in a logical manner. Arguing your point to the audience and winning them over is like a boxing match.

First, start with some fancy footwork – a fact or anecdote that will hook the audience and get them to pay attention. Then throw a couple of swings: supporting evidence for your argument – stats, personal stories, something to convince the audience you're in control. And finally, the knockout: a memorable, convincing closing line that sums up your speech's position.

Step Two: Posture and Physicality

A key to keeping anxiety at bay is knowing what to do with your body.

Before your speech, avoid large meals or dairy products that make you feel like you need to clear your throat. Bring a bottle of water on stage if allowed – sip throughout your speech to keep your voice natural and give yourself a moment to pause and regain composure.

Stand naturally – not too stiff or slumped. Good posture helps you breathe and speak more easily, and lets the audience know you're calm and in control.

Step Three: Pander to Your Audience

The best public speakers know how to work the room. Don't be completely serious unless the occasion calls for it. Don't read entirely off the cards – keep a natural cadence and pace. Throw in a joke or aside – it can draw a laugh. If there's silence, turn that into a joke too. Stay natural, self-effacing, and the audience will be on your side.

Let's Recap:

You'd rather face a poisonous reptile than public speaking?

Well, follow the WellCast **Triple P checklist**:

1. **Prepare** extensively. Know your content and how to present it.
2. Watch your **posture and physicality** – from standing naturally to breathing from your diaphragm.
3. **Pander to your audience**. Keep them engaged with a natural tone, easy demeanor, and – of course – jokes.

Tweet us @watchwellcast, email us at watchwellcast@gmail.com, or leave a comment down below.

We'll see you next time.

A.III.3. MCQ



Answer Key

- 1 – A (Prepare, Posture, Pander)
- 2 – C (Know your subject and how you will present it)
- 3 – B (To sip, keep the voice natural, and regain composure)
- 4 – C (Hook the audience with a fact or anecdote)
- 5 – B (Keep a natural tone, pace, and add a joke when appropriate)

A.III.4. Comprehension questions

Comprehension questions (students' answers samples)

- 1. The text says about **70% of the population** experiences glossophobia.
- 2. You must **know your subject thoroughly** and **know exactly how you will present it**.
- 3. It compares the structure of a speech to a boxing match: you start with **“fancy footwork”** (an attention-grabbing hook), then deliver **“swings”** (supporting evidence), and finish with a **“knockout”** (a strong closing line).
- 4. The advice is to **stand naturally – not too stiff or slumped** – since good posture helps with breathing, voice control, and showing confidence.
- 5. It suggests **turning silence into a joke** or light remark, using it to stay natural and connected with the audience instead of panicking.

Lock II

Clue code: LPE

B.I.3. MCQ

Answer key

- 1 – B
- 2 – C
- 3 – C
- 4 – B
- 5 – C
- 6 – B
- 7 – C
- 8 – A
- 9 – B
- 10 – B

B.II. Grammar

B.II. 1

Answer Key:

- A – (1)
- B – (3)
- C – (2).

B.II.2



Answer key:

1. lift
2. also
3. also
4. lift
5. facelift
6. for example
7. similarly
8. facelift
9. forklift
10. that is

B.II.3

Answer Key

1. For example
2. In contrast
3. Then
4. Moreover
5. For instance
6. In short
7. By contrast
8. So
9. As a result
10. Finally

B.II.4

Answer key

1. However
2. In addition
3. For example
4. As a result
5. On the other hand
6. Meanwhile
7. Therefore
8. Although
9. In contrast
10. Finally

Lock III – Grammar

Correct answers:

5. (c) so
6. (d) then
7. (b) so

8. (a) Then

Clue code: cdba

B.III.2. Listening “Presenting and Public Speaking”

<https://www.youtube.com/watch?v=Q5WT2vweFRY>

Script

“Presenting and Public Speaking Tips”

We've worked in the live events and production industries for over 40 years and have worked with hundreds of presenters all over the world. In this video, we are going to share with you our top 10 tips guaranteed to make you a better presenter. So let's get started. *Number one:* focus on the audience. Your presentation is not about you – it's about the audience. What benefit will the audience get from listening to you? What do you want them to think, feel, and do as a result of listening to you? Once you have these clear objectives in mind, you're on your way to delivering a winning presentation.

Number two: delete all excess text from your slides. Loads of bullet points on your slides are a complete waste of time. Nobody actually reads them. The brain is a self-organizing mechanism. If you use slides like these, you're sending a signal directly to the audience to start daydreaming. Your slides are not your speaker notes. Use powerful images and pictures – they are much more effective in getting your message across.

