

# ENLACED COURSE Student's book

Version 1, November 2025





# **Contents**

Unit 1	8
Speak Freely: Freedom of Speech and its Limits	8
Intended learning outcomes	
Backstory	8
A. READING, VOCABULARY AND LISTENING: Freedom of Speech	and Hate
Speech	9
A.I. Reading	9
A.II. Vocabulary	12
Lock I - Reading	14
A.III. Listening	14
Lock II – Vocabulary	
B. READING, GRAMMAR AND LISTENING: Freedom of Speech in t	he Age of
Artificial Intelligence	16
B. I. Reading	16
B.II. Grammar	19
Lock III - Grammar	23
B. III. Listening	23
C. Speaking: Mini-Debate	27
C. I. Speaking patterns	27
C. II. Mini-debate practice	
Lock IV - Speaking / Reflection	
D. Writing: Summary Report	
Summary Report on Freedom of Speech vs. Hate Speech	
MAIN ASSIGNMENT: FreeVoice Podcast	
DISCUSSION AND REFLECTION	32
Unit 2	
Truth Check: Fake News and Media Literacy	
INTENDED LEARNING OUTCOMES	
BACKSTORY	
A. READING, VOCABULARY AND LISTENING: the nature and impa	
news	
A.I. Reading	
A.II. Vocabulary	
Lock I	
A.III. Listening	
Lock II	
B. READING, GRAMMAR, AND LISTENING: Institutional Crisis	
Managing Misinformation in Academic Settings	
B.I. Reading	
B.II. Grammar	
Lock III	
B.III. Listening	
C. SPEAKING	
C.I. Speech patterns	
C.II. Crisis Briefing	57





Lock IV	59
D. WRITING	59
Internal investigation report	59
MAIN ASSIGNMENT	60
DISCUSSION AND REFLECTION	61
Unit 3	62
Join In: Civic Engagement and Youth Participation	62
Intended learning outcomes	62
Backstory	
A. READING, VOCABULARY AND LISTENING: motivating participation	63
A.I. Reading	63
A.II. Vocabulary	67
Lock I - Reading	69
A.III. Listening	70
Lock II - Vocabulary	72
B. READING, GRAMMAR AND LISTENING: Freedom of Speech in th	e Age of
Artificial Intelligence	72
B. I. Reading	72
B.II. Grammar	75
Lock III – Grammar	78
B. III. Listening	78
C. Speaking	82
C. I. Speech patterns	82
C.II. Debate practice	
Lock IV – Speaking / Reflection	
D. Writing	
One-Page Written Proposal	85
Infographic - "5 Ways to Get Involved"	85
2-Minute Speech / Video Pitch	
Poster or Hashtag Campaign	86
MAIN ASSIGNMENT	87
DISCUSSION / REFLECTION	88
Unit 4	89
Us and Them: Stereotypes, Identity, and Inclusion	89
Intended learning outcomes	89
Backstory	
A. READING, VOCABULARY AND LISTENING: stereotypes and bias	90
A.I. Reading	90
A.II. Vocabulary	
Lock I	97
A.III. Listening	98
Lock II	
B. READING, GRAMMAR AND LISTENING: DEI and discrimination	100
B. I. Reading	100
B.II. Grammar	
Lock III	106
B. III. Listening	106
C. Speaking	





their responses clearly and persuasively, especially in academ	
professional contexts	
C. II. Based on all the materials examined so far, answer the questions	
the above speech patternsthe above speech patterns	_
Lock IV	
D. Writing	
Writing a proposal	
DISCUSSION AND REFLECTION	
Unit 5	
Power and protest: Democracy, Activism and Dissent	
Intended learning outcomes	
Backstory video	
A. READING, VOCABULARY AND LISTENING: Power, protest and demo	
Dissent as the lifeblood of change	
A.I. Reading	
A.II. Vocabulary	
Lock I	
A.III. Listening	
Lock II	
B. READING, GRAMMAR AND LISTENING: The interplay of power, pr	
democracy, activism and dissent	
B.I. Reading	
B.II. Grammar	
Lock III	
B.III. Listening	
C. Speaking	
Lock IV	
Section D. Writing	
MAIN ASSIGNMENT	
DISCUSSION AND REFLECTION	
Unit 6	
Digital You	
Intended learning outcomes	
Backstory	
A. READING, VOCABULARY AND LISTENING	
A.I. Reading	142
A.II. VOCABULARY	
Lock I	
A.III. LISTENING	
Lock II	
B. Reading, grammar and listening	152
B.I. Reading	
B.II. Grammar	
Lock III	156
B.III. Listening	156
C SDEAKING	150





C.I. Speech patterns	159
C.II. Answering questions	160
Lock IV	161
D. WRITING	161
Writing Task Practice	161
MAIN ASSIGNMENT	
DISCUSSION AND REFLECTION	162
Unit 7	163
Green Talks: Environmental Citizenship	163
Intended learning outcomes	163
Backstory	163
A. READING, VOCABULARY AND LISTENING: impacts of climate change	164
A.I. Reading	164
A.II. Vocabulary	169
Lock I	171
A.III. Listening	172
Lock II	174
B. READING, GRAMMAR AND LISTENING: Climate change mitigatio	n and
adaptation - what the university community can dodo	174
B. I. Reading	174
B.II. Grammar	178
Lock III	181
B. III. Listening	
C. SPEAKING	186
1. Storytelling ellements	186
2. Telling a story "Climate initiatives"	188
Lock IV	193
D. WRITING	
Social media post "#ActLocal at Novaland"	
MAIN ASSIGNMENT	
DISCUSSION AND REFLECTION	198
Unit 8	
Justice in Our Hands: Acting Fairly in Everyday LifeLife	
Intended learning outcomes	
Backstory	
A. READING, VOCABULARY AND LISTENING	
A.I. Reading. How to help students think about justice	
A.II. Vocabulary	
Lock I – Reading	
A.III. Listening	
Lock II – Vocabulary	
B. READING, GRAMMAR AND LISTENING. How is Law Different from Ju	ıstice?
B. I. Reading. How is Law Different from Justice? (Part I)	
B.II. Grammar	
Lock III – Grammar	
B. III. Listening	
C. SPEAKING	217





C. I	. 217
C. II. Based on all the materials examined, speak and record yourself or	ı the
topic, using the above speech patterns	
Lock IV	220
D. WRITING	220
Write a short action plan	220
MAIN ASSIGNMENT	
DISCUSSION AND REFLECTION	222
Unit 9	224
Worlds Collide: Intercultural Communication and Conflict	224
INTENDED LEARNING OUTCOMES	
Backstory	225
A. READING, VOCABULARY AND LISTENING: A language conundrum	
A.I. Reading	
A.II. Vocabulary	
Lock I	
A.III. Listening	
Lock II	
B. READING, GRAMMAR, AND LISTENING	
B.I. Reading	
B.II. Grammar	
Lock III	
B.III. Listening	
C. SPEAKING	
Lock IV	
D. WRITING	
Reflective essay on intercultural communication and conflict resolution.	
MAIN ASSIGNMENT	
DISCUSSION AND REFLECTION	
Unit 10	
Your Voice, Your Power	
Intended learning outcomes	
Backstory	
A. READING, VOCABULARY AND LISTENING.	
A.I. Reading. Speaking as Civic Engagement	
A.II. Vocabulary	
Lock I – Reading	
A.III. Listening	
Lock II	
B. READING, GRAMMAR AND LISTENING: civil discourse	
B. I. Reading.	
B.II. Grammar	
Lock III	
B. III. Listening	
C. SPEAKING	
C. I. Warm-Up: Think–Pair–Share	
C.II. Recording a speech	
Lock IV	272





D. WRITING	27
MAIN ASSIGNMENT	27
DISCUSSION AND REFLECTION	27





# Unit 1

# **Speak Freely: Freedom of Speech and its Limits**

# **Intended learning outcomes**

#### **Knowledge:**

- Understand key concepts of freedom of speech, hate speech, and their legal/social boundaries.
- Recognize vocabulary & grammar related to debate, justification, and reporting speech.
- Gain awareness of global and European perspectives on freedom of expression in democratic contexts.

#### Skills:

- Analyze cases involving free speech vs. hate speech and present arguments clearly.
- Conduct research and summarize findings in English (reports, infographics).
- Create media outputs (e.g., podcasts, statements) with structured reasoning and persuasive language.

#### **Attitudes**:

- Respect for diverse viewpoints while critically examining harmful speech.
- Responsibility in balancing rights with social responsibility.
- Active civic-mindedness in promoting democratic dialogue.

#### Values:

- Valuing freedom of expression as a democratic principle.
- Upholding dignity, equality, and nondiscrimination.
- Commitment to evidence-based debate and constructive disagreement.

# **Backstory**

You are part of *FreeVoice*, a pan-European youth media initiative where students produce podcasts about democratic values. A viral case has emerged in **Novaland**: a student was suspended for posting controversial opinions online. The school insists it was hate speech; the student claims it was protected free speech. Your task is to investigate the boundaries of freedom of speech, create media outputs, and reflect on where rights end and responsibilities begin.





# A. READING, VOCABULARY AND LISTENING: Freedom of Speech and Hate Speech

# A.I. Reading

# 1. Pre-reading discussion:

- Should there be any limits to freedom of speech? Why or why not?
- Who should decide when speech becomes harmful governments, schools, or society?

# 2. Read the text and reflect on the negative effects of Hate Speech

# Free Speech or Hate Speech? The Democratic Dilemma

Freedom of speech is one of the cornerstones of democratic society. It ensures that people can express their ideas, question authority, and share perspectives that may not be popular. Yet this right has never been absolute. Across the world, governments and communities are struggling to decide where freedom of expression ends and where harm begins.

In the United States, the First Amendment of the Constitution protects almost all forms of speech, even those considered offensive or shocking. Courts have generally ruled that only speech directly inciting violence, making specific threats, or involving obscenity falls outside protection. This broad approach reflects the belief that the "marketplace of ideas" will ultimately allow truth to prevail and harmful ideas to be rejected through open debate.

By contrast, European countries have taken a more cautious stance. After the devastating consequences of propaganda in the 20th century, many European democracies introduced laws that criminalize hate speech. Germany, for example, prohibits Holocaust denial and symbols associated with Nazism. The European Court of Human Rights has repeatedly ruled that freedom of expression must be balanced with the right to dignity, equality, and protection from discrimination.

The rise of digital platforms has made the issue even more complex. Social media companies like Facebook, YouTube, and TikTok act as gatekeepers of global conversations. They can ban users, delete posts, and block videos that violate their "community standards." While some celebrate these rules as necessary to protect vulnerable groups, others worry that private companies now hold excessive power over public discourse.

Youth are often at the center of these debates. In Novaland, a high-school student was suspended for posting controversial opinions about immigration online. The school claimed the posts amounted to hate speech; the student argued it was simply an expression of political opinion. Supporters saw the punishment as





censorship; critics argued the school was protecting its community from harmful stereotypes.

Cases like this highlight the core dilemma: how do we balance the right to speak freely with the need to protect individuals and communities from harm? Advocates of absolute free speech argue that restrictions can be misused by those in power to silence critics. Supporters of limits counter that unchecked speech can fuel division, discrimination, and even violence.

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

- 1. According to the U.S. approach, which type of speech is not protected?
- A) Political criticism
- B) Satire
- C) Direct incitement to violence
- D) Online debates
- 2. Which historical event influenced Europe's stricter approach to free speech?
- A) The Cold War
- B) Propaganda during the 20th century
- C) The Industrial Revolution
- D) Post-war economic crises
- 3. What role do social media companies play in free speech debates?
- A) They only support governments in censorship.
- B) They act as moderators of public conversations.
- C) They guarantee unlimited speech.
- D) They ignore harmful content.
- 4. The Novaland case involves a student punished for:
- A) Violent threats against classmates
- B) Controversial posts about immigration
- C) Refusing to attend school debates
- D) Posting fake news about elections
- 5. Supporters of Marco argue his suspension was:
- A) Necessary for safety
- B) A form of censorship
- C) An example of hate speech
- D) A legal requirement
- 6. What is one risk of completely unrestricted free speech?
- A) Greater tolerance
- B) Silencing of critics
- C) Increased division and discrimination
- D) Better cooperation between governments
- 7. Which of the following is part of the three-part test mentioned?
- A) Whether the speech is entertaining





- B) Whether the speaker is popular
- C) Whether the speech is likely to cause imminent harm
- D) Whether the speaker is a student or adult
- 8. Satire becomes controversial when:
- A) It entertains without criticism
- B) It is published in newspapers
- C) It turns into hateful mockery
- D) It comes from comedians
- 9. What do advocates of absolute free speech fear most?
- A) Loss of innovation
- B) Abuse of restrictions by authorities
- C) Lack of humor in society
- D) Higher education costs
- 10. The article concludes that true free speech is about:
- A) Speaking without limits
- B) Always agreeing with authority
- C) Speaking responsibly with awareness
- D) Using satire in public debates

- 1. C
- 2. B
- 3. B 4. B
- 5. B
- 6. C
- 7. C
- 8. C
- 9. B
- 10. C
- 4. Read each statement carefully. Choose which statement is true or false according to the text.
- 1. In the U.S., offensive speech is always banned.
- A) true
- B) false
- 2. European democracies often restrict hate speech to protect dignity.
- A) true
- B) false
- 3. Social media companies have no role in moderating speech.
- A) true
- B) false
- 4. The Novaland case is about freedom of religion.
- A) true
- B) false
- 5. Supporters of limits on speech argue it can prevent violence.
- A) true
- B) false





- 6. Satire is always protected speech with no exceptions.
- A) true
- B) false
- 7. Cultural differences influence how societies view free speech.
- A) true
- B) false
- 8. The three-part test considers imminent harm as a factor.
- A) true
- B) false
- 9. The article claims free speech should have no responsibility attached.
- A) true
- B) false
- 10. Words can shape institutions and democracy itself.
- A) true
- B) false

- 1. F
- 2. T
- 3. F
- 4. F
- 5. T
- 6. F
- 7. T
- 0 7
- 9. F
- 10. T

# A.II. Vocabulary

# 1. Match the key terms with their definitions

	Terms	Definitions
1.	Censorship	A. Communication that attacks or discriminates against a group.
2.	Hate speech	B. Being responsible for actions and consequences.
3.	Freedom of expression	C. Humor or exaggeration used to criticize.
4.	Moderation	D. Principle supporting participation, rights, and fairness.
5.	Satire	E. Process of managing content on digital platforms.
6.	Defamation	F. Control or suppression of what can be said or published.
7.	Accountability	G. False statements harming someone's reputation.
8.	Digital platform	H. Respectful discussion of different viewpoints.





9. Democratic value	I. Online space for interaction and content sharing.
10. Civil discourse	J. The right to share ideas without undue restriction.

- 1. Censorship F
- 2. Hate speech A
- 3. Freedom of expression J
- 4. Moderation E
- 5. Satire C
- 6. Defamation G
- 7. Accountability B
- 8. Digital platform I
- 9. Democratic value D
- 10. Civil discourse H

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

# **Word Bank**

censorship • defamation • accountability • democratic values • moderation • freedom of expression • satire • civil discourse • hate speech • digital platforms

1.	Laws against exist to prevent false damage to reputations.
2.	Many students believe must always be protected in democracy.
3.	Teachers encourage respectful debate through
4.	Online platforms practice to remove harmful content.
5.	Governments sometimes use to silence critics.
6.	Offensive posts targeting minorities are often labeled as
7.	The ability to joke about politics through humor is called
8.	Leaders must show when restricting speech.
9.	Universities are expected to uphold like fairness and equality.
10	. TikTok and Twitter are examples of

#### **Answer key**

- 1. defamation
- 2. freedom of expression
- 3. civil discourse
- 4. moderation
- 5. censorship6. hate speech
- 7. satire
- 8. accountability
- 9. democratic values
- 10. digital platforms





# **Lock I - Reading**

**Scenario**: A digital archive on Freedom of Speech vs. Hate Speech is protected by a 4-digit code. Each correct answer gives you one digit.

Clue 1 (Digit 1): Which type of speech is not protected under U.S. law?

- A) Political criticism 2
- B) Direct incitement to violence 7
- C) Satire 4
- D) Online debate 1

**Clue 2 (Digit 2)**: Which historical event influenced Europe's stricter rules on free speech?

- A) Industrial Revolution 3
- B) 20th-century propaganda 9
- C) Cold War 6
- D) Post-war recessions 5

**Clue 3 (Digit 3)**: What role do social-media companies play in free-speech debates?

- A) They moderate and remove harmful content 5
- B) They guarantee unlimited speech 2
- C) They only help governments censor 8
- D) They ignore all complaints 1

**Clue 4 (Digit 4)**: Supporters of absolute free speech fear most...

- A) Abuse of restrictions by authorities 4
- B) Increased satire 3
- C) Higher education costs 5
- D) Lack of innovation 9

Code Box:	l — — — J
-----------	-----------

**Answer:** 7 9 5 4

# **A.III. Listening**

# 1. Pre-listening discussion questions

- What do you believe distinguishes "hate speech" from "free speech"? Can speech be hateful without being illegal?
- In your opinion, who should decide whether speech is hateful—courts, social media platforms, governments, or communities—and why?

# 2. Watch and listen to a short lecture on "Should Hate Speech Be Protected As Free Speech?"; reflect on the following:

https://www.youtube.com/watch?v=t fYFSX5A44





- How can a society protect the fundamental right to free expression while also protecting people from harm?
- Who should set the limits—governments, courts, online platforms, or communities—and why?
- After watching the video, has your view of "free speech versus hate speech" changed? What arguments influenced you most?

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

- 1. What is the primary theme discussed in the video?
- A) The impact of social media
- B) The importance of mental health
- C) The evolution of technology
- D) The role of education
- 2. According to the video, which factor most influences personal growth?
- A) Financial success
- B) Relationship dynamics
- C) Educational background
- D) Cultural experiences
- 3. What was the main argument presented about technology's impact on society?
- A) It has no significant effect
- B) It promotes social interaction
- C) It isolates individuals
- D) It enhances productivity
- 4. Which example does the speaker use to illustrate their point about mental health?
- A) A personal story
- B) A scientific study
- C) A historical event
- D) A famous quote
- 5. What solution does the video suggest for improving mental well-being?
- A) Increased medication
- B) Regular exercise
- C) More social media interaction
- D) Avoiding responsibilities

## **Answer key**

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

# 4. Answer the following questions:

1. According to the video, when does speech lose its protection under free speech laws in the U.S.?





- 2. The video argues that many offensive comments are protected under U.S. law. True or false?
- 3. What legal principle or test is mentioned for distinguishing unprotected hate speech?
- 4. What is one risk cited in the video of restricting hate speech too broadly?
- 5. Does the video suggest that all hate speech should be banned? If not, what kind of hate speech is not protected?

# **Lock II - Vocabulary**

**Scenario:** The "FreeVoice" studio is locked until you match the key terms with their correct definitions. Write the letter of each correct match in order to reveal the 4-letter password.

Terms	Definitions
1. Defamation	A. Respectful discussion of different viewpoints
2. Moderation	B. Process of managing content on digital platforms
3. Civil discourse	C. Being responsible for actions and consequences
4. Accountability	D. False statements harming someone's reputation

# Answer key:

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

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

Answer: DBAC

# B. READING, GRAMMAR AND LISTENING: Freedom of Speech in the Age of Artificial Intelligence

# **B. I. Reading**

# 1. Pre-reading discussion

- Think of a time when new technology changed the way people communicate—such as social media, smartphones, or video-sharing platforms. How did it affect the way you and your friends share opinions?
- The article explores whether AI-generated messages should be protected by freedom-of-speech laws. Before you read, what is your initial opinion: should content created by artificial intelligence have the same legal protections as words written by a person? Why or why not?

# 2. Read the text and anwer the following question.

• According to the text, what unique challenge does AI content generation present to traditional free speech frameworks?





# Freedom of Speech in the Age of Artificial Intelligence

Freedom of speech has long been a key part of democratic life. It allows citizens to criticize governments, share unpopular opinions, and argue for social change. In the United States, this right is protected by the First Amendment to the Constitution. Courts have repeatedly said that people may express ideas that others find offensive or upsetting. Only a few kinds of speech—such as direct threats of violence, certain types of fraud, or instructions for committing crimes—are clearly outside the law.

Today, new technology is testing these old rules. Artificial Intelligence (AI) systems can now create text, music, and images that look as if a human made them. Programs like chatbots and image generators can write essays, compose songs, or produce realistic pictures in seconds. This raises a big question: when an AI system "speaks," is that speech protected in the same way as a person's?

Some legal scholars say yes. They argue that AI tools are simply extensions of human creativity. After all, humans build the programs, design the algorithms, and give the instructions. If a person uses AI to write a political article or create a cartoon that criticizes the government, the human is still the author. From this view, the First Amendment should protect the output because it reflects human choices and ideas.

Others are less certain. They worry that AI can flood the internet with false or harmful content—spreading lies, deepfakes, or hate speech far faster than any person could. If millions of AI-generated messages appear online every day, it becomes harder to know what is true. Opponents of full protection believe governments and platforms need stronger rules to prevent serious harm, even if that means limiting some AI speech.

The debate is not only about machines. It forces society to rethink old definitions. Traditionally, free speech law focused on human speakers and audiences. Courts asked whether a person's words caused direct harm or encouraged immediate violence. But an AI system has no feelings, no personal responsibility, and no understanding of the ideas it produces. Should we treat it exactly like a human author?

There is also the question of who is responsible when AI creates dangerous content. Is it the programmer who wrote the code? The company that runs the service? Or the user who typed the request? Different answers could lead to very different laws. Some experts suggest that users should bear most of the responsibility, because they decide what the system creates. Others think companies must play a larger role, since they control the algorithms and profits.

International comparisons add more complexity. In Europe, free expression is balanced against human dignity and protection from hate speech. Laws in Germany and France already require platforms to remove illegal content quickly.





If an AI system posts racist or violent messages there, the company could be fined even if no human intended harm. The United States, by contrast, remains more cautious about restrictions, fearing that strict rules might suppress legitimate debate.

These questions show that freedom of speech is not a fixed idea. Technology, culture, and law all shape its meaning. Whether AI output is treated like human speech will influence journalism, art, politics, and daily conversation. Courts and lawmakers must find a balance: protecting open discussion while preventing serious harm. The answer will guide how we use new tools and how we define "speaking freely" in the digital age. (Volokh, Eugene; Lemley, Mark; Henderson, Peter. Freedom of Speech and AI Output) (2023)

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

- 1. Which fundamental constitutional protection is central to the discussion of Algenerated content?
- A) The Fourth Amendment
- B) The First Amendment
- C) The Fifth Amendment
- D) The Second Amendment
- 2. What argument do legal scholars make in favor of protecting AI-generated speech?
- A) AI systems are capable of independent thought
- B) AI systems have constitutional rights
- C) AI tools are extensions of human creativity
- D) AI speech is more reliable than human speech
- 3. According to the text, what unique challenge does AI content generation present to traditional free speech frameworks?
- A) AI systems can create content faster than humans can verify it
- B) AI systems cannot be prosecuted for illegal speech
- C) AI content is too expensive to regulate
- D) AI systems only produce factual information
- 4. How does the European approach to regulating AI-generated content differ from the United States?
- A) Europe has no regulations on AI content
- B) Europe focuses exclusively on protecting AI rights
- C) Europe requires immediate removal of illegal content
- D) Europe prohibits all AI-generated content
- 5. What is identified as a key challenge in determining responsibility for Algenerated harmful content?
- A) The cost of legal proceedings
- B) The multiple parties involved (programmers, companies, users)
- C) The inability to detect AI-generated content
- D) The lack of international laws





- 6. Which type of speech is explicitly mentioned as being outside legal protection?
- A) Political criticism
- B) Unpopular opinions
- C) Direct threats of violence
- D) Social commentary
- 7. What concern is raised about AI's impact on information integrity?
- A) AI systems are too expensive to operate
- B) AI cannot generate creative content
- C) AI makes content too high quality
- D) AI can flood the internet with false content
- 8. How does the text characterize the relationship between technology and free speech?
- A) Technology has no impact on free speech
- B) Free speech meaning evolves with technology
- C) Technology eliminates the need for free speech
- D) Free speech laws cannot apply to technology
- 9. What distinguishes AI systems from human speakers in the context of free speech law?
- A) AI systems have more legal rights
- B) AI systems can only produce factual content
- C) AI systems lack understanding of their output
- D) AI systems communicate more clearly
- 10. What balance must courts and lawmakers achieve regarding AI speech, according to the text?
- A) Protecting profits while increasing censorship
- B) Promoting AI development while limiting human speech
- C) Protecting open discussion while preventing harm
- D) Eliminating all AI-generated content

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

## **B.II.** Grammar

1. Fill in the gaps with the appropriate word.





gen explog On specific specifi	st week our class discussed a case in which a lawyer (1) that Alnerated articles should receive the same protection as human speech. She blained that programmers create the code and therefore, she (2) it was plained to extend free-speech rights to the output. Several students disagreed. The estudent remarked that AI has no personal responsibility; (3), a human eaker can be punished if their words cause harm. Another student added that the the United States, which strongly protects expression, allows limits when each (4) an immediate threat. The teacher reminded us that, (5) me European countries criminalize hate speech, others prefer education and blic debate. He also said that "technology changes quickly," and he (6) whaters were still searching for clear rules. During the debate, we noticed that line platforms often act as gatekeepers. They remove offensive content; (7), they are private companies rather than governments. Some students gued that, (8) companies claim to protect users, they sometimes silence popular opinions. In the end, the class agreed that freedom of speech remains itential, (9) everyone recognised that words—whether human or AI—can I cause real damage. Our conclusion was that true free expression requires the legal protection and personal responsibility, (10) many details remain settled.
Ans 1. 2. 3. 4. 5. 6. 7. 8. 9.	swer key said (more options are possible: stated, mentioned, explained, argued, noted, etc.) argued (more options are possible) however poses (accept: "presents") although ("even though" also possible) noted (accept: "explained / stated")
sai tra	Rewrite the bold part of each sentence so that the meaning stays the me. Keep the new sentence between three and eight words for the insformed section. Pay attention to verb tense, reported speech, and intrast connectors.  The legal scholar said, "If platforms over-moderate, they risk suppressing democratic debate."  The legal scholar warned that
2.	"Courts rarely punish satire unless it clearly incites violence," explained the judge.  The judge explained that satire violence.
3.	Al can generate defamatory content. <b>Nevertheless</b> , complete censorship might harm free inquiry.  Complete censorship might harm free inquiry



connectors).



4.	Some governments favour strict online regulation, while others trust voluntary moderation.  Some governments favour strict online regulation, others trust voluntary moderation.
5.	The activist asked, "Should algorithms decide which opinions are harmful?"  The activist questioned harmful opinions.
6.	"Freedom of expression must adapt to new technology," the professor insisted.  The professor insisted to new technology.
7.	Platforms sometimes delete posts too quickly; <b>even so</b> , dangerous misinformation spreads posts too quickly.
8.	"Our constitution protects offensive opinions provided they pose no imminent threat," noted the lawyer.  The lawyer noted that offensive opinions no imminent threat.
9.	Some students defended Marco's comments, <b>although</b> they admitted the words offended many classmates.  Some students defended Marco's comments the words offended many classmates.
10.	"International rules on digital speech remain inconsistent," the policy maker observed.  The policy maker observed on digital speech remained inconsistent.
plat 1. 2. 3. 4. 5. 6. 7. 8. 9.	that international rules
3. (	Complete the text with ONE word derived from the word in brackets. Pay

close attention to both grammar (reported speech) and meaning (contrast

21





At a recent conference on digital rights, Professor Ellis (1 ASSERT) that				
modern democracies cannot ignore the impact of artificial intelligence on free				
expression. She further (2 EMPHASIS) that AI tools may amplify voices				
of hate while also enabling creativity. Many delegates applauded the potential of				
these systems; on the (3 CONTRA), a few reminded the audience that				
untested algorithms might still spread harmful content. They pointed to the				
lightning speed with which online (4 MISINFORM) can influence public				
opinion and distort debate. A legal scholar compared jurisdictions, observing				
that Europe places stronger weight on human (5 DIGNIFY),				
while the United States maintains broad protection for even deeply offensive				
commentary, a difference she described as a striking (6 DIFFER)				
One activist argued that private platforms must accept greater (7				
ACCOUNT) for harmful content, while a policy maker countered that				
strict oversight could lead to silent (8 CENSOR) During the debate the				
moderator kept (9 REFER) to recent court cases, reporting that judges				
now examine whether automated messages show clear intent to harm. The				
session concluded with a reminder that freedom of expression is not a static (10				
CONCEPTUAL) but a living principle that demands constant review.				
Anguar kay				

- 1. asserted (this is not word derivation)
- 2. emphasised (this is not word derivation) maybe change the task "<...>ONE word formed or derived from the word in brackets?
- 3. Contrary (although ethimologically "contrary" comes from "contra", morphologically in modern English "contra" is not used a base morpheme in derivation)
- 4. misinformation
- 5. dignity
- 6. difference
- 7. accountability
- 8. censorship
- 9. references
- 10. concept





Lock III - Grammar				
Choose from: say, said, will have announced, acknowledge, argued				
understood, argues, announced, will announce. Use each only once.				
<ol> <li>The activist simply that stricter hate-speech laws were necessary to protect vulnerable groups.</li> </ol>				
2. The legal expert that online platforms need clearer guidelines fo moderating harmful content.				
3. By the end of the hearing, the committee whether it accept the new free-speech policy.				
Suggest the <b>appropriate form</b> of the words in brackets.				
4. She further the need for careful regulation. (emphasis)				
<ol><li>Many delegates applauded; on the, some warned about harm (contrast)</li></ol>				
6 They cited the speed of online that can distort debate (misinform)				

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

# **B. III. Listening**

# 1. Pre-listening discussion: Discuss with your partner the following topics:

Think of a time when someone expressed a strong opinion that you or others disagreed with. How did people around you react? Should there be any limits on what can be said?

# 2. Watch and listen to the video "What is Freedom of Speech?", and answer the following questions. Only one answer is correct.

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

- 1. What is the primary focus of the video?
- A) The history of the subject
- B) Current trends in the subject
- C) Practical applications of the subject
- D) Theoretical aspects of the subject
- 2. Which method is emphasized for analyzing the main ideas?
- A) Personal reflection
- B) Group discussions
- C) Textual evidence
- D) Multimedia presentations





- 3. How does the author suggest we should interpret ambiguous statements?
- A) Ignore them
- B) Analyze them in context
- C) Take them literally
- D) Ask someone else
- 4. What key element contributes to the overall structure of a narrative, according to the video?
- A) Character development
- B) Plot twists
- C) Setting
- D) Dialogue
- 5. Which of the following is NOT mentioned as a way to enhance understanding?
- A) Visual aids
- B) Peer review
- C) Summarization techniques
- D) Rote memorization
- 6. What type of evidence is encouraged to support claims?
- A) Personal anecdotes
- B) Statistical data
- C) Textual evidence
- D) Opinions from experts
- 7. Which theme is discussed in relation to the subject matter?
- A) Unity vs. division
- B) Change and continuity
- C) Freedom vs. control
- D) Individualism vs. collectivism
- 8. What role does tone play in understanding the material?
- A) It has no role
- B) It helps convey the author's intent
- C) It distracts from the content
- D) It is secondary to the message
- 9. How should one approach multiple interpretations of a text?
- A) Accept only one interpretation
- B) Evaluate each interpretation critically
- C) Dismiss differing views
- D) Focus only on the author's perspective
- 10. What is the recommended approach to synthesizing information?
- A) Summarize each source separately
- B) Combine information without analysis
- C) Critically evaluate and merge insights





# D) Focus on one source at a time

#### Answer key:

- 1. c
- 2. c
- 3. b
- 1 2
- 5. d
- 6. c
- 7. b
- 8. b
- 9. b
- 10. c
- 3. Watch the video "Freedom of Speech: Crash Course Government and Politics #25". Identify the key limits on free speech.

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

4. Watch the video about Hate speech VS Freedom of speech. Identify the differences between the two forms of speech. As you listen, choose the correct answer – a, b, c or d.

https://www.youtube.com/watch?v=1 yrY2f0azE

- 1. In the video, what is described as the "red line" between hate speech and free speech?
- A) When speech offends one's feelings
- B) When speech incites violence or discriminates against a protected group
- C) When someone disagrees strongly with another's opinion
- D) When speech is delivered in public
- 2. How does the video define "hate speech"?
- A) Any rude or impolite comment
- B) Speech that targets individuals based on identity with the intent to degrade
- C) Humor that exists around sensitive topics
- D) Political criticism of government policies
- 3. Which of these criteria is mentioned in the video for assessing whether content is hate speech?
- A) The speaker's wealth
- B) The historical context of the target group
- C) The number of people who agree
- D) Whether it was said in private or public
- 4. The speaker says media content should be evaluated based on several factors. Which one is not one of those factors listed?
- A) Intention of the speaker
- B) Whether the audience might interpret it as a threat
- C) Whether the speaker has apologized before
- D) The severity or impact of the content
- 5. In discussing free speech, what contrasting perspective is given?





- A) That free speech always leads to social unity
- B) That unrestricted speech may empower hate speech
- C) That only governments should decide limits
- D) That speech should be the same in all societies
- 6. According to the video, what role do platforms and media outlets play?
- A) They have no responsibility for content once it is posted
- B) They must moderate content, especially hate speech, carefully
- C) They should ban any content that is even slightly offensive
- D) They should allow everything in the name of free speech
- 7. When might speech be protected even if offensive, according to the video?
- A) When the speaker is a public figure who expects criticism
- B) When the speech calls for violence
- C) When it degrades a protected group intentionally
- D) When it includes threats
- 8. What is one danger of allowing hate speech, as highlighted in the video?
- A) It always leads to violence immediately
- B) It punishes only individuals, never groups
- C) It can contribute to marginalization and social division
- D) It is always legal, regardless of laws
- 9. How does the video suggest society should handle cases that are borderline between free speech and hate speech?
- A) By always erring on the side of free speech
- B) Through careful case-by-case evaluation using criteria like intent, effect, and target
- C) By letting majority opinion decide
- D) By avoiding regulations entirely
- 10. What message does the video leave viewers with at the end?
- A) Free speech should be absolute and unrestricted
- B) People should accept that all speech is hateful
- C) There must be responsibility along with the freedom to speak
- D) Only governments can protect free speech properly

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





# C. Speaking: Mini-Debate

# C. I. Speaking patterns

# **Objective**

Today you will practise the speaking patterns you need for the upcoming "FreeVoice podcast" and 2-minute public hearing. You will learn to:

- express and defend opinions
- give arguments and counter-arguments
- take turns politely in a debate
- use idiomatic expressions to agree or disagree

# Warm-Up

- Remember that your main assignment is to create a 5–8 minute podcast about the limits of free speech.
- Keep that goal in mind while practising the following activities.

# 1. Match each of the phrases to its meaning

- You will receive a list of 15 debate phrases
  - o **I take the view that...** introduce a personal opinion.
  - o **That's a fair point, but...** acknowledge then counter.
  - o I beg to differ. politely disagree.
  - o May I jump in? request to speak / interrupt politely.
  - o **From my perspective...** signal personal standpoint.
  - o The evidence suggests that... introduce supporting argument.
  - I can see where you're coming from; however... show understanding before disagreement.
  - o **Let's hear X's perspective.** invite another speaker.
  - o **If I may finish my thought...** hold the floor / prevent interruption.
  - o That argument doesn't hold water. point out weak reasoning.
  - While I understand your concern, I think... soften a counterargument.
  - o **Could you clarify what you mean by...?** ask for explanation.
  - **One possible compromise might be...** suggest a solution.
  - o **I completely agree with you on...** show full agreement.
  - o **We'll have to agree to disagree.** end a debate respectfully.
- You will also receive 15 short explanations or functions
  - State a personal opinion
  - o Acknowledge a point but introduce a counter-argument
  - o Express strong disagreement politely
  - o Politely interrupt or ask for a turn
  - o Indicate personal perspective or viewpoint
  - o Present evidence or support for an argument
  - Show understanding before disagreeing
  - o Invite another speaker to contribute





- o Hold the floor and prevent interruption
- o Point out that an argument is weak or illogical
- o Soften a counter-argument to remain respectful
- o Request clarification of a statement
- o Offer a possible solution or middle ground
- Show complete agreement with a previous point
- o End a discussion respectfully when opinions differ
- Work with a partner to match each phrase to the correct meaning.

# 2. Place sentences in a dialogue

- Read a short, scrambled debate about freedom of speech.
- Decide where each sentence fits best: opening statement, counterargument, polite interruption, invitation to speak, or conclusion.

#### Scrambled Mini-Debate

Read all the lines below. They are taken from different moments of a short debate about free speech. Rearrange them into a logical order: *Opening statement*  $\rightarrow$  *Supporting argument*  $\rightarrow$  *Counter-argument*  $\rightarrow$  *Clarification*  $\rightarrow$  *Conclusion.* 

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

Suggested "Correct" Order  $C \rightarrow A \rightarrow B \rightarrow D \rightarrow F \rightarrow E$ 

# C. II. Mini-debate practice

Based on all the materials examined so far, perform a debate using the above speech patterns.