Number three: keep it simple. Less really is more. Get used to cutting out material and include in your presentation only what really matters. This is a difficult process, but think back to point one – what do you want the audience to think, feel, and do? If your content doesn't match your answers to these questions, cut it out. Use the same language that you'd use while explaining your presentation to a friend in the local pub over a pint. Try to use simple wording to make your content clear and easy to understand. Rules of three can be really effective.

Number four: rehearse. Always, always rehearse. The biggest single difference a presenter can make to their performance is to stand up in front of the bathroom mirror and rehearse. If you are serious about success, then you need to get serious about rehearsing. And if you don't prepare, then prepare to fail.

Number five is especially important if you're speaking at an event or away from your usual place of work: make friends with the crew and the people at the venue. The crew can play a huge part in your success. If you are rude and arrogant, they'll enjoy watching you fail. Get there early. Make friends with them. Learn their names and ask them for help and advice. Ask politely for a sound check. Ask to view your PowerPoint slides on the big screen. You can see where I'm going with this – this preparation will ease your nerves and raise your confidence before your presentation starts.



Number six: dress to impress. This is a much-debated point, but we always say dress to impress. If you are in any doubt about what to wear, be smart – smart hair, smart shoes, smart dress sense. Don't fall into the trap of getting up on stage looking casual, because you'll only look scruffy. If it's smart-casual dress wear, always go with the smarter side of casual. It's better for people to say, "Wow, she looks smart," rather than, "God, she could have made an effort."

Number seven: make friends with yourself and be comfortable. Don't create a posh version of the real you – someone who uses big words and tries to disguise a regional accent. You are unique. You are special. Nobody is quite like you. So stick to the real you. Be authentic and the audience will believe in you.

Number eight: stand still. Everyone feels a rush of adrenaline as they stand up ready to speak in front of an audience. As adrenaline flows through the body, your body will get ready for fight or flight. The lactic acid builds up in your muscle tissue and you'll feel an overwhelming need to move. This is what we call "weaving." An advanced stage of weaving is prowling from one end of the stage to the other. Lock out your hips and imagine that your feet are stuck to the floor. You still have plenty of room to move around.

Number nine: tell a story. Forget the corporate spiel and all those text slides that nobody will read. Tell the audience a story. Engage in a conversation with the audience, and then – and only then – talk about targets and measurable goals. I guarantee you that the audience will remember a story that relates to your key messages rather than a barrage load of slides.

The final point that will make you an even better presenter is: be enthusiastic. Nothing – absolutely nothing – succeeds like enthusiasm. It's infectious. Once the audience can see that you have a passion for your subject, they'll immediately begin to warm to you and will ignore any imperfections or omissions in your presentation. So get passionate, get excited, and get enthusiastic!

We hope you find these tips helpful the next time that you have to present in front of an audience. Please do get in touch with us if you have any questions or would like to have a chat. We'd love to hear from you.

Answer Key:

- 1 – B
- 2 – C
- 3 – C
- 4 – B
- 5 – B
- 6 – C



- 7 – C
- 8 – B
- 9 – B
- 10 – B

B.III.3. Listening “BEST Ways to Improve Your Speaking Skills as a Leader”

<https://www.youtube.com/watch?v=Ww59EuOrG0s>

Script

Picture this: a senior executive is sitting in her office looking at her calendar – another leadership meeting in 30 minutes. That old familiar knot starts to form in her stomach. Despite her years of experience and her excellent track record, Sarah struggles every time that she needs to communicate some new change to her team.

You see, Sarah excels at strategy, at seeing that big picture. But when it comes to articulating that vision – that’s where things start to fall apart for her. Her team leaves meetings confused, initiatives lose momentum, and she can feel the trust slowly eroding.

Sound familiar?

Maybe you’re not struggling with team meetings but rather with those critical one-on-one conversations. Or perhaps it’s those high-stakes presentations where you need to rally the troops to your vision.

Here’s the thing: the speaking skills that got you here – to your leadership position – they’re not the same skills that you’re going to need to thrive as a leader. And today, I’m going to show you exactly what you need to do to bridge that gap.

Now you might be thinking: “Terry, there are thousands of speaking tips out there. What makes this any different?”

Well, here’s what nobody’s telling you: most speaking advice completely misses what actually holds leaders back.

See, I’ve worked with countless executives and directors. And trust me – it’s rarely about the mechanics. It’s not about where you put your hands or how to structure that opening line. Those are the surface-level fixes that ignore the real issues.

The truth is that there are three massive mindset blocks that are probably sabotaging your speaking impact right now.