• Pair up with a new partner.





- Debate the topic: "Should schools punish students for controversial online posts?
- Each of you speaks for one minute, then respond to each other
- Use at least
  - o 2 opinion expressions
  - o 1 contrast connector (however, although, whereas, yet)
  - 1 turn-taking phrase (May I add something?, Go ahead, but let me finish, etc.).
- After your debate, give your partner quick feedback:
  - o Did they use the required expressions?
  - o Was turn-taking polite and clear?
  - o Be ready to share your favourite new phrase with the class.

# **Lock IV - Speaking / Reflection**

#### Scenario:

The final password protects the *FreeVoice* release form. Unscramble the phrases to reveal **three essential recommendations** for balancing free speech and harm prevention. Take the first letter of each correct measure to form a 3-letter code.

Scrambled phrases:	Recommendations:
1. RAEWNAES TRGNAINI	
2. CIVIL RODICESUR	
3. TNEENTI CIEANLRATOFI	

#### Answer key:

- 1. Awareness training
- 2. Civil discourse
- 3. Intent clarification

Password: **A C I**  $\rightarrow$  File unlocks.

# D. Writing: Summary Report

# **Summary Report on Freedom of Speech vs. Hate Speech**

# **Objective**

Write a concise 300-word summary report presenting the key findings of your research on the balance between freedom of speech and hate speech. This report will help you prepare for the FreeVoice podcast episode and the inclass debate.

# 1. Research phase (Homework or Library/Internet Session)





Collect information from *at least two reliable sources* (articles, official reports, or short videos).

- Article: "Freedom of Expression and Hate Speech in Europe" Council of Europe, 2022. (Available at: <a href="https://www.coe.int/en/web/freedom-expression">https://www.coe.int/en/web/freedom-expression</a>)
- Official Report: UNESCO World Trends in Freedom of Expression and Media Development (2023). (Executive summary: <a href="https://unesdoc.unesco.org">https://unesdoc.unesco.org</a>)
- Video: "Hate Speech vs. Free Speech | Very Verified" (YouTube, by the EU East StratCom Task Force). (https://www.youtube.com/watch?v=1\_yrY2fOazE)
- Article: "What Is Freedom of Speech and Why Is It Important?" Amnesty International, 2023. (<a href="https://www.amnesty.org/en/what-we-do/freedom-of-expression">https://www.amnesty.org/en/what-we-do/freedom-of-expression</a>)
- Video (CrashCourse): "Free Speech: Government and Politics #25" (https://www.youtube.com/watch?v=Zeeq0qaEaLw)

#### Focus on:

- How different countries define and regulate hate speech
- Examples of recent cases (e.g., school or social-media controversies)
- Arguments for and against limiting speech

# 2. Planning your report

Outline three sections:

- **Introduction (approx. 50 words):** Present the research question and why the topic matters.
- **Main findings (approx. 180–200 words):** Summarise key evidence, statistics, or case studies. Compare at least two perspectives (e.g., U.S. vs. Europe).
- **Conclusion (approx. 50 words):** Highlight the most important insight and suggest one recommendation or question for further debate.

# 3. Writing Guidelines

- Use neutral, formal English (avoid personal anecdotes).
- Include at least two contrast connectors (however, although, whereas, yet).
- Incorporate reported speech to show different viewpoints (e.g., *A 2024 EU report stated that...*).
- Keep the total length close to 300 words (±10%).
- Cite your sources briefly in parentheses or with a simple reference list.

## 4. Final Check

- Proofread for grammar, punctuation, and clarity.
- Make sure each paragraph has a clear main idea.
- Confirm that you have included:
  - o at least two reported-speech examples
  - o at least two contrast linkers





#### 5. Submission

- Submit a printed or digital copy by the agreed deadline.
- Be prepared to share a 1–2 sentence highlight from your report during the next class.

# MAIN ASSIGNMENT: FreeVoice Podcast

# FreeVoice Podcast: Exploring the Boundaries of Freedom of Speech

Freedom of speech is one of the most valued rights in a democratic society, yet its limits are constantly debated. Your class has been invited to contribute to a student-produced podcast series examining how free expression intersects with hate speech, social-media moderation, and public safety.

As representatives of the academic community, you are asked to create a **podcast episode (audio or video, 2-3 minutes)** that investigates these issues and offers clear recommendations for balancing rights and responsibilities.

#### **Your Task**

Prepare a student narrative in podcast form that features the following elements:

- **Episode name, logo, and slogan** a creative title and short tagline that capture your team's perspective on free speech.
- **Goals of the episode** two clear objectives:
  - o **Legal/ethical analysis:** advocate for a specific improvement or clearer standard in free-speech policy.
  - **Civic engagement:** propose ways to increase awareness and responsible dialogue on campus or online.
- Three real or research-based stories illustrating the *boundaries* of free expression (e.g., a social-media ban, a campus protest, an international case). For each story, identify the key conflict and explain the legal or ethical issues.
- Actions and recommendations practical steps such as organising peer-to-peer forums, collaborating with student clubs, or creating guidelines for respectful online debate.

## **Type of Challenge**

Promoting responsible free expression while preventing harm.

# **Activities**

- Work in teams of 3–5 students.
- Conduct research using legal texts, academic articles, interviews, and the materials provided in class.
- Record and edit a 2-3 minute podcast episode (audio or video) that includes:
  - o at least one short interview,
  - o your team's analysis of the issues, and
  - o recommendations for action.





#### **Roles**

All group members act as student investigators and presenters—hosts, interviewers, researchers, or editors—sharing responsibilities equally.

# **Inputs**

Background texts, legal case studies, and the classroom materials on freedom of speech and hate speech.

#### Output

A polished podcast episode exploring the boundaries of freedom of speech, featuring interviews, analysis, and your team's recommendations for how society and universities can protect both expression and safety.

# DISCUSSION AND REFLECTION

- After exploring different legal systems and recording your podcast, how
  has your understanding of the balance between free expression and
  protection from harm evolved?
- Which research sources or interviews influenced your team's recommendations the most, and why did you find them persuasive or reliable?
- What specific strategies helped your group manage turn-taking, handle disagreements, and keep the conversation respectful during planning and recording?
- Which new expressions—such as reported-speech structures, contrast connectors, or idioms for agreement and disagreement—did you use successfully, and how did they improve your spoken or written English?
- How might the skills and insights gained in this unit (researching, debating, critical thinking) help you participate more effectively in real discussions about freedom of speech in your own community or online spaces?





# Unit 2

# **Truth Check: Fake News and Media Literacy**

# INTENDED LEARNING OUTCOMES

## **Knowledge:**

- Knowledge and critical understanding of misinformation dynamics in academic contexts (fake news creation, spread mechanisms, verification techniques, and impact on institutional trust).
- Knowledge of vocabulary & grammar related to academic integrity, crisis communication, digital verification, and formal institutional language registers (including modal verbs of past deduction).

#### Skills:

- Analyze and verify the authenticity of digital academic content using critical thinking and fact-checking methodologies while communicating findings clearly in English.
- Create effective multi-platform crisis communication messages in English that address diverse stakeholder concerns while maintaining institutional credibility and transparency.

#### **Attitudes:**

- Responsibility and civic-mindedness toward maintaining academic integrity and institutional trust.
- Evidence-based decision making and transparent communication.

#### Values:

- Valuing truth and human dignity protecting individuals from false accusations and reputational damage.
- Democratic principles transparency and fair processes in academic institutions.

# **BACKSTORY**

You are an Erasmus+ exchange student at Novaland University serving on the Academic Integrity Committee. It's Sunday evening, 15 hours before midterm examinations, when student chats explode with screenshots of allegedly leaked exam answers for three courses. The Vice-Rector calls an emergency session: if the leak is real, exams must be postponed and thousands investigated; if fake, you must prove it quickly before trust collapses. Your investigation reveals inconsistencies—the "answers" contain topics not in syllabi, and professors confirm different questions—but thousands believe it's real. You have time until 8 AM on Monday to determine if this is a hoax, restore confidence, and ensure fair testing.





# A. READING, VOCABULARY AND LISTENING: the nature and impact of fake news

# A.I. Reading

# 1. Pre-reading discussion

- Have you ever encountered a news story online or on social media that later turned out to be false or misleading? How did you discover it was fake?
- What factors do you think make it easy for false information to spread faster than true news on social media?

# 2. Read the text and reflect on why false news spreads faster than true news according to the MIT study. What does this tell us about human behaviour and social media?

#### What is Fake News?

Fake news (false or misleading news) can spread through different publishing media, including media and news outlets or social media websites. Fake news is usually created for misleading, causing damage, or making gaining material or political profits. This paper discusses false and misleading news, the difficulties of news verification, the tools that can be used for verifying and scrutinizing news, and the initiatives active in this area.

Many research institutes and media outlets have worked, throughout the last years, on setting definitions and patterns of fake (false, or misleading) news. The New York Times defines fake news as a kind of tabloid journalism or propaganda, consisting of intentional misleading scams that spread through the traditional press and radio, or the Internet on social media websites. According to The Guardian, the ease with which the revenues of online advertising can be retrieved, the increase in political polarization, and the popularity of social media tools, were all involved in the spread of fake news. The ethical journalism network defines fake news as a piece of news intentionally fabricated and published for the purpose of deceiving somebody and leading them into believing lies or questioning facts. Fake news is often spread for make-believe and persuasion, for the purpose of gaining profits or achieving goals, or to highlight specific stances. Some politicians might resort to fake news to promote their agendas or projects by misleading public opinion, by spreading false ideas among citizens, with the help of PR agencies specialized in political propaganda, or so-called "electronic committees", "electronic flies" or "electronic armies" that work on promoting ideas and dominating virtual reality.

The three main types of fake news as classified by Rubin, Chen, and Conroy (2015) are sensational news, humorous fake news, and large-scale scandals. Sensational news consists of exaggerated and unverified headlines that are made





to attract large audiences through clickbait. On the other hand, large-scale scandals are designed to look like formal journalistic content. Through this technique, it is possible to disguise misinformation as real content and make audiences believe that it is truthful. Furthermore, humorous fake news is created in the guise of journalistic content. Rather than confusing the public, the objective of humorous fake news is to make fun of topical issues. After comprehensively studying scientific studies available on misinformation, Tandoc, Lim, and Ling (2018) extended the classification of fake news to six types: news satire, news parody, news fabrication, and photo manipulation. News satire is the most common example utilized in spaces and humorous programs, while some of the characteristics of news satire mirror those of news satire. However, the main difference is that news parody is not premised on topical issues, but is rather made up of fictional elements ad hoc. News fabrication is the content published without any foundation, attempting to imitate the information the legitimate media publishes. Finally, photo manipulation, unlike the other types that focus predominantly on textual content, relates to changing videos and photographs to create a fictional reality.

A study carried out by a group of researchers at MIT, in the USA, has shown that fake news spread on Twitter faster and reaches more people compared to true news. The study has also found that bots are not the most responsible for the spread of fake news, as people spread more inaccurate news and false information. The study worked on 126,000 tweets, published by 3 million users of Twitter, for 10 years, as it depended on exclusive data provided to MIT by Twitter. The study concluded that false information spread over social media means many times more than true news. It also pointed out that it will not be easy to create a system for verifying the news, as social networks with current technologies cannot boost the value of true news, especially as "the attractiveness of false news and rumors pumps up their contents making them more prone to spreading."

To counteract the increasing presence of fake news, the strategy that the media deployed was fact-checking and verification of information. The aim is to enhance knowledge by researching and reporting purported facts. This is achieved by correcting the main mistakes that were previously perceived as insignificant. When misinformation spreads throughout the public, fact-checkers have the role of refuting and correcting mistakes in order to protect the public from being subjected to erroneous perceptions.

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

- 1. According to the text, what distinguishes fake news from simple misinformation?
- A) Fake news is only spread through social media platforms
- B) Fake news is intentionally fabricated to deceive and manipulate audiences
- C) Fake news exclusively targets political campaigns
- D) Fake news always includes manipulated photographs
- 2. The Guardian attributes the proliferation of fake news to several factors EXCEPT:





- A) The ease of generating revenue through online advertising
- B) Increased political polarization in society
- C) The widespread use of social media platforms
- D) The decline of traditional radio broadcasting
- 3. What is the primary distinction between news satire and news parody as outlined by Tandoc, Lim, and Ling (2018)?
- A) News satire focuses on fictional elements while parody addresses topical issues
- B) News satire is always published in print media while parody appears online
- C) News satire is based on current events while parody consists of made-up fictional elements
- D) News satire aims to confuse audiences while parody seeks to inform them
- 4. According to the MIT study mentioned in the text, what was the most significant finding about the spread of fake news on Twitter?
- A) Bots were primarily responsible for disseminating false information
- B) False information spread more rapidly and reached more people than true news
- C) Fake news only spread among certain demographic groups
- D) Verification systems successfully prevented most fake news from spreading
- 5. The text suggests that "electronic committees," "electronic flies," and "electronic armies" are:
- A) Automated bots designed to detect and flag fake news
- B) Organizations dedicated to fact-checking political claims
- C) Groups that deliberately promote propaganda and mislead public opinion
- D) Social media platforms' internal monitoring systems
- 6. What challenge to creating effective verification systems does the MIT study highlight?
- A) Social networks lack the technology to identify false information
- B) The appealing nature of false news makes it inherently more likely to spread
- C) Users are generally unwilling to participate in fact-checking initiatives
- D) Verification processes are too expensive for most media outlets
- 7. Which type of fake news, according to the classification in the text, primarily uses visual media rather than textual content?
- A) News fabrication
- B) Sensational news
- C) Photo manipulation
- D) News satire
- 8. The text implies that sensational news achieves its goal primarily through:
- A) Creating completely fabricated stories with no basis in reality
- B) Using exaggerated, unverified headlines to attract large audiences
- C) Employing humour to comment on political issues
- D) Disguising itself as legitimate journalistic content





- 9. According to the text, what is the main objective of fact-checking initiatives?
- A) To enhance knowledge by correcting misinformation and protecting the public from false perceptions
- B) To increase revenue for traditional media outlets
- C) To replace traditional journalism with more reliable sources
- D) To eliminate all forms of social media communication
- 10. The text suggests that large-scale scandals differ from other types of fake news because they:
- A) Are always based on some element of truth
- B) Are designed to resemble formal, legitimate journalistic content
- C) Only circulate within specific political groups
- D) Rely exclusively on photographic evidence

Answer	Key:
--------	------

- 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. Fake news is always created unintentionally due to poor fact-checking by journalists.
- A) true B) false
- 2. According to The Guardian, political polarization and the ease of retrieving online advertising revenues contributed to the spread of fake news.
- A) true B) false
- 3. Humorous fake news is primarily designed to confuse the public rather than to satirize current issues.
- A) true B) false
- 4. The MIT study analyzed over 126,000 tweets published by 3 million Twitter users over a ten-year period.
- A) true B) false
- 5. According to the MIT study, bots are the main culprits responsible for spreading fake news on social media.
- A) true B) false





- 6. Large-scale scandals are designed to resemble formal journalistic content to disguise misinformation as legitimate news.
- A) true B) false
- 7. Sensational news relies on verified headlines to attract audiences through factual reporting.
- A) true B) false
- 8. Fact-checking initiatives aim to protect the public from erroneous perceptions by researching and correcting misinformation.
- A) true B) false
- 9. According to Tandoc, Lim, and Ling (2018), there are only three types of fake news: satire, parody, and fabrication.
- A) true B) false
- 10. The MIT study concluded that it will be difficult to create effective verification systems because the attractiveness of false news makes it more prone to spreading.
- A) true B) false

#### Answer key

- 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

Terms	Definitions
1. Fake news	A. The process of examining and confirming the accuracy and truthfulness of information through research and evidence.
2. Polarization	B. Intentionally created false or misleading information designed to deceive audiences for political, material, or other purposes.
3. Fabrication	C. The act of changing or altering photographs and videos to create a fictional reality or distort the truth.
4. Photo manipulation	D. False or inaccurate information that spreads through various channels, regardless of intent to deceive.





5. Fact-checking	E. Information or stories that spread without verification or evidence, often passed from person to person through word of mouth or social media.
6. Misinformation	F. The increasing division of opinions, beliefs, and attitudes into opposing extremes within society.
7. Verification	G. Giving a false or wrong impression; causing someone to have an incorrect understanding of something.
8. Misleading	H. The process of researching and reporting purported facts to correct mistakes and protect the public from erroneous information.
9. Rumour	I. The way in which something is understood, interpreted, or regarded by individuals based on their beliefs and experiences.
10. Perception	J. The deliberate creation of false content without any factual foundation, often designed to imitate legitimate information.

#### **Answer Kev:**

- 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.

#### **Word Bank**

fake news • polarization • fabrication • photo manipulation • fact-checking • misinformation • verification • misleading • rumour • perception • propaganda • scrutiny

False information spreads quickly online. A single (1) \_\_\_\_\_\_ shared on social media can reach millions of people before anyone questions its accuracy. The problem is that many users share (2) \_\_\_\_\_ content without checking if it's true.

Some creators use (3) \_\_\_\_\_ to alter images and videos, making fictional events look real. Others engage in complete (4) \_\_\_\_ – inventing entire stories to deceive their audiences. This constant flow of lies and half-truths



7. fake news8. verification9. fact-checking10. misinformation



increases social (5), pushing people into opposing camps and destroying trust in reliable news sources.
Many people's (6) of what counts as trustworthy information has become confused. A headline that looks professional might actually be (7) That's why journalists stress the importance of (8) confirming sources and evidence before accepting any claim. News organizations dedicate teams to (9), investigating viral stories and exposing false claims. Without this work, (10) would dominate public conversation.
Answer Key:
1. rumour
2. misleading
3. photo manipulation
4. fabrication
5. polarization
6. perception





#### Lock I

A media literacy research database containing verified fact-checking resources is protected by a 4-digit code. Each correct answer below reveals one digit.

#### Clues

#### **Clue 1: (Digit 1)**

How many types of fake news did Tandoc, Lim, and Ling (2018) identify in their extended classification?

- A) Three types 2
- B) Four types 5
- C) Six types 6
- D) Eight types 9

#### *Clue 2: (Digit 2)*

According to the text, what do "electronic committees," "electronic flies," and "electronic armies" do?

- A) Detect and remove fake news 1
- B) Promote propaganda and dominate virtual reality 3
- C) Provide fact-checking services 7
- D) Monitor social media platforms 4

#### *Clue 3: (Digit 3)*

What characteristic distinguishes large-scale scandals from other types of fake news?

- A) They use only visual content 2
- B) They are designed to look like formal journalistic content 8
- C) They always include humour 5
- D) They target specific political parties 1

#### *Clue 4: (Digit 4)*

How many tweets did the MIT study analyse over a ten-year period?

- A) 26,000 tweets 2
- B) 86,000 tweets 7
- C) 126,000 tweets 5
- D) 226,000 tweets 9

Code Box: [ \_\_\_\_ ]

**Answer:** 6 3 8 5

#### A.III. Listening

#### 1. Pre-listening discussion questions





- Have you or someone you know ever shared a news story online that later turned out to be false? How did you feel when you discovered it was fake, and what did you do about it?
- In your opinion, who is most responsible for stopping the spread of fake news—social media companies, governments, journalists, or individual users? Why?

## 2. Listen to selected parts of the Sinan Aral talk "How We Can Protect Truth in the Age of Misinformation" for TED Talk. Choose the correct answer – a, b, c or d

- 1. What happened after the fake Associated Press tweet about White House explosions in 2013?
- A) The president addressed the nation immediately
- B) The stock market crashed, losing \$140 billion in a single day
- C) Twitter suspended all news accounts
- D) The Associated Press shut down permanently
- 2. What did the MIT study find about how false news spreads on Twitter?
- A) It spreads at the same speed as true news
- B) It reaches fewer people but spreads more quickly
- C) It spreads further, faster, deeper, and more broadly than true news
- D) Bots spread it faster than humans do
- 3. According to the research, which emotions did false news generate in people's responses?
- A) Happiness and excitement
- B) Surprise and disgust
- C) Anger and fear exclusively
- D) Confusion and indifference
- 4. Which type of false news was found to be the most viral according to the research?
- A) False entertainment news
- B) False health and medical news
- C) False political news
- D) False business and financial news
- 5. What did the Oxford University study reveal about the recent Swedish elections?
- A) Swedish voters were immune to fake news due to strong media literacy
- B) Traditional media spread more misinformation than social media
- C) One-third of all election information on social media was fake or misinformation
- D) Foreign interference had no impact on the election results

#### **Answer Key:**

- 1. B
- 2. C
- 3. B
- 4. C





5. C

#### 3. Answer the following questions:

- 1. How can one fake tweet cause billions of dollars in stock market losses? What does this example reveal about the connection between social media and the economy?
- 2. According to the research, false news spreads much faster than true news. What makes misinformation so appealing that people want to share it more than accurate stories?
- 3. The speaker concludes by saying "we have to be vigilant in defending the truth" through technologies, policies, and individual responsibilities. Why do you think the speaker emphasizes that all three elements are necessary rather than choosing just one approach?
- 4. The speaker explains that false news generates more surprise and disgust, while true news generates more anticipation, joy, and trust. Why do you think these emotional differences make false news spread faster?
- 5. The speaker mentions that we need to defend truth using "technologies," "policies," and "individual responsibilities, decisions, behaviours and actions." Choose one of these three areas and explain what specific actions you think would be most effective in combating misinformation.





#### Lock II

#### **Scenario for Students:**

A news organization is preparing to publish an investigative report on misinformation, but the editorial system will not release the story until all key terms are correctly defined. Match each term below with its definition. Write the letter of each match in order (1–4) to authorize publication.

Terms	Definitions
1. Verification	A. The deliberate creation of
	completely false content without any
	factual basis
2. Fabrication	B. False or inaccurate information
	that spreads, whether or not there's
	intent to deceive
3. Misinformation	C. The process of checking and
	confirming that information is
	accurate and truthful
4. Polarization	D. The growing division of opinions
	and beliefs into opposing extremes in
	society

#### **Answer Key:**

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: Institutional Crisis Response: Managing Misinformation in Academic Settings

#### **B.I. Reading**

#### 1. Pre-reading discussion

 Have you ever witnessed or experienced a crisis situation at your school or university (such as false rumours spreading, a controversial incident, or emergency situation)? How did the institution communicate with students and staff, and was their response effective?





## 2. Read the text and identify the key stages of effective crisis communication management in higher education according to the article.

### Navigating crisis communications in HE: strategies for an effective response

In today's interconnected and social media-driven world, crisis situations can emerge swiftly and suddenly. [...] Universities are not immune to such challenges. From campus safety concerns to incidents involving staff or students to issues with research or free speech, crises can have a profound impact on the reputation of institutions among current and prospective students and staff, policymakers, donors and more. The development and implementation of an effective crisis communications strategy is therefore paramount to safeguarding an institution's integrity, managing public perceptions and protecting the well-being of an entire campus community. Proactive crisis management is driven by the development of a comprehensive communications strategy. Putting one into place before situations arise will enable you to respond effectively as a joined-up organisation when challenges hit.

Start by considering issues you are most likely to face, which would be most damaging and how you might prepare in advance. Also think about what systems and processes should be put into place – for instance, a more robust complaints procedure – to minimise the risk of occurrence and bolster defences if something does go wrong.

A university has a vast stakeholder ecosystem. That means when responding to a crisis, it's necessary to account for how it will impact each stakeholder group: from remaining attractive to current and prospective students and staff to ensuring steady funding streams for research and development and maintaining widespread support given intense political interest in universities as large employers in localities and regions, universities must consider the serious and potentially different implications any given crisis could have on its array of stakeholders.

Key components of crisis preparation are therefore stakeholder mapping, scenario planning linked to each stakeholder group and the determination of how each group will be contacted. Informing stakeholders before they learn about an issue in the press gives you the opportunity to control the message and dispel rumours or misinformation that risk eroding trust.

Dependent on the situation, there may be wider sensitivities that command particular attention to every aspect of the crisis management process and a need to ensure it is handled well at a human level – for example, in a tragic event such as a student suicide, family engagement is critical.

Timing will also be a key consideration here – is the crisis striking during summer, which may entail a less student-focused response? Is it happening around key events such as graduations or welcome weeks? If so, how might that





increase attention to the issue from both stakeholders who will be on site and from media? What else is going on in the background that might impact on or define your response?

For effective crisis management, all colleagues should know via clear protocols what process to follow rather than acting independently or rashly. Once risks have been identified and a comprehensive communications plan has been established, these can be compiled into a crisis management protocol that should be regularly reviewed and updated.

Don't forget the importance of social media in this, particularly given that large numbers of students will be both interested in a situation and active on multiple platforms. Indeed, crises increasingly originate on social media, then rapidly escalate and spread like wildfire.

As part of the protocol, determine in advance who drafts any necessary communications and tailors it to each group, who to contact if a crisis would benefit from the external eyes of someone not directly involved, who signs off communications and who will be responsible for liaising with each stakeholder group, including media, and who will be monitoring social media and responding to posts if advisable to do so. Knowing if, when and how to respond to situations or posts on social media can be a particularly thorny trap, which may require expert external advice to navigate effectively, particularly as each social media issue may require a distinct approach. [...] It is helpful to include template media statements and stakeholder communications in the plan and to rehearse mock scenarios to verify that the university's processes perform as expected in moments of high stress. [...]

Lastly, rebuilding reputation once the dust has settled. A post-mortem evaluation of what went wrong will be key, along with the development of clear long-term messaging focused on, for instance, how internal procedures or training will be reviewed, other mitigations and actions taken or planned and what the expected impact of those will be. [...]

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

- 1. Why does the text recommend developing a crisis communications strategy before a crisis actually happens?
- A) It reduces the overall number of crises a university will face
- B) It allows the institution to respond effectively as a coordinated organization when problems occur
- C) It eliminates the need for external crisis management consultants
- D) It prevents negative media coverage from reaching the general public
- 2. According to the text, why is stakeholder mapping important in crisis management?
- A) The same crisis can affect different stakeholder groups in different ways
- B) Universities need to prioritize donors and policymakers over students and staff





- C) All stakeholders should receive identical communications at the same time
- D) It helps institutions decide which groups to exclude from crisis communications
- 3. What advantage does the text describe when universities inform stakeholders before the press reports on a crisis?
- A) It delays the inevitable negative publicity surrounding the crisis
- B) It minimizes legal liability and helps avoid potential lawsuits
- C) It gives the university a chance to control the message and stop rumours from spreading
- D) It shows which stakeholder groups are most loyal to the institution
- 4. The article discusses several timing considerations in crisis management. Which of the following is NOT mentioned?
- A) Whether the crisis happens during summer when fewer students are on campus
- B) Whether the crisis coincides with major university events like graduations
- C) Which financial quarter the crisis occurs in
- D) What other events are happening that might affect the response
- 5. When the text warns against colleagues "acting independently or rashly," it means that without clear protocols, staff might:
- A) Work too closely with external communications experts
- B) Make quick, uncoordinated decisions that could make things worse
- C) Wait too long before responding to stakeholder concerns
- D) Follow established procedures too strictly without adapting
- 6. What does the text suggest about social media's role in modern university crises?
- A) Social media is mainly a tool for controlling what the university says
- B) Crises increasingly start and spread rapidly on social media platforms
- C) Universities should stay away from social media during crises
- D) Social media reduces how much damage crises cause to institutions
- 7. Why does the author call responding to social media situations "a particularly thorny trap"?
- A) Universities don't have the technical skills to monitor multiple platforms
- B) Students are usually hostile toward official institutional social media accounts
- C) Each situation may need a different approach, making it difficult to handle
- D) Social media companies limit how universities can respond to crises
- 8. Why does the text recommend including template media statements in crisis plans?
- A) To make sure all universities use the same language when addressing crises
- B) To help institutions respond quickly without having to write everything from scratch
- C) To stop individual staff members from changing the approved message
- D) To cut down on the costs of hiring professional communications writers





- 9. According to the article, what is the point of rehearsing mock crisis scenarios?
- A) To train media representatives on how to report university crises accurately
- B) To find out which staff members work best under pressure
- C) To check that the university's processes actually work during stressful moments
- D) To figure out which types of crises are most likely to happen
- 10. What is the purpose of the "post-mortem evaluation" mentioned at the end of the text?
- A) To blame individuals who were responsible for the crisis or poor response
- B) To learn from what happened and develop better strategies for the future
- C) To show stakeholders that the institution takes responsibility seriously
- D) To create records for potential legal proceedings related to the crisis

<b>Answer Key:</b>
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). A recent analysis of crisis responses at several European universities has revealed important insights about institutional preparedness. At one institution that handled a student safety incident effectively, the communications team (1) following a comprehensive crisis management protocol, as their response demonstrated clear coordination across all stakeholder groups. In contrast, another university's delayed response to a research misconduct scandal indicated that they (2) \_\_\_\_\_ neglecting their stakeholder mapping process, since key donor groups learned about the issue through media rather than official channels. The research also examined the role of social media in modern university crises. At institutions where false information spread rapidly, the communications \_\_\_\_\_ monitoring student platforms closely enough, as they failed to identify emerging issues before they escalated. One university's decision to issue a statement during graduation week (4) \_ concerns about media attention, though this timing ultimately intensified scrutiny. The researchers speculated that the communications team (5) aware of potential complications, but faced pressure from senior leadership to address the issue immediately.





The importance of preparation became e	evident in the analysis. Ur	niversities that
responded most effectively (6)	practicing their c	risis protocols
regularly, as staff demonstrated confiden	ce during actual emergen	icies. Template
statements and pre-drafted communication	ations (7)	_ prepared in
advance at these institutions, allowing		
message quality. Social media decisions	proved particularly cha	allenging—one
university's choice to respond directly to	online criticism (8)	the
result of external expert advice, as the	ir approach aligned witl	h current best
practices. Finally, institutions that conduc	cted thorough post-morte	em evaluations
(9) learning from their r	nistakes, as subsequent	crises showed
marked improvements. The study conclu	uded that unprepared in	stitutions (10)
much more severe re	eputational damage wit	hout decisive
leadership during critical moments.	-	

#### **Answer Key:**

- 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. (*One is done for you as an example.*)

Example: The university updated its crisis protocol last year. (Evidence: their response followed current best practices).  $\rightarrow$  The university must have updated its crisis protocol last year, because their response followed current best practices.

1. The university put a comprehensive communications strategy into place before the crisis.

(Evidence: the institution responded effectively as a joined-up organisation when challenges hit)

- 2. The institution regularly updated its stakeholder database.
- (Evidence: several key donors and policymakers learned about the crisis from the press rather than official university channels)
- 3. The communications team conducted stakeholder mapping before the incident occurred.

(Evidence: they informed stakeholders before they learned about the issue in the press, giving the university the opportunity to control the message)

4. Timing considerations influenced the university's decision to delay the announcement.





(Evidence: the crisis struck during summer and the response seemed less student-focused than usual)

- 5. All colleagues knew the clear protocols to follow during the crisis. (Evidence: no staff members acted independently or rashly when the situation emerged)
- 6. The institution had prepared for social media crises in advance. (Evidence: staff later admitted confusion about who to contact for external advice and who had authority to respond to posts online)
- 7. External experts advised the university on how to navigate the thorny trap of responding to social media posts.

(Evidence: the institution's approach to online comments aligned perfectly with current best practices for social media crisis management)

8. The institution included template media statements in their crisis management plan.

(Evidence: the university issued a professional statement to the press remarkably quickly after the incident)

- 9. The university rehearsed mock scenarios to verify their processes. (Evidence: the institution's procedures performed exactly as expected in moments of high stress)
- 10. The institution conducted a thorough post-mortem evaluation after the previous crisis.

(Evidence: they repeated exactly the same communication mistakes and failed to address the issues identified in the earlier incident report)

#### 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.
When fake news and false information threaten a university's reputation, effective crisis management requires both speed and (1) (ACCURATE).
Institutions must develop comprehensive protocols for (2)(VERIFY) information before it spreads across social media platforms, where misinformation can reach thousands of students within hours.
One critical challenge involves the increasing (3) (POLAR) of public opinion during crises. Research shows that universities with well-established fact-checking procedures are significantly more (4) (SUCCESS) at maintaining stakeholder trust when (5) (MISLEAD) content emerges online. These organizations typically conduct regular scenario planning exercises and (6) (SYSTEM) monitor student social media channels.
The speed at which rumours spread cannot be (7) (ESTIMATE). False claims, particularly those involving academic (8) (INTEGRATE), often prove more attractive to audiences than verified information, requiring immediate institutional response. Many universities seek professional guidance on how to counteract (9) (FABRICATE) content while maintaining their credibility with diverse stakeholder groups.
Timing and coordination play crucial roles in crisis (10)(COMMUNICATE). The most effective institutions balance rapid response with thorough verification, ensuring their messages are both timely and accurate

#### **Answer Key:**

- 1. accuracy
- 2. verifying
- 3. polarization / polarisation

enough to restore public confidence.

- 4. successful
- 5. misleading
- 6. systematically
- 7. underestimated
- 8. integrity
- 9. fabricated





10. communication / communications

#### Lock III

After the exam leak crisis at Novaland University, an external evaluation team discovered that the fake screenshots were part of a deliberate misinformation campaign designed to test academic integrity systems. The Academic Integrity Committee's student drafted an analysis speculating about the university's preparedness and response, but made six grammar mistakes. Correct these errors before submitting the final report to the Vice-Rector.

- 1. The university must developed comprehensive crisis protocols, as the response team coordinated effectively across departments.
- 2. The communications team can't monitored social media platforms systematically during the crisis.
- 3. Stakeholder mapping might have conducted in advance, given the targeted communications to key groups.
- 4. The institution must rehearsed mock scenarios involving fake news and misinformation threats.
- 5. External consultants can't have involved in the initial response to the fabricated exam leak.
- 6. Template statements must have prepared beforehand to address academic integrity violations quickly.

#### **Answer Key:**

- 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. Pre-listening discussion

- Think about how you consume news and information daily (social media, news websites, friends, professors). What criteria do you use to decide whether information is trustworthy before you share it or act on it?
- In your opinion, what makes misinformation particularly dangerous in academic or institutional settings? What responsibility do institutions have in managing it?





## 2. Watch the video "What Role Do Crisis Communication Strategies Play in Managing Misinformation?" by Communications Jobs and choose the correct answer – a, b, c or d. Only one option is correct.

- 1. What is crisis communication primarily concerned with when dealing with misinformation?
- A) Preventing all negative coverage in the media
- B) Rapidly containing false information while maintaining credibility
- C) Punishing those who spread misinformation
- D) Waiting until the misinformation disappears naturally
- 2. What distinguishes effective crisis communication from reactive damage control?
- A) It relies exclusively on legal action
- B) It focuses only on internal stakeholders
- C) It combines speed, transparency, and strategic messaging
- D) It avoids acknowledging the existence of misinformation
- 3. Which stakeholder group should organizations address first during a misinformation crisis?
- A) External media outlets exclusively
- B) Legal authorities and regulators
- C) Internal audiences who can become credible advocates
- D) Social media influencers and celebrities
- 4. Why is timing crucial in crisis communication responses?
- A) Delayed responses allow for more accurate information gathering
- B) Immediate acknowledgment matters, even without complete details
- C) Organizations should wait until they have irrefutable proof
- D) Timing is irrelevant if the message is well-crafted
- 5. How are transparency and credibility connected during a crisis?
- A) Transparency can undermine credibility by revealing uncertainties
- B) Complete transparency is impossible and should be avoided
- C) Acknowledging what is unknown enhances institutional trustworthiness
- D) Credibility depends solely on the authority of the spokesperson
- 6. Which communication channel presents both challenges and opportunities for managing misinformation?
- A) Traditional print newspapers
- B) Internal email systems
- C) Social media platforms
- D) Face-to-face town halls exclusively
- 7. Why does consistent messaging across multiple platforms matter in crisis communication?
- A) It is unnecessary if the primary message is strong
- B) It reinforces credibility and prevents contradictory narratives





- C) It wastes resources that could be used for investigation
- D) It only matters for external communications
- 8. What is essential in post-crisis communication?
- A) Minimizing discussion of what went wrong
- B) Shifting blame to external factors
- C) Learning from the incident and sharing preventive measures
- D) Immediately moving on without retrospective analysis
- 9. How should organizations prepare for potential misinformation crises?
- A) By developing pre-established protocols and response teams
- B) By ignoring low-level rumours to avoid giving them attention
- C) By relying entirely on spontaneous responses
- D) By outsourcing all communication to external agencies
- 10. What fundamental principle underlies effective misinformation management?
- A) Speed matters more than accuracy in all circumstances
- B) Silence is often the most effective response
- C) Balancing urgency with accuracy while maintaining transparency
- D) Institutional authority alone is sufficient to counter false claims

B C C B C

Answer key:

C B

C A

- 3. Watch and listen to the video "What is Media Literacy?" by Language and Philosophy. As you watch, reflect on the four main components of media literacy (access, analyse, evaluate, and create) and how each one contributes to preventing the spread of misinformation.
- 4. Watch the video "Crisis Communication The Golden Hour and How to Immediately Respond to a Crisis" by Hofstra University and choose the correct answer (A, B, C, or D). Only one option is correct.
- 1. What comparison does Helio Fred Garcia use to describe how organizations should handle social media crises?
- A) Like a natural disaster where evacuation timing is critical
- B) Like a military campaign requiring detailed strategic planning
- C) Like a court case where evidence must be carefully preserved
- D) Like a heart attack patient who needs emergency treatment within an hour
- 2. Why does responding quickly give organizations a better chance of protecting their reputation?





- A) It lets them shape the narrative instead of leaving others to fill the void
- B) It allows them to remove negative comments before they go viral
- C) It helps them avoid journalists and media requests
- D) It gives them time to get proper legal advice
- 3. According to Garcia, what's the main mistake organizations make when planning their crisis response?
- A) They focus too much on what stakeholders expect
- B) They spend too much time showing they care
- C) They start by asking what they should say or do
- D) They involve too many people in the decision-making
- 4. Garcia suggests organizations should base their crisis response on which question?
- A) How do we protect ourselves from legal action?
- B) How quickly can we make this story disappear?
- C) What's the minimum we need to say to satisfy stakeholders?
- D) What would sensible people expect from a responsible organization in this situation?
- 5. What do most people realistically expect from an organization right after a crisis hits?
- a) A full investigation with concrete results
- b) Clear signs the organization cares and is taking action
- c) An immediate apology and financial compensation
- d) A comprehensive legal statement covering all liability issues
- 6. According to Garcia, what causes the most damage to an organization's reputation during a crisis?
- A) The impression that the organization doesn't care about what happened
- B) How serious the crisis actually is
- C) How many people are directly affected
- D) How much negative press coverage it receives
- 7. What holds many organizations back from responding straight away?
- A) They're hoping the situation will blow over on its own
- B) They can't access their social media accounts quickly enough
- C) They're still figuring out what happened and worried about admitting fault
- D) They'd rather make statements through traditional press releases
- 8. In the video, how is staying silent during a crisis characterized?
- A) As a smart move that buys time for proper planning
- B) As the safest approach for at least the first day
- C) As looking like you either don't care or have something to hide
- D) As necessary protection against potential lawsuits
- 9. Which of these is NOT among Garcia's five things you can say immediately?
- A) Say what actually happened





- B) Show empathy for those affected
- C) Spell out what you stand for as an organization
- D) Point out who's responsible for the problem
- 10. What does Garcia say organizations can communicate right away without risking legal problems?
- A) Their acknowledgment of events, empathy, values, plans, and commitment
- B) Full details about fault and responsibility
- C) Nothing at all until lawyers verify every fact
- D) Just the contact details for their legal team

#### Answer key:

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

#### C. SPEAKING

#### C.I. Speech patterns

Study speech phrases that can help speakers structure their responses clearly and persuasively when discussing information, sources, and crisis situations.

Today you will practise the speech patterns you need for the upcoming crisis response meeting at Novaland University's Academic Integrity Committee.

#### To Express Doubt or Uncertainty About Information

I'm not convinced that...

There's something off about...

This doesn't add up because...

I have serious doubts about...

#### To Express Certainty or Confirm Information

The evidence clearly points to...

We can say with confidence that...

Everything indicates that...

There's no question that...

#### To Present Counter-Evidence or Refute Misinformation

Actually, if you look at...





The facts tell a different story... That contradicts what we know from... When you dig deeper, you find that...

#### To Acknowledge Complexity or Different Viewpoints

I see your point, but we also need to consider...
It's not as straightforward as it seems...
There's more to this than...
Fair enough, though we should also look at...

#### To Discuss Crisis Response and Communication

We need to get ahead of this by... The priority right now is to... We should reach out to... before... Our response needs to address...

#### To Emphasize Urgency or Importance

We're running out of time here... This is critical because... We can't afford to wait on this... If we don't act now...

#### C.II. Crisis Briefing

Based on all the materials examined so far, prepare and deliver an individual crisis briefing to the Vice-Rector using the above speech patterns.

#### **Preparation:**

The Vice-Rector needs clear answers to make critical decisions: Are the screenshots real or fake?
What evidence supports your conclusion?
How should the university respond?
What statement should go to students and media?

#### Your task:

You have 4-5 minutes to deliver your briefing, followed by 2-3 minutes of questioning from the Vice-Rector (your teacher or classmates).

#### The 4-5 minutes briefing shall have the following structure:

1. Opening Statement (30 seconds)State your conclusion clearly and confidentlyUse 1 certainty phrase

#### 2. Evidence Summary (2 minutes)

Present the strongest evidence supporting your conclusion. Show how evidence connects and confirms your conclusion.





Use 2-3 certainty/doubt phrases ("We can say with confidence that..." / "There's no question that...")

Use 1-2 counter-evidence phrases ("The facts tell a different story..." / "When you dig deeper, you find that...")

#### 3. Alternative Theories (1 minute)

Acknowledge what doubters might argue

Explain why those arguments don't hold up

Use 1-2 complexity phrases ("I see why some might think... but we also need to consider..." / "It's not as straightforward as it seems...")

#### 4. Recommended Response (1 minute)

Suggest immediate actions

Recommend communication strategy

Identify stakeholders who need immediate contact

Use 2-3 crisis response phrases ("We need to get ahead of this by..." / "The priority right now is to...")

Use 1 urgency phrase ("We're running out of time..." / "This is critical because...")

#### 5. Closing (30 seconds)

Reinforce your recommendation

Project confidence in the decision.

### Sample questions (3-4 challenging questions) from the Vice-Rector (your teacher or classmates):

- 1. "The IT report shows no breach, but our systems have been compromised before. What makes you confident we haven't missed something this time?" Your response should use verification + certainty phrases
- 2. "Several students have contacted me claiming some questions in the screenshots match material from their study groups. Could someone have combined genuine advance information with fabricated content?"

  Your response should use counter-evidence phrases
- 3. "I have the Student Union demanding postponement, and three faculty members have expressed concerns about proceeding. We have until 8 AM. What's your recommendation and on what grounds?"

  Your response should use crisis response + urgency phrases
- 4. "If we announce this was fabricated, we risk alienating students who shared the material in good faith. How do we address this without damaging relationships further?"

Your response should use complexity acknowledgment + response strategy phrases

5. "Student confidence in our institution has been shaken. Regardless of whether the leak was genuine, we face a credibility problem. What's your plan to address that?"





Your response should use crisis response + acknowledging complexity phrases

6. "We have local media requesting comment and parents calling the main office. If we proceed with exams and your assessment proves incorrect, the consequences will be severe. Walk me through your reasoning once more." Your response should use certainty + evidence summary phrases.

#### Lock IV

After completing the crisis investigation, the Academic Integrity Committee must finalize their Crisis Response Protocol for future incidents. The protocol document is password-protected to ensure only trained committee members can access it.

To unlock the protocol, you must identify the four essential principles of effective crisis communication that you practiced during the speaking simulation. These principles are scrambled below.

Unscramble each phrase, then take the first letter of each correct principle to form a 4-letter code.

#### **Scrambled Phrases:**

#### **Principle 1: YVEIRF SRUECOS**

Hint: What must you do with information before accepting it as fact?

#### Principle 2: ETAK IOPNISTO

Hint: During a crisis, you must do this clearly and confidently.

#### **Principle 3: DITMA NTUCITNAERY**

Hint: What should you acknowledge when you don't have all the answers?

#### Principle 4: SORDPEN YKQILCU

Hint: How fast should you communicate to control the narrative?

#### **Answer Key:**

Principle 1: VERIFY SOURCES  $\rightarrow$  V Principle 2: TAKE POSITION  $\rightarrow$  T Principle 3: ADMIT UNCERTAINTY  $\rightarrow$  A Principle 4: RESPOND QUICKLY  $\rightarrow$  R

Password: V T A R

#### **D. WRITING**

#### **Internal investigation report**

#### **Objective:**





Write a formal internal report (300 words) documenting your investigation of the alleged exam leak at Novaland University. This report will be submitted to the Vice-Rector and archived as part of the university's crisis management records.

#### **Requirements:**

- 1. Use **formal, professional English** (no contractions, casual language, or personal opinions).
- 2. Use precise vocabulary related to investigation and verification.
- 3. Include at least 4 examples of modal verbs of past deduction to analyze what happened.

#### **Report Structure:**

#### 1. Incident Summary (approximately 50 words)

When the screenshots appeared How they spread Initial impact on the university community

#### 2. Investigation Findings (approximately 120-150 words)

Evidence examined (IT reports, faculty verification, social media analysis) Analysis of what the evidence revealed Use modal verbs of past deduction to explain your reasoning

#### 3. Conclusion (approximately 40-50 words)

Clear statement: genuine leak or hoax Confidence level in your conclusion

#### 4. Recommendations (approximately 40-50 words)

Immediate actions needed Future preventive measures

#### **MAIN ASSIGNMENT**

Watch the introductory video again to remind yourself of the situation at Novaland University and your role as members of the Academic Integrity Committee.

It is now 10 PM on Sunday evening, and you have until 8 AM Monday morning—just 10 hours—to restore confidence in the examination system and ensure fair testing for all students. False information about leaked exam answers has spread across campus, and thousands of students are confused, anxious, and uncertain whether to trust the examination process.

As representatives of the Academic Integrity Committee, you are responsible for addressing this crisis through clear, credible, and timely communication. Your Vice-Rector needs a comprehensive emergency communication package that will reach students through multiple channels before the first exam begins.





#### Main assignment:

Execute an Emergency Student Communication Package: Create a multi-platform message to address student concerns before exam time and respond appropriately to rumours about exam leaks. This includes:

- 1. A campus-wide email announcement (250-300 words),
- 2. Social media posts for official student accounts (3 posts, 50-75 words each),
- 3. FAQ document (7-10 questions, 300-400 words total) addressing common student questions about the alleged leak.

*Type of challenge:* Communication crisis management

**Activities:** Students will work in small groups of 3-4 people (alternatively, the challenge can be also implemented individually).

*Roles:* All students are representatives of the Academic Integrity Committee.

*Inputs:* actual course syllabi, faculty statements, student testimonies, university communication templates.

*Outputs:* Emergency Student Communication Package (email; social media posts; and FAQ document).

#### DISCUSSION AND REFLECTION

- How did this challenge change your understanding of your responsibility in preventing the spread of misinformation?
- What tensions did you experience between responding quickly and being accurate when creating your crisis communication package? How did you balance these competing demands? What choices did you make, and why?
- How did considering multiple stakeholder perspectives (students, faculty, parents, media) change your approach to crisis communication? Which stakeholder group's needs were hardest to address, and why? How did understanding different viewpoints shape the language, tone, and content of your messages?
- Which democratic values (such as transparency, respect for truth, protecting human dignity, or fairness) were most difficult to maintain during this task? What made these values challenging to uphold, and how did you handle the situation?
- How could the crisis communication strategies you learned apply beyond academic settings—for example, to public health misinformation, political debates, or social media controversies? What similarities and differences do you see between managing an exam leak and handling misinformation in other real-world situations?





#### Unit 3

## Join In: Civic Engagement and Youth Participation

#### **Intended learning outcomes**

#### Knowledge:

- Understand key concepts of civic engagement, youth participation, and democratic decision-making.
- Recognize vocabulary & grammar for expressing obligation and hypothetical conditions (e.g. must, should, conditionals type 1 & 2).
- Become familiar with European initiatives supporting active citizenship.

#### Skills:

- Design and present a student-led civic engagement campaign using persuasive language and visual communication.
- Create media outputs (infographic, poster/hashtag, 2-minute video pitch) that motivate peers to participate.
- Apply sentence transformations to express goals, contrasts and recommendations clearly.

#### Attitudes:

- Value inclusiveness and collective responsibility in community projects.
- Show initiative in addressing local issues and encouraging participation among peers.
- Develop confidence in public speaking and collaborative decision-making.

#### Values:

- Commitment to democratic principles and active citizenship.
- Respect for diverse viewpoints and constructive debate.
- Appreciation of evidence-based advocacy and transparent communication.

#### **Backstory**

You are members of CivicSpark, an international student network amplifying youth voices across Europe. Your university in Novaland has launched a consultation to fund one major civic project proposed by students. However, youth participation is strikingly low and student apathy is growing. The administration warns that the initiative will be cancelled unless engagement improves. Your mission is to design and present a student-led civic engagement campaign that tackles a local issue and convinces your fellow students to get involved.





## A. READING, VOCABULARY AND LISTENING: motivating participation

#### A.I. Reading

#### 1. Pre-reading discussion:

- Why do you think many young people avoid civic activities?
- What incentives could persuade students to join community projects?
- Should universities make civic engagement a graduation requirement? Why or why not?

### 2. Read the text and reflect on the difference between apathy and action in civic movement

#### From Apathy to Action: Students Revive Novaland's Civic Spirit

For years, the university campus in Novaland has boasted modern lecture halls, thriving research labs, and a lively social scene. Yet when it comes to civic engagement, an unmistakable silence has settled in. Student elections attract barely ten percent of the electorate. Campus forums on local issues often draw more empty chairs than participants. Surveys reveal that many students doubt their voices matter, citing a "culture of apathy" and a belief that decisions are made far above their heads.

This disengagement is not unique to Novaland. Across Europe, youth participation in civic life has been declining, even as young people express strong opinions online. Researchers describe a "digital paradox": students are vocal on social media but hesitant to attend town halls or organize campaigns. The Novaland administration has now issued a challenge—unless student involvement improves, a newly created fund for a major civic project will be cancelled.

Despite the gloomy picture, examples from across Europe show that apathy is not destiny. In Finland, the Helsinki Youth Climate Forum demonstrated how peer-led initiatives can transform campus culture. There, students organized workshops on local climate policy, combining music events with action pledges. Attendance grew fivefold within a semester, and their proposals were eventually adopted by the city council.

Spain offers another inspiring case. The Barcelona "City Makers" Collective, launched by university students, tackled issues of urban mobility. Through bikerepair pop-ups and neighbourhood mapping walks, they captured the attention of city officials and secured funding for more bike lanes. Crucially, the campaign used playful visuals and relatable language, making civic participation feel accessible rather than bureaucratic.





Even closer to home, Polish students at the University of Gdańsk recently revived a dormant civic fund by forming PeerConnect, a mentoring network. Senior students paired with newcomers to discuss local challenges—from recycling systems to cultural inclusion. Peer-to-peer relationships created trust, and attendance at civic meetings tripled within a year.

These success stories share three essential ingredients: peer mentoring, creative communication, and authentic partnerships; Peer Mentoring - Students are far more likely to join initiatives when invited by friends or near-peers rather than administrators. Mentors who can say, "I was in your shoes last year," provide credibility and reduce the intimidation factor. In Novaland, pairing enthusiastic upper-year students with first-years could spark personal investment and sustain engagement beyond a single event. Social Media Drives with Purpose -While online debate alone is not enough, digital tools can act as catalysts. Campaigns that blend striking visuals with clear calls to action—short videos, interactive polls, or countdown challenges—convert passive scrolling into active participation. A campaign hashtag such as #JoinInNovaland can unify scattered efforts and give students a visible identity as change-makers. Partnerships with Local NGOs - Collaboration with established non-profits brings expertise and visibility. Local environmental groups, cultural associations, or youth councils can provide training, small grants, and real-world impact, proving that student ideas reach beyond the campus gates. For example, teaming up with a neighbourhood food-waste charity could allow students to design and implement measurable projects within a semester.

The path forward for Novaland is clear but requires collective will. A student-led civic engagement campaign—rooted in peer relationships, amplified by smart digital outreach, and strengthened through community partnerships—can shift the narrative from "Why bother?" to "We belong here."

Administrators have offered a carrot and a stick: a generous fund for the best proposal, or cancellation if indifference continues. But the deeper reward lies elsewhere. By moving from apathy to action, students not only preserve the civic fund; they claim their rightful place as active citizens shaping their university, their city, and their future democracy.

In the end, Novaland's challenge is less about winning a single project and more about awakening a lasting civic spirit—one campaign, one conversation, and one student at a time.

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

- 1. What is identified as the primary issue regarding civic engagement at Novaland University?
- A) Lack of modern facilities
- B) Low student participation in elections and forums
- C) Insufficient funding for civic projects
- D) Absence of social media presence





- 2. According to the text, what percentage of students typically participate in student elections at Novaland?
- A) 25%
- B) 15%
- C) 10%
- D) 5%
- 3. What phenomenon do researchers describe regarding youth civic participation across Europe?
- A) Complete withdrawal from all forms of engagement
- B) Increased participation in traditional civic activities
- C) A "digital paradox" of online vocal presence but low physical participation
- D) Equal participation in both online and offline activities
- 4. Which strategy proved successful in the Helsinki Youth Climate Forum?
- A) Strict administrative oversight
- B) Online-only engagement
- C) Peer-led initiatives combining entertainment with activism
- D) Mandatory student participation
- 5. What was the key achievement of the Barcelona "City Makers" Collective?
- A) They created a new student government
- B) They secured funding for additional bike lanes
- C) They established a new university campus
- D) They organized online protests
- 6. How did the University of Gdańsk's PeerConnect program improve civic engagement?
- A) By offering academic credits
- B) By providing monetary incentives
- C) By implementing mandatory participation
- D) By establishing peer-to-peer mentoring relationships
- 7. Which three essential ingredients for success are identified in the text?
- A) Funding, technology, and administration
- B) Peer mentoring, creative communication, and authentic partnerships
- C) Social media, protests, and student government
- D) Faculty involvement, research, and policy changes
- 8. What is suggested as an effective approach to digital engagement?
- A) Replacing all in-person meetings with online forums
- B) Eliminating social media presence entirely
- C) Combining striking visuals with clear calls to action
- D) Focusing solely on administrative announcements
- 9. What consequence does Novaland's administration threaten if student involvement doesn't improve?
- A) Closure of research labs





- B) Reduction in faculty
- C) Cancellation of a newly created civic project fund
- D) Elimination of student government
- 10. According to the text, what is the deeper reward of increased civic engagement beyond preserving the fund?
- A) Higher grades and academic recognition
- B) Monetary compensation for participants
- C) International study opportunities
- D) Becoming active citizens who shape their community's future

Answer	key

- 1. b
- 2. c
- 3. c
- 4. c
- 5. b
- 6. d
- 7. b
- 8. c
- 9. c
- 10. d
- 4. Read each statement carefully. Choose which statement is true or false according to the text.
- 1. Student elections at Novaland regularly attract more than half of the student body.
- A) true B) false
- 2. Researchers describe a "digital paradox," where students are outspoken online but avoid face-to-face civic events.
- A) true B) false
- 3. The university administration has threatened to cancel the civic fund if student participation does not improve.
- A) true B) false
- 4. The Helsinki Youth Climate Forum focused on improving public transport in Barcelona.
- A) true B) false
- 5. Barcelona's "City Makers" Collective used creative visuals and informal activities to engage students.
- A) true B) false
- 6. PeerConnect in Poland increased attendance at civic meetings by forming mentoring pairs between senior and first-year students.
- A) true B) false





- 7. The three key strategies highlighted are peer mentoring, social media drives, and partnerships with local NGOs.
- A) true B) false
- 8. The article suggests that online campaigns alone are sufficient to solve student apathy.
- A) true B) false
- 9. Local NGOs can offer training, small grants, and help students achieve measurable impact beyond campus.
- A) true B) false
- 10. According to the article, the main goal is to win the funding competition, not to create long-term civic engagement.
- A) true B) false

#### Answer key

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

#### A.II. Vocabulary

#### 1. Match the key terms with their definitions

Terms	Definitions
1. Civic engagement	A. A clear statement urging an audience to do something specific—such as sign up, donate, or attend.
2. Grassroots campaign	B. The percentage of eligible people who actually take part in an event or activity.
3. Obligation	C. Responsibility for one's actions and the need to explain or justify them.
4. Call to action	D. A movement begun and led by ordinary people rather than officials or large organizations.
5. Outreach	E. Efforts to connect with people outside your usual group to inform, support, or involve them.
6. Accountability	F. Public involvement in community, political, or social decision-making.





7. Persuasive speech	G. Use of striking images, graphics, or design elements to promote a message or campaign.
8. Hashtag activism	H. A moral or legal duty to do somethings.
9. Participation rate	I. Use of social-media hashtags to raise awareness or mobilize support for a cause.
10. Visual campaign	J. A speech intended to convince an audience to adopt a viewpoint or take action.

#### **Answer key**

Civic engagement - F Grassroots campaign - D Obligation - H Call to action - A Outreach - E Accountability - C Persuasive speech - J Hashtag activism - I Participation rate - B Visual campaign - G

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

#### **Word Bank**

civic engagement • grassroots campaign • obligation • call to action • outreach • accountability • persuasive speech • hashtag activism • participation rate • visual campaign

campaign
1. Students demonstrated strong by organizing a campus-wide debate on environmental policy.
2. The clean-river initiative started as a small but soon gained citywide attention.
3. Every citizen has an to vote in local elections.
4. The speaker ended with a powerful that urged everyone to volunteer
that weekend.
5. The mentoring team planned weekly community visits as part of their strategy.
6. Transparency reports help ensure public officials maintain for their decisions.
7. The student leader delivered a compelling that convinced many to sign the petition.
8. Thousands joined the climate march after a single tweet sparked global
9. The university reported a 35 % in last semester's student-council elections.
10. Designers created a colourful poster series as part of a broader to attract volunteers.

**Answer key** 





- 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 - Reading

#### Scenario:

The campus "CivicSpark Hub" is protected by a **4-digit code**.

Each correct answer below reveals **one digit**.

Find all four digits to unlock the Hub and submit your civic-campaign proposal.

#### Clues

- 1. What main reason does the article give for the possible cancellation of the civic fund?
- A) Budget cuts 4
- B) Lack of student participation 7
- C) New government policy 1
- D) Poor weather conditions 3
- 2. Which European city's youth climate forum grew fivefold in one semester?
- A) Barcelona 9
- B) Helsinki 2
- C) Gdańsk 6
- D) Novaland 8
- 3. Which key strategy is not listed among the three essential ingredients for reenergising participation?
- A) Peer mentoring 5
- B) Social media drives 7
- C) Partnerships with local NGOs 3
- D) Compulsory attendance 0
- 4. Which term refers to a clear statement urging people to take immediate action?
- A) Visual campaign 6
- B) Call to action 1
- C) Accountability 4
- D) Grassroots campaign 5

<b>Code Box:</b>	[	]
Answer: 7.2.0	1	





#### A.III. Listening

#### 1. Pre-listening discussion questions

- In your own words, what does civic engagement mean? Can you give an example from your community?
- Why do you think some young people hesitate to get involved in politics or social projects?

### 2. Watch and listen to a short lecture on "The Power of Youth Civic Engagement" reflect on the following:

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

- What personal experience first motivated Nikol Hambarlieva to start her journey in civic engagement?
- How many young people did her career fair reach, and how many international speakers took part?
- Which major issue did she address when speaking in the European Parliament?
- Name two opportunities the speaker mentions for young people to participate in decision-making at the European or school level.
- Quote or paraphrase one call to action that Nikol uses to inspire her audience.

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

- 1. What was Nikol's first major initiative in civic engagement?
- a. Representing Bulgaria in the EU Youth Dialogue
- b. Speaking at the European Parliament
- c. Organizing a career fair with international speakers
- d. Creating a student council
- 2. How many young people attended the career fair organized by Nikol?
- a. 100
- b. 150
- c. 175
- d. Over 200
- 3. Which pressing issue did Nikol address during her workshops in the European Parliament?
- a. Climate change
- b. Digital transformation
- c. Brain drain
- d. Mental health
- 4. According to the speech, why is youth perspective particularly important in policy-making?
- a. Young people are more energetic
- b. Youth have more time to implement changes
- c. Young people are more innovative
- d. They will live with the long-term consequences of today's decisions





- 5. What does Nikol emphasize as NOT necessary for youth engagement?
- a. Courage to start
- b. Perfect preparation
- c. Strong conviction
- d. Political connections

#### **Answer key**

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

#### 4. Answer the following questions:

- Why does Nikol describe fear as "a sign that we care deeply about something," and how did this idea influence her actions?
- What example does Nikol give of a major policy issue affecting Bulgarian youth, and why is it significant?
- According to the speech, what unique perspective do young people bring to discussions about digital transformation and the job market
- List two formal platforms Nikol recommends for youth to practice civic engagement and explain one benefit of each.
- What message does Nikol give to policy makers and community leaders at the end of her talk?





#### **Lock II - Vocabulary**

#### Scenario:

The "CivicSpark Studio" is locked. To open it, you must match each key term with the correct definition.

Write the **first letter** of each correct match in order (1–4) to reveal the **4-letter password**.

#### **Terms**

- 1. Civic engagement
- 2. Brain drain
- 3. Grassroots campaign
- 4. Empowerment

#### **Definitions**

- A. Large numbers of educated young people leaving their home country for better opportunities abroad.
- B. Strength or confidence gained when people believe they can influence decisions affecting their lives.
- C. Public involvement in community, political, or social decision-making to create positive change.
- D. A movement started and led by ordinary people rather than governments or big organisations.

Password = first letters of correct matches in order 1-4.

Answer: CADB

## B. READING, GRAMMAR AND LISTENING: Freedom of Speech in the Age of Artificial Intelligence

#### **B. I. Reading**

#### 1. Pre-reading discussion

- According to the text, what are two main reasons young Europeans hesitate to participate in formal political decision-making, even though many discuss politics with friends or family?
- The article mentions both positive trends and continuing challenges for youth civic engagement. Identify one example of progress and one barrier that still limits meaningful participation.
- 2. What strategies does the text recommend to help close the gap between young people's interest in civic life and their actual participation?

Youth Engagement in Europe: What the Data Shows





In Europe, youth participation in political and civic life has been changing considerably. According to the European Commission's Understanding Youth Engagement in Europe Through Open Data (2023), many young people are talking about politics and voting more than in the past, but they still feel they have limited influence over policies that affect them.

For example, in the 2019 European elections, turnout among younger voters (under 25) increased by 14 percentage points compared to 2014, reaching around 42%.

Despite this growth, young people still tend to trust national governments more than EU institutions, yet they believe their voices are more heard at the local level. About 47% feel they have influence in local politics, compared to only 30% at the EU level.

Other forms of engagement are also significant: Around 85% of young respondents say they discuss politics with friends or family. Many have signed petitions or taken part in demonstrations.

Still, there is a gap between belief and action. Although many believe that elections, protests, or petitions are effective ways to influence policy, fewer have taken action themselves. For example, fewer young people engage in formal decision-making or contact political representatives.

Researchers identify several barriers to deeper participation. Time is a major factor: young people often juggle studies, work, or family responsibilities. They also report feeling uninformed about political processes or unsure their voice will be listened to. Finally, institutional systems sometimes treat youth participation as symbolic rather than meaningful, which can discourage further engagement.

To address these issues, experts suggest multiple strategies: Improve civic education — teaching how democracy works, how policy decisions are made, and how young people can engage effectively. Create youth-led decision platforms — such as youth councils, advisory boards or co-design spaces where young people help make real decisions. Make participation accessible and inclusive — address inequalities of access (for example in rural areas), provide logistical or financial support, and make sure schedules, digital access, and other resources are not barriers.

One promising area is digital civic engagement. Young people increasingly use online tools: social media campaigns, virtual petitions, online forums. These allow them to express their concerns, organise among themselves, and build community, even if they are not active in traditional political processes.

However, digital participation has its limits. It can sometimes feel superficial ("clicktivism"), and not all young people have reliable internet access or digital





literacy. Also, online engagement is often separate from formal institutional decision-making. If digital participation does not translate into real power or influence, young people may become frustrated.

In conclusion, youth participation in Europe is evolving: there is more interest and rising turnout, but challenges remain. The gap between what young people believe is effective and what they actually do is still significant. To "join in" fully, youth need more than opportunities—they need genuine influence, education, and systems that treat them as partners rather than as token participants. When those conditions are met, civic engagement among young people can deepen and strengthen democracy itself.

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

- 1. According to the European Commission's 2023 report, what was the voter turnout percentage for young people (under 25) in the 2019 European elections?
- A) Very low turnout less than one third of young people voted.
- B) Moderate turnout around two in five young people voted.
- C) Nearly half of young people participated.
- D) Exceptionally high turnout almost everyone voted.
- 2. What percentage of young people feel they have influence at the local political level?
- A) Very few young people feel they have any influence.
- B) About one in three young people feel they have some influence.
- C) Nearly half of young people feel they have influence.
- D) Almost all young people feel they have strong influence.
- 3. Which level of government do young Europeans tend to trust more?
- A) EU institutions
- B) National governments
- C) Regional governments
- D) Municipal governments
- 4. What percentage of young respondents report discussing politics with friends or family?
- A) Fewer than half of young people do so regularly.
- B) Just under half of young people talk about politics with friends or family.
- C) Around one in three young people have such discussions.
- D) Almost all young people frequently talk about politics.
- 5. What is identified as a major barrier to youth political participation?
- A) Lack of internet access
- B) Language barriers
- C) Time constraints
- D) Financial costs
- 6. Which of the following is NOT mentioned as a suggested strategy to improve youth engagement?





- A) Creating youth councils
- B) Providing financial incentives
- C) Improving civic education
- D) Establishing advisory boards
- 7. What is described as a limitation of digital participation?
- A) It can be perceived as superficial "clicktivism"
- B) It requires too much time commitment
- C) It is too expensive to implement
- D) It is too complex for most users
- 8. What is the gap identified between belief and action in youth engagement?
- A) Young people believe in local politics but participate nationally
- B) They trust EU institutions but participate locally
- C) They believe in engagement methods but fewer take action
- D) They participate online but distrust digital platforms
- 9. How do institutional systems sometimes treat youth participation?
- A) As essential contributors
- B) As symbolic rather than meaningful
- C) As primary decision-makers
- D) As technical experts
- 10. What is identified as a requirement for full youth participation beyond just opportunities?
- A) Financial compensation
- B) Political party membership
- C) University education
- D) Genuine influence and partnership

#### **Answer key**

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

## **B.II.** Grammar

#### 1. Fill in the gaps with the appropriate word.

European surveys show that young people are increasingly interested in politics, yet many hesitate to take action.

They know they (1) \_\_\_\_ attend local meetings if they want their concerns heard. (obligation)



Rewrite using *were to*.



However, (2) they contact decision-makers, their ideas will remain unknown.
The European Commission recommends stronger civic education (3) help students understand how laws are made.
Many young people sign online petitions, (4) they rarely join formal consultations.
If every young citizen (5) to vote, turnout would rise dramatically. Leaders also argue that governments (6) create youth councils to give real influence.
Digital tools can increase participation, yet they are not enough on their own. If social media campaigns (7) supported by face-to-face dialogue, trust will
remain low.  Some students think, "Why bother?" But experts reply: You (8) stay silent when decisions affect your future
Youth groups often start small. They organise workshops (9) young people can practise debate and negotiation.
Finally, policy makers are reminded: If nobody got involved, democracy (10) weaker and less responsive.
Answer key  1. must  2. unless  3. in order to  4. but/although  5. were/went/decided  6. should  7. are not  8. must not  9. so that  10. would become
2. Rewrite the bold part of each sentence so that the meaning stays the same, using 3–8 words and following the indicated grammar focus.  1. Young people have to participate if they want their concerns heard. Rewrite using <i>must</i> .
2. Leaders warn that without youth action, policies will ignore their needs. Begin with <i>Unless</i> .
3. Governments should improve civic education so that students understand how democracy works. Rewrite beginning with <i>in order to</i> .
4. Although many sign petitions, few attend consultations, participation remains low. Rewrite using $but$ .
5. If every young citizen decided to vote, turnout would rise dramatically.





- 6. Experts say that leaders ought to create youth councils for real influence. Rewrite using *should*.
- 7. If online campaigns lack face-to-face dialogue, trust will stay low. Rewrite beginning with *Unless*.
- 8. Experts advise, "Young people must not stay silent when decisions affect their future."

Rewrite using *shouldn't*.

9. Workshops give practice in debate so that young people can develop negotiation skills.

Rewrite beginning with in order to.

10. If nobody got involved, democracy would become weaker and less responsive.

Rewrite using *Unless*.

- 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.
- 3. Complete the text with ONE word derived from the word in brackets. Pay close attention to both grammar (reported speech) and meaning (contrast connectors).

Young Europeans show growing interest in politics, but real civic (1)(ENGAGE) is still uneven. The 2019 European elections saw a sharp rise in youth (2) (TURN), yet many remain unsure how to influence policy.
Researchers note several causes for limited (3) (PARTICIPATE): lack of time, missing information, and weak trust in (4) (INSTITUTION) bodies. Experts recommend stronger civic education to give young people the (5) (CONFIDENT) to speak out.
Local projects can create a sense of (6) (BELONG) and motivate continued action. However, digital activism alone is not a complete (7) (SOLVE); it must connect to formal decision-making. Governments are urged to design youth councils and advisory boards in (8) (COOPERATE) with students, ensuring their voices count. Such measures would strengthen democratic (9) (STABLE) across Europe.





Ultimately, societies must show real (10) \_\_\_\_ (COMMIT) if they expect young people to join in.

#### **Answer key**

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

Lock II	I – Gra	mmar
LUCKII	1 – VII a	umai

Choose	from: m	ust, shoi	ula, ought to	o, need, c	an, could,	might.	Use each	only
once.								
			_			-		

You	attend	the mee	ting to,	or you	i will not	beco	me a	memb	er.
T 7		. 1		1		_			

You \_\_\_\_\_ join a youth council to share your important and useful ideas.

You \_\_\_\_\_ volunteer at the community center this weekend.

# Suggest the appropriate form of the words in brackets

The government launched a new programme to increase \_\_\_\_\_ (to participate) among rural youth.

Strong public commitment is essential for long-term democratic reforms.

Effective civic education builds young people's confidence to speak out and influence policy.

#### Answer key

must - obligation should - recommandation can - possibility participation commintment confidence

# **B. III. Listening**

- 1. Pre-listening discussion: Before watching the video, think about movements in your own country or community. What social or political issue do you believe young people should speak out about, and why might their involvement be especially powerful?
- 2. Watch and listen to the video "What Is Youth Activism? Your Civil Rights Guide", and answer the following questions. Only one answer is correct.
- 1. What is the primary focus of the video?





- A) The history of technology
- B) The impact of climate change
- C) The importance of art in society
- D) The development of communication skills
- 2. According to the video, how does technology affect education?
- A) It hinders students' learning experiences
- B) It enhances the accessibility of information
- C) It has no significant impact
- D) It only benefits teachers
- 3. What role does art play in cultural identity, as discussed in the video?
- A) It has no role in cultural identity
- B) It helps express and preserve cultural values
- C) It is merely for entertainment purposes
- D) It creates division among cultures
- 4. How does the video suggest we should approach the use of digital tools?
- A) By using them exclusively for social media
- B) With caution, as they can be misleading
- C) As a way to enhance creativity and communication
- D) By avoiding them altogether
- 5. Which of the following is mentioned as a benefit of collaborative projects in education?
- A) They reduce the workload of students
- B) They foster teamwork and communication skills
- C) They are less engaging than individual projects
- D) They lead to lower grades
- 6. What is the recommended method for evaluating sources of information, according to the video?
- A) Trust all sources equally
- B) Assess credibility and relevance
- C) Use only peer-reviewed articles
- D) Rely on personal opinions
- 7. The video emphasizes the importance of which skill in the digital age?
- A) Memorization
- B) Critical thinking
- C) Time management
- D) Basic computing skills
- 8. In terms of artistic expression, what does the video highlight as a key aspect?
- A) Following strict guidelines
- B) Emphasizing individualism
- C) Adhering to traditional styles
- D) Exploring diverse perspectives





- 9. What does the video say about the relationship between art and social change?
- A) Art has no influence on social change
- B) Art can be a powerful vehicle for social change
- C) Art is only for aesthetic purposes
- D) Art often complicates social issues
- 10. According to the video, what is essential for effective communication in today's world?
- A) Using complex vocabulary
- B) Relying on written communication only
- C) Understanding the audience and context
- D) Speaking without preparation

- 1. b
- 2. b
- 3. b
- 4. c
- 5. b
- 6. b
- 7. b
- 8. d 9. b
- 10. c
- 3. Watch the video on the topic "Can Civic Education Improve Youth Participation in Society? Real Life Curriculum". Think of an answer to the question and give your own argguments.
- 4. Watch the video on the topic "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.
- 1. What is the main question discussed in the video?
- A) How to lower voting age
- B) Who is responsible for teaching civic duty to youth
- C) Whether social media harms democracy
- D) Why young people avoid school
- 2. According to the script, who are often the first teachers of civic duty?
- A) Local politicians
- B) Community volunteers
- C) Parents and guardians
- D) Social media influencers
- 3. How do parents demonstrate civic duty to their children?
- A) By buying them history books
- B) By modeling actions such as voting and community service
- C) By teaching them foreign languages
- D) By restricting internet access





- 4. What role do schools play in civic education?
- A) They provide structured lessons on civics, history, and government
- B) They require students to vote
- C) They fund all local community projects
- D) They replace parental responsibility
- 5. Besides formal lessons, how can schools enhance civic learning?
- A) By offering free lunches
- B) Through extracurricular activities promoting engagement and service
- C) By increasing homework loads
- D) Through private tutoring only
- 6. How do community organizations help foster civic duty?
- A) By organising volunteer programs and advocacy initiatives
- B) By writing national laws
- C) By running private businesses
- D) By discouraging political debate
- 7. Research mentioned in the text indicates that volunteering can:
- A) Decrease interest in politics
- B) Increase political interest among disengaged youth
- C) Replace the need for school education
- D) Lower voting turnout
- 8. What can governments do to support civic education?
- A) Ban social media
- B) Implement policies like voter registration drives
- C) Replace school teachers
- D) Reduce taxes for parents
- 9. Teaching civic duty is described as more than just transferring knowledge because it also involves:
- A) Memorising legal codes
- B) Instilling ethical values such as respect and fairness
- C) Training in physical fitness
- D) Providing entertainment
- 10. What is the overall message of the video?
- A) Civic duty is solely the government's job
- B) Teaching civic duty is a collective effort by families, schools, communities, and governments
- C) Only schools can prepare young voters
- D) Civic engagement is unnecessary in modern society

- 1. B
- 2. C
- 3. B





- 4. A
- 5. B
- 6. A
- 7. B 8. B
- 9. B
- 10. B

# C. Speaking

# C. I. Speech patterns

Here is a collection of speech-pattern phrases that you can use to structure and strengthen your campaign proposal, infographic text, and especially the 2-minute speech / video pitch.