First, you're carrying what I call the **expert's burden**. Basically, you know too much. You've built your career on being the smartest person in the room. Now, as a leader, you feel that you have this crushing pressure to maintain that image. So you might overcompensate – either by overexplaining everything or staying quiet when you actually should speak up.

Second, you might be stuck in the **doer's trap**. You're so used to executing that you struggle to shift into inspiration mode. You focus on the *what* and *how*, completely missing the *why* that actually moves people to action.

And third – this is a big one – you're battling what I call the **leadership impostor echo**. Every time you open your mouth, there's this voice questioning whether you have the authority to say what needs to be said.

But here's what's exciting: I've developed a framework that doesn't just address the mindset blocks – it transforms them into your greatest speaking assets.

So let me introduce you to what I call the **Leadership Voice Framework**.

This isn't just another speaking system. It's specifically designed for leaders who need to drive alignment, build trust, and inspire action.

So let's break it down:

Level One: Mental Clarity.

Think of this as your speaking foundation. Before you open your mouth, you need to get crystal clear on three things:

- Your **mental state** – Are you coming from a place of service or stress?
- Your **energy level** – Are you operating at your peak communication hours? Or are you doing it at the end of the day when you're just totally used up?
- Your **true purpose** – What shift are you trying to create in this moment?

It's critical to get clear on that before you communicate.

And here's what makes this powerful: when you nail down these three elements, you automatically eliminate about 80% of speaking anxiety – because it's not about confidence tricks. It's about knowing exactly where you stand.

Level Two: Connection Building.

Most leaders jump right to their message. But here's the secret: speaking isn't about broadcasting – it's about building bridges.

And here's how:

- Start with **observation**. Read the energy in the room before you open your mouth to speak.
- **Create safety**. Use what I call *permission statements* to open dialogue.



- Practice **active curiosity**. Ask questions that reveal underlying concerns.

Now, when you master these elements, resistance melts away *before* you even present your main points.

Level Three: Message Delivery.

Now we can focus on your actual message – but we’re going to approach it a little differently.

- **Structure for clarity**. Use the *Triple R* method: Reason, Root, and Result.
- **Voice modulation**. Match your tone to your intention, not to your habit.
- **Body language**. Focus on openness signals, not power poses. You want people to feel like you’re connecting.

The key difference is that we’re not just communicating information – we’re creating experiences that stick.

Here’s your leadership speaking challenge for this week:

Pick one meeting – just one – and implement what I call the **two-minute reset**. Before you walk in, take two minutes to run through Level One of the framework. Ask yourself:

- What’s my mental state?
- What’s my energy level?
- What shift am I trying to create?

Just this small shift will create a noticeable difference in how your message lands.

And when you’re ready to transform your entire leadership communication approach, here’s what I want you to do next:

- In the comments below, share one speaking situation that consistently challenges you as a leader. What’s the one conversation or presentation type that never seems to go as planned?
- I’ll be personally responding with specific strategies from the framework that you can apply immediately.

Remember: your voice as a leader isn’t just about being heard – it’s about creating the impact you know you’re capable of.

The question is: **are you ready to step into that power?**

I’m Terry McDougall, executive and leadership coach. Hit subscribe and let’s continue building your leadership legacy together.

B.III.4. Listening “Public Speaking for Beginners”

<https://www.youtube.com/watch?v=rtBvQj2k6xo>



Script

In this video, I'll share public speaking tips for beginners. So if you're just getting started in your stand-up speaking experience, this video is for you. So let's unpack the details. Hello there and welcome to this channel, Communication Coach. If you've never tuned in yet, this channel is here to help rising leaders increase your personal impact so you can lead the people around you with more excellence.

And today we're talking about communication skills specifically. If you haven't had a lot of experience doing stand-up speaking, I'm going to give you some dos and some don'ts that'll help move you in the right direction. And as we talk about these dos and don'ts, I want you to pick out which ones you think would help you the most and feel free at any point to comment in that section below the video.

So when I said do's and don'ts, we're actually going to start with the don'ts and then give you the do version of it, so that's the way we'll organize it.

So the first pair goes like this. Don't ramble and get long-winded. Anytime a speaker is disorganized, and weaves all around, it's very hard to follow what he or she is talking about and instead what you want to do is give a nice organized and concise message. That means you have to take the time beforehand when you're preparing to create a nice introduction, body and conclusion, make sure you have clear main points and there's a transition statement between each main point. Your audience is really going to appreciate an orderly presentation of your ideas, and it's much more likely that they'll remember what you said – and really that's the whole point of speaking to them in the first place.