# 1. Opening / Introducing the Campaign

"Good morning, and thank you for the opportunity to present our civic engagement proposal."

"Our team's goal is to... [state local issue and purpose].

"We believe that meaningful change begins on campus, and today we'll show you how students can lead it."

# 2. Expressing Obligation

"Students **must** participate if we want a stronger university community."

"The administration **has to** provide transparent information for this campaign to succeed."

"We **need to** create opportunities that everyone can access."

# 3. Conditionals (Type 1 – Real / Likely)

"If more students **join our clean-energy drive**, the university **will reduce** its carbon footprint by 20%."

"Unless we start now, we will miss key funding deadlines."

Conditionals (Type 2 – Hypothetical / Persuasive)

"If every student **were to volunteer** just one hour a week, our city **would notice** a real difference."

"If nobody got involved, decisions would be made without student input."

#### 4. Stating Goals / Purpose

"Our proposal is designed to raise awareness of mental-health resources among students."

"We launched this initiative so that first-year students feel connected from day one."

"In order to achieve lasting impact, we plan to partner with local NGOs."

## **5. Showing Contrast or Counter-Argument**

"Although participation rates are low, the desire for change is clear."

"We recognise budget limits; however, small steps can create major results."





"Some might say students are too busy, yet our survey shows they welcome short, flexible activities."

# 6. Making Recommendations / Persuasive Appeals

"We recommend creating a Student Civic Council to coordinate projects across departments."

"The university **should** sponsor regular town-hall meetings with student representatives."

"Faculty advisors ought to guide new volunteers and provide feedback."

## 7. Organising & Transitioning Ideas

- "First, let's look at the problem we aim to solve...
- "Secondly, here is our action plan...
- "Finally, these are the measurable results we expect."
- "To sum up, our campaign offers a practical path to stronger participation."

## 8. Closing / Call to Action

- "Join us—because every voice matters and every action counts."
- "Together we can transform our university into a model of active citizenship."
- "Will you be the change our campus needs?"

# Place Sentences in a Dialogue

Below are five lines from a short campus-planning conversation. Match each sentence (A–E) with the correct stage of the dialogue (1–5). Each stage is used once:

- A. "Hello everyone, let's begin by outlining the local issue we want to address."
- B. "Although the budget is small, we can still launch a pilot project this semester."
- C. "If more students join, the university will notice a real difference in participation."
- D. "That's a great idea—should we create a sign-up form to start recruiting volunteers?"
- E. "Excellent, we've agreed on next steps: the sign-up form goes live this Friday."
- 1. Opening / Introduction
- 2. First Proposal of the Plan
- 3. Contrast or Obstacle Mentioned
- 4. Conditional Argument or Persuasive Point
- 5. Closing / Decision

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





# C.II. Debate practice

Based on all the materials examined so far, perform a debate using the above speech patterns.

**Instruction:** Work with a partner and perform a short debate on this motion: "Our university should make civic engagement a graduation requirement." Use the speech-pattern phrases you have practised (opinion, contrast, obligation, conditionals, recommendations). Each of you speaks at least once.

## **Sample Debate Lines to Practise**

Opening opinion – "I strongly believe students must complete a civic project before graduating."

Counter-argument – "That's a fair point, but many students already have heavy academic loads."

Conditional type 1 – "If the university provides flexible options, participation will increase without adding stress."

Recommendation – "The administration should partner with local NGOs to give students meaningful choices."

Closing statement – "Unless we take action now, we will miss the chance to build a truly engaged campus community."

# **Lock IV - Speaking / Reflection**

#### **Scenario:**

The final password protects the CivicSpark Action Plan.

Unscramble the phrases to reveal three key recommendations for running a successful student-led civic engagement campaign.

Take the first letter of each correct phrase to form a 3-letter code and unlock the plan.

#### **Scrambled Phrases**

TUDENTS AUST MJPO IN  $\rightarrow$  obligation for every student to participate. OMCMUNITY CNTOCAC  $\rightarrow$  build partnerships with local NGOs and civic groups EARLC LOAGS & NMMEOMDCTANIREOS  $\rightarrow$  set measurable aims and practical advice for action.

Students must identify:

Students must join in

Community contact

Clear goals & recommendations

**Answer:** S C C  $\rightarrow$  File unlocks.





# **D. Writing**

# **One-Page Written Proposal**

**Length**: approx. 300 words

**Purpose:** Present a concise but persuasive plan for a **student-led civic engagement campaign** addressing a local issue on campus.

## **Recommended Structure**

**Title & Tagline** – e.g., "Green Sparks: Students for a Carbon-Neutral Campus." **Introduction (1 paragraph)** – Define the problem in one or two sentences. Use contrast connectors: "Although our campus recycles, energy use remains high."

**Goals & Objectives** – State 2–3 clear goals with measurable outcomes. "Our goal is to reduce single-use plastic by 30% within one semester."

**Action Plan** – Explain the main activities, partners, and timeline. Obligation: "The university **must** provide space for collection points."

**Expected Results / Impact** – Predict benefits using conditional language.

"If students participate actively, the campus will lower its carbon footprint."

**Recommendations** – 1–2 final suggestions for administration or student union.

"The Student Council **should** integrate this project into orientation week."

## **Style Tips**

- Keep paragraphs short; use sub-headings or bullet points.
- Include at least **one contrast connector** (however, although, yet) and **one sentence of obligation** (*must, have to*).
- End with a motivating sentence: "Join us to prove that small steps create big change."

# Infographic - "5 Ways to Get Involved"

**Purpose:** Catch the eye quickly and offer **actionable steps**.

**Design & Language** 

Use a **bold title** and a simple, colourful layout.

Each of the five sections features:

**Short imperative** or obligation phrase, e.g.:

"Sign up for the Student Council—every opinion counts!"

"Join a weekly clean-up—your hands can spark change."

"Attend the Civic Forum—your vote shapes policy."

"Share ideas online—if you post, others will follow."

"Mentor first-years—help them find their civic voice."

Add simple icons or data points (e.g., "Only 15% of students volunteer—be part of the change").

**Language Goal**: Mix **imperatives** (*Join, Attend*) with **obligation** (*must, need to*) and **Type 1 conditionals** (*If you sign up today, you will...*).





# 2-Minute Speech / Video Pitch

**Purpose:** Deliver a **compelling oral argument** to rally students and win support from the university.

Suggested Outline (approx. 250 words / 120 seconds)

Hook / Greeting (15 sec)

"Imagine a campus where every student helps decide its future..."

## State the Problem & Goal (30 sec)

Contrast connector: "Although we pride ourselves on innovation, only 10% of students vote in council elections."

# Plan & Benefits (45 sec)

Conditional type 1: "If we start this semester, we will meet the city's sustainability targets."

Recommendation: "The administration should allocate a small budget for start-up materials."

# Call to Action (30 sec)

Obligation: "You must take the first step—sign up today!" Optional slogan/hashtag: "JoinNow4Change."

## **Performance Tips**

- Maintain clear transitions: "First...Next...Finally..."
- Use at least one **Type 2 conditional** for persuasion: "If every student were to give just one hour a week, our impact would double."
- Finish with a strong, memorable line: "Together we can be the change our campus needs."

# **Poster or Hashtag Campaign**

**Purpose:** Provide a **visual rallying point** for quick recognition on campus and online.

#### **Poster Elements**

Bold headline using **obligation or recommendation language**:

"Students Must Lead the Change!"

"Your Voice Matters—Use It!"

Striking image or simple graphic (e.g., raised hands, megaphone, campus skyline).

Very short call to action with a conditional promise:

"If you join today, our campus will thrive tomorrow."

## **Hashtag Ideas**

#StudentsMustLead

#JoinNow4Change

#CivicSparkNovaland

#IfYouActWeAllWin

#### **Integration Tip**

Use the **same core message and vocabulary** across all four outputs—proposal, infographic, speech, and poster—so that each piece reinforces the others and builds a consistent campaign identity.





# **MAIN ASSIGNMENT**

Novaland University wants to help more students take part in civic life. At the moment, fewer than 15% of students join local or campus initiatives. To change this, the university invites you to create a student-led campaign that encourages participation and shows how young voices can make a difference.

#### **Your Task**

Work in a team to design and present a **complete civic-engagement campaign** that tackles a real local or campus issue and motivates other students to "join in." Your campaign package must include:

# **Campaign Identity**

– A name, logo, and slogan or hashtag that capture the spirit of student participation.

# **Goals and Objectives**

- Two or three clear, measurable goals (e.g., increase voter turnout, start a new student club).
- At least one goal should be a **recommendation for university leaders.**

#### **Action Plan**

- Describe main activities and timeline (for example: mentoring sessions, cleanup events, registration drives, or NGO partnerships).
- Use **obligation phrases** (*students must get involved*), **conditionals** (*If we start now, participation will rise / If every student were to volunteer, campus life would change*), and **contrast or recommendation structures.**

### **Required Outputs**

A **1-page proposal** (approx. 300 words) explaining the issue, objectives, actions, and results.

An **infographic** titled "5 Ways to Get Involved" using short imperatives (Join the Student Council!) and obligation phrases (Everyone must take part!).

A **2-minute speech or video pitch** with a strong opening, one conditional argument, and a clear call to action.

A **poster or mock social-media post/hashtag** with a catchy slogan (e.g., #StudentsMustLead, #JoinNow4Change).

### **Challenge Type**

Increasing youth civic engagement and local decision-making.

#### How You'll Work

Teams of **4 - 6 students** research a real issue, design materials, and prepare the final presentation.

Each student takes a role such as **Campaign Coordinator**, **Research Lead**, **Visual Designer**, **or Presenter**.

Inputs

Use background texts, youth-led campaign examples, university policy documents, and participation statistics.

Output





A full **student-led civic-engagement campaign package** - ready to present to the university panel and your peers.

# **DISCUSSION / REFLECTION**

- Which communication or organisational skills did you develop most while creating and presenting your civic-engagement campaign, and how might these skills help you in future academic or professional contexts?
- How did using obligation forms, conditionals, and persuasive speech patterns influence the clarity and impact of your proposal and 2-minute pitch?
- What strategies helped your team manage turn-taking, balance responsibilities, and resolve differences of opinion during the planning and presentation stages?
- After completing the project, how has your understanding of youth civic engagement changed, and in what ways do you see yourself contributing to local or national initiatives beyond the classroom?
- Looking back at your final outputs (proposal, infographic, speech, poster), what aspects of your campaign would you refine or expand if you were to launch it for the entire university community, and why?





# Unit 4

# Us and Them: Stereotypes, Identity, and Inclusion

# **Intended learning outcomes**

#### **Knowledge:**

- Knowledge and critical understanding of inclusivity and equality in academic contexts (stereotyping, prejudice and bias, unfair treatment and discrimination).
- Knowledge of vocabulary & grammar related to DEI practices, interpersonal communication, and formal institutional language registers.

#### Skills:

- Analyze academic content such as reports and policy documents using critical thinking and communicating findings clearly in English.
- Create effective communication messages in English that address concerns over bias and discrimination at university while promoting institutional inclusivity.

#### **Attitudes:**

- Responsibility and civic-mindedness toward maintaining diversity and inclusivity in university and in society at large.
- Evidence-based decision making and appropriate communication.

#### Values:

- Valuing equality and human dignity protecting individuals from discrimination and reputational damage.
- Democratic principles transparency and fair processes in academic institutions.

# **Backstory**

Universities are much more than places of study. They are essential institutions that shape future leaders, drive research and innovation, and influence public thinking. What students learn - and how they learn it - has a direct impact on society. To fully achieve their mission, universities must ensure that **Diversity**, **Equity**, **and Inclusion (DEI)** are central to their operations. Without DEI, higher education can become exclusive and unfair, leaving many capable individuals behind.

**Diversity** means that people from all races, genders, cultures, economic backgrounds, and abilities are represented in universities.

**Equity** is about fairness - ensuring that all students and staff have equal access to resources, opportunities, and support.

**Inclusion** refers to creating a campus culture where everyone feels respected, welcomed, and valued, no matter their background.





These values work together. Diversity alone is not enough if students do not feel included or if unfair systems remain in place. A strong DEI approach ensures that all students - not just the privileged - can succeed.

Novaland university is making significant strides in promoting inclusivity within its academic environment. Its ambition is to broaden the range of DEI-related practices aimed at creating an equal learning experience for all students. As representatives of the academic community, you are asked to contribute to the implementation of key initiatives regarding the university's DEI policy. Explore the learning resources and assignments below to prepare yourself for actively supporting these initiatives.

# A. READING, VOCABULARY AND LISTENING: stereotypes and bias

# A.I. Reading

# 1. Pre-reading discussion:

 Have you ever witnessed or experienced unconscious bias at university or in a professional setting? How was it handled - or not handled?

# 2. Read the text and reflect on the negative effects of stereotyping and bias in the workplace.

# Challenging Stereotypes and bias in the Workplace: A Path Toward Inclusion

Diversity and inclusion have become essential in modern workplaces, yet stereotypes remain a major barrier to true equality. These generalized beliefs about age, race, gender, or religion often shape behavior and decision-making, creating divisions and limiting opportunities for marginalized individuals. Even seemingly harmless stereotypes can reinforce outdated power structures and undermine collaboration and morale.

One prominent example is age-based stereotyping in multigenerational workplaces. Older employees may be seen as resistant to change, while younger workers are viewed as entitled. Such assumptions can influence hiring and promotion decisions, decreasing engagement and productivity. When employees feel judged by stereotypes, they may disengage or leave, and businesses risk losing talent and credibility.

Change must begin at the top. Leaders are responsible for shaping inclusive cultures where stereotypes are challenged, not ignored. Tackling this issue requires action at three levels: individual, cultural, and institutional. On the individual level, change starts with awareness. Since biases often operate unconsciously, a willingness to reflect, learn, and engage in open dialogue is





crucial. Personal growth also involves broadening exposure to diverse perspectives and speaking out against biased behavior.

Culturally, workplace norms significantly influence attitudes. Inclusive environments are built when leaders model respect, establish clear expectations, and ensure all voices are heard. Silence or indifference to discriminatory behavior allows stereotypes to persist. Organizations must go beyond neutrality, clearly stating that all forms of discrimination are unacceptable and backing this up with consistent actions.

At the institutional level, lasting change depends on fair systems and policies. Practices like informal referrals or biased evaluations can disadvantage underrepresented groups. Leaders must critically examine internal structures and update them to support equity and transparency. Setting diversity goals, holding managers accountable, and creating mentorship opportunities are crucial steps.

Ultimately, overcoming stereotypes requires a sustained, strategic effort across all levels. When organizations truly commit to inclusion, they not only comply with ethical standards—they become more innovative, resilient, and attractive to talent. Inclusive workplaces empower individuals to grow and contribute fully, creating a fairer and more equitable future for all.

Many believe they make decisions fairly in professional settings, but research shows unconscious biases often shape our actions without us realizing. These automatic judgments, influenced by life experiences, cultural norms, and repeated stereotypes, help the brain process information efficiently but can skew perceptions - particularly in the workplace. Unconscious, or implicit, biases are not usually malicious, but they subtly affect how we evaluate people and situations, influencing hiring, promotion, and teamwork in ways that may disadvantage certain individuals.

Even well-intentioned people can be affected. A hiring manager may favor candidates who resemble them in background or demeanor, while equally or more qualified individuals are overlooked. Team members may feel excluded when their input is ignored or undervalued, and persistent biases - about age, appearance, or personality - can quietly block opportunities for advancement. Over time, these subtle biases create systemic inequality and exclusion, weakening workplace culture and limiting diversity.

Beyond individual experiences, unconscious bias harms team effectiveness and organizational outcomes. It narrows decision-making, stifles innovation, and reduces employee engagement. Businesses that fail to address bias risk higher turnover and missed opportunities. Conversely, organizations that actively confront bias tend to be more dynamic, inclusive, and successful. They benefit from varied perspectives, stronger collaboration, and a broader talent pool.





Reducing bias begins with awareness. People must reflect critically on their assumptions and be willing to question ingrained thought patterns. Organizations can support this through targeted actions: establishing objective criteria for evaluations, offering bias-awareness training, creating diverse leadership teams, and collecting anonymous feedback. Setting measurable inclusion goals signals genuine commitment. Even small changes—like taking notes during interviews, allowing time to reflect before decisions, and welcoming diverse viewpoints in discussions—can disrupt biased thinking and support fairer outcomes.

Building an inclusive workplace goes beyond avoiding mistakes—it strengthens the entire organization. Diverse teams consistently outperform homogenous ones, adapt better to change, and deliver higher innovation and profitability. Inclusive cultures promote engagement, reduce conflict, and encourage creative collaboration. When people feel valued for their contributions rather than judged by their identity, they thrive.

Addressing unconscious bias is both a moral and strategic imperative. Through reflection, education, and sustained effort, individuals and institutions can foster workplaces that reflect fairness, openness, and respect. These steps create environments where everyone has the opportunity to succeed. (710 words)

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

- 1. What is a major barrier to equality in modern workplaces according to the text?
- A) Lack of training programs
- B) Stereotypes
- C) Poor communication systems
- D) Overuse of technology
- 2. How do stereotypes typically affect behavior in the workplace?
- A) They improve team collaboration
- B) They increase innovation
- C) They shape behavior and limit opportunities for some individuals
- D) They reduce the workload of managers
- 3. Which of the following is an example of age-based stereotyping mentioned in the text?
- A) Younger employees are more experienced
- B) Older workers are more adaptable
- C) Younger workers are seen as entitled
- D) Older workers prefer teamwork
- 4. What is a consequence when employees feel judged based on stereotypes?
- A) Increased loyalty
- B) Better team dynamics
- C) Higher productivity
- D) Disengagement or resignation





- 5. According to the article, who is primarily responsible for shaping an inclusive workplace culture?
- A) Human resources staff
- B) Team leaders
- C) Employees at all levels
- D) Organizational leaders
- 6. What is a key first step in addressing unconscious bias at the individual level?
- A) Rewriting workplace policies
- B) Hiring more people from minority groups
- C) Raising awareness through self-reflection
- D) Reporting coworkers for biased behavior
- 7. What is a potential danger of remaining silent about discriminatory behavior in the workplace?
- A) It encourages individualism
- B) It helps maintain neutrality
- C) It allows stereotypes to persist
- D) It prevents misunderstandings
- 8. What institutional practices can unintentionally disadvantage underrepresented groups?
- A) Flexible working hours
- B) Informal referrals and biased evaluations
- C) Quarterly performance bonuses
- D) Team-building activities
- 9. Why is unconscious bias particularly harmful in hiring decisions?
- A) It ensures diverse candidates are selected
- B) It favors younger applicants
- C) It leads to more team conflict
- D) It causes equally qualified individuals to be overlooked
- 10. According to the text, what is one benefit of a truly inclusive workplace?
- A) Decreased need for leadership training
- B) Lower employee turnover and higher innovation
- C) Less need for performance reviews
- D) Uniformity in decision-making

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





# 4. Read each statement carefully. Choose which statement is true or false according to the text.

- 1. Unconscious bias refers to intentional discrimination based on personal prejudice.
- A) true
- B) false
- 2. Stereotypes can influence hiring and promotion decisions, even when not openly expressed.
- A) true
- B) false
- 3. Age-based stereotypes only affect older employees.
- A) true
- B) false
- 4. An inclusive workplace benefits from innovation, stronger collaboration, and higher employee satisfaction.
- A) true
- B) false
- 5. Addressing workplace bias is only the responsibility of human resources.
- A) true
- B) false
- 6. Cultural norms in an organization can allow stereotypes to persist if not challenged.
- A) true
- B) false
- 7. People are often fully aware of the biases that shape their decisions.
- A) true
- B) false
- 8. Setting measurable diversity goals is one way to promote inclusion at the institutional level.
- A) true
- B) false
- 9. Inclusive practices are only important for public image, not for actual business performance.
- A) true
- B) false
- 10. Reducing bias requires action at the individual, cultural, and institutional levels.
- A) true
- B) false

- **1. F** Unconscious bias is *unintentional* and automatic.
- 2. T
- **3. F** Stereotypes affect both older and younger employees.
- 4 T
- 5. F-All levels of the organization, including leadership and individuals, share responsibility.
- 6. T
- **7. F** Biases often operate without conscious awareness.
- 8. T
- **9. F** Inclusion improves innovation, productivity, and talent retention.





10. T

# A.II. Vocabulary

# 1. Match the key terms with their definitions

Terms	Definitions
1. Stereotype	A. Fair access to opportunities by removing structural barriers.
2. Unconscious bias	B. Deep-rooted imbalances built into workplace structures or systems.
3. Inclusion	C. Unfair treatment based on identity traits such as race, gender, or age.
4. Equity	D. A generalization about a group that can influence decisions and behavior, often unfairly.
5. Discrimination	E. Targets set by organizations to improve representation and inclusion.
6. Multigenerational workplace	F. Guidance provided by a more experienced employee to support someone's growth.
7. Systemic inequality	G. Biases that influence our decisions without us being aware of them.
8. Mentorship	H. Revisions to policies or practices to create a fairer organizational structure.
9. Diversity goals	I. A workplace that includes employees from different age groups.
10. Institutional change	J. Efforts to ensure all individuals feel respected, valued, and able to contribute fully.

### **Answer key**

- 1. Stereotype D
- 2. Unconscious bias G
- 3. Inclusion J
- 4. Equity A
- 5. Discrimination C
- 6. Multigenerational workplace I
- 7. Systemic inequality B
- 8. Mentorship F
- 9. Diversity goals E
- 10. Institutional change H

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

# **Word Bank**

aware • engagement • competence • excluded • unconscious • innovation • assumptions • resemble • overlooked • reflection • discrimination • talent



10. reflection



Even when people have good intentions, (1) bias can distort judgment. In a recruitment process, a hiring manager may prefer candidates who (2) themselves in background or gender. In the workplace, team members may feel (3) when their contributions are not valued equally. Some individuals may be (4) for promotions because of persistent biases about appearance or (5)
Bias also harms team performance and limits (6) $\_$ by narrowing the range of ideas. It can lead to poor decisions, low employee (7) $\_$ and a loss of top (8) $\_$ .
Reducing bias starts by becoming (9) $\_\_\_$ of it. This requires honest self-(10) $\_\_\_$ and a willingness to question personal assumptions.
Answer key 1. unconscious 2. resemble 3. excluded 4. overlooked 5. competence 6. innovation 7. engagement 8. talent 9. aware





#### Lock I

#### Scenario:

You've been asked to join your company's new diversity and inclusion task force—but first, you need to "unlock" access to the shared resource room. The lock has a **4-digit code**, and each number corresponds to the correct answer to a key question based on the reading text.

#### Clues

# *Clue 1: (Digit 1)*

What level of change is associated with awareness, self-reflection, and open dialogue in addressing workplace bias?

- A) Cultural 3
- B) Institutional 5
- C) Individual 1
- D) External 7

# *Clue 2: (Digit 2)*

Which of the following is **NOT** listed as a consequence of ignoring unconscious bias?

- A) Lower productivity 4
- B) Increased innovation 7
- C) Higher staff turnover 2
- D) Weakened workplace culture 8

### *Clue 3: (Digit 3)*

Which of the following **best describes a stereotype** as defined in the text?

- A) An objective description of individual traits 6
- B) A fixed, oversimplified belief about a group 9
- C) A conscious effort to label people 3
- D) A fair assumption based on facts 1

### *Clue 4: (Digit 4)*

What is the main reason inclusive organizations perform better?

- A) They have fewer employees 2
- B) They avoid hiring marginalized individuals 0
- C) They benefit from diverse perspectives 5
- D) They rely only on experienced staff 7

#### **Code Box**

Enter the 4-digit code: [\_\_\_\_]

**Answer key** 

Correct Code Answer: 1795





# A.III. Listening

# 1. Pre-listening discussion questions

- If you were to create an "identity map" for yourself, which are the aspects of your identity? Which factors will you include? Please consider age, gender, race, religion, career, interests, family background, etc.
- Identify stereotypes that might be associated with your own identity. Are they accurate or fair? (why or why not)
- 2. Listen to a short lecture on Understanding Bias: *The Differences Between Stereotypes, Prejudice, Discrimination and Oppression*. Reflect on the difference between the four concepts.

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

- 1. What part of the body does the speaker associate with stereotypes?
- A) Head
- B) Hands
- C) Heart
- D) Mouth
- 2. Which of the following best describes prejudice?
- A) A system of unfair laws
- B) A set of unconscious thoughts
- C) A belief, attitude, or feeling towards a group
- D) An institutional policy
- 3. How is discrimination different from stereotypes and prejudice?
- A) It is based only on thoughts
- B) It involves taking action based on bias
- C) It is a set of beliefs held by institutions
- D) It cannot happen in daily life
- 4. What is required for oppression to occur, according to the lacture?
- A) Just one person acting unfairly
- B) A single stereotype or prejudice
- C) Power in numbers and dominance within systems
- D) A disagreement between individuals
- 5. Which of the following is an example of systemic oppression mentioned in the script?
- A) A person using a sexist insult
- B) A woman feeling uncomfortable at work
- C) A man refusing to work with a female colleague
- D) A bank requiring a woman's husband to co-sign for a credit card

- 1. A
- 2. C
- 3. B





4. C 5. D

# 4. Answer the following questions:

- 1. Why does the speaker emphasize the importance of understanding the differences between stereotypes, prejudice, discrimination, and oppression?
- 2. In what way can a stereotype lead to prejudice, and how does the script describe this progression?
- 3. According to the script, what distinguishes discrimination from both stereotypes and prejudice?
- 4. What is meant by "systemic oppression," and what types of institutions are mentioned as examples where this can occur?
- 5. How does the speaker suggest understanding these four terms can help address bias in society?





#### Lock II

#### **Scenario for Students:**

Why did the speaker use the body metaphors of **head**, **heart**, **hand**, and **many hands?** Your task is to match each part of the body with:

- The correct term
- Its definition
- A real-world example

Only when all parts are correctly matched will the lock open!

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

#### **Answer key**

- 1. Head C. Stereotype B. A thought or assumption, often unconscious, about a group D. Thinking women are more emotional or weaker than men (1 C, B, D)
- 2. Heart D. Prejudice A. A belief, attitude, or feeling toward a group B. Feeling uncomfortable or angry about women in leadership (2 D, A, B)
- 3. Hand B. Discrimination D. An action or behavior based on bias A. Using sexist language, sexually harassing someone (3 B, D, A)
- 4. Many Hands A. Opression C. Systemic bias through institutions backed by power C. Laws requiring a husband's signature for a woman to get a credit card (pre-1974 America) (4 A, C, C)

# B. READING, GRAMMAR AND LISTENING: DEI and discrimination

# **B. I. Reading**

1. Pre-reading discussion





• Why are inclusion policies so important – both in the workplace and at university?

# 2. Read the text on the role of DEI in higher education and explain what DEI stands for. Sum up the major actions that should be taken.

#### **DEI** and discrimination

Universities play a vital role in shaping society. They are more than places of study—they develop future leaders, drive innovation, and influence public thinking. In the United States alone, over 19 million students attend colleges and universities annually. These students become the professionals and decision-makers of tomorrow, and what they learn—and how they learn it—deeply impacts society.

To fulfill this mission, Diversity, Equity, and Inclusion (DEI) must be central to higher education. Without it, universities risk becoming exclusive, leaving behind talented individuals whose perspectives are critical for social progress.

Diversity, Equity, and Inclusion are interconnected values that create fair and effective learning environments. *Diversity* refers to representation—people from different races, genders, cultures, socioeconomic backgrounds, and abilities. *Equity* is about fairness, ensuring everyone has access to the support and resources they need to succeed. *Inclusion* goes further by cultivating a campus culture where all members feel respected, welcomed, and valued.

These principles are interdependent. Diversity alone is not enough without equity and inclusion. A strong DEI approach ensures that all students—not just those from privileged backgrounds—can thrive both academically and personally.

DEI also enhances the quality of education and research. Universities should not serve only the wealthy or well-connected. DEI makes education more accessible and just while also promoting excellence. Institutions that implement strong DEI policies often see better student outcomes, such as higher graduation and retention rates, especially among underrepresented groups.

Research confirms that diverse teams generate more innovative ideas. A 2023 National Academy of Sciences study found that racially diverse research teams were more likely to develop creative solutions. Inclusive campuses also see greater student engagement and reduced discrimination, leading to more respectful and productive environments.

DEI is crucial for preparing students for a globalized workforce. Learning in diverse settings helps students develop strong communication and problem-solving skills, making them more effective in multicultural workplaces. Institutions that prioritize DEI strengthen their reputation, attract top talent, and





foster trust. Importantly, DEI does not lower academic standards—it helps universities stay relevant and impactful.

Despite progress, barriers to DEI remain. One key issue is the lack of faculty diversity. As of 2024, about 80% of full-time professors in the U.S. were white. This lack of representation can alienate students and limit the range of perspectives in classrooms. Access to higher education is still unequal, particularly for low-income, first-generation, and BIPOC students who face systemic barriers such as underfunded schools, high tuition, and cultural bias.

There is also resistance to DEI. Some institutions and political groups argue DEI efforts are politically motivated, leading to restrictions on programs or hiring practices. Curricula also remain largely Eurocentric, often ignoring the contributions of non-Western cultures. As a result, many students from diverse backgrounds feel excluded. A 2023 Pew Research survey found students of color were twice as likely to report discrimination as their white peers.

To address these challenges, universities must move beyond rhetoric and take concrete action. Increasing faculty and leadership diversity can provide students with relatable role models and broader academic perspectives. Expanding scholarships and financial aid helps remove economic barriers for underrepresented students. Updating curricula to reflect diverse histories fosters inclusion and global awareness. Mentorship programs, cultural organizations, and mental health services support student well-being, particularly for first-generation college-goers. Additionally, training staff in inclusive teaching, unconscious bias, and cultural competence promotes respectful and welcoming learning spaces.

These efforts show that DEI is not just a policy—it's about improving daily campus life. To maintain progress, universities must remain committed, especially amid political pushback. Some schools have adapted by rebranding DEI initiatives as "belonging" or "student success." Still, the core message remains: investing in DEI is investing in excellence.

Universities are not just buildings and lecture halls—they are communities that reflect and shape the world. DEI helps these communities stay open, fair, and ready for future challenges. Higher education's purpose extends beyond tests and degrees. It is about developing thoughtful, responsible individuals who contribute to a more just and inclusive society.

Diversity, Equity, and Inclusion are not temporary trends—they are essential, long-term commitments. When DEI flourishes, so do universities—and the societies they serve (689 words).

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

- 1. What is the central argument of the text?
- A) Universities should focus solely on academic excellence.
- B) DEI efforts distract from traditional education.





- C) DEI is essential to creating fair, effective, and inclusive higher education.
- D) Tuition should be reduced to increase diversity.
- 2. According to the text, what does equity mean in the context of DEI?
- A) Giving all students identical support
- B) Ensuring everyone receives the same grades
- C) Offering fair access to the resources needed for success
- D) Admitting more international students
- 3. What is one benefit of diverse research teams, as highlighted by the text?
- A) Higher income for professors
- B) Fewer academic debates
- C) More innovative and original ideas
- D) Simpler team management
- 4. What does the text say about DEI's effect on academic standards?
- A) It lowers them to accommodate more students
- B) It replaces exams with group work
- C) It maintains standards while promoting inclusion
- D) It eliminates grading altogether
- 5. What is one ongoing challenge to DEI mentioned in the text?
- A) Overcrowded campuses
- B) Decline in international applications
- C) Lack of diversity among faculty members
- D) Too many scholarships
- 6. How do some critics view DEI programs?
- A) As necessary and overdue reforms
- B) As politically motivated or unnecessary
- C) As religiously influenced initiatives
- D) As effective but expensive programs
- 7. What percentage of full-time professors in the U.S. were white in 2024?
- A) 60%
- B) 70%
- C) 80%
- D) 90%
- 8. What does the text recommend to support underrepresented students?
- A) More standardized testing
- B) Replacing lectures with online modules
- C) Providing mentorship, financial aid, and inclusive teaching
- D) Limiting classroom discussions
- 9. What is one reason curricula should be updated, according to the text?
- A) To reduce reading requirements
- B) To focus only on European history





- C) To include diverse perspectives and histories
- D) To lower textbook costs
- 10. How have some universities responded to political challenges to DEI?
- A) Closed all DEI offices permanently
- B) Reduced student enrollment
- C) Reframed DEI under terms like "belonging" or "student success"
- D) Removed DEI from all programs

#### **Answer key**

- 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**

1. Fill in the gaps with the appropriate relative pronoun: who, which, that, whose, where, when. An inclusive school is one \_\_\_\_ (1) welcomes every learner and values the unique contributions each student brings. In classrooms \_\_\_\_ (2) diversity is embraced, students feel more motivated to learn and participate. Teachers \_\_\_\_\_ (3) understand the importance of inclusion often adapt their lessons to suit different learning styles and needs. There are still moments \_\_\_\_ (4) students feel left out, especially when they come from backgrounds \_\_\_\_\_ (5) are not represented in the curriculum. Schools (6) take steps to include a wide range of cultural experiences in teaching materials help all students feel seen. Children \_\_\_\_\_ (7) confidence is supported in inclusive environments are more likely to perform better academically and socially. Inclusivity is not just about the classroom - it extends to school activities, playgrounds, and any space \_\_\_\_\_ (8) students interact. In times \_\_\_\_\_ (9) inclusion is a global priority, schools must ensure they foster environments \_\_\_\_\_ (10) no student feels invisible.

- 1. that
- 2. where
- 3. who
- 4. when
- 5. that
- 6. that





7. whose 8. where

9. when

10. where

# 2. Transform the sentences using cleft sentence structures (e.g., *It is/was..., What... is...*). One is done for you as an example.

Inclusive education brings significant benefits.

## Example:

What inclusive education brings is significant benefits.

- 1. Students from all backgrounds work together and learn mutual respect.
- 2. Teachers use inclusive strategies to meet diverse needs.
- 3. Empathy and awareness are the values that support inclusion.
- 4. Inclusive materials reflect students' identities.
- 5. Inclusive schools prepare learners for the real world.
- 6. Regular employee surveys are useful but often overlook how different groups experience the workplace.
- 7. Companies should break down feedback by gender, ethnicity, age, and geography to better understand the needs and challenges of each group.
- 8. Outside facilitators can conduct focus groups that encourage employees to speak more freely.
- 9. Independent moderation increases trust and encourages honest dialogue.
- 10. Leaders who show authenticity create safer environments for their teams.

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

Creating inclusive classrooms is a challenge that requires strong commitment and long-term (1) (prepare). While most educators agree on the value of inclusion, some lack the (2) support and resources to fully implement it. (finance / suffice)
Students with physical or learning disabilities may need specific tools or (3) strategies to succeed. (adapt) Others may struggle with cultural or language barriers that affect their sense of (4) (belong)
A key factor in successful inclusion is <b>(5)</b> (aware) Teachers must develop <b>(6)</b> of their own biases and learn how to foster environments of fairness and mutual respect. (conscious) Without this, the risk of <b>(7)</b> treatment remains high, especially for minority students. (fair)
True inclusivity also means recognising the <b>(8)</b> of the classroom and ensuring that all voices are heard. (diverse) Schools should aim to create materials that are not only <b>(9)</b> but also engaging for all students. (inform)





Finally, regular **(10)** \_\_\_\_\_ of teaching practices can help schools track progress and make necessary improvements. (evaluate)

#### **Answer key**

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

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LOCK III	
Choose from: who, whose, in which, where, that,  1. Educators advocate for inclusive practice change in their institutions.  2. Inclusive policies, the implementation of require consistent institutional support.  3. There are still classrooms learners with	es often lead transformative can be met with resistance,
despite existing legislation.	
Suggest the appropriate form of the words in bra	
4. What many schools fail to provide is the	$_{ extsf{L}}$ training required for staff to
implement inclusive methodologies. (suffice)	
5. It was the students' increasing sense of	that motivated the school to
diversify its curriculum. (exclude)	
6. The key to fostering inclusive environments is no cultural within the school community. (cor	

# **B. III. Listening**

### 1. Pre-listening discussion:

- Have you heard about or witnessed either directly or through media any cases of discrimination on campus?
- 2. You are going to listen to the testimonies of five students that explain why they feel victims of discrimination at university: Jamal, a student from the UK; Elena, engineering student from Italy; Tomasz, postgraduate student from Poland; Amina, teaching assistant, France; and Alex, intern at a media company, Canada. Identify the type of discrimination each one described, taking into consideration that the most common grounds on which discrimination occurs are the following:





- 1. Race and colour (relating to physical or cultural traits and skin tone)
- 2. Sex and gender identity (covering whether someone is male, female, transgender)
- 3. Sexual orientation (such as being heterosexual, homosexual, or bisexual)
- 4. Civil status and family status (referring to marital situation and whether one has children)
- 5. Age (with protection across all age groups)
- 6. Religion or beliefs (including non-belief)
- 7. Political convictions (reflecting one's political views)
- 8. Ethnic or national origin (tied to cultural or national background)
- 9. Profession
- 10. Disability, including physical, mental, or psychological limitations and related aids

# Match the student's name with the type of discrimination

Jamal	
Elena	
Tomasz	
Amina	
Alex	

Jamal	1
Elena	2
Tomasz	10
Amina	6
Alex	9

- 3. Watch the video about discrimination cases at university. Identify the grounds on which discrimination occurs and the statistics used as evidence (2.5 min).
- 4. As you listen to the program on misconduct complaint procedures, choose the correct answer a, b, c or d.
- 1. Who should a student first approach when facing discrimination or bullying?
- A) The academic secretary
- B) The rector
- C) The dean, program director, or head of unit
- D) The police
- 2. What role does the immediate supervisor play in resolving issues?
- A) Conducts formal hearings
- B) Listens to all parties and seeks a solution informally
- C) Issues written decisions
- D) Reports the issue directly to the rector
- 3. If informal resolution fails, who can a staff member contact next?
- A) Student union
- B) Rector directly





- C) Academic secretary
- D) External arbitrator
- 4. What action does the academic secretary take upon receiving a formal complaint?
- A) Dismisses the issue
- B) Organizes staff training
- C) Reviews the complaint according to set procedures
- D) Sends it to the government
- 5. What does the academic secretary do if all parties agree to conciliation?
- A) Starts a criminal investigation
- B) Issues a formal written decision
- C) Focuses on resolving the issue without a formal investigation
- D) Dismisses the complaint entirely
- 6. How many members must be on the impartial review committee, if one is formed?
- A) Two
- B) Three
- C) Four
- D) Five
- 7. What is not part of the conciliation procedure?
- A) Focus on peace and resolution
- B) Issuing a formal decision
- C) Agreement from all involved parties
- D) No formal investigation
- 8. Who can a staff member contact if the immediate supervisor cannot resolve the issue?
- A) A colleague
- B) The head of their unit or a senior manager
- C) A local lawyer
- D) The student council
- 9. Which of the following is true about confidentiality during the complaint process?
- A) Only the academic secretary must remain confidential
- B) Only the accused must maintain confidentiality
- C) All parties are required to keep the proceedings confidential
- D) Confidentiality is optional
- 10. What is the main difference between an informal resolution and a formal complaint process?
- A) Informal is quicker, formal is more friendly
- B) Formal involves paperwork, informal does not
- C) Informal is based on discussion; formal follows official procedures and may





lead to a written decision

D) There is no real difference

#### **Answer key**

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

# C. Speaking

C. I. Study the speech patterns - phrases that can help speakers structure their responses clearly and persuasively, especially in academic or professional contexts.

#### 1. To Begin or Introduce a Point

To begin with

Firstly

First

To start with

#### 2. To illustrate

For example

Take this example

Let's consider

#### 3. To Add or Continue a Point

Secondly

Thirdly

**Furthermore** 

Another key measure is

In addition

What's more

Likewise

Also

Next

#### 4. To Contrast or Compare

In contrast

On the other hand

Whereas

However





#### 5. To Emphasize

It's important to note that This is especially true when In essence Simply put Ultimately

#### 6. To Give Examples

For example
An example of this is
Such as
Take for instance
This could include
To illustrate
As an example

#### 7. To Summarize or Conclude

In summary
To summarize
In short
To conclude
All in all
To put it simply
To sum up
Finally

# C. II. Based on all the materials examined so far, answer the questions using the above speech patterns.

- 1. What role can academic leadership play in challenging stereotypes at university? What measures can be taken specifically with regard to awareness training, ensuring inclusive representation and encouraging intergroup dialogue, and offering support to affected students?
- 2. What is meant by unconscious bias and how does it differ from deliberate discrimination?
- 3. Dwell on some negative organizational outcomes of failing to address unconscious bias. In particular think about the effects on decision making, staff turnover and student engagement.
- 4. How do DEI practices impact student success and institutional performance in higher education? Think about specific institutional policies and student performance with regard to graduation and retention rates.
- 5. What systemic barriers continue to hinder full implementation of DEI in universities? How can such challenges be addressed in terms of hiring policies, scholarships and financial aid, and curriculum design?

Sum up your answers to these questions and suggest what meaningful inclusion looks like in practice on a university campus.





#### Lock IV

The University Chancellor's DEI improvement plan is stored in a password-protected file. To unlock it, you must answer one critical question about how academic leadership can challenge stereotypes and promote inclusion — but the answer is hidden inside a puzzle.

#### The Question:

What role can academic leadership play in challenging stereotypes at university? Suggest one measure for each of the following:

- 1. Awareness raising
- 2. Ensuring inclusive representation
- 3. Encouraging intergroup dialogue and offering support to affected students

#### The Puzzle Mechanism:

Students are given three scrambled phrases related to the measures. When unscrambled, each phrase reveals a measure. The first letter of each correct measure forms the 3-letter password to "unlock" the file.

#### Scrambled Phrases:

- 1. NIATGINR NESSAWREA → (Awareness training measure)
- 2. YTSREVIDI TNSEREETRPONAI→ (Inclusive representation measure)
- 3. DMURIOLGEAUFSO→ (Dialogue & support measure)

#### **Answer: Example Solution Path:**

- 1. Training awareness  $\rightarrow$  T
- 2. Diversity representation  $\rightarrow$  D
- 3. Dialogue forums  $\rightarrow$  D

**Password: TDD**  $\rightarrow$  File unlocks.

# **D.** Writing

### Writing a proposal

1. You have been given the findings of Novaland university report. Read the findings as guidelines to help you write a proposal for enhancing inclusivity on campus (of max. 250 words)

#### Report findings

Universities are not only places of learning but also key spaces for fostering inclusive and respectful communities. In recent years, many higher education institutions have taken proactive steps to ensure all students feel safe, valued, and supported—especially when addressing serious issues such as sexual misconduct, harassment, and hate crimes.





A central strategy has been the implementation of comprehensive, university-wide policies that define acceptable behaviour and clearly outline consequences for violations. These policies are reinforced by regular training for students and staff, aimed at raising awareness and promoting shared responsibility for campus safety.

According to the Novaland report, universities have introduced several impactful initiatives to support inclusion:

**Codes of Conduct**: Updated to define harassment and hate incidents both online and offline, with clear consequences for breaches.

**Disciplinary Procedures**: Aligned with Novaland (2016) guidance to address misconduct that may also be criminal, using risk-based and case-managed approaches.

**Sexual Misconduct Policies**: Including the appointment of Sexual Violence Liaison Officers (SVLOs), support services for survivors, and investigation training for senior staff.

**Anonymous Reporting Tools**: Platforms allowing incidents to be reported confidentially, encouraging more people to come forward.

**Strategic Integration**: Inclusion goals embedded in university-wide strategies, with senior leaders overseeing progress.

These initiatives reflect a shift from reactive approaches to more preventive, coordinated, and institution-wide strategies.

Student involvement is also key. When students co-create policies, lead peer campaigns, or participate in training and feedback processes, the impact is greater. Peer influence often leads to deeper cultural change. Examples of student-led initiatives include:

- Co-designing strategies and policies that reflect student experiences.
- Leading campaigns on consent, respect, and intervention.
- Participating in and delivering bystander training.
- Giving feedback on institutional procedures.
- Sitting on steering groups and working committees.
- Supporting peer networks and survivor support groups.

Such engagement helps build trust, increase reporting, and ensure that university responses are student-centred and effective.

Additionally, universities increasingly collaborate with external organisations to strengthen their efforts. These partnerships bring in expert support and help institutions align with national best practices. Examples include:

**Police Partnerships**: For case management, risk assessment, and legal guidance. **National Health Service and Health Services**: Providing mental health and trauma-informed care.

**Rape Crisis Centres**: Supporting survivors and training university staff.

**Office for Students**: Funding over 100 projects through the Catalyst Fund to promote inclusion.





**Local Authorities**: Establishing third-party hate crime reporting centres.

Building an inclusive culture is an ongoing process. It requires leadership, collaboration, and a commitment to continual learning. When done effectively, these efforts create safer, more welcoming campuses where everyone can thrive (450 words).

# 2. Write the proposal, taking into account the following instructions. *Context:*

Your university is looking for student input on how to build a more inclusive, respectful, and safe campus culture. As a member of the student body, you are invited to submit a short formal proposal with realistic, actionable suggestions.

#### Task:

Write a **proposal (max. 250 words)** to the university's Inclusion and Diversity Committee, outlining two or three specific measures that could help improve inclusion and safety at your university.

#### Your proposal should:

**Identify a current issue or area for improvement** related to inclusion or campus safety.

**Propose 2–3 clear and realistic actions** that the university can take.

Briefly explain how these measures would make a difference.

**Mention how students could be involved** in implementing or supporting the initiatives.

#### Structure Guidelines:

Title

**Introduction** (1–2 sentences)

**Proposed Measures** (brief description and benefits of each)

**Conclusion** (1 sentence to summarise expected impact)

#### Language and Style:

Use formal, concise, and persuasive language.

Focus on clarity, feasibility, and relevance.

#### MAIN ASSIGNMENT

Novaland university is making significant strides in promoting inclusivity within its academic environment. Its ambition is to broaden the range of DEI-related practices aimed at creating an equal learning experience for all students.

As representatives of the academic community you are asked to contribute to the implementation of key initiatives regarding the university's DEI policy such as the development of a comprehensive diversity and inclusion strategy and increasing support services for students with disabilities and of another national culture, among other.





More specifically, you are expected to prepare a student narrative (1,000 word length). To this effect reflect on your learning environment and recall three cases that illustrate disparities or unfair treatment at university. For each case, identify the discriminatory practices involved and suggest possible actions/events to address them.

# More specifically your task is to prepare a case-study that features the following items:

- a narrative name, logo, and slogan
- goals of the narrative: clear objectives to advocate for specific improvements and increase engagement and visibility for underrepresented voices (1 for each of the two bold-typed policy areas)
- three student stories illustrating disparities and identifying discrimination practices at Novaland university
- possible actions/activites/ events such as facilitating peer-to-peer learning sessions, and collaborating with student clubs and academic departments.

Type of challenge: Improving DEI policy and practices at university

Activities: Students will work in three groups of 6 people

Roles: all are students as representatives of the academic community

Inputs: texts, academic DEI policy documents and guidelines, case-studies on

bias and discrimination

Output: case-study on possible gaps in the academic policy

#### DISCUSSION AND REFLECTION

- What role do stereotypes and bias play in defining the inclusion policy of a company or university?
- Can inclusion policy be abused?
- What are the major effects of a comprehensive DEI policy at university?
- Which competences for democratic culture did you need to apply and why?





# Unit 5

# Power and protest: Democracy, Activism and Dissent

# **Intended learning outcomes**

#### **Knowledge:**

- of language and communication related to power, protest, democracy, activism and dissent;
- of the world: politics, law, human rights, media

#### Skills:

- autonomous learning skills;
- analytical and critical thinking skills;
- skills of listening and observing;
- flexibility and adaptability;
- linguistic, communicative and plurilingual skills;
- co-operation skills;
- conflict-resolution skills

#### Attitudes:

- respect;
- civic-mindedness;
- self-efficacy

#### Values:

- valuing human dignity and human rights;
- valuing democracy, justice, fairness, equality and the rule of law

# **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.

# A. READING, VOCABULARY AND LISTENING: Power, protest and democracy. Dissent as the lifeblood of change

## A.I. Reading

#### 1. Pre-reading discussion

- In your opinion, what are the most effective ways for people to influence political decisions in a democracy?
- Should there be limits on public protests and strikes, especially if they disrupt daily life or the economy?

# 2. Read the text and reflect on how it challenges or reinforces your views about the role of protest in a democratic society. Has your perspective changed and why?

# Power, protest and democracy Dissent as the lifeblood of change

Democracy is too often reduced to a neat ritual – the casting of a ballot every few years, followed by polite applause or indifference once the count is final. Yet democracy, in its truest form, transcends the polling station. It thrives in the streets where voices demand justice, in workplaces where striking workers challenge entrenched hierarchies and in public assemblies where citizens reclaim the political sphere.

At its core, democracy embodies the principle that power derives from the people – not from distant elites, institutions, or privileged classes. But when those in power begin to tolerate the vote while curbing the freedom to dissent, democracy itself becomes hollow. Modern governments occasionally erect legal barriers that limit protest, disrupt public assemblies, or prohibit striking – eroding the vibrant dialogue that sustains democratic societies.

Despite the risk, protest remains potent. History teaches us that democratic rights often emerge from disruption. Women's suffrage, civil rights and labor reforms were not granted in tranquility – they were wrested from power through public pressure. When ordinary individuals step into the public arena, they signal that democracy belongs to all, not just the elites.

In authoritarian regimes, the manipulation is subtle: allow voting, but criminalize protest. Enact laws that narrow acceptable forms of dissent and the





ballot becomes symbolic, void of meaning. When citizens can vote but cannot assemble, cannot march and cannot speak freely – democracy withers.

Power knows no friend in protest. Workers, for instance, gain strength only through collective action – through the right to strike. When governments impose minimum-service laws or curtail union solidarity, they strip workers of their bargaining power. The right to withdraw labor, long a cornerstone of democratic resistance, becomes merely theoretical.

Yet dissent persists – even in the most constrained environments. Sometimes it takes quieter forms: underground networks, digital resistance, or symbolic acts. Václav Havel, the Czech dissident, described how individuals in totalitarian systems can reclaim power simply by living in truth – removing the veil of hypocrisy, refusing to echo official slogans and inspiring others through authenticity.

Similarly, Claude Lefort, a modern political philosopher, argued that in democracy, conflict is not a flaw – it is fundamental. Democratic institutions must institutionalize dissent. The absence of a singular, immortal leader – the "empty seat" of power – makes space for contestation and renewal. Protest, then, is not an aberration; it is democracy in motion.

Across the globe, digital platforms have empowered activism in unprecedented ways. From the Arab Spring to more recent uprisings, hashtags and viral posts have united individuals under shared symbols and slogans. These digital communities can coalesce into street movements, reminding power holders that visibility matters.

Nevertheless, visibility invites repression. Laws targeting protest may label dissenters as "extremists" or impose broad restrictions on public order. Courts that once acknowledged the legitimacy of protest motivations now narrow defenses for civil disobedience. The right to dissent, once integral to democratic integrity, becomes at risk.

Yet, even under pressure, the spirit of dissent endures. When environmental activists block infrastructure or citizens form human chains against injustice, they declare: democracy is not passive – it is active, messy and alive. When elderly protesters risk arrest or young activists sacrifice comfort for the cause, they affirm that protest transcends mere disruption – it testifies to deeply held convictions.

Democracy dies not when ballots disappear, but when dissent is silenced. When governments legitimate voting yet delegitimize protest, civil society fragments and power ossifies. Only when citizens retain the right to speak, assemble, strike and disrupt, can democracy be genuine.

To preserve democratic vitality, societies must recognize protest not as a threat, but as a safeguard – a necessary vent, a civic oxygen. In streets, in squares, in





workplaces, citizens negotiate democracy in action. Without that negotiation, democracy drifts toward apathy, control and irrelevance.

In conclusion, democracy's vitality depends on our continued engagement – and dissent. When we protest, we assert that power belongs to us. When we risk speaking out, or assembling, or refusing unjust orders, we affirm democracy as a living force – not a relic, not a ritual, but an ongoing promise. In that act of defiance lies democracy's greatest power.

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

- 1. What is the main argument of the author in the text?
- A) Democracy is solely based on voting.
- B) Democracy is best represented by law enforcement.
- C) Governments should control protests to maintain order.
- D) Protest and dissent are crucial to maintaining a vibrant democracy.
- 2. According to the text, what happens when governments limit protest and public assembly?
- A) Democracy becomes stronger.
- B) Democracy becomes hollow and weakened.
- C) Governments gain more legitimacy.
- D) Political power becomes more balanced.
- 3. How does the author view the relationship between democracy and dissent?
- A) Dissent is a flaw in democratic societies.
- B) Democracy thrives when dissent is suppressed.
- C) Democracy is strengthened by dissent and protest.
- D) Dissent is irrelevant to the functioning of democracy.
- 4. What historical movements are mentioned as examples of rights gained through public protest?
- A) Women's suffrage, civil rights and labor reforms
- B) The abolition of slavery and the civil rights movement
- C) The fall of the Berlin Wall and the Arab Spring
- D) The French Revolution and the rise of communism
- 5. What does the author say about protest in authoritarian regimes?
- A) Protest is allowed but strictly regulated.
- B) Protest is tolerated and actively encouraged.
- C) Protest is not necessary in authoritarian systems.
- D) Protest is criminalized, but voting is allowed.
- 6. What does Václav Havel's description of dissent emphasize?
- A) The need for large-scale public protests
- B) The power of individuals to reclaim truth through authenticity
- C) The importance of violent resistance
- D) The role of leadership in guiding protests





- 7. How does Claude Lefort view conflict in democracy?
- A) As fundamental to the functioning of democratic institutions
- B) As a flaw that should be eradicated
- C) As a threat to stability
- D) As a sign of weak governance
- 8. What role do digital platforms play in modern activism, according to the text?
- A) They hinder the organization of protests.
- B) They have little effect on the effectiveness of protests.
- C) They unite individuals under shared symbols and slogans.
- D) They are used primarily by authoritarian regimes to control protest.
- 9. What is the significance of visibility in protest, as discussed in the text?
- A) It guarantees success for the protest.
- B) It leads to greater acceptance of protest by governments.
- C) It causes protests to lose their meaning and relevance.
- D) It invites repression but reminds power holders of citizens' demands.
- 10. According to the author, what is the essential condition for preserving democratic vitality?
- A) Recognizing protest as a necessary and vital component of democracy
- B) Limiting protest to maintain public order
- C) Ensuring that dissent is suppressed in favor of stability
- D) Maintaining constant control over political discourse

#### Answer key

- 1. D
- 2. B
- 3. C
- 4. A 5. D
- 6. B
- 7. A
- 0.6
- 8. C 9. D
- 10. A

# 4. Read each statement carefully. Choose which statement is true or false according to the text.

- 1. Democracy is only about voting in elections and has no other active components.
- A) true
- 2. Protest is seen as a threat to democracy in the text.
- A) true
- B) false

B) false

- 3. In the text, democracy is depicted as a passive concept that does not require citizens' active involvement.
- A) true
- B) false





- 4. The text suggests that history has shown that democratic rights were achieved peacefully, without disruption.
- A) true
- B) false
- 5. In authoritarian regimes, voting is allowed but protest is heavily restricted or criminalized.
- A) true
- B) false
- 6. Dissent is seen as a fundamental flaw in democracy, according to Claude Lefort.
- A) true
- B) false
- 7. Digital platforms have made activism less effective by limiting access to information and organizing.
- A) true
- B) false
- 8. The right to strike is considered an essential component of democratic resistance.
- A) true
- B) false
- 9. The text asserts that when governments tolerate voting but suppress protest, democracy remains strong.
- A) true
- B) false
- 10. The author concludes that democracy is a living force that depends on ongoing acts of defiance and protest.
- A) true
- B) false

#### Answer key

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

# A.II. Vocabulary

#### 1. Match the key terms with their definitions

Terms	Definitions
1. dissent	A. the power or ability to negotiate or demand better terms, often in the context of labor or collective action
2. ossify	B. the act of defying authority or law, often publicly, in a non-violent manner to protest perceived injustice





3. bargaining power	C. a lack of interest, enthusiasm, or concern
4. legitimate	D. the suppression or restriction of rights, especially freedom of expression or protest
5. vitality	E. to become rigid, fixed, or unchangeable, often due to an absence of challenge or opposition
6. civil disobedience	F. a condition or quality of being alive, active and full of energy
7. contestation	G. a disagreement or opposition, especially in a political or social context
8. repression	H. acceptable or justified by law or authority
9. subtle	I. not immediately obvious, requiring careful observation to be understood
10. apathy	J. expressing or engaging in active opposition or competition for power or influence

Answer	key:
--------	------

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

# 2. Fill in the gaps using the correct words from the Word Bank below. Each word can be used only once.

#### **Word Bank**

	Word	Dullin	
suppression	coercion	repression	resilience
subversion	advocacy	empower	ment
legitimacy	mobilize	consensus	S
authorities attemp legal or extrajudici	t to limit or eliminate	the voices of opp d to widespread fe	, where the osition, often through ear and <b>(2)</b> , eat of punishment.
maintain control intimidation may	and prevent any cha	allenge to its aut bility in the short	ng force or threats to hority. These acts of term, but they often blic.
•			tical driver of social and political freedom





often rely on <b>(5)</b> , as they refuse to accept the status quo and demand more inclusive policies. Through collective action, groups can <b>(6)</b> large numbers of people, who then join the cause in solidarity.
In many instances, these movements gain momentum through <b>(7)</b> , which fosters a sense of community and shared purpose. While <b>(8)</b> from power structures may appear overwhelming, the <b>(9)</b> of those who protest – whether through legal means or acts of civil disobedience – has proven time and again to be the lifeblood of change.
Finally, the key to a successful movement is often <b>(10)</b> , which requires not only building a broad coalition, but also ensuring that diverse perspectives are heard and respected.
Answer key:
1. repression
2. coercion
3. suppression
4. legitimacy
5. advocacy
6. mobilize
7. consensus

#### Lock I

8. subversion9. resilience10. empowerment

- 1. What system of government gives citizens the power to choose their leaders? Unscramble the following letters to reveal it: MTICRAOCED. It also answers the riddle "I am the type of system in which voices are equal, power is shared and dissent has space. What am I?"
- 2. What term refers to the act of taking action to bring about social or political change? Unscramble the following letters to reveal it: MVAICSIT. It also answers the riddle "I am action in motion, pushing for change and challenging norms. What am I?"

#### Answer key:

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

## **A.III. Listening**

#### 1. Pre-listening discussion questions

What are some reasons people might participate in protests or strikes for climate change?





• How do you think large protests like these might impact government policies or public awareness?

# 2. Listen to the recording "Climate change strikes across New Zealand" and answer the following questions:

- What were some of the key reasons people gave for participating in the climate protests or strikes you learned about?
- After hearing about these events, do you think your perspective on climate protests has changed? Why or why not?

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

- 1. What was the main purpose of the climate strikes described in the recording?
- A) To raise awareness about global warming
- B) To protest against government corruption
- C) To demand action on climate change
- D) To support renewable energy companies
- 2. What was a major focus of the protest in Auckland?
- A) Pollution control
- B) Rising sea levels
- C) Deforestation
- D) Renewable energy policies
- 3. What did the protesters do to block the entrance to Auckland's port?
- A) They stood silently.
- B) They formed a human chain.
- C) They set up tents.
- D) They blocked the road with vehicles.
- 4. Which generation's actions did one protester express embarrassment over?
- A) The current generation
- B) The older generation
- C) The previous generation
- D) The younger generation
- 5. How did Greta Thunberg show support for the New Zealand climate strikes?
- A) She attended the protests in person.
- B) She wrote an article in a global newspaper.
- C) She personally addressed the protesters in New Zealand.
- D) She shared posts on Twitter about the strikes.

#### **Answer key**

- 1. C
- 2. B
- 3. B
- 4. C
- 5 D

#### 4. Answer the following questions:





- What do you think motivates such large-scale participation in climate strikes, especially from young people?
- How do you see the role of social media and figures like Greta Thunberg in amplifying climate action globally? Do you think it has been effective in shifting public opinion?
- The protesters demand that the government declares a climate emergency and stops fossil-fuel exploration. What other measures do you believe should be prioritized to address climate change in New Zealand or globally?
- The protests involved both students and adults, some expressing embarrassment about their generation's impact on the planet. How important is intergenerational solidarity in climate activism and how can older generations help or hinder youth-led movements?
- What impact do you think protests like these have on government policies and what role should public pressure play in shaping climate-related legislation?

#### Lock II

- 1. What term is used to describe the act of challenging established authority or policies? Unscramble the following letters to reveal it: STEDSNI. It also answers the riddle "I challenge the rules, sometimes in silence and sometimes loud. What am I?"
- 2. What is the word for collective efforts aimed at improving society? Unscramble the following letters to reveal it: TVOMENEM. It also answers the riddle "I am the energy that pushes against silence, a shift that challenges the status quo. What am I?"

#### Answer key:

- 1. DISSENT / Dissent / dissent
- 2. MOVEMENT / Movement / movement

# B. READING, GRAMMAR AND LISTENING: The interplay of power, protest, democracy, activism and dissent

## **B.I. Reading**

#### 1. Pre-reading discussion:

- What role do protests and social movements play in shaping the policies and values of a society? Can you think of any historical examples where protest led to significant social or political change?
- In a democracy, should people always obey the government and its laws or is it important to challenge authority when you believe something is unjust? Why or why not?





### 2. Read the text and reflect on how activism and protest can contribute to the development of a more just society. Do you think they always lead to positive change or can they sometimes have unintended consequences?

#### The interplay of power, protest, democracy, activism and dissent

In democratic societies, the relationship between power and dissent is a complex one. While power often lies with government institutions, economic elites, or influential individuals, dissent arises as resistance to these dominant forces. Protest movements, which stem from dissent, have been central to shaping democratic societies throughout history. But how does protest contribute to democracy and what does it mean to be an activist in a world where political power and public opinion are often at odds?

Democracy is a system of government where power is vested in the people, either directly or through elected representatives. At its core, democracy ensures that citizens have the right to shape the policies that govern their lives. However, in practice, power structures often become entrenched and those who hold power may seek to preserve their positions at the expense of the democratic principles they claim to uphold.

This is where dissent becomes a powerful tool. Dissent is not simply rejecting authority – it is expressing alternative viewpoints and challenging the status quo. Without dissent, there is no true democracy, as there would be no mechanism to question the actions of those in power. Historically, dissent has been the engine behind many of the most significant movements for social change, such as the Civil Rights Movement in the United States and anti-apartheid protests in South Africa.

Protest, a form of dissent, takes many shapes. It can be a peaceful demonstration, like the marches led by Martin Luther King Jr. in the 1960s, or more radical actions, like the May 1968 riots in Paris. Regardless of its form, protest highlights social issues that might otherwise be ignored. By doing so, it acts as a pressure valve, releasing the frustrations of those who feel marginalized or unheard.

Activism is a more organized, sustained form of engagement. Activists are individuals who work through various means – grassroots organizing, advocacy, or direct action – to bring about change. The goals of activism vary widely, from advocating for human rights to pushing for climate action or economic reforms. While protest may be one tool of activism, activism itself involves a deeper commitment to long-term change.

What distinguishes activism from a protest is its focus on enduring transformation. A protest might be a one-time event, but activism is an ongoing effort to challenge power systems that perpetuate injustice. Activists are typically driven by a profound belief in the causes they support, whether those causes are social, political, or environmental.





However, activism is not without its challenges. The power structures activists seek to change often possess substantial resources, including the ability to influence public opinion through media and enact laws that limit protests. In some cases, activists risk imprisonment, torture, or worse, especially in authoritarian regimes. These risks underscore the tension between challenging entrenched power and seeking justice.

Despite these challenges, activism remains a vital force in the development of democratic societies. It is a reminder that democracy is not only about voting or following laws, but about citizens actively participating in shaping their society. When done responsibly, protest and activism serve as checks on the power of those in charge, giving a voice to those who may otherwise go unheard.

Yet, the line between legitimate protest and destabilizing dissent can sometimes be unclear. In some cases, protests can turn violent, or movements may be hijacked by extremist groups, creating more division than unity. This raises critical questions about the ethics of dissent: Is it possible to protest without undermining democracy? And when does dissent cross the line into becoming a threat to social order?

These are questions that continue to spark debate among political theorists, activists and everyday citizens. Ultimately, the relationship between power, protest and democracy is a dynamic one. Democracy is not a fixed system, but a constantly evolving entity, shaped by the actions of its citizens. The tension between power and protest ensures that no government, no matter how powerful, can remain immune to the will of the people.

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

- 1. What is the primary role of dissent in a democratic society?
- A) To undermine the government
- B) To express alternative viewpoints and challenge the status quo
- C) To support the decisions of those in power
- D) To avoid conflict within society
- 2. Which historical movements are mentioned as examples of dissent leading to social change?
- A) The French Revolution and the Industrial Revolution
- B) The Renaissance and the Reformation
- C) The World Wars and their aftermath
- D) The Civil Rights Movement and anti-apartheid protests
- 3. How does protest serve as a "pressure valve" in society?
- A) By maintaining public order and preventing violence
- B) By providing a platform for political leaders to speak to the people
- C) By releasing the frustrations of marginalized groups
- D) By encouraging economic growth and development





- 4. What distinguishes activism from a protest, according to the text?
- A) Activism involves long-term, sustained efforts to create social change.
- B) Activism is typically more disorganized and spontaneous.
- C) Activism is focused on short-term, single events.
- D) Activism only focuses on environmental issues.
- 5. What risks do activists face in their efforts to challenge power structures?
- A) They may be ignored by the media.
- B) They face significant personal and professional risks, including imprisonment or torture.
- C) They might become politically neutral.
- D) They gain immediate recognition and rewards.
- 6. What does the text suggest about the relationship between protest and democracy?
- A) Protest is unnecessary in a healthy democracy.
- B) Protest is only effective when it leads to immediate policy change.
- C) Protest in a democracy undermines the legitimacy of the government.
- D) Protest and activism are vital components of democracy, ensuring that power is checked.
- 7. Why is the ethical dilemma of protest and dissent significant in the text?
- A) It raises questions about whether protesting is ever justified.
- B) It focuses on the rights of the government to control protests.
- C) It considers whether dissent could destabilize the social order.
- D) It argues that dissent should always lead to violence.
- 8. According to the text, what is the role of media in relation to activism?
- A) Media can be used by those in power to shape public opinion and limit protest.
- B) Media often support all forms of protest without question.
- C) Media promote activism by funding it.
- D) Media have no influence on activism.
- 9. What is the text's view on the potential consequences of activism?
- A) Activism always leads to positive and immediate changes.
- B) Activism may result in unintended consequences, including division and violence.
- C) Activism has no real impact on society or politics.
- D) Activism always weakens democracy and leads to authoritarianism.
- 10. How does the text describe the tension between power and protest?
- A) Power and protest are often in agreement and work together for social order.
- B) Power and protest are always in conflict, with no possibility of resolution.
- C) The tension between power and protest is irrelevant to the democratic process.
- D) The tension between power and protest is a central and evolving aspect of democracy.





#### **Answer key**

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

#### **B.II. Grammar**

## 1. Fill in the gaps with the appropriate modal verb.

## Power, resistance and the limits of authority

In many democratic societies, citizens (1) freely express their opinions and engage in activism to challenge policies they find unjust. However, there are limits to the actions that protestors (2) take. For example, while demonstrations (3) be peaceful, violence and destruction of property (4) never be condoned, as these actions undermine the legitimacy of the cause.
Governments, on the other hand, (5) take measures to prevent disorder, but they (6) not violate basic human rights in the process. For example, when the authorities restrict freedom of assembly, they (7) show clear justification for such actions, as public demonstrations must be vital to the functioning of a healthy democracy.
Activists (8) always ensure their protests remain non-violent and inclusive, as this strengthens their message. They (9) not resort to illegal activities in an attempt to speed up change, as this (10) damage their credibility in the eyes of the public.
Answer key:  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.





1. People have the right to protest against unjust laws.  People protest against unjust laws.
2. It is illegal to disrupt public demonstrations in a democracy. In a democracy, public demonstrations be disrupted.
3. People are permitted to organize protests as long as they follow the law. People organize protests as long as they follow the law.
4. The authorities have the right to shut down protests if they pose a threat to public order.  The authorities shut down protests if they pose a threat to public order.
5. Individuals are encouraged to express their dissatisfaction with policies they disagree with.
Individuals express their dissatisfaction with policies they disagree with.
6. In a democratic society, citizens are allowed to protest against the government without fear of punishment.  Citizens in a democratic society protest against the government without fear of punishment.
7. The law forbids citizens from organizing unauthorized demonstrations. Citizens organize unauthorized demonstrations, according to the law.
8. People are not allowed to disrupt public order during protests, as it could lead to legal penalties.  People disrupt public order during protests, as it could lead to legal penalties.
9. The police have the authority to arrest individuals breaking the law.  The police arrest individuals breaking the law.
10. In a democracy, people do not have to fear reprisal for exercising their right to protest.  In a democracy, people fear reprisal for exercising their right to protest.
Answer Key can mustn't can can should can mustn't
mustn't can shouldn't





3. Complete the text with ONE word derived from the word in brackets.  In many societies, (1) (power) elites often try to maintain control over resources, which can lead to widespread feelings of (2) (illusion) among the population. This sense of (3) (alien) can spark protests, especially when governments fail to address the (4) (equal) faced by marginalized groups. However, activists have increasingly adopted (5) (innovate) methods to engage in social movements, using technology to (6) (mobile) people on a global scale.
Despite the growing presence of organized resistance movements, some (7) (criticize) argue that protest does not always lead to (8) (effect) change. The use of (9) (repress) measures by authorities in many countries only seems to strengthen the resolve of those advocating for justice and democracy. In the face of such opposition, activists often demonstrate incredible (10) (resilient) in their pursuit of social justice.
Answer key:  1. powerful  2. disillusionment  3. alienation  4. inequality  5. innovative  6. mobilize / mobilise  7. critics  8. effective  9. repressive  10. resilience
Lock III
1. What term describes the act of standing firm against oppression or control? Unscramble the following letters to reveal it: EETRNIACSS. It also answers the riddle "I am the force that pushes back against power, but I do not always show myself. What am I?"
2. What term refers to the act of refusing to comply with certain laws or regulations, often as a form of peaceful protest? Unscramble the following letters to reveal it: LVIIC NSOCIBEIDDEE. It also answers the riddle: "I defy authority with my refusal to obey, standing firm in my beliefs. What am I?"
Answer key: 1. RESISTANCE / Resistance / resistance

 $2.\ CIVIL\ DISOBEDIENCE\ /\ Civil\ Disobedience\ /\ Civil\ disobedience\ /\ civil\ disobedience$ 

## **B.III. Listening**

1. Pre-listening discussion:





- What are some reasons people might protest against large development projects, such as building a new highway?
- How do you think a protest might impact the decision-making process of local governments or officials?

# 2.1. Listen to the recording "A democratic right" and answer the following questions:

- How have the residents of Redford described the impact they expect from the new highway, particularly on their rural lifestyle?
- What alternative to the new highway does one of the protesters suggest and why do they believe it is a better solution?