The next don't is don't look with your eyes in the wrong places. You want to not look over people's heads or not look at the floor, and not stare at the ceiling or scan around like that. What you want to do is look directly into a person's eye long enough to finish a thought and then move on and look directly into the next person's eyes long enough to finish a thought. One public speaking teacher told me: "One thought, one look." In other words, about a sentence or a half a sentence and then move on to the next person. Now, this is very difficult to do if you're not used to it. It can feel very awkward looking right into someone's eyes but you have to gear up for this because that's what audiences want. We want people to connect with us. If you're not looking into our eyes and making us feel like we're part of this, then you're not going to have much of an impact.

The next thing you want to do is don't – rather, this is a don't – don't clutter up all your notes with too many details. A lot of times we're tempted to jam our notes or our PowerPoints with everything we want to say. But the result is when we're nervous in the moment, we end up just locked in to our notes and looking down the whole time and reading and sounding really stiff, really wooden and you're not going to again connect with people. So what you want to do instead is pare down your notes so that you can just



have a conversational style with your audience. And again, as you're practicing, you have to whittle down those notes so that all you have is like talking points – like a little grocery list of items that you're going to talk about. And it almost forces you or at least frees you to connect with people, to look up, and to have a nice, normal conversation with them in your natural personality.

The next don't is you don't want to load up your slide with all complicated animations and text. And one of the reasons is you don't want to stare at it and read from it. The other reason is that it's very hard to follow what's going on if your slides are jam-packed with the detail. What you want to do instead is to make sure your slides are nice and clear, and simple and help you make whatever point you're making in that particular moment. A rule of thumb that I like to use is: if you're spending more than about two or three minutes on each PowerPoint slide, then you're probably wasting your time. And I don't recommend using more than a couple of slides for a presentation anyway if you're a beginner because people tend to over rely on the slides and load up each single slide with way too much.

The next don't is don't fidget. Don't fidget with your hands. Don't fidget with your feet. Don't pace back and forth aimlessly because you're nervous. What you want to do instead is have nice confident posture where you stand in one place for a little while and then if you want to move with a purpose – move, stand in another place for a while and then share another part of your message. Move for the purpose, stand still, share some of your message. Don't just pace, have nice confident posture.

Same thing with your hands. You want to use gestures and emphasize your ideas with your hands. You don't want to fidget and put them in your pockets or play with a pen or do anything else weird or distracting like that. That's a big part of how you come across non-verbally and I recommend to you when you're practicing, you work on this as well.

And the last don't undo is how you use your voice. What you don't want to do is speak too softly, use a lot of fillers like “um” and “ah” and “so.” What you want to do is have a confident voice where you speak loud – like to the back of the room – with a nice clear volume. Aim for the back of the room because just think about it, you have to reach those people. The other thing you want to do is emphasize your key words with the sound of your voice and also pause after you share a key idea or a key thought. Pause for a minute, silently. Don't fill it up with an “um” or an “oh” – the pause is much more effective.

So here are some dos and don'ts, some tips for beginners. Again, as I mentioned, where do you see yourself in here? Which one you think would help you the most in this list? I would love to hear your comments in that section below. So thanks, God bless, and I will see you in the next video.

Answer key



- 1 – B
- 2 – C
- 3 – D
- 4 – B
- 5 – B
- 6 – B
- 7 – C
- 8 – B
- 9 – C
- 10 – B

C. Speaking

C.I

Correct Answers: 1–B, 2–C, 3–D, 4–E, 5–A

5 Features of a Strong Public Argument

1. **Clarity of message** – the main idea is easy to understand and logically structured.
2. **Credibility of the speaker** – arguments are supported with facts, evidence, and trustworthy sources.
3. **Use of persuasive strategies** – rhetorical devices (ethos, pathos, logos) and appropriate tone.
4. **Engagement with the audience** – examples, stories, or questions that connect to listeners.
5. **Respectful rebuttal** – addressing counterarguments thoughtfully and maintaining civility.

Depending on class discussion, other valid points may include: confidence, body language, message relevance, or memorability through strong language/idioms.

C.II. Recording – Based on all the materials examined, speak for 2 minutes and record yourself on the topic: “The Power of Youth Voice in Today’s World”

Sample Speech

The Power of Youth Voice in Today’s World

Good afternoon, everyone.

Today I want to talk about the power of youth voice in today’s world. In my opinion, young people are not just the leaders of tomorrow – they are already shaping the present. When young people speak up, they bring fresh perspectives, creativity, and energy that challenge traditional ways of thinking.