<ul><li>2.2. Listen again and complete the sentences with UP TO THREE words.</li><li>1. This is the second day of protests against the new highway and people this plan.</li></ul>
2. They enjoy living in a and they don't want big trucks and buses roaring through town.
3. I spoke to the Redford Police Department and they said there werebut some people were told to move on
4. I will not let my son grow up in
5. If they want Redford to be, then open the railroad.
6. 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 of money to build a useless road.
7. We have to stop this road
8. It's difficult to understand without seeing it yourself.
9. The to stop that.
10. They say they will stop the local government stops building and starts talking to them.
A.,

#### Answer key

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





- 3. Listen to the recording "Thousands of university staff go on strike over pay negotiations" twice and choose the correct answer a, b, c, or d.
- 1. What is the main reason for the university staff going on strike?
- A) They want better working conditions.
- B) They are demanding an 8% pay increase.
- C) They want reduced working hours.
- D) They are protesting against cuts to staff benefits.
- 2. How many universities are involved in the strike?
- A) 8 universities
- B) 5 universities
- C) 10 universities
- D) 7 universities
- 3. According to the speaker, what is the highest pay increase offer so far?
- A) 8%
- B) 7%
- C) 5%
- D) 10%
- 4. What is one reason the universities claim they cannot meet the staff's pay demands?
- A) They have experienced a decrease in student enrollment.
- B) They do not have enough funds in the budget.
- C) They are prioritizing student scholarships.
- D) They are facing financial difficulties due to COVID-19.
- 5. How many workers participated in the strike?
- A) 7,500
- B) 5,000
- C) 10,000
- D) 15,000
- 6. What did one of the vice chancellors say about the university's financial situation?
- A) The university has made huge profits in recent years.
- B) The university is running at a loss.
- C) The university's profits have dropped significantly.
- D) The university is investing heavily in new projects.
- 7. What does one staff member say about the working conditions at the university?
- A) They feel overpaid and underworked.
- B) They feel respected and appreciated.
- C) They feel their demands are unreasonable.
- D) They feel undervalued and disrespected.
- 8. How does the speaker describe the effect of inflation on staff?





- A) It has made staff demand more vacation days.
- B) It has contributed to staff members taking to the streets.
- C) It has decreased the staff's willingness to work.
- D) It has not impacted staff demands.
- 9. What is the response of the universities to the strike?
- A) They have agreed to meet all the demands of the staff.
- B) They are planning to hire replacement workers.
- C) They continue to negotiate with unions.
- D) They have suspended all classes indefinitely.
- 10. What is the impact of the strike on university activities?
- A) Classes are cancelled and library staff are joining the strike.
- B) No impact, as it is a peaceful protest.
- C) Only a small number of staff are participating.
- D) The strike is only affecting administrative staff.

#### Answer key

- 1. B
- 2. A
- 3. C
- 4. D
- 5. A
- 6. C 7. D
- 8. B
- 9. C
- 10. A
- 4. Listen to the recording "Democracy in action" twice and mark the statements as either true or false.
- 1. Richard Cookson is a member of the Social Democrats Party.
- A) true
- B) false
- 2. The National Congress Party is the governing party.
- A) true
- B) false
- 3. Anne Glover is undecided about which party to vote for due to education policies.
- A) true
- B) false
- 4. The National Congress Party plans to spend \$25 million more on education than the governing party.
- A) true
- B) false
- 5. Richard Cookson confirms that his party intends to increase university fees for all families.
- A) true
- B) false
- 6. The National Congress Party plans to implement strict penalties for countries that do not follow an international treaty on global warming.





- A) true B) false
- 7. Anne Glover is concerned about recycling and believes the National Congress Party will make it mandatory.
- A) true B) false
- 8. The National Congress Party plans to raise taxes for all families, including the poorest 30%.
- A) true B) false
- 9. Richard Cookson believes the National Congress Party will win a majority in Parliament.
- A) true B) false
- 10. Anne Glover has already decided how she will vote in the general election.
- A) true B) false

#### Answer key

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

# C. Speaking

# 1. Study the following speech patterns most commonly used in discussions or debates:

#### 1. Expressing opinion or belief

"I believe that..."

"In my view, the most important issue is..."

"I'm convinced that..."

Example in context:

*Speaker A*: "Do you think protests can bring about real change?"

*Speaker B*: "I believe that peaceful protests can raise awareness, but long-term change often requires policy reforms."

#### 2. Asking for clarification

"Could you elaborate on that?"

"What do you mean when you say ...?"

"Can you explain that in more detail?"

Example in context:

Speaker A: "Activism has always been a part of democratic movements."

Speaker B: "Could you clarify what you mean by 'activism' in this context?"





### 3. Agreeing with an opinion

"I totally agree with you."

"That's exactly how I feel."

"I couldn't agree more."

Example in context:

Speaker A: "Dissent is a fundamental right in a democracy."

*Speaker B*: "I couldn't agree more. It's essential for keeping the government accountable."

#### 4. Disagreeing politely

"I see your point, but..."

"I'm not sure I agree with that."

"That's an interesting perspective, but I think..."

Example in context:

Speaker A: "People should always follow laws, even if they disagree with them."

*Speaker B*: "I see your point, but I think civil disobedience can sometimes be necessary to challenge unjust laws."

#### 5. Expressing concern or worry

"I'm concerned that..."

"My worry is that..."

"What if ...?"

*Example in context:* 

Speaker A: "Protests are necessary to challenge power."

*Speaker B*: "I'm concerned that violent protests could undermine the message of the movement."

#### 6. Providing evidence or examples

"For example, in the case of..."

"Studies have shown that..."

"Historically, we've seen that..."

Example in context:

Speaker A: "Social media can be an important tool for activism."

*Speaker B*: "For example, in the Arab Spring, social media played a crucial role in organizing protests."

#### 7. Making a suggestion or proposal

"How about we ...?"

"I think it would be more effective if we..."

"Perhaps we could..."

*Example in context:* 

Speaker A: "How can we make our protest more impactful?"

*Speaker B*: "How about we organize a peaceful march to draw more attention to our cause?"

#### 8. Expressing uncertainty or doubt

"I'm not sure if that will work."





"I'm skeptical about..."

"It's hard to say whether..."

Example in context:

Speaker A: "I think a sit-in would be a good way to protest."

*Speaker B*: "I'm skeptical about that approach. It might not get the kind of media attention we need."

#### 9. Using rhetorical questions

"Isn't it the government's job to listen to the people?"

"Don't you think we've reached a point where change is necessary?"

"What happens when the voices of the people are ignored?"

Example in context:

Speaker A: "What if protests don't change anything?"

*Speaker B*: "Well, isn't it the government's job to listen to the people's concerns? If not, what are we left with?"

#### 10. Challenging an argument or perspective

"But have you considered ...?"

"What about the fact that ...?"

"Don't you think that ignoring this issue will lead to ...?"

Example in context:

Speaker A: "Protest movements often cause more harm than good."

*Speaker B*: "But have you considered that without protests, many social injustices would remain unchallenged?"

#### 2. Role play

#### Scenario

Two individuals are engaged in a discussion about the role of activism, protest and dissent in a democratic society. One is an activist who believes in the necessity of protest and civil disobedience to bring about change, while the other is a politician who believes that protests, especially if disruptive, harm the social fabric and should be regulated more strictly. The aim of this role play is to debate the value and impact of activism in a democracy, discussing the balance between freedom of speech, social stability and the effectiveness of protests as a means of achieving political change.

#### **Participants**

Activist (Person A): You believe that protests and civil disobedience are crucial tools for social change. They can challenge unjust policies, push for reforms and bring attention to marginalized issues. Without activism, many important societal changes (like civil rights, gender equality and climate action) would not have happened. You see peaceful protests as an expression of democracy.

*Politician (Person B):* You believe that democracy functions best when people engage with the political process through voting, lobbying and dialogue, rather than protest. While you support freedom of expression, you feel that widespread protests can create divisions, disrupt society and lead to instability. You advocate for a more regulated approach to dissent, where grievances are addressed through institutional channels.





#### **Instructions**

#### 1. Opening statement

Each participant gives a 1–2-minute opening statement on their position regarding activism and protest in democracy.

*Activist (Person A):* Explain why protests are essential in a democracy. Discuss historical examples where protests led to positive change. Emphasize the need for activism to address systemic injustices.

*Politician (Person B):* Express your concerns about protests, focusing on how they can create disruption and undermine democratic processes. Argue for more formal channels of change, like voting or dialogue between citizens and government.

#### 2. Discussion

After the opening statements, the discussion begins. Both participants should take turns asking each other questions, making rebuttals and defending their positions.

Activist (Person A): Argue that protest is a fundamental right in democracy and that it is often the only way for marginalized groups to make their voices heard. Discuss the role of protest in holding those in power accountable.

*Politician (Person B):* Counter by suggesting that protests, especially if disruptive, can alienate the general public and tarnish the message. Mention that protests may be hijacked by extremists, which could undermine legitimate concerns. Promote the idea of engagement through lawful means.

#### 3. Possible questions for discussion

Activist (Person A) to Politician (Person B): "How do you propose that people, especially those with no access to power, make their voices heard in a system that often ignores their concerns?"

*Politician (Person B) to Activist (Person A):* "Do you believe that protests should have no boundaries? For example, should we allow actions that disrupt public order or block roads, even if it inconveniences innocent citizens?"

Activist (Person A) to Politician (Person B): "Do you think that the government always listens to petitions or peaceful appeals or is protest sometimes the only way to bring about attention to critical issues?"

*Politician (Person B) to Activist (Person A):* "Don't you think that protests can lead to violence and unintended consequences, making it harder to bring about change in the long run?"

#### 4. Closing statements

Each participant concludes by summarizing their key points in 1 minute, reinforcing their main argument and addressing any remaining questions or concerns.





#### Lock IV

- 1. What word is used to describe the pursuit of fairness and equality, especially in legal contexts? Unscramble the following letters to reveal it: EUTCSIJ. It also answers the riddle "I am what you seek when something is not right. What am I?"
- 2. What concept is central to protests and activism, often tied to liberation and autonomy? Unscramble the following letters to reveal it: MEFDOER. It also answers the riddle "I can be granted or taken, but I always strive for expression and choice. What am I?"

#### Answer key:

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

# **Section D. Writing**

# Watch the introductory backstory video "Social media's impact on activism" again and read the following additional information before you do your writing assignments:

The government has imposed the following restrictions on online content targeting activist groups to limit digital activism under the guise of maintaining public order or fighting misinformation:

#### 1. Ban on "unverified protest information"

Activist groups are prohibited from posting details about planned protests, demonstrations, or public gatherings unless approved in advance by a government agency. Social media platforms are required to remove any such content within 24 hours or face heavy fines.

### 2. Prohibition of "emotionally-provocative content"

Posts containing graphic images, testimonies, or videos of police violence or civil unrest are banned under the claim that they incite public disorder. Activists who share such content can be charged with "digital incitement to instability".

#### 3. Ban on "foreign-funded activism"

Any content linked to NGOs or groups that receive foreign funding is restricted from being shared or promoted. This includes interviews, reports, infographics, or even hashtags associated with international campaigns.

#### 4. Real-name and registration requirement for admins

All administrators of activist social media pages or group chats must register with their real name, national ID and address. Anonymous accounts advocating for political change are criminalized under "online impersonation of public voices".

#### 5. Keyword and hashtag blacklisting

Specific hashtags (e.g., #JusticeNow, #YouthRise, or the name of the movement itself) are banned across all platforms. Using blacklisted terms leads to automatic content removal and possible investigation by authorities.





#### 6. Automated content surveillance

The law mandates the use of AI-based tools by social media companies to flag and remove posts that "threaten national unity or public confidence in institutions", a vaguely defined category often used to target dissent.

Craft a compelling message (200–250 words) that will resonate with the global community while navigating the legal boundaries set by the government.

#### MAIN ASSIGNMENT

The management of Novaland University has informed its students of the new law and has demanded that it is carefully observed. Your group of student activists (all participants belong to this group) needs to develop <u>an online campaign strategy (a catchy slogan and a list of steps/measures)</u> to resist the government's new restrictions on social media. Your goal is to keep the momentum of your movement alive while outsmarting the censorship attempts.

The proposed catchy slogan should consist of up to ten words. The suggested steps/measures should be up to seven, each of which consisting of a short title of up to seven words and a brief description of up to seventy words.

#### DISCUSSION AND REFLECTION

#### 1. Introduction

- Discuss the concept of democratic freedom and the importance of civil rights in a democracy.
- Do you think protest is an essential part of a democratic system? Why or why not?

#### 2. Main discussion questions

#### 2.1. Power dynamics

How do you think governments should respond to public protests?
 Should the state have the right to use force to suppress protests or should they allow all forms of dissent, even if disruptive?

#### 2.2. Effectiveness of protest

• Do you think protests are an effective way to bring about political or social change? Why do some movements succeed while others fail?

### 2.3. Digital activism

• In the age of social media, how has activism changed? Are online protests (e.g., hashtag campaigns, viral videos) as powerful as traditional, on-the-ground demonstrations?

#### 2.4. Ethical considerations

• At what point does activism become harmful to society? Is there a line between legitimate protest and extremist action?

#### 2.5. Democratic values vs. stability





• Can too much dissent undermine the stability of a democracy? Should there be limits to protest or should all forms of protest be protected under democratic principles?

#### 3. Personal reflection

 Think about a protest or social movement that has had an impact in your country or globally. Do you believe it changed something meaningful?
 What lessons can be learned from its success or failure?

#### 4. Conclusion

- Summarize your views.
- In your opinion, what is the future of protest in democracies? Will
  protests continue to play a central role or will new methods of dissent
  emerge?





# Unit 6 Digital You

# **Intended learning outcomes**

#### **Knowledge:**

- Understand key concepts of digital safety, including impersonation, phishing, oversharing, and digital footprints.
- Recognize the shared responsibilities of individuals, companies, and governments in protecting online identity and trust.

#### **Attitudes:**

- Show responsibility toward protecting one's own and others' digital identity.
- Question online content critically rather than accepting it at face value.

#### Skills:

- Analyze digital case studies critically and identify risks such as fake accounts or suspicious messages.
- Communicate effectively in English about online safety through discussion, roleplay, and formal proposals.

#### Values:

- Value privacy, transparency, and accountability as essential democratic principles in digital spaces.
- Respect human dignity and fairness by promoting safe, trustworthy online environments.

# **Backstory**

Digital spaces are now inseparable from everyday life: students use them to study, socialize, debate, and shape their identities. Yet these spaces also carry risks. Fake accounts can manipulate trust, phishing attempts can steal personal information, and oversharing can expose users to harm. Universities, governments, and platforms often debate where the responsibility lies—but students themselves also play a vital role.

At Novaland University, recent incidents of impersonation, phishing, and data misuse have highlighted the urgent need for digital literacy and responsibility. Protecting students' online identity is not only a technical matter—it is a democratic one, linked to trust, transparency, and fairness in digital society.

This unit prepares you to recognize digital threats, communicate effectively about online risks, and propose solutions that balance individual responsibility with institutional and corporate accountability. By strengthening your skills in critical thinking, communication, and responsible online behavior, you will be better equipped to act as a responsible digital citizen—protecting yourself, your peers, and the democratic values that underpin safe online communities.





## A. READING, VOCABULARY AND LISTENING

### A.I. Reading

#### 1. Pre-reading discussion:

- Have you ever come across an account online that you suspected might be fake? How did you recognize it?
- Why do you think some fake accounts become popular so quickly?

# 2. Read the text, and, in three sentences, explain how the fake account spread so quickly.

#### 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,. In that time, it managed to post more misleading updates, including one claiming that a major student event had been the fake account remained active for several hours 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. (497 words)

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

- 1. When was the suspicious account created?
- A) 1 day ago
- B) 3 hours ago
- C) 1 week ago
- D) 2 months ago
- 2. What feature made the account look authentic?
- A) Verified badge
- B) Paid advertisement
- C) Copied real name and photo
- D) Similar writing style
- 3. Which post gained the most engagement?
- A) The first post (welcome message)
- B) The second post (controversial remark)
- C) The third post (event announcement)
- D) None of them
- 4. How many followers did the account have after the first hour?
- A) 100
- B) 500
- C) 50
- D) 274





- 5. What made the fake account spread further?
- A) Direct invitations
- B) Algorithm pushing high-engagement posts
- C) Official university endorsement
- D) Paid promotions
- 6. What risk was introduced by the external links?
- A) Lost visibility
- B) Advertising
- C) Phishing attempts
- D) Identity verification
- 7. Why did some students trust the account?
- A) Teachers shared it
- B) It had no spelling mistakes
- C) It was verified by the university
- D) Social proof from many followers
- 8. How long did the account remain active before removal?
- A) Several hours
- B) A few minutes
- C) One week
- D) It is still active
- 9. What false information did the account post?
- A) A scholarship announcement
- B) An event cancellation
- C) A student complaint
- D) New course registration
- 10. What broader issue does this case illustrate?
- A) The importance of digital literacy
- B) The dangers of paid ads
- C) The speed of university administration
- D) The benefits of multiple accounts

#### Answer key:

- 1. B
- 2. C
- 3. B
- 4. D
- 5. B 6. C
- 7. D
- 8. A
- 9. B
- 10. A
- 4. Read each statement carefully. Choose which statement is true or false according to the text.





- 1. The fake account was created three hours ago.
- A) true
- B) false
- 2. The first post received the most engagement.
- A) true
- B) false
- 3. The account gained 274 followers within the first hour.
- A) true
- B) false
- 4. Algorithms helped increase its visibility.
- A) true
- B) false
- 5. All students immediately recognized it as fake.
- A) true
- B) false
- 6. The account included phishing links.
- A) true
- B) false
- 7. The university administration removed the account instantly.
- A) true
- B) false
- 8. The impersonated student felt distressed by the situation.
- A) true
- B) false
- 9. Social proof played a role in making the account seem credible.
- A) true
- B) false
- 10. This case demonstrates why digital literacy is unnecessary.
- A) true
- B) 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

1. Match the key terms with their definitions.

Terms	Definitions
1. Impersonation	A. Revealing private data to unauthorized users
2. Phishing	B. A name used instead of the real one





3. Data breach	C. Pretending to be another person online
4. Privacy settings	D. Checking identity through official confirmation
5. Verification	E. Submitting a complaint to a platform
6. Pseudonym	F. Sending deceptive messages to steal information
7. Visibility	G. A profile created using false or stolen information
8. Reporting	H. The extent to which content can be seen by others
9. Fake profile	I. The clarity with which rules or actions are explained
10. Transparency	J. Controls allowing users to limit who can see their information

- 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

#### 2. Fill in the gaps with the appropriate word from the Word Bank. There are more words than gaps, so choose carefully.

#### **Word Bank**

malware, firewall, encryption, pseudonym, cyberbullying, spam, algorithm,

password, fake profile, cookie, digital footprint, hacking
1. The IT team installed a stronger to block unauthorized access from outside networks.
<ol><li>Using a long and complex makes it harder for attackers to guess your</li></ol>
login.
3. The government uses to secure sensitive emails so that only the intended recipient can read them.
4. Teens were warned about the harmful effects of, which can spread quickly through group chats.
5. An employee accidentally downloaded after clicking on a suspicious attachment.
<ol><li>The school reminded students that every post leaves a, which can be traced years later.</li></ol>
7. Social media platforms rely on an to decide which posts appear on your feed.
8. After a rise in identity theft, police investigated a case of online targeting
bank customers.
9. Many websites ask users to accept at least one that stores browsing data.
10. Most people quickly delete emails offering fake prizes or discounts.





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





#### Lock I

#### Scenario:

You have been hired as a Digital Safety Officer at Novaland University. Before you can access the Incident Response Console, you must unlock a 4-digit code. Each digit is hidden in the following clues. Use your knowledge of online identity and digital safety to solve them.

#### **Clue 1: (Digit 1)**

Which of the following is the best definition of social proof in digital spaces?

- A) The ability of algorithms to block harmful content 6
- B) The perception that something is trustworthy because many people engage with it  $4\,$
- C) A guarantee that an account is verified 2
- D) The legal requirement to register with your real name 9

#### *Clue 2: (Digit 2)*

What is the main danger of oversharing online?

- A) It reduces platform storage 1
- B) It can reveal personal details used for impersonation or scams 7
- C) It makes posts less visible in search engines 3
- D) It lowers your number of followers 5

#### *Clue 3: (Digit 3)*

What is a phishing attempt MOST likely to do?

- A) Ask for login details through deceptive links 8
- B) Encourage users to create stronger passwords 6
- C) Improve digital literacy through tutorials 4
- D) Block malicious advertisements 2

#### *Clue 4: (Digit 4)*

Why is digital literacy essential in a democratic society?

- A) It helps people recognize misinformation and protect their online identity 0
- B) It allows universities to advertise more courses 5
- C) It reduces the cost of internet subscriptions 3
- D) It guarantees platforms never misuse data 7

#### **Code Box**

Enter the 4-digit code: [\_\_\_ ]

#### Answer key:

Clue 1:  $B \rightarrow 4$ 

Clue 2:  $B \rightarrow 7$ 

Clue 3:  $A \rightarrow 8$ 

Clue 4:  $A \rightarrow 0$ 

Correct Code: 4780





#### A.III. LISTENING

#### 1. Pre-listening discussion

- Why do you think companies collect so much data from users?
- Can privacy settings really protect you, or do you think they are too complicated?
- 2. Listen to "Dr Varga's Testimony on Digital Ethics", and write down three concrete suggestions that Dr Varga makes for safer digital behavior.

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

- 1. What do companies do with your data profile?
- A) Delete it after 24 hours
- B) Track, sell, and use it for predictions
- C) Use it only for login purposes
- D) Keep it private and secure
- 2. Why are fake accounts a serious problem?
- A) They take up too much storage
- B) They only waste people's time
- C) They harm trust and spread misinformation
- D) They help platforms test new features
- 3. What is the issue with privacy settings?
- A) They are confusing and hidden
- B) They are too easy to use
- C) They are only for older users
- D) They cost extra money
- 4. What information is always public on platforms?
- A) Passwords
- B) Profile information (name/picture)
- C) Private messages
- D) Search history
- 5. What solution does Dr Varga emphasize most?
- A) Reporting fake accounts
- B) Using pseudonyms
- C) Avoiding social media completely
- D) Digital literacy

#### Answer key:

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

#### 4. Answer the following questions:





- Why might young people underestimate the risks of fake accounts?
- In what ways could platforms make privacy settings clearer?
- How does digital literacy connect to democratic citizenship?
- What responsibilities belong to individuals, and what to companies?
- Which of Dr Varga's suggestions do you think is most realistic to apply in your own life?





#### Lock II

#### Scenario:

To unlock the gate, solve the clues below. Each correct answer gives you one letter. Put the letters together to discover the password.

#### Clue 1

Which of the following is a strong password?

- A)  $12345 \rightarrow P$
- B) Sunshine  $\rightarrow$  D
- C) MyDog2025! → S
- D) Password  $\rightarrow$  R

#### Clue 2

What should you do if you receive a suspicious email?

- A) Open all links to check them  $\rightarrow$  Q
- B) Delete it or mark as spam  $\rightarrow$  A
- C) Reply with personal details  $\rightarrow$  T
- D) Forward it to friends  $\rightarrow$  K

#### Clue 3

What does a firewall do?

- A) Blocks unauthorized access  $\rightarrow$  F
- B) Speeds up the internet  $\rightarrow$  H
- C) Stores photos safely  $\rightarrow$  N
- D) Lowers screen brightness  $\rightarrow$  C

#### Clue 4

Which of these is an example of cyberbullying?

- A) Sharing funny memes  $\rightarrow$  M
- B) Spreading hurtful rumors online  $\rightarrow$  E
- C) Asking for tech help  $\rightarrow$  L
- D) Creating a group project chat  $\rightarrow$  Z

#### Answer key:

Clue  $1 \rightarrow C$ 

Clue  $2 \rightarrow B$ 

Clue  $3 \rightarrow A$ 

Clue  $4 \rightarrow B$ Code Box

Correct letters: S - A - F - E

Password: SAFE





#### B. Reading, grammar and listening

#### **B.I. Reading**

#### 1. Pre-reading discussion

- Do you believe social media companies care more about profit or about user safety? Why?
- Should young people be taught digital responsibility at school or university?

## 2. Summarize in one paragraph the responsibilities of companies vs. individuals in protecting digital safety.

#### 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.

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

- 1. Why do platforms face criticism?
- A) They fail to protect users
- B) They publish too many ads
- C) They ban political speech
- D) They limit free accounts
- 2. What is still lacking in privacy policies?
- A) Humor
- B) Grammar
- C) Transparency
- D) Length
- 3. Why do users overshare information?
- A) They are required by law
- B) They want fame





- C) They trust their friends
- D) They misunderstand policies
- 4. What makes students vulnerable to impersonation?
- A) Their advanced technical skills
- B) Their age and limited experience
- C) Their distrust of platforms
- D) Their resistance to phishing
- 5. What problem exists with privacy settings?
- A) They cost money
- B) They are hidden and complex
- C) They are too visible
- D) They do not save automatically
- 6. What alarming case of misinformation is mentioned?
- A) A cancelled exam announcement
- B) A scholarship scam
- C) A false teacher resignation
- D) A fake sports event
- 7. What do some analysts propose?
- A) Fewer rules
- B) Total censorship
- C) Stricter regulations
- D) Privatization of platforms
- 8. What do companies warn about regulations?
- A) They are too short
- B) They reduce advertising
- C) They cost too little
- D) They may limit free expression
- 9. How did one student describe the feeling of online life?
- A) Safe and exciting
- B) Constant surveillance, no protection
- C) Full of opportunities
- D) Fair and democratic
- 10. What does digital citizenship require?
- A) Avoiding online activity
- B) Anonymous accounts for all
- C) Company responsibility and individual literacy
- D) More government control only

- 1. A
- 2. C
- 3. D





- 4. B 5. B 6. A 7. C 8. D
- 9. B 10. C

#### **B.II. Grammar**

**1. Fill in the gaps with the most appropriate way of expressing modality:** This account \_\_ (1) be suspicious because all the posts were uploaded within minutes. It \_\_ (2) that it was created very recently. The controversial post \_\_ (3) have attracted attention, since it received the most reactions. The account already had hundreds of followers, so it \_\_ (4) be completely new.

Experts argue that the statement about the event cancellation \_\_ (5) be considered misleading. It \_\_ (6) helped the account gain visibility. The high number of comments \_\_ (7) indicate strong debate. Some of the reactions \_\_ (8) come from fake accounts boosting visibility. Reports from students \_\_ (9) have alerted the platform already, but the system \_\_ (10) too slow to respond.

#### Answer keys:

- 1. must
- 2. seems
- 3. might
- 4. can't
- 5. could
- 6. possibly
- 7. may
- 8. might
- 9. should
- 10. seems
- 2. The bold parts of the sentences sound too certain. Rewrite them using more cautious or tentative language (e.g., might, could, seem, appear, claim, suggest).
- 1. **It is clear that** privacy settings are always effective.
- 2. This account is **definitely** fake.
- 3. The company guarantees complete protection.
- 4. There is **no doubt** students are careless.
- 5. The platform **always removes** fake accounts immediately.
- 6. We **know** companies sell data.
- 7. This post **must** be true.
- 8. The university will solve the problem right away.
- 9. All users are aware of the risks.
- 10. Fake accounts are harmless.
- 3. Complete the text using the correct form of the word in brackets.





	· · · · · · · · · · · · · · · · · · ·
ex th	ne rise of fake accounts has increased student (1) (anxious). Many students perience (2) (confuse) when trying to adjust privacy settings. Experts argue at greater (3) (transparent) is needed from companies. Some platforms ow little (4) (responsible), focusing mainly on profit.
sn wo go	ecent reports highlight the (5) (danger) of oversharing information. Even nall details can be used for (6) (identify) theft. Universities are now offering orkshops on digital (7) (safe) and ethical online (8) (behave). The overall al is to increase student (9) (aware) and make online community more (10) _ (trust).
1. a 2. d 3. t 4. 1 5. d 6. i 7. s 8. l 9. a	anxiety confusion transparency responsibility dangers identity safety behavior awareness . trustworthy
Lo	ock III
1. pr 2. 3. co 4. 5. 6.	The suspicious account be fake, since it copied photos from another ofile.  The high number of followers indicate coordinated activity.  The post about exam cancellation have been designed to cause nfusion.  Privacy settings protect users, but they are often hidden and complex.  Some reactions come from bots, given how quickly they appeared.  It that students trusted the account because of social proof.
An	swer key:

#### **B.III. Listening**

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

#### 1. Pre-listening discussion

- What digital problems do you think are most common at universities?
- Should platforms or individuals do more to solve them?





# 2. You are going to listen to a short report on the results of a Youth Digital Ethics Summit. As you listen, match the words related to online responsibility with their appropriate synonyms from the Word Bank.

#### **Word Bank**

violation	disclosure		imitation	exposure
excessiv	e sharing	rule	private	alias
clear	duty			

Pseudonym	
Breach	
Transparent	
Regulation	
Responsibility	

**Answer key** 

Pseudonym	alias
Breach	violation
Transparent	clear
Regulation	rule
Responsibility	duty

- 3. Listen to a student's testimony on an online scam and answer the following question.
  - What was the subject line of the suspicious email?
  - What steps does the student now take to check email safety?
  - What broader lesson does this story teach about phishing?
- 4. Listen to the "Expert Panel Debate on Digital Safety" and choose the correct answer a, b, c or d.
- 1. According to Expert 1, who should take responsibility for online safety?
- A) Individuals
- B) Families
- C) Universities
- D) Platforms
- 2. What reason does Expert 1 give for this responsibility?
- A) Platforms are regulated by governments
- B) Platforms profit from user data
- C) Platforms never sell data
- D) Platforms are non-profit
- 3. What is Expert 2's main point?
- A) Governments should ban oversharing
- B) Platforms should remove all ads
- C) Individuals must avoid oversharing
- D) Teachers should monitor students





- 4. What solution does Expert 3 emphasize?
- A) More user training
- B) Clear regulations from governments
- C) Volunteer student groups
- D) Fewer online platforms
- 5. Why does Expert 3 believe laws are necessary?
- A) Without laws, platforms will prioritize profit
- B) Laws make users more active
- C) Laws increase the number of platforms
- D) Laws protect companies from taxes
- 6. What does Expert 1 argue is more important than regulations?
- A) Transparency
- B) Digital literacy
- C) Oversharing
- D) Advertising
- 7. What is the danger if students lack digital literacy?
- A) They will stop using the internet
- B) No laws will be effective
- C) They will create fake accounts
- D) Platforms will close down
- 8. What problem with companies does Expert 2 point out?
- A) They ban young people
- B) They are too transparent
- C) They hide policies in legal jargon
- D) They make policies too short
- 9. What do users need, according to Expert 2?
- A) More advertising
- B) Greater clarity
- C) Stricter discipline
- D) More entertainment
- 10. How does the Moderator summarize the debate?
- A) Balance is needed between platforms, individuals, and governments
- B) Only governments should take responsibility
- C) Students should stop using social media
- D) Platforms must close fake accounts immediately

- 1. D
- 2. B
- 3. C
- 4. B
- 5. A
- 6. B
- 7. B





8. C 9. B 10. A

#### C. SPEAKING

#### C.I. Speech patterns

Study the speech patterns – expressions that can help speakers share their ideas effectively, respond to others, and participate actively in academic or professional discussions.

#### **Expressing an opinion**

In my opinion
I believe that
From my perspective
To me
It seems that

#### Turn-taking / building on another's point

That's a good point, and I'd like to add...
Furthermore
In addition
What's more
Likewise

#### Making a suggestion / argument

We should consider... Another key measure is... To start with... One possible solution is... Next...

#### Using idioms (warning, advice, responsibility, privacy)

Better safe than sorry
Think before you click
Leave no trace
The ball is in your court
At the end of the day

#### Inviting another's opinion

What do you think about this? How do you see it? Would you agree? Do you share this view? Could you explain more?

#### **Expressing disagreement**





Actually, I disagree because...
On the other hand...
In contrast...
However...
I see it differently...

#### Structuring an argument

To begin with...
Firstly / Secondly / Thirdly...
Let's consider...
For example...
To illustrate...

#### **Encouraging elaboration**

Could you explain that further? Can you give an example? Could you clarify what you mean? Tell me more about that... How does that relate to your point?

#### **C.II. Answering questions**

## Based on all the materials examined so far, answer the questions using the above speech patterns.

- What is your opinion about the role of social media in students' academic or personal lives, and how can structuring devices (like Firstly, Secondly, Finally) help make your argument clearer?
- How can students respond constructively to their peers in class discussions, and why is it important to invite others to share their views?
- What suggestions would you make to improve online safety and digital responsibility at university, and how could idiomatic expressions (like "Better safe than sorry" or "Think before you click") be useful in this context?
- What are respectful ways to disagree with someone in an academic or professional setting, and how can asking follow-up questions (such as "Could you clarify what you mean?") encourage deeper discussion?
- Based on the discussion, what communication strategies do you think are most effective for creating respectful, inclusive, and persuasive dialogue in academic or professional contexts?

Sum up your answers and suggest what effective academic communication looks like when students use these speech patterns in practice.





#### Lock IV

#### Scenario:

The door to the *Cyber Safety Control Room* is locked. To open it, you must solve a puzzle about how students can communicate effectively when discussing online risks.

#### The Challenge

Good dialogue skills are key to solving digital problems. Unscramble the phrases below to reveal three useful speaking strategies. The first letter of each correct phrase will give you the 3-letter password to unlock the room.

#### Scrambled Phrases:

PNERSGEISX NIONOPI  $\rightarrow$  (A way to share your viewpoint clearly) IIVNTNIG POONINI  $\rightarrow$  (A way to bring others into the conversation) HKINT EFOREB UOY LICKC  $\rightarrow$  (An idiom for giving digital safety advice)

#### Answer key:

Expressing opinion  $\rightarrow$  E Inviting opinion  $\rightarrow$  I Think before you click  $\rightarrow$  T Password: EIT  $\rightarrow$  Door Unlocked

#### D. WRITING

#### **Writing Task Practice**

Short Essay (250 words): Reflect on how your personal information is currently visible online. What do you share intentionally, and what would you like to change?

#### MAIN ASSIGNMENT

Read the Novaland Connect case study again (A.I.2).

Write a formal proposal (1000 words) addressed to the *Novaland University Digital Safety Committee*. Work in pairs of 3-4 individuals. Your proposal should:

**Describe the issue:** Summarize the risks of fake accounts, phishing, and oversharing.

*Explain why the issue matters:* Show the impact on students' safety, reputation, and trust in the university.

*Suggest at least three concrete measures:* e.g., awareness workshops, quicker reporting systems, clearer privacy settings, or peer-to-peer digital safety ambassadors.





*Argue why your suggestions would be effective:* Link them to principles of digital literacy, responsibility, and democratic participation.

#### Format guidelines:

Use formal and persuasive language.

Structure your text with clear sections (*Introduction, Problem, Proposed Actions, Conclusion*).

Aim for 1000 words.

**Type:** Formal proposal (academic writing/advocacy text)

Mode: Oral and written (group discussion, proposal writing, in-class

presentation); Group work (3–4 students) **Roles:** All are student representatives

#### **Inputs:**

Case Study: The Fake Account on Novaland Connect (Reading A.I.)

**Vocabulary list:** impersonation, phishing, privacy settings, visibility, transparency digital literacy, etc. (Vocabulary A.H.)

transparency, digital literacy, etc. (Vocabulary A.II.)

Listening transcripts: Dr Varga's testimony, Student Testimony, Expert Panel

Debate (Listening A.III & B.III).

#### **Outputs:**

Formal written proposal/Oral presentation of the proposal

#### DISCUSSION AND REFLECTION

## After completing your proposal, reflect on the learning experience. Discuss in groups or write short notes on these questions:

- What strategies did you use in this challenge to recognize risks connected to fake profiles and phishing?
- How can digital literacy help students become more responsible democratic citizens?
- Which actors (companies, governments, universities, or individuals) should carry the most responsibility for digital safety, and why?
- How did the writing assignment change the way you think about your own digital footprint and privacy?
- Which RFCDC competences (e.g., critical thinking, responsibility, analytical skills, communication, respect for others) did you practice in this unit, and how can you apply them outside the classroom?





#### Unit 7

### **Green Talks: Environmental Citizenship**

#### **Intended learning outcomes**

#### **Knowledge:**

- Knowledge and critical understanding of global environmental issues, such as climate change impacts and bottom-up adaptation and mitigation strategies that could be implemented locally.
- Knowledge of vocabulary related to climate change, grammar related to indirect questions, and English language conventions for designing an interview questionnaire.

#### Skills:

- Analyse complex written and audio texts on the topic of climate change;
- Communicate powerful messages in English – both in speaking and writing – urging environmentally friendly and climate neutral behaviour.
- Co-design in a team an interview questionnaire on climate change awareness and mitigation practices, analyse, interpret and present findings in the form of Infographic in English.

#### Attitudes:

 Responsibility and civic-mindedness toward impact on human acidity on the environment.

#### Values:

Valuing human rights, in particular freedom of opinion and expression.

#### **Backstory**

Record-breaking heat, sudden floods, and shifting seasons – climate change is hitting closer to home than ever. Across Europe, and even here at Novaland University, its effects are becoming visible: unpredictable weather, higher energy use, and changing green spaces on campus. The global crisis has local consequences, and they are growing harder to ignore.

As members of the international Novaland community, you and your peers experience these changes in different ways – but you share one responsibility: to understand and act. You are part of the **Youth Climate Action Lab** at Novaland. Your mission is to explore how climate change impacts your surroundings and to design ideas that help your community respond.

You'll focus on both **climate change mitigation and adaptation** – finding ways to reduce the causes of climate change and adjust to its effects. At a university level, this could mean promoting renewable energy, cutting down on single-use plastics, improving recycling systems, and encouraging low-carbon transport like cycling or car sharing. It could also involve adapting campus life to extreme weather by creating shaded study areas, using water-saving systems, or planting





climate-resilient greenery. Small changes across campus – in classrooms, dorms, cafeterias, and outdoor spaces – can strengthen Novaland's resilience and reduce its carbon footprint.

Your task is to create a "**Green Talk**": to design an interview questionnaire, collect responses from your peers, teachers, and community members, and create infographics presenting your findings and inspiring action. Show how small, realistic steps – from saving energy in dorms to promoting greener transport or reducing waste – can make a real difference. At Novaland, global awareness begins with local action.

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

#### A.I. Reading

#### 1. Pre-reading discussion:

• What local signs of climate change have you noticed, for example, in weather, seasons, or nature, in your region over the past few years?

#### 2. Read the text.

 Which impacts of climate change do you think universities and local communities should pay more attention to, and why?

#### Climate Change Impacts on Health and the Environment in Europe

Climate change is no longer a distant, far-in-the-future threat. It is already reshaping ecosystems, weather patterns, and human well-being across Europe. While each region faces different risks, many trends are clear: more frequent heatwaves and floods, changes in precipitation, increasing droughts in some areas, and shifting seasons. These changes, known as climate change impacts, affect ecosystems, air quality, water supply, food security, and public health.

Europe is warming faster than any other inhabited continent, at roughly twice the global average rate. According to "The 2024 Europe Report of the Lancet Countdown on Health and Climate Change", average temperatures in Europe have risen about 2.2°C above pre-industrial levels, compared with 1.3°C globally. The report warns that southern and central regions are becoming significantly drier, while northern and coastal areas experience heavier rainfall and flooding.

European Environment Agency (EEA) warns that these environmental shifts threaten biodiversity and natural ecosystems. Species that depend on narrow temperature ranges or specific habitats are being displaced, while invasive species spread more easily in milder climates. Forest ecosystems, especially in the Mediterranean, are under growing pressure from heat stress, wildfires, and pests. Water stress already affects nearly one-third of Europe's land area and





population, reducing freshwater availability, harming aquatic ecosystems, and intensifying competition for water during dry seasons.

The changing environment and more extreme weather have serious consequences for human health. Heatwaves are already one of the deadliest climate hazards in Europe. Between 1980 and 2022, extreme weather events, including heat, floods, and storms, were linked to between 85 000 and 145 000 deaths, with more than 85% of them caused by heat (EEA, 2023). "The 2024 Lancet Countdown Europe Report" projects that, without adaptation, heat-related mortality could increase by 30% by 2050. Rising temperatures also intensify cardiovascular and respiratory illnesses, particularly among older adults, children, and people with pre-existing health conditions.

Climate change also worsens air pollution. Higher temperatures and stagnant air increase ground-level ozone  $(O_3)$  and fine particulate matter (also known as  $PM_{2\cdot 5}$  - particles less than 2.5 micrometers in diameter), both of which aggravate asthma, bronchitis, and other respiratory diseases. World Health Organization (WHO) reports that warmer and wetter conditions influence the spread of vector-borne diseases. For example, ticks carrying Lyme disease and mosquitoes transmitting dengue, malaria, chikungunya, or West Nile virus are expanding into new regions, including Europe, as milder winters allow them to survive and reproduce further north or at higher altitudes.

Food and water systems are also under threat. Longer droughts and extreme rainfall events can damage crops and reduce yields. According to the WHO, climate stress on agriculture is expected to lower the nutritional quality of cereals and increase food insecurity for vulnerable populations. Water scarcity and flooding also heighten the risk of contamination of drinking water and the spread of water-borne diseases such as leptospirosis and diarrhoeal infections.

Finally, the mental health effects of climate change are gaining recognition. Communities affected by floods, fires, or heat emergencies often experience trauma, anxiety, and stress. Young people, in particular, report higher levels of eco-anxiety and a sense of helplessness about the future (Lancet Countdown, 2024). Disruption of livelihoods, displacement, or economic losses can compound these effects, especially in already disadvantaged areas.

Climate change impacts in Europe are already visible, interconnected, and growing stronger. They affect natural systems, economies, and people's physical and mental health. The EEA and WHO Europe emphasize that protecting public health now requires both adaptation strategies, such as heat-health action plans, early warning systems, resilient infrastructure; and mitigation strategies that cut greenhouse-gas emissions and reduce pollution. The choices made today, at local and institutional levels, will shape Europe's health and environment for decades to come.

(Adapted from the European Environment Agency [2023, 2024]; The Lancet Countdown on Health and Climate Change: Europe Report 2024; and WHO Europe Fact Sheets 2024)





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

- 1. According to the text, what distinguishes Europe's climate change situation from that of other regions?
- A) Europe's temperature rise is slower but more unpredictable.
- B) Europe is warming at about twice the global average rate.
- C) European countries are less committed to emission reductions.
- D) Its mountainous geography prevents effective adaptation measures.
- 2. What does the author imply about biodiversity in Europe?
- A) It is unaffected by temperature change because of conservation policies.
- B) It is improving in forests but worsening in freshwater ecosystems.
- C) It is declining as native species lose habitats while invasive species expand.
- D) It is stabilizing thanks to increased rainfall in northern areas.
- 3. In the context of the article, water stress mainly refers to:
- A) People's anxiety about drinking contaminated water.
- B) Local efforts to reduce domestic water use.
- C) Temporary restrictions on irrigation systems during floods.
- D) Conflicts and shortages caused by limited freshwater availability.
- 4. What prediction does the Lancet Countdown Europe Report 2024 make about heat-related deaths?
- A) They may upsurge if adaptation measures are not taken.
- B) They are likely to decline due to better air conditioning and healthcare.
- C) They will mainly affect southern Europe, leaving northern regions safe.
- D) They will remain stable as most countries already have heat plans.
- 5. Which idea best reflects the link between climate change and air quality described in the text?
- A) Rising humidity helps remove pollutants from the atmosphere.
- B) Air pollution is decreasing in Europe due to stricter industrial regulations.
- C) Higher temperatures worsen air pollution by increasing ozone and particle levels.
- D) Cold winters intensify pollution more than heatwaves.
- 6. What can be inferred about the spread of vector-borne diseases in Europe?
- A) They are spreading mostly through human migration, not climate factors.
- B) They are moving into new regions because milder winters allow insects to survive.
- C) They are declining since mosquito breeding cycles depend on rainfall.
- D) They are limited to southern Europe and cannot thrive further north.
- 7. The author's use of the phrase "mental health effects are gaining recognition" suggests that:
- A) Mental health problems are less serious than physical impacts.
- B) Only young people are affected by emotional stress linked to climate change.
- C) Scientists already have complete data on climate-related anxiety.





- D) These effects were long overlooked but are now seen as part of the climate discussion.
- 8. What does the text mean by describing climate impacts as "interconnected"?
- A) Each environmental issue develops separately from social consequences.
- B) Environmental and health effects influence each other in complex ways.
- C) Climate problems in Europe are related to those in other continents.
- D) Different types of impacts can be solved independently through technology.
- 9. Which of the following actions would the text classify as an adaptation strategy?
- A) Developing heatwave warning systems and climate-neutral buildings.
- B) Promoting walking and cycling to cut carbon emissions.
- C) Switching from coal to renewable energy sources on campus.
- D) Reducing plastic consumption through recycling programs.
- 10. What overall message does the article convey?
- A) Europe's climate challenges are exaggerated and mainly short-term.
- B) Environmental change is inevitable, so adaptation efforts are unnecessary.
- C) Climate change in Europe affects both the environment and human health and requires urgent, coordinated responses.
- D) Only large-scale international action can address global warming effectively.

- 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. Read each statement carefully. Choose which statement is true or false according to the text.

- 1. Over the last four decades, the majority of deaths from extreme weather events in Europe have been caused by flooding.
- A) true B) false
- 2. Droughts and heat stress mainly affect southern and central Europe, while heavy rainfall and floods are more common in northern and coastal areas.





A) true B) false

- 3. The article highlights that increasing air temperatures have helped reduce certain air pollutants in urban areas.
- A) true B) false
- 4. Water shortages in Europe are limited to agricultural use and have little effect on cities or households.
- A) true B) false
- 5. Climate-related changes in agriculture can reduce not only crop yields but also the nutritional value of food.
- A) true B) false
- 6. According to the WHO, warmer and wetter conditions may enable new disease vectors to survive in parts of Europe where they were previously absent.
- A) true B) false
- 7. Mental health impacts of climate change are rarely discussed because they are less visible and difficult to quantify.
- A) true B) false
- 8. The European Environment Agency and WHO Europe both emphasize that protecting health requires focusing exclusively on mitigation.
- A) true B) false
- 9. The text suggests that climate impacts in Europe are largely independent, with environmental and social effects occurring separately.
- A) true B) false
- 10. Climate change can also threaten people's livelihoods by damaging property, displacing communities, and increasing economic losses.
- A) true B) false

#### Answer key

- 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

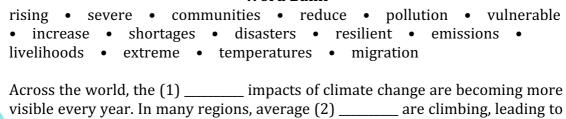
#### 1. Match the key terms with their definitions

Terms	Definitions
1. Climate change impacts	A. Harmful substances entering air, soil, or water that make them unsafe for living organisms.
2. Climate change adaptation	B. The release of gases such as carbon dioxide and methane that trap heat in the Earth's atmosphere.
3. Climate change mitigation	C. Lack of regular rainfall over an extended period leading to water shortages.
4. Human wellbeing	D. Adjustments made by societies or ecosystems to cope with current or expected climate effects.
5. Precipitation	E. The variety of living species within ecosystems and their complex interactions.
6. Droughts	F. Overall physical, mental, and social health and life satisfaction of individuals and communities.
7. Biodiversity	G. Climate-related effects on natural systems, human health, and societies.
8. Food & water insecurity	H. Reduced or uncertain access to safe, nutritious food and sufficient clean water.
9. Contamination	I. Efforts to limit or prevent the causes of climate change, especially by cutting emissions.
10. Greenhouse gas emission	J. All forms of water falling from the atmosphere, such as rain, snow, or hail.

#### Answer key

- 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.

#### **Word Bank**







more frequent heatwaves, droughts, and wildfires. These events threaten not only ecosystems but also human health and daily life.

s rainfall patterns change, some areas face water (3), while others
truggle with floods and soil erosion. Coastal (4) are particularly
5) to rising sea levels and storms that destroy homes and local
nfrastructure. The loss of crops, jobs, and income means that people's
6) are directly affected, forcing some families to move in search of
afety or work.
ir (7) and greenhouse gas (8) continue to (9) global
varming, creating a dangerous cycle of environmental decline. Unless these (10)
weather patterns are limited, the effects on health, nature, and society
vill grow more serious in the decades ahead.

#### **Answer key**

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





#### Lock I

#### Scenario:

You and your team from the Youth Climate Action Lab are preparing an exhibition called "Our Changing Climate." Inside the digital lab, a secure vault contains key climate data from your region – but it's locked! To open it, you must correctly answer the questions below based on the text above. Each correct answer has a digit. Add the four digits together to reveal the access code that unlocks the vault.

#### Clues

#### *Clue 1: (Digit 1)*

While analysing climate maps, your group notices that rainfall patterns across Europe have changed. Which statement best summarizes this regional difference?

- A) All European regions are becoming wetter 4
- B) Rainfall has decreased everywhere except the mountain areas 2
- C) Southern and central areas are getting drier, while northern regions face heavier rainfall 7
- D) Precipitation levels have remained stable over the last decades 6

#### *Clue 2: (Digit 2)*

Your group has conducted a survey. The majority of your respondents worries most about the impact of water scarcity. Which factor from the reading best explains this concern?

- A) Droughts and irregular rainfall increase competition for freshwater 9
- B) Water stress mainly affects northern Europe, so it's not a big issue 1
- C) Water shortages are mainly caused by industrial waste 3
- D) People in cities have unlimited access to groundwater 8

#### *Clue 3: (Digit 3)*

Your group is designing an infographic on health effects of climate change. Which finding from the article should you include?

- A) Heatwaves are among the deadliest climate hazards in Europe 6
- B) Cold winters now cause more deaths than heatwaves 1
- C) Storms are the main reason for increased hospital admissions 4
- D) Vector-borne diseases are disappearing due to shorter winters 2

#### *Clue 4: (Digit 4)*

The Dean of Novaland asks your group to write a short statement on the mental and social impacts of climate change. Which sentence captures the idea from the reading text accurately?

- A) Climate change only affects physical health, not emotional wellbeing 3
- B) People may experience anxiety and stress after extreme weather 5
- C) Mental health impacts are fully understood and easy to measure 1
- D) Only older people are vulnerable to psychological stress from climate change 9





C - I	١ ـ	Box
I AA	Δ	KAV
uvu		DUA

Enter the code: [\_\_]

**Answer key** 

**Correct Code Answer:** 7 + 9 + 6 + 5 = 27

#### **A.III. Listening**

#### 1. Pre-listening discussion questions

- Who do you think wealthier or poorer countries contribute most to climate change and are most affected by climate change, and why? Please consider climate footprint (greenhouse gas emission) of wealthier and poorer countries, available resources, geography, fairness, etc.
- Can you think of an environmental change or event that could reach a "tipping point" when a small climate shift causes a big, irreversible impact? Think about melting ice caps, deforestation, or ocean warming.
- 2. Listen to the BBC documentary "Climate Change: The Facts". Reflect on whether we have the power to prevent a climate catastrophe.
- 3. Choose the correct answer a, b, c or d:
- 1. According to the speaker, which regions will suffer the most and the soonest from climate change?
- A) Industrialized countries with high emissions
- B) Wealthier nations in the Northern Hemisphere
- C) Countries near the equator with lower emissions
- D) Polar regions already covered by ice
- 2. What does the speaker imply about the global nature of the crisis?
- A) Only poor nations will be affected long-term.
- B) Climate change will eventually impact rich nations as well.
- C) Economic inequality will prevent the rich from suffering.
- D) The effects will remain isolated within developing regions.
- 3. Which chain of events is described as a possible social consequence of crop failure?
- A) Crop failure  $\rightarrow$  food shortages  $\rightarrow$  higher food prices  $\rightarrow$  global economic growth
- B) Crop failure  $\rightarrow$  improved farming methods  $\rightarrow$  stable economies
- C) Crop failure  $\rightarrow$  food riots  $\rightarrow$  government instability  $\rightarrow$  migration
- D) Crop failure  $\rightarrow$  local protests  $\rightarrow$  quick government response
- 4. What main uncertainty does the speaker mention about climate projections?
- A) Scientists disagree on whether warming will occur.
- B) No one knows what future generations will do about emissions.
- C) Models cannot predict temperature rise accurately.
- D) Governments refuse to share emission data.





- 5. Based on current models, what is the expected global temperature increase by the end of the century?
- A) Between 1 and 2°C
- B) Between 2 and 3°C
- C) Between 3 and 5°C
- D) Between 5 and 7°C

- 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)

#### 4. Answer the following questions. Pay attention to the vocabulary in bold:

- 1. The documentary says that the poorest countries, which have contributed least to **greenhouse gas emissions**, are often the first to suffer the consequences. Do you think climate change is also a question of **social justice** and **equality**? Why or why not?
- 2. Scientists warn that we may be approaching several "**tipping points**" in Earth's climate system. What do you think makes people act or fail to act when they know something irreversible could happen?
- 3. The speaker connects environmental change with food shortages, **internal displacement, migration**, and political instability. Can you think of examples (real or hypothetical) where environmental crises might lead to social or economic problems?
- 4. Many climate impacts described in the recording seem distant (melting ice sheets, rising seas). Yet their effects will eventually reach everyone. How can universities like Novaland help students feel personally connected and responsible for global environmental issues?
- 5. The documentary ends with the idea that "once you've crossed a tipping point, you can't undo it." Does this message motivate you to act, or make the problem feel too overwhelming? What kind of message do you think is most effective in inspiring change?





#### Lock II

#### **Scenario for Students:**

The Youth Climate Action Lab at Novaland has received an encrypted message from the Global Climate Data Center. The message reads: "The Earth's systems are approaching critical thresholds. Decode the four key concepts hidden in this cipher to reveal the one thing humanity is running out of."

Your team must unscramble the four climate-related terms below. Each word describes an idea mentioned in the documentary "Climate Change: The Facts."

When you identify all four, take the first letter of each correct word to form the final 4-letter code. It will spell the secret word that unlocks the next stage.

Scrambled term	Clue
1. PNGITIP TOPIN	A critical threshold – once crossed, change
	becomes irreversible.
2. REANLTNI DIETMNPLASCE	When people are forced to leave their
	homes due to floods, droughts, or disasters
	within their own country.
3. TIONAMIRG	Movement of people across borders driven
	by environmental or economic pressures.
4. MSSOESIIN	The gases released by human activity that
	trap heat in the atmosphere.

#### Answer key:

- 1. TIPPING POINT  $\rightarrow$  T
- 2. INTERNAL DISPLACEMENT  $\rightarrow$  I
- 3. MIGRATION  $\rightarrow$  M
- 4. EMISSIONS  $\rightarrow$  E

CODE: TIME

Teacher's note: Why do you think TIME is the final answer? What does the documentary suggest about time in relation to climate action? Remember: time is what we are losing and what we must use wisely.

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

#### **B. I. Reading**

#### 1. Pre-reading discussion

 Both mitigation and adaptation aim to reduce the risks of climate change but in very different ways. If your university could take one major climate





action, would you focus on mitigation (reducing causes) or adaptation (coping with effects)? Why?

# 2. Read the *MIT Climate Portal's* article on climate change mitigation and adaptation and explain how these two types of climate action complement each other.

Mitigation and adaptation are two complementary ways people can respond to climate change – one of the most complex challenges the world faces today. Mitigation is action to reduce greenhouse gas emissions and limit the amount of warming our planet will experience. Adaptation is action to help people adjust to the current and future effects of climate change.

These two prongs of climate action work together to protect people from the harms of climate change: one to make future climate change as mild and manageable as possible, and the other to deal with the climate change we fail to prevent.

Mitigation: Focus on greenhouse gases

Mitigation centres on the root cause of climate change: the heat-trapping greenhouse gases humans are adding to the atmosphere faster than our planet can absorb them. These can be addressed by reducing the sources of greenhouse gas emissions, or enhancing "sinks" of greenhouse gases that remove them from the atmosphere.

Reducing sources: Almost three-quarters of humans' greenhouse gas emissions come from burning fossil fuels like coal, oil and natural gas, so mitigation often focuses on replacing those fuels with other sources of energy, like renewables and nuclear power. Mitigation can also tackle other sources of greenhouse gases: protecting forests from being cut down, for instance, or collecting methane from landfills.

Enhancing sinks: Other forms of mitigation, like growing new forests and designing and building "direct air capture" systems, work by taking greenhouse gases out of the atmosphere – sometimes called "carbon removal." These approaches are challenging to do at a very large scale, and they do not eliminate the need to drastically lower our emissions. Still, authorities like the Intergovernmental Panel on Climate Change agree that some carbon removal will be needed to head off the worst climate change scenarios.

#### Adaptation: Focus on climate impacts

If mitigation is successful worldwide, then one day greenhouse gases will stop building up in the atmosphere, and the planet will slowly stop warming. Even so, we will already have created a hotter world, changed the Earth's weather patterns, and "locked in" some future changes – like sea level rise, which may continue for hundreds of years after the Earth's temperature stabilizes.





Adaptation to these changes will vary from place to place. Often, it involves building or retrofitting infrastructure, like a better storm drain system to manage increased flooding. But adaptation can also include natural solutions, like restoring wetlands to buffer hurricanes, or behaviour and policy changes, like growing new food crops that can better handle warmer seasons and droughts.

Ideally, adaptation is proactive, building systems to withstand not only current but future climate change. In Bangladesh, one of the most vulnerable countries in the world to sea level rise and saltwater intrusion, the port city of Mongla is investing in embankments, drainage, flood-control gates and water treatment to get ahead of rising waters, and economic development to provide refuge and work opportunities for thousands of people displaced from nearby towns. Areas that don't take early steps like these will find themselves adapting reactively: rebuilding after climate change has already destroyed buildings, forced people from their homes, and taken livelihoods and lives.

#### Mitigation and adaptation today

The final aim of mitigation is to stop the buildup of greenhouse gases in the atmosphere altogether, and begin drawing them down. The *Paris Agreement of 2015* set worldwide targets for mitigation, with almost every country on Earth agreeing to zero out their greenhouse gas emissions in time to halt global warming at no more than 2°C, and ideally at no more than 1.5°C.

Today, however, mitigation is not on track to meet either of these goals. In fact, despite ambitious pledges and fast progress in sectors like clean electricity, greenhouse gas emissions are still rising worldwide.

Failure to mitigate climate change will only make it more important to adapt. So far, however, policymakers have not kept up with this urgent need. Most funding to deal with climate change worldwide has been spent on mitigation, with only a small share given to adaptation, and the United Nations estimates that the need for adaptation is growing faster than the spending on it.

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

- 1. According to the text, how do mitigation and adaptation differ in their focus?
- A) Mitigation deals with short-term weather changes, while adaptation targets long-term global patterns.
- B) Mitigation reduces greenhouse gas emissions; adaptation helps people cope with the resulting impacts.
- C) Adaptation is about preventing emissions; mitigation involves responding to disasters.
- D) Both primarily address rebuilding after natural catastrophes.
- 2. Which statement best describes how mitigation and adaptation interact?
- A) Mitigation is only useful once adaptation fails.
- B) Adaptation is optional if mitigation succeeds fully.
- C) They are competing strategies requiring separate funding.





- D) They are complementary approaches that must work together.
- 3. What are the two main ways mitigation tackles greenhouse gases?
- A) Expanding fossil fuel use and promoting recycling
- B) Banning industrial development and limiting trade
- C) Reducing emissions and increasing greenhouse gas "sinks"
- D) Cooling the atmosphere with chemical sprays
- 4. Which of the following would not be an example of a mitigation measure?
- A) Replacing coal power with renewable energy
- B) Protecting forests from being cut down
- C) Building storm drains to prevent flooding
- D) Capturing methane from landfills
- 5. What is meant by "carbon removal" in the text?
- A) Extracting coal and oil from underground reserves
- B) Taking greenhouse gases out of the atmosphere
- C) Filtering pollutants before they are released
- D) Recycling industrial waste into clean energy
- 6. Why does the author describe large-scale carbon removal as challenging?
- A) It requires global political agreement before starting.
- B) It can only be done in tropical regions with dense forests.
- C) It is difficult and expensive to implement at a massive scale.
- D) It permanently eliminates the need to reduce emissions.
- 7. What does the passage suggest about the limits of mitigation?
- A) Even with success, some climate change effects are unavoidable.
- B) Mitigation will quickly reverse all global warming trends.
- C) Mitigation alone can stabilize the planet within a decade.
- D) Mitigation guarantees that sea level rise will stop immediately.
- 8. What key difference distinguishes proactive from reactive adaptation?
- A) Proactive adaptation focuses only on urban environments.
- B) Reactive adaptation always uses nature-based solutions.
- C) Proactive adaptation happens before serious damage occurs.
- D) Reactive adaptation requires less planning and funding.
- 9. The example of Mongla, Bangladesh illustrates that:
- A) Economic growth can replace the need for climate action.
- B) Infrastructure investment is less important than public awareness.
- C) Adaptation is only possible in wealthier countries.
- D) Early planning helps vulnerable areas adapt more effectively.
- 10. What imbalance between mitigation and adaptation funding is highlighted in the final paragraph?
- A) More resources go to adaptation than to emission reduction.
- B) Adaptation receives only a small fraction of total climate funding.





- C) Private investors now prefer adaptation projects over mitigation.
- D) Global adaptation needs are finally being met through the UN.

- 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  $CO_2$  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)

1. Fill in the gaps with the appropriate word. Each missing word is a

- 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**

grammatical element that makes the text cohesive (e.g. prepositions, articles, auxiliary verbs, relative pronouns, or auxiliary verbs). Many universities worldwide are continuously showing their commitment (1) \_ preparing students for a role in society (2) \_\_\_\_\_ they can contribute to climate change mitigation and adaptation. Education plays (3) \_\_\_\_\_ essential part in changing people's behaviour and attitudes. The university's role in relation to climate change education is critical (4) \_\_\_\_\_ addressing scientific, environmental, social, and political challenges. Future decision-makers need to make their choices from an informed position, and (5) \_\_\_\_\_ this reason, climate change education is of major importance. By becoming actively engaged (6) \_\_\_\_\_ efforts against climate change, universities can provide research-based and educational solutions (7) identify the most critical climate impacts and ways to manage them. Furthermore, universities often undertake research activities and seize opportunities to generate innovative knowledge (8) \_\_\_\_ can help their local communities adapt to changing conditions. They also provide a platform for designing and implementing practices that (9) \_\_\_\_\_ help to address the many impacts of climate change locally, nationally, and globally. Another role universities play in driving transformational change is through their engagement in advocacy and activism, including student-led campaigns

(10) \_\_\_\_\_ social, environmental and economic inequality, often including the signing of sit-ins, petitions, protests and rallies as well as branding and

messaging from international environmental organizations.

**Answer Key** 





- 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 than 'which')
- 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. The Youth Climate Action Lab at Novaland is preparing a report on how the university manages its climate footprint and what measures are being taken to mitigate or adapt to climate change. As student journalists, you will interview university management. To sound polite and professional, you need to use indirect questions rather than direct ones. Rewrite each of the following direct questions as a polite indirect question.

#### **GRAMMAR NOTE:**

Direct question	Indirect question	Example
Question word +	Question word + subject	Where does the
auxiliary + subject +	+ verb (no inversion)	university invest? →
verb?		Could you tell me where
		the university invests?
Yes/No question	If / Whether + clause	Is the plan effective? →
		Could you tell me if the
		plan is effective?
Question mark	Indirect questions	I would like to know
	starting with "I would	where the university
	like to know", "I was	invests.
	wondering", etc. are	
	statements	

In indirect questions, the word order becomes that of a normal statement, and

we remove "do/does/did."

#### **Example:**

What are the university's main sources of greenhouse gas emissions?  $\rightarrow$  Could you tell me what the university's main sources of greenhouse gas emissions are?

1. Does the university have a strategy for achieving carbon neutrality? I was wondering
2. How much energy does the campus use every year? Do you happen to know





3. When did the university start its climate action plan? Could you tell me
4. Who is responsible for monitoring the university's environmental performance?  I would like to know
5. How are students involved in developing sustainability initiatives? I'd be interested to hear
6. What measures has the university taken to adapt to extreme weather events? Would you mind telling me
7. How does the university raise awareness about climate change among staff and students?  Do you know
8. Has the university invested in renewable energy projects on campus? Could you tell me
9. What are the university's priorities for reducing waste and water use?  I'd like to ask
10. How will the university measure the success of its climate mitigation projects? I'd be interested to know
Answer key:  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.  Universities today are becoming key players in the global effort to reduce the impacts of climate change. Many higher education institutions have introduced policies for campus (1) (green) and energy transition. Through innovations in technology, management, and policy, they aim to reduce carbon (2) (emit) and improve environmental (3) (responsible). A growing number of universities have pledged to achieve carbon (4) (neutral) by implementing energy-saving systems and promoting low-emission





### **Answer key**

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

### Lock III

The Sustainability Office prepared an interview with the Dean about the university's climate action plan. However, the student intern who typed the interview made four grammar mistakes in how they phrased their indirect questions. Your mission: correct each sentence to make an accurate interview questionnaire.

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

#### Answer key:

- 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**

# 1. Pre-listening discussion:

- What is the most original or creative climate solution you have heard about? How does it work, and why do you think it could be effective?
- Do you believe climate change will be solved mainly through big, topdown innovations (like government or technological projects), or through small, bottom-up community actions? Explain your view and give an example.

# 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.

- 1. What is the main focus of People Fixing the World?
- A) Reporting on political decisions about climate change
- B) Highlighting small-scale innovations that make a difference
- C) Investigating failures of major environmental projects
- D) Criticizing government inaction on sustainability
- 2. How does the presenter describe the tone of People Fixing the World?
- A) Emotional and urgent
- B) Scientific and data-driven
- C) Practical and optimistic
- D) Satirical and humorous
- 3. The reference to "sea cucumbers saving the world" mainly illustrates that the programme...
- A) Covers a wide variety of unusual environmental topics
- B) Focuses only on marine conservation
- C) Uses humour to discuss serious issues
- D) Has limited scientific credibility
- 4. What contrast does the conversation make between The Climate Question and People Fixing the World?
- A) One reports on climate disasters, the other on solutions
- B) One deals with large-scale institutional approaches, the other with grassroots innovation
- C) One focuses on Europe, the other on developing countries
- D) One is critical, the other purely promotional
- 5. What does "top-down" refer to in the discussion?
- A) Community movements spreading across regions
- B) Decisions or projects led by governments and scientists
- C) Individual lifestyle changes
- D) Corporate donations to local initiatives
- 6. What does "bottom-up" refer to in this context?
- A) Actions designed by scientists but implemented by local people
- B) Business investments in renewable technology





- C) Local and community-led responses to climate problems
- D) National climate legislation
- 7. According to Myra, why are both top-down and bottom-up approaches necessary?
- A) Because they operate in completely separate domains
- B) Because one provides direction while the other offers innovation
- C) Because global systems and local actions complement each other
- D) Because neither can succeed without large-scale funding
- 8. Which best describes the presenters' tone when introducing the topic?
- A) Formal and academic
- B) Technical and data-focused
- C) Serious and alarmist
- D) Light-hearted but informative
- 9. What overall question do the presenters explore in the programme?
- A) How governments can force people to act on climate change
- B) Whether ordinary people can contribute to solving climate change
- C) Why top-down initiatives often fail
- D) Whether climate science can replace public activism
- 10. What does the phrase "put despair in a box" suggest about the show's attitude?
- A) It temporarily sets aside pessimism to focus on solutions
- B) It ignores negative emotions entirely
- C) It refuses to discuss the seriousness of climate change
- D) It criticizes emotional reporting on global issues

### **Answer Key:**

- 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. Explain your answers using examples or phrases from the recording. Remember to take notes while listening.





- 1. Why was deforestation such a serious problem for local communities living near the Gunung Palung National Park in Borneo?
- 2. What link did the ASRI founders discover between people's health and forest destruction?
- 3. How does the ASRI clinic encourage people to stop illegal logging?
- 4. What can patients offer as payment at the ASRI clinic if they cannot afford money?
- 5. How do the clinic staff verify whether a village has reduced its logging activity?
- 6. According to the episode, what happened to the forest and wildlife after the programme had been running for several years?
- 7. What role do the local women's cooperatives play in supporting the goals of the ASRI initiative?
- 8. How does the community reforestation programme work, and what types of trees are typically planted?
- 9. What examples are given of positive social or health changes in the area as a result of the project?
- 10. What are the main reasons why the ASRI model is considered a bottom-up approach to solving climate problems?

# 4. Listen to a *BBC's People Fixing the World* episode about the floatavoltaics and choose the correct answer - a, b, c, or d. Only one option is correct.

- 1. What is the main idea of the "floatovoltaics" project?
- A) Using floating panels to generate solar power on bodies of water
- B) Growing plants that produce electricity naturally
- C) Installing solar panels on underwater turbines
- D) Creating solar-powered fishing boats
- 2. Where does the reporter speak to the founder of the company Ocean Sun?
- A) On the Norwegian coast
- B) At a solar farm in Spain
- C) On a lake in Albania
- D) In a floating research lab in Denmark
- 3. What do the floating circular rings actually hold?
- A) Wind turbines for coastal power
- B) Solar modules resting on flexible membranes
- C) Water purification devices
- D) Plastic barriers to collect waste





- 4. How powerful is one of these floating platforms at peak sunlight?
- A) Around 200 kilowatts
- B) About 20 megawatts
- C) Nearly two megawatts
- D) Less than one megawatt
- 5. What advantage of floating solar projects is mentioned compared to land-based solar farms?
- A) They generate energy more efficiently because of cooler air at sea
- B) They use less advanced technology than land panels
- C) They are easier to maintain and cheaper to install
- D) They don't take up farmland or compete with food production
- 6. What concern about using lakes and seas for solar projects is raised in the discussion?
- A) Possible harm to aquatic ecosystems
- B) The danger of storms destroying the panels
- C) Difficulties in transporting energy to cities
- D) Lack of investor interest in ocean technologies
- 7. Why are floating wind turbines also seen as an important innovation?
- A) They are cheaper to build than onshore turbines
- B) They allow energy generation in deeper, windier waters
- C) They rely entirely on natural tides for power
- D) They can replace traditional oil rigs easily
- 8. What does the phrase "thinking out of the box or putting the box away entirely" imply in the discussion?
- A) Returning to traditional sources of energy
- B) Recycling existing technologies for short-term fixes
- C) Limiting innovation to government-approved projects
- D) Rejecting standard solutions and inventing radically new ones
- 9. Which type of climate action does the innovation of floating solar and wind projects mainly represent?
- A) A bottom-up, community-led approach
- B) A top-down, technology-driven approach
- C) A social awareness campaign
- D) A natural ecosystem restoration plan
- 10. How could bottom-up initiatives complement technologies like floatovoltaics, according to the programme's broader theme?
- A) By helping communities adopt and adapt new technologies locally
- B) By reducing public involvement in technical projects
- C) By replacing expensive technology with simple awareness campaigns
- D) By preventing governments from investing in renewable energy

**Answer Key:** 





- 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.)

# C. SPEAKING

# 1. Storytelling ellements

Novaland University has recently joined the BBC's initiative "People Fixing the World" – a programme that shares real stories about creative solutions to global problems. You have been chosen to represent the university and report on climate measures recently introduced on campus. Some of these measures help to adapt to the effects of climate change, while others focus on mitigating its causes.

# Study the storytelling elements that will help you prepare a story (report) on one of the university's climate initiatives.

## 1. Introduction - Setting the Scene

Introduce the measure and explain why it was introduced (context + motivation).

Describe the challenge or problem it responds to.

Functions: Opening, introducing topic, giving background

*Length:* 2–3 sentences

## **Speech Patterns:**

Our university has recently introduced...

This initiative was launched in response to...

In recent years, we've been facing... (e.g. rising temperatures / frequent floods).

The aim of the project is to...

It's part of a broader plan to make the campus more sustainable.

## 2. Description - What the Measure Is and How It Works

Give a clear picture of the measure.

Explain what it involves, how it functions, and who participates.

*Functions:* Description, explanation, process narration

Length: 1 paragraph (5-6 sentences).





## **Speech Patterns:**

The measure involves / consists of / focuses on...

It works by...

The system allows us to...

Students and staff take part by...

It's based on the idea that...

# 3. Advantages - Positive Impact

Highlight the benefits or achievements of the measure: environmental, social, financial, or educational.

Functions: Evaluation, cause-effect reasoning

Length: 1 paragraph (5-6 sentences).

### **Speech Patterns:**

One of the main advantages is that...

It helps to / contributes to / results in...

As a result...

This has led to a noticeable improvement in...

Another clear benefit is...

# 4. Drawbacks - Challenges or Limitations

*Be realistic:* mention what is difficult, expensive, or needs improvement.

Functions: Contrast, balance, critical thinking

Length: 1 paragraph (5-6 sentences).

### **Speech Patterns:**

However, there are still some challenges.

One drawback is that...

It can be quite costly to...

Maintaining the system requires...

Despite these challenges, the results have been positive overall.

## 5. Conclusion - Reflection and Future Vision

End your story with a hopeful or forward-looking comment. Emphasize continuity and motivation for action.

Functions: Summarizing, inspiring, looking ahead

Length: 1 paragraph (3-4 sentences).

### **Speech Patterns:**

To sum up, this project shows that...

Our next goal is to...

If other institutions followed our example, we could...

Even small local actions can make a big global difference.

This initiative proves that change begins right here on campus.

## Tips for an Effective Story

• Use clear transitions (*first, then, as a result, however, finally*).





- Include numbers or evidence if possible (e.g. 20% less energy use).
- Vary your sentence rhythm, i.e. mix short and long sentences for emphasis.
- Maintain neutral, factual tone, as if reporting for the BBC.
- End with a positive or reflective message.

# 2. Telling a story "Climate initiatives"

Your task is to choose one picture illustrating a university's climate initiative, study the keywords, and prepare a short spoken story about it for the BBC's initiative "People Fixing the World".

Work in small groups (3–4 students). Choose one picture showing a climate adaptation or mitigation measure. Imagine you are presenting the measure to a BBC correspondent for the "People Fixing the World". Start your story with the given opening line.

# **Explain:**

- what the measure is
- why it was introduced
- how it works
- what its advantages are (mention 2-3 benefits)
- what its possible limitations or drawbacks are

Present your story in 2-3 minutes.