One strong example is climate activism. Greta Thunberg began speaking out as a teenager, and her voice inspired millions of young people across the globe to raise awareness about



the climate crisis. This shows that even one student with courage can influence politicians, scientists, and entire communities.

Another important area is social media. Young voices dominate these platforms, and their messages often set the tone for discussions about justice, equality, and human rights. For instance, youth-led campaigns like *Black Lives Matter* or *March for Our Lives* gained massive attention because students were willing to hold their ground and raise their voices publicly.

Of course, not every youth action needs to be global. Speaking your mind in a classroom, at a youth council, or in local debates also matters. When young people take the floor and get their point across, they prove that democracy is stronger when everyone participates, regardless of age.

In conclusion, the power of youth voice lies in its honesty, energy, and ability to inspire change. If young people continue to speak their minds and use their voices responsibly, our world will move toward becoming more just, inclusive, and innovative.

Thank you.

Lock IV

Answer Key

- (1) "Only an idiot would disagree with this." → Not respectful.
- (2) "We respect other views, but here's why we differ." → Respectful.
- (3) "You're just wrong." → Not respectful.
- (4) "Let's focus on solutions, not blame." → Respectful.
- (5) "This issue affects us all – let's find a fair way forward." → Respectful.

Clue Code: 245

D. Writing

1. Persuasive Speech

AI-Detection in Higher Education — Balancing Integrity and Freedom

Ladies and gentlemen, today I stand against the proposal to make AI-detection tools mandatory for all written assignments at Redwood State University. While the goal of protecting academic integrity is important, the policy poses significant risks to fairness, privacy, and trust between students and faculty.

First of all, AI-detection tools are far from perfect. Many studies show that these systems produce false positives, unfairly accusing students of cheating when their work is original. Imagine the stress and harm caused to an innocent student whose future could be jeopardized simply because an algorithm flagged their essay.



Moreover, mandatory detection threatens student privacy and autonomy. Every assignment would be scanned and stored, creating a climate of surveillance rather than learning. Universities should be spaces that encourage creativity, not places where students fear being constantly monitored.

In addition, trust is the foundation of education. By requiring every paper to be checked by AI, we risk sending the message that all students are guilty until proven innocent. This undermines the relationship of respect between students and teachers.

Now, I acknowledge the opposing view: yes, some argue that AI tools ensure fairness and help prevent misconduct. But fairness must not come at the cost of punishing the innocent or discouraging genuine voices. There are better solutions: strengthening academic writing skills, fostering dialogue about ethical use of AI, and using detection tools selectively when there is reasonable cause, not universally.

In conclusion, mandatory AI-detection is not the answer. It replaces trust with suspicion and risks damaging academic freedom. Instead, let us promote integrity through education, transparency, and responsibility. True fairness lies not in algorithms, but in the human values of honesty and respect.

2. Read the case study and write a short response (5–7 sentences) answering the following questions.

Sample Answer (for reference):

This issue affects both students and faculty because it changes how academic work is evaluated and trusted. Students are affected because AI-detection could protect fairness by preventing cheating, but it could also harm them if false positives label honest work as suspicious. Faculty are affected because they must balance efficiency with fairness, relying on technology that may not always be accurate. A democratic principle at stake is academic integrity, since universities need to ensure equal rules for everyone. Another principle is privacy, because scanning every assignment may feel intrusive to students. Finally, fairness and accountability matter, since institutions must ensure that such policies are transparent and used responsibly.

Main Assignment – Civic Responsibility Speech

Also an open-ended production.

Assessment based on rubric provided in the document:

- **Content & Argumentation** – issue definition, clarity of stance, strength of reasoning, use of civic values/democratic principles.
- **Language Use** – accuracy, clarity, use of discourse markers, rhetorical devices (ethos, pathos, logos).
- **Delivery & Engagement** – persuasiveness, confidence, organisation, audience connection.



- **Collaboration (roles)** – effectiveness of Moderator, Speaker, and Fact-Checker/Analyst where applicable.

Teacher checks that:

- Speech is 2–3 minutes, well-structured (introduction, main body, conclusion).
- Arguments are supported with facts, examples, and civic values.
- Includes acknowledgement of counterarguments with respectful rebuttals.
- Uses at least two discourse markers and one rhetorical device.
- Written draft (max 1 page) is submitted alongside oral performance.

Discussion & Reflection

Open answers. Evaluate for depth of reflection, ability to connect personal experience to rhetorical strategies, and awareness of civic responsibility rather than specific phrasing. This sheet can be printed as the Answer Key for all objectively gradable elements of the Civic Responsibility Speech task.



Digitally-Enhanced Foreign Language Education
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