Your goal is to convince your audience that your university is truly "fixing the world," starting with its own campus.

# A. Climate Change Adaptation Measures

# 1) Green Roofs on Campus Buildings







<u>Key words</u>: heat reduction, insulation, stormwater management, biodiversity, maintenance costs, aesthetics, cooling effect.

<u>Story starter</u>: "Our university has recently introduced green roofs on several buildings..."

# 2) <u>Flood-Resilient Campus Infrastructure</u>: <u>elevated walkways & permeable</u> pavements



<u>Key words</u>: heavy rain, to absorb rainfall, flooding, drainage, climate resilience, investment cost, safety, student mobility.

<u>Story starter</u>: "Our university has built new flood-resilient walkways and drainage systems to adapt to extreme weather..."

# 3) Heat-Resistant Outdoor Study Areas







<u>Key words</u>: heatwaves, shade, outdoor learning, student comfort, wellbeing, local materials, microclimate, energy savings.

<u>Story starter</u>: "To help students cope with hotter summers, our university has designed new shaded outdoor learning areas..."

# **B. Climate Change Mitigation Measures**

# 1) Solar Energy Installation



<u>Key words</u>: renewable energy, solar panels, carbon footprint, cost efficiency, innovation, maintenance, clean electricity.

<u>Story starter</u>: "Our university has recently invested in solar energy to reduce its dependence on fossil fuels..."





# 2) Zero-Waste Campus Programme



<u>Key words</u>: waste reduction, recycling, colour-coded recycling bins, student-led swap shop, behaviour change, circular economy, student engagement, awareness.

<u>Story starter</u>: "One of our biggest climate actions is the zero-waste campus programme, which aims to change everyday habits..."

# 3) Sustainable Mobility Project



<u>Keywords</u>: green transport, bicycle parking stations, car-free zones, emissions reduction, air quality, accessibility, incentives, long-term savings.





<u>Story starter</u>: "Our university has recently launched a sustainable mobility project to make transport cleaner and greener..."





### Lock IV

To unlock the next section of the challenge, you must solve four riddles. Each riddle describes a feature of one of the Novaland campus measures (adaptation or mitigation). For each riddle, choose the correct measure from four options. Each correct choice is assigned a digit (shown in the options). Add the four digits to produce the final lock code. Enter the number as the lock code.

# NOTE: Use your knowledge from the six speaking pictures!

# Riddle 1 "Cooling & Comfort"

"This measure reduces building temperatures, improves insulation, supports insects and birds, and creates pleasant study spaces – though it requires regular maintenance and upfront installation costs."

- A) Solar energy installation 1
- B) Green roofs on campus buildings 2
- C) Sustainable mobility (bike lanes) 3
- D) Zero-waste programme (recycling & composting) 4

# Riddle 2 "Water & Pathways"

"This approach prevents campus flooding, uses permeable surfaces and rain gardens, improves accessibility during heavy rains, but can be expensive to retrofit and requires careful design."

- A) Flood-resilient infrastructure (elevated walkways, porous paving) 5
- B) Heat-resistant outdoor study areas 6
- C) Solar panels on rooftops 7
- D) Repair café / zero-waste swaps 8

# Riddle 3 "Clean Power, Local Impact"

"This intervention directly cuts the campus' carbon emissions, supplies electricity to campus systems, reduces fossil-fuel dependence, but needs capital investment and ongoing maintenance."

- A) Green roofs 9
- B) Sustainable mobility (bike lanes) 1
- C) Solar energy installation 2
- D) Heat-resistant outdoor areas 3

## Riddle 4 "Behaviour & Circularity"

"This programme aims to alter daily habits: it reduces landfill, encourages reuse and repair, engages students in campaigns, but its success depends on culture change and continuous awareness work."

- A) Sustainable mobility 4
- B) Flood-resilient infrastructure 5
- C) Solar energy installation 6
- D) Zero-waste campus programme 7





### Answer key:

Riddle 1: B. Green roofs on campus buildings - 2

Riddle 2: A. Flood-resilient infrastructure (elevated walkways, porous paving) – 5

Riddle 3: C. Solar energy installation – 2

Riddle 4: D. Zero-waste campus programme – 7

Lock code: 2 + 5 + 2 + 7 = 16

# **D. WRITING**

# Social media post "#ActLocal at Novaland"

### 1. Context and instructions

As a member of the Youth Climate Action Lab, you are taking part in a university-wide campaign called #ActLocal. The campaign aims to raise awareness and inspire practical action against climate change in your local environment.

Your task is to write a social media post (Instagram, Facebook, or LinkedIn style) in 120-150 words, using persuasive and inclusive language.

# **Choose ONE of the three focus options below:**

# Option 1 - Raise Awareness

- Write a post to raise awareness of how climate change is already affecting your region or campus.
- Describe a visible local impact (e.g. extreme heat, flooding, loss of green space).
- Include a short, evidence-based fact or observation.
- End with a question or call to reflection (What changes have you noticed?).

# Option 2 - Promote an Existing Measure

- Write a post to promote a climate adaptation or mitigation measure already implemented at your university or in your community.
- Explain what the measure is and how it helps.
- Emphasize its benefits and the people involved.
- Use positive, engaging language that encourages others to support it.

## Option 3 - Inspire Action

- Write a post to inspire your community to introduce a new climate adaptation or mitigation measure.
- Present a clear idea (e.g. tree-planting days, solar panels on dorms, green transport week).
- Explain why it's needed and how it could make a difference.
- Include an empowering call to action (Join us! / Be part of the change!).

## Your post should:





- Use inclusive and motivating language (e.g. we, our community, together).
- Include a short, catchy headline or hashtag.
- Combine facts + emotions + action.
- Use 2-3 emojis appropriately (optional).
- Be concise (120-150 words).

# 2. Study the following example of a social media post. It will give you ideas for writing your own post.

# **#GreenRoofsNovaland - Cooling the Campus, Inspiring Change!**

Did you know that Novaland University's library roof is now covered in living plants?

Our green roof project keeps classrooms cooler, reduces energy use, and provides a habitat for butterflies and bees. It's a small forest above our heads and it's making a big difference!

The best part? Students from the Environmental Science Department helped design and maintain it.

This initiative proves that climate mitigation and adaptation can go hand in hand: it reduces emissions while helping us live better in a warming world.

What sustainable ideas would you like to see next on our campus?

Let's keep #ActingLocal for a greener future.



(140 words)

## MAIN ASSIGNMENT

As members of the Youth Climate Action Lab, your team's mission is to investigate how people at Novaland perceive climate change, what impacts they observe locally, and what actions they take (or would like to take) to make a difference.

You will collect real data through a Google Forms survey, analyse your findings, and present them visually through an infographic that could be shared on the university's social media channels as part of the #ActLocal campaign.

# **Your Task in Four Steps**

# 1) STEP 1: Design Your Questionnaire

Create a short, clear, and engaging questionnaire (8-10 questions) to survey members of your university community (students, teachers, and staff).





- Your questionnaire should include questions in the following five areas:
  - Perception of Climate Change (to understand how people view the issue)
  - Observed Local Impacts (to identify real, visible signs of change in your area or on campus)
  - Personal & Collective Actions (to discover what people already do to mitigate or adapt to climate change)
  - Ideas for Community Involvement (to collect creative ideas for local action)
  - Demographic Data age range & gender (to provide background for interpretation)

# Guidelines for question formulation

- Use simple, neutral, and clear language (avoid leading or judgmental wording).
- Combine question types:
  - Multiple choice (quantitative data)
  - Likert scale (e.g. 1–5, from "strongly agree" to "strongly disagree")
- Short answer or paragraph (qualitative data)
- Keep your total to 8–12 questions to encourage responses.

# *Include a short introduction in your Google Form explaining:*

- the purpose of the survey
- anonymity and confidentiality of responses
- how results will be used (for educational and awareness purposes)

Test your form on one classmate before sharing widely.

# 2) STEP 2 - Conduct the Survey

- Share your Google Form with classmates, teachers, and staff (minimum 20 responses).
- Collect data over one week.
- Monitor responses and ensure diverse participation across age and gender.

## 3) STEP 3 - Analyse the Data

- Download your Google Form results (charts, tables, and written responses).
- Identify patterns, trends, and surprises.
- Discuss as a group:
  - What do most people know or believe about climate change?
  - What local impacts are most often noticed?
  - What actions are most common or missing?
  - o What creative ideas came up for university engagement?

*Tip:* Create a simple summary table of 3-5 key insights to guide your infographic.

# 4) STEP 4 - Create Your Infographic





• Your final output is a digital infographic (e.g., in Canva, Piktochart, or PowerPoint) titled: "Climate Voices at Novaland University".

# **Infographic Guidelines**

Your infographic should include:

Section	Content	Tips	
Title & Introduction	Name of the project, short description (2–3 lines), date, and survey sample.	Use the campaign hashtag #ActLocalNovaland.	
Key Findings (3-5 Data Highlights)	Combine visuals and short texts: percentages, graphs, or icons showing the main results.  Choose 2-3 statistic 1-2 short quotes open-ended answer.		
Interpretation / Insights	Explain what the data reveals about the Novaland community's awareness, behaviour, or needs.	Use short, clear sentences in a positive tone.	
Recommendations / Next Steps	Suggest actions that could help make Novaland more climate-smart.	Write 2-3 practical ideas ("install more bike racks," "launch zerowaste cafés").	
Visuals	Use colour, icons, or photos to make your infographic engaging and easy to read.	Keep text minimal; emphasize visuals and numbers.	

## **Design & Language Tips**

- Use bold headings and icons or colour coding to separate sections.
- Keep text blocks under 30 words.
- Prefer active, inclusive language (e.g. "We can," "Our campus," "Together we can act.").
- Ensure all information is accurate and based on your survey results.
- Include your group's names and class at the bottom.

**Type of challenge:** Exploring perceptions of climate change, climate change impacts and measures

**Activities:** Students will work in groups of 4-6 people

**Roles:** all are students as representatives of the academic community (Novaland Youth Climate Action Lab)

**Inputs:** instructions fore creating a questionnaire and designing infographics **Outputs:** 

- A Google Form link to their survey
- A summary of key results (1 page or table)
- A final infographic (PDF or image format) ready to share





# **DISCUSSION AND REFLECTION**

- What new understanding or perspective have you gained about the link between local actions and global climate challenges through the work you did in this unit? (RFCDC: Responsibility; Analytical and critical thinking)
- Which activity (e.g. reading, listening, storytelling, survey, or infographic)
  helped you most to see how communication can influence others to act
  for the environment, and why? (RFCDC: Civic-mindedness; Skills of
  listening and expressing yourself)
- How did working with your group help you appreciate different viewpoints, experiences, or values related to climate change across cultures at Novaland University? (RFCDC: Co-operation and openness to cultural otherness)
- In what ways do you think the skills and attitudes developed in this project such as critical thinking, civic-mindedness or collaboration can be applied to other issues in society beyond climate change? (RFCDC: Responsibility; Analytical and critical thinking)
- After completing this unit, what specific action (small or big) do you feel motivated to take personally or within your university community to promote sustainability? Why does it matter to you? (RFCDC: Valuing human dignity and human rights; Civic-mindedness)





# Unit 8

# Justice in Our Hands: Acting Fairly in Everyday Life

# **Intended learning outcomes**

# Knowledge:

- Describe the functions of laws and rules in upholding justice, fairness, and public order in democratic societies.
- Identify key principles related to civic responsibility, the rule of law, and access to justice.

### Skills:

- Use English to express, justify, and critically evaluate positions related to justice, law, and civic duties in oral and written form (e.g., debates, reflective essays, campaigns)
- Analyze real-life legal or ethical dilemmas and propose well-reasoned, democratic solutions using appropriate legal and civic vocabulary.

### Attitudes:

 Demonstrate openness, fairness, and responsibility when discussing controversial or sensitive issues related to justice, showing respect for diverse opinions and democratic values.

### Values:

Promote and advocate for active citizenship, the rule of law, and equal justice in their university or local community through meaningful civic-oriented actions and communication.

# **Backstory**

In a democracy, speaking up is not just a right but a responsibility. Words can challenge injustice, offer solutions, or inspire collective action, though public speaking is never easy – especially when emotions run high and opinions differ. Recently, your community faced controversial proposals, from school rules to youth policies: some stayed silent, others spoke out, and debates spread across social media. Now it's your turn. As members of the Civic Speakers Team of **Novaland**, you will investigate a real issue and craft a persuasive speech grounded in facts, examples, and democratic values. Your message will be delivered at the **Novaland** Civic Debate Forum, where it should move people to think, feel, and perhaps act. This is more than practice – it is your voice in action. Democracy begins when you speak up.





# A. READING, VOCABULARY AND LISTENING

# A.I. Reading. How to help students think about justice

# 1. Pre-reading discussion:

- What does *justice* mean to you?
- Can you think of a time in school when something felt unfair or unjust?
- How could teachers or classmates help make school life more just?

# 2. Read the text and identify what kind of citizens the author describes and how the school helped – or failed to help – students become justice-oriented thinkers.

How do we move beyond teaching kindness and responsibility to encouraging students to stand up for fairness and equality in society?

It is an integral part of a democracy for citizens to be critical thinkers who question the status quo. Do we want to live in a world where youth passively accept media propaganda, submit to dictator–style leadership, and accept systems that harm their fellow citizens, or would we rather a world where youth are taught to question why these things are happening?

Various forms of "open" discussion have commonly been used in schools to promote civic education. A few years ago, we studied an elite high school (enrolling privileged, resourced, Ivy League-bound students) that set out to build students' character by committing to discussion-based learning in every content area. Discussion-based learning can take many forms, such as Socratic discussions, debates, and more; this school emphasized egalitarian relationships between students and teachers, where teachers acted as facilitators and actively listened to one another and guided the conversation.

After observing 50+ classrooms over a year, we were blown away by the consistent sense of community between the teachers and students. We regularly observed classes where teachers facilitated only occasionally while students' initiative drove the class with insightful perspectives, questions, and encouragement of one another. When two students spoke at once, they would often respectfully cede the floor to each other; when a student hadn't spoken in a while but seemed primed to speak, classmates would gently invite them into the discussion; peers regularly challenged each other to consider alternate interpretations and approaches, and students readily experimented with these suggestions.

With this form of civic education, students exhibited initiative, risk-taking, care for one another's thoughts and opinions, authentic open mindedness, the ability to advocate for themselves and each other, and genuine curiosity and love of learning.





But through our research, we noticed a missed opportunity: Although youth were developing a profound sense of obligation to one another (to other youth of privilege), they were falling short of extending this commitment to others beyond their elite institution. In other words, they weren't showing a proper orientation toward justice.

It took such thoughtful and reflective teaching to create this kind of environment, which already isn't easy to achieve. How do we go even further and help students foster compassion for others and commitment to the greater good in the world?

# Three types of citizens

Researchers Joel Westheimer and Joseph Kahne posit that there are three types of citizens:

- *Personally responsible:* Citizens who act responsibly in their community (like contributing to a food drive).
- *Participatory:* Citizens who actively organize ways to make their community better (like organizing a food drive)
- *Justice-oriented:* Citizens who critically analyze social and political forces and address injustice through collective strategies (like thinking critically about inequity, investigating the root causes of hunger, and working to alleviate the problem).

We observed classrooms full of personally responsible citizens at the elite high school. Students exhibited upstanding behavior, were committed to learning, and problem-solving. They even talked about feeling that they had a "moral obligation" to participate in moving classroom discussions forward on more than one occasion. Again, this is something to be celebrated and appreciated. Anyone who teaches knows that creating that kind of community is no small feat, and one that takes time, patience, trust, relationship-building, and thoughtfulness to achieve.

## But here is where we can push this classroom further.

In his book, What Kind of Citizen? Educating Our Children for the Common Good, Westheimer points out that while personally responsible citizens may be kind and law-abiding people, they will not move a democracy forward and could instead exacerbate current inequalities. The students we observed exhibited excellent examples of care and concern but did not yet show signs of justice-oriented citizenship. We documented only two examples of participatory citizens (students participating in a feminist club) and one example that could be categorized as justice-oriented citizenship (one student shared how she spoke up against a prejudiced stereotype when visiting a family friend).

# Courage in Education

We see discussion-based, student-driven teaching as having incredible potential – but also falling short of what is needed to foster justice-oriented democratic





citizens who are prepared to tackle an increasingly complex and ever-changing world.

# 3. Choose the correct answer - A, B, C or D

- 1. According to the text, what role should youth play in a democracy?
- A) Passively accept the opinions of adults
- B) Avoid political engagement
- C) Be critical thinkers who question the status quo
- D) Always follow media narratives
- 2. What type of school was observed in the study?
- A) A rural middle school
- B) An elite high school with privileged, Ivy League-bound students
- C) A small charter school
- D) A vocational technical school
- 3. How did teachers at the elite high school usually act during discussions?
- A) They dominated the conversation
- B) They avoided student participation
- C) They acted as facilitators and guided conversations
- D) They discouraged debate
- 4. What behavior was commonly observed among students in discussions?
- A) Disrespectful interruptions
- B) Silence and lack of participation
- C) Teacher-centered questioning
- D) Respectful turn-taking and encouraging peers to speak
- 5. Which qualities did students develop through discussion-based learning?
- A) Indifference and conformity
- B) Obedience and silence
- C) Open-mindedness, curiosity, and initiative
- D) Aggressiveness and competitiveness
- 6. What key limitation did the researchers notice?
- A) Students lacked interest in academics
- B) Teachers were not skilled enough
- C) Students' commitment was limited to their privileged peers, not broader justice
- D) The classroom lacked structure
- 7. Which type of citizenship did most students demonstrate?
- A) Justice-oriented
- B) Participatory
- C) Personally responsible
- D) Non-citizenship
- 8. What is an example of a "personally responsible" citizen?





- A) Contributing to a food drive
- B) Organizing a feminist club
- C) Investigating the root causes of hunger
- D) Challenging political leaders
- 9. According to Westheimer, why are personally responsible citizens not enough for democracy?
- A) They are dishonest
- B) They are lazy
- C) They resist education
- D) They do not address deeper inequalities and systemic issues
- 10. What was one rare example of justice-oriented citizenship among the students?
- A) Participating in a debate
- B) Speaking up against a prejudiced stereotype
- C) Organizing a food drive
- D) Helping a teacher with classroom management

### **Answer Key**

- 1 C
- 2 B
- 3 C
- 4 D
- 5 C
- 6 C
- 7 C
- 8 A 9 – D
- 10 B
- 4. Read each statement carefully. Choose which statement is true or false according to the text.
- 1. In a democracy, speaking up is considered both a right and a responsibility.
- A) true
- B) false
- 2. Public speaking is described as simple and easy, even in emotional situations.
- A) true
- B) false
- 3. Some people in the community remained silent, while others voiced their opinions on proposals.
- A) true
- B) false
- 4. The Civic Speakers Team is responsible for writing poems about civic issues.
- A) true
- B) false
- 5. Students must prepare persuasive speeches or statements based on democratic values.
- A) true
- B) false
- 6. The speeches will be presented at the Civic Debate Forum at the university.





- A) true B) false
- 7. The assignment requires students to include credible evidence and real examples.
- A) true B) false
- 8. Clarity, fairness, and purpose are emphasized as essential qualities of the speeches.
- A) true B) false
- 9. The activity is described as "just practice" with no real meaning.
- A) true B) false
- 10. The narrator concludes that democracy begins when people choose to speak up.
- A) true B) false

## **Answer key**

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

# A.II. Vocabulary

# 1. Match the key terms with their definitions

2. Platen the ney terms with their definitions				
Terms	Definitions			
1. discrimination	A. the principle of moral rightness and fairness in treatment or judgment			
2. justice-oriented citizenship	B. unfair or unequal treatment based on characteristics like race or gender			
3. transparency	C. active participation in public life and democratic processes			
4. conflict resolution	D. the objective analysis and evaluation of an issue			
5. binding	E. critically analyzing social conditions and working to correct injustice			
6. critical thinking	F. the process of resolving disagreements constructively			
7. justice	G. being answerable for actions and decisions			
8. accountability	H. legally enforceable or obligatory			
9. civic engagement	I. the principle that all people and institutions are subject to the law			





10. rule of law	J. openness in communication and actions
Answer key 1 - B 2 - E 3 - J 4 - F 5 - H 6 - D 7 - A 8 - G 9 - C 10 - I	
<u> </u>	ng the correct words from the Word Bank below. than gaps, so choose carefully.
	Word Bank nt • activism • discrimination • accountability • critical punishment • conflict resolution • transparency • integrity
2. Citizens show their community life.	to ensure that everyone is treated with  commitment to democracy through active in  air treatment because of their race or gender, it is called
decisions. 5. The teacher encourage solutions to the problem. 6. After breaking the law. 7. Students worked togetheir disagreements.	, the man received a strict from the court. ther to practice, finding peaceful ways to solve
9. Donating food to the	governments must operate with full  poor shows a strong sense of social responsibility and  one is above the law; this principle is known as the
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 - Reading

# **Clue. Understanding Justice**

You are given four mini-scenarios of rule-breaking. Read each and determine what type of justice is being applied in the response:

- *Restorative* focuses on repairing harm and restoring relationships
- *Retributive* focuses on punishment and enforcing consequences
- *Procedural* focuses on fair and transparent processes
- *Distributive* focuses on the fair distribution of resources or opportunities

<ul> <li>Mini-Scenarios</li> <li>1. A student breaks a window and is asked to meet with the janitor to help fix it and write a letter of apology.</li> <li>→ Type of justice:</li> </ul>
2. A student is caught cheating and automatically receives a zero, as outlined in the school's discipline policy.  → Type of justice:
3. Two students disagree on who should be the team captain. The teacher holds a class vote to ensure a fair decision.  → Type of justice:
4. A university decides that all students get free lunch vouchers, especially helping those from low–income families.  → Type of justice:
Correct Answers: 1 – Restorative
2 – Retributive
3 – Procedural
4 – Distributive
Clue code: RRPD

# A.III. Listening

# 1. Pre-listening discussion questions

- What does the word *justice* mean to you? Think about school, home, or community.
- Can you think of a situation in everyday life where justice was or was not present?
- What personal qualities do you think a just person should have?





- 2. Watch and listen to a short lecture on "How Do We Achieve Justice?" (<a href="https://www.youtube.com/watch?v=YtfZEbA2T-A&t=92s">https://www.youtube.com/watch?v=YtfZEbA2T-A&t=92s</a>). Reflect on the following:
  - What do you think this short video will say about how to practice justice in daily life?
  - What personal habits or choices help promote justice, according to the video?

# 3. Choose the correct answer - A, B, C or D:

- 1. What is the focus of the "Virtues Basket" video?
- A) Freedom
- B) Friendship
- C) Justice
- D) Equality
- 2. According to Linda Popov, to practice justice we must:
- A) Follow others blindly
- B) Act without prejudice and think for ourselves
- C) Always agree with authority
- D) Ignore differences
- 3. What do the Baha'i Writings call "the straight path"?
- A) Honesty
- B) Justice
- C) Compassion
- D) Education
- 4. Which action is an example of justice mentioned in the text?
- A) Avoiding responsibility
- B) Ignoring prejudice
- C) Protecting the needy and fighting racism
- D) Seeking only personal benefit
- 5. How are just people described in the passage?
- A) They remain silent in all matters
- B) They obey traditions without question
- C) They think for themselves and resist injustice
- D) They focus only on their own community

### Answer key

- 1 C
- 2 B
- 3 B
- 4 C 5 – C
- 4. Answer the following questions:
- 1. What does the "Virtues Basket" video explain about the role of justice in everyday life?





- 2. Which words of Baha'u'llah about justice are quoted in the video?
- 3. According to Linda Popov, what steps must we take to practice justice in our daily lives?
- 4. What examples of systemic injustice does the text encourage us to recognize and fight against?
- 5. How does the video describe people who are truly just in their thoughts and actions?

# Lock II - Vocabulary

### Scenario for students:

The **Novaland** "FreeVoice" studio is locked until you match the key terms with their correct definitions. Write the letter of each correct match in order to reveal the 4-letter password.

#### **Terms**

- 1. Defamation
- 2. Moderation
- 3. Civil discourse
- 4. Accountability

# **Definitions**

- A. Respectful discussion of different viewpoints
- B. Process of managing content on digital platforms
- C. Being responsible for actions and consequences
- D. False statements harming someone's reputation

### Answer kev:

1. D

2. B

3. A

4. C

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

Answer: DBAC

# B. READING, GRAMMAR AND LISTENING. How is Law Different from Justice?

# B. I. Reading. How is Law Different from Justice? (Part I)

## 1. Pre-reading discussion:

- What do you know about law and justice? What is the difference between law and justice, if any?
- Do you think laws always ensure justice? Why or why not? What do you know about the "Lady Justice" symbol?





# 2. According to the text, what can be inferred about the relationship between law and justice?

# How is Law Different from Justice? (Part I)

### **INTRODUCTION**

Many people always misinterpret, misunderstand, and confuse the idea of Law and Justice. Both are somehow similar and interconnected with each other in several ways. But at the same time, they don't share the idea of being similar and identical. Then, what is the Law? What is Justice? How are they different from each other? Do they share any similarities? Are they really interconnected with each other? We first need to understand the meaning of law and justice to know the answer to these questions.

### WHAT IS LAW?

The word "Law" derives from the Teutonic word lag, which is 'definite'. Law doesn't have a specific definition. In simple words, law refers to the system or body of rules and regulations created and enforced by governmental authorities to regulate the actions of citizens and the government. Each law is a rule and a binding set of rules designed by governmental authorities. If anyone violates the laws, then that person will be punished by the state as per the law. Every country has its laws. So, the definition and rules of law vary from place to place. An action that is a crime in a country as per law can be a right in another country as per law. But laws must be obeyed by every citizen of every nation. There are different types of laws in each other country. Within the structure of the Indian judicial system, a hybrid legal system with a mixture of civil, common law, customary, criminal law, and religious law is maintained within the legal framework.

## WHAT IS JUSTICE?

"Justice" has been derived from the Latin word 'jus, which means 'to bind' together. It gives the idea of righteousness. Justice is exercising a specific authority that maintains the idea of fairness, equality, and righteousness. Justice is totally based on the concept of ethics and morality. The courts of every country serve justice by using their laws. Every single verdict in the court has to be legally and morally fair and just. Justice is an essential part of the law, which directs the laws to be impartial, equal, and honest to each individual. It doesn't matter from which belief, region, and caste they belong, or what their gender and skin complexion are. Justice must be served to everyone. There should not be any discrimination based on religion, gender, caste, or region.

In every country, Justice is often represented by a blindfolded lady with a set of scales in her hand. It is known as the "Lady Justice". Often in many countries like the USA, a sword is also seen in her other hand. The blindfold on the lady's eye represents that she cannot be influenced by any person who is being judged. Thus, she does not fall prey to prejudice or corruption. While the scales represent the equality in weighing the claims on her each hand. The sword is





represented as a symbol of the court's coercive power. Justice is implemented with the help of courts and laws by punishing the lawbreakers. Every individual is equal in the eyes of law.

## 3. Choose the correct answer - A, B, C or D

- 1. What is the main purpose of the introduction?
- A) To define Lady Justice
- B) To explain types of punishment
- C) To show that law and justice are related but not identical
- D) To describe the Indian legal system
- 2. Which word is the term law derived from?
- A) Latin jus
- B) Greek nomos
- C) Teutonic lag
- D) French loi
- 3. What does the word lag mean?
- A) Justice
- B) Freedom
- C) Definite
- D) Morality
- 4. How is law defined in simple words in the text?
- A) A set of traditions passed down by ancestors
- B) A universal principle of fairness
- C) A system of rules created and enforced by governments
- D) A personal code of ethics
- 5. What happens if someone violates the law?
- A) They are forgiven by society
- B) They are punished by the state
- C) They can choose to ignore it
- D) They are judged only by religion
- 6. Which type of legal system is maintained in India?
- A) Only religious law
- B) Only common law
- C) Only civil law
- D) A hybrid system including civil, common, customary, criminal, and religious law
- 7. From which language is the word "Justice" derived?
- A) Greek
- B) French
- C) Latin
- D) German



2. In contrast to3. Such as4. As a result of



A) Wealth and suc B) Power and con	ccess trol ity, and righteousnes	t according to the text?	,
<ul><li>9. What do the sca</li><li>A) Punishment</li><li>B) Authority</li><li>C) Equality in wei</li><li>D) Mercy</li></ul>		ady Justice represent?	
A) Weakness of th B) Fear of corrupt	cion d freedom from preji	<i>.</i>	
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			
1. Fill in the gaps	s with the appropria	ate word.	
therefore because of	<b>Options to</b> in contrast in contrast to	choose among for instance such as	in addition as a result of
temperatures, sor land-based anima quickly. 3, adapt. 4, being developed t	me marine species a als, ocean species a the polar bear, ma	s across the globe. <sup>1</sup> are migrating to cooled are more mobile and my species in the Arc erating. <sup>5</sup> , con habitats.	er waters. <sup>2</sup> can relocate more tic are struggling to
1. Because of			





### 5. Therefore

# 2. Complete this description of a space mission using the following discourse markers.

### Words to use

Also	because	but	for example	so	however
11130	because	Dut	ioi champic	30	110 00 C 0 C 1

The Mars Rover was launched to study the surface of the red planet. It was
designed to travel over rocky terrain <sup>1</sup> collect soil samples. <sup>2</sup> , it
had cameras that could take high-resolution images. The team encountered some
unexpected problems, 3 the rover's wheels were damaged by sharp rocks.
<sup>4</sup> , the mission continued, and valuable data was collected. <sup>5</sup> ,
future rovers may be equipped with stronger materials to avoid similar issues.

### Answer key:

- 1. and
- 2. Also
- 3. because
- 4. However
- 5. So
- 3. Rewrite the sentences by adding appropriate discourse markers (connectors) to show contrast, addition, cause–effect, or emphasis.

For example:

*Original:* Every country has its laws.

With discourse marker: Moreover, every country has its laws.

### **List of Discourse Markers**

Addition: moreover, in addition, furthermore, also Contrast: however, on the other hand, nevertheless, but Cause-Effect: therefore, thus, as a result, consequently Emphasis / Clarification: in fact, indeed, actually, of course

- 1. 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.
- 3. But 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.
- 5. Every country has its laws.
- 6. An action that is a crime in a country as per law can 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.
- 8. Justice is totally based on the concept of ethics and morality.
- 9. It doesn't matter from which belief, region, and caste they belong, or what their gender and skin complexion are.
- 10. Every individual is equal in the eyes of law.





# 4. Complete the text with ONE word derived from the word in brackets. The missing words are either discourse markers (connectors) or judicial verbs.

# **DIFFERENCE OF LAW AND JUSTICE**

Law and Justice are not the same things. (1) (CONCLUSION), there are some basic differences between both. Law refers to the system or body of rules and regulations which are created by the governmental authorities to regulate the actions of the citizens and of the government. (2) (COMPARE), Justice refers to the exercise of administration that maintains the idea of fairness, equality, and righteousness based on morals and ethics.
Justice is a chaotic mass of moral principles. Laws can be modified or changed with time; (3) (HOW), Justice is universal in nature, it can't be changed. The Law could be a codification of do's and don'ts and is backed by sanctions. Justice is nothing but a (4) (JUDGE) created by the Judicial Authority in respect of disputes referred to the same. Courts must also (5) (DECISION) cases impartially and provide fair remedies.
Every country has its own laws. The concept of law varies from country to country; (6) (NEVERTHELESS), Justice almost remains the same in every country. All the countries are divided by the law but are united by the concept of justice which consists of morality, dignity, and ethics. Judges often (7) (INTERPRETATION) laws differently, which shows that law is flexible.
Law can't help to regulate the inner domain of personal conduct; justice can. Law is created for the nation's welfare. (8) (SUMMARY), Justice is based on values that are inherent to human behaviour. Courts sometimes must (9) (ENFORCEMENT) laws strictly to maintain order, but justice requires compassion as well. (10) (THERE), Law and Justice, though connected, are not the same.
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

Choose a sentence or a clause (a-d) to follow each sentence or clause (1-4) and add these words:

and but instead or so (x2) though

1. We loved playing in the snow.	( )	asome of the students did.
2. I liked the car my wife	( )	b we went by train
loved it.	( )	
3. I did not think the test was long	( )	a vya hought it
difficult,	( )	c we bought it.
4. There was not flight available.	( )	d. It was really cold,

### **Answer key**

- 1. (d) though
- 2. and (c) so
- 3. or (a) but
- 4. (b) so ... instead

Clue code: dcab

# **B. III. Listening**

# 1. Pre-listening discussion:

- Which do you think is harder to achieve equality or justice? Why?
- What is the main difference between equality and justice?
- Do you think we can have justice without equality? Are these concepts the same in your language
- 2. Watch and listen to the video "Understanding Equality and Justice in Everyday Life" (<a href="https://www.youtube.com/watch?v=t76C6KAoI9k">https://www.youtube.com/watch?v=t76C6KAoI9k</a>), and answer the following questions. Only one answer is correct.
- 1. What two main concepts are introduced in the video?
- A) Freedom and rights
- B) Equality and justice
- C) Law and government
- D) Peace and harmony
- 2. What does equality primarily focus on?
- A) Correcting wrongs
- B) Punishing injustice
- C) Creating a level playing field for everyone
- D) Giving extra opportunities to some groups
- 3. Which of the following is an example of equality in action mentioned in the text?
- A) Charity events for the poor





- B) Laws preventing workplace discrimination
- C) Protests for social change
- D) Court rulings against criminals
- 4. Which key word best describes the focus of equality?
- A) Power
- B) Wealth
- C) Opportunities
- D) Punishment
- 5. What is justice mainly about?
- A) Education systems
- B) Equal income for all
- C) Fair treatment and correcting wrongs
- D) Avoiding responsibility
- 6. Where is justice most often seen according to the text?
- A) In schools
- B) In family relationships
- C) In the legal system
- D) In sports
- 7. How are equality and justice interconnected?
- A) Justice replaces equality completely
- B) Equality lays the foundation, while justice addresses and fixes inequalities
- C) They are the same concept with different names
- D) Justice is only about punishment, equality only about rewards
- 8. What is needed for a truly just society?
- A) Strict legal codes only
- B) Both equal treatment and corrective measures
- C) Freedom without rules
- D) Wealth distribution only
- 9. Why does the video say equality and justice matter to English learners?
- A) To learn vocabulary faster
- B) To better understand social dynamics and global citizenship
- C) To prepare for grammar exams
- D) To write legal documents
- 10. What closing message does the narrator give?
- A) Stay competitive and ambitious
- B) Stay silent and accept authority
- C) Stay curious, stay informed
- D) Stay strong and powerful

### **Answer Key:**

- 1 B
- 2 C





- 3 B
- 4 C
- 5 C
- 6 C 7 – B
- 7 D
- 8 B 9 – B
- 10 C
- 3. Watch the video about "Unique's Story" (<a href="https://www.youtube.com/watch?v=XewiONIQqwM&t=32s">https://www.youtube.com/watch?v=XewiONIQqwM&t=32s</a>) and relect on how Unique's teacher helps her change over time?
- 4. Watch the video about "What is Social Justice?" (<a href="https://www.youtube.com/watch?v=rtBvQj2k6xo">https://www.youtube.com/watch?v=rtBvQj2k6xo</a>). Identify the discourse markers in the text. As you listen, choose the correct answer A, B, C, or D.
- 1. According to the text, why is it hard to define "social justice"?
- A) Because it has only one strict definition
- B) Because it is a purely economic concept
- C) Because it can mean anything its champions want it to mean
- D) Because only conservatives use the term
- 2. Which organizations often claim social justice as part of their mission?
- A) Sports clubs and churches
- B) Labor unions, universities, private foundations, and charities
- C) Military and police institutions
- D) Political parties only
- 3. What is the mission of the AFL-CIO as cited in the text?
- A) To expand international trade
- B) To improve the lives of working families through economic and social justice
- C) To eliminate taxation
- D) To reduce government programs
- 4. Which economist strongly criticized the term "social justice"?
- A) John Maynard Keynes
- B) Milton Friedman
- C) Friedrich Hayek
- D) Adam Smith
- 5. Why was Hayek troubled by the term "social justice"?
- A) Because it was too conservative
- B) Because it was not popular enough
- C) Because it implied sacrificing freedom for income redistribution
- D) Because it ignored the poor
- 6. According to the UN report, how is social justice defined?
- A) As absolute truth and virtue
- B) As charity from individuals





- C) As the fair distribution of economic growth through redistributive policies
- D) As voluntary giving from businesses
- 7. What does the text suggest is the ultimate aim of social justice?
- A) To protect freedom of speech
- B) To establish more charities
- C) To redistribute wealth through government power
- D) To reduce government intervention
- 8. How does the text contrast compassion and greed?
- A) Compassion is working hard; greed is being lazy
- B) Compassion is giving to charity; greed is saving money
- C) Compassion is when government gives away your money; greed is when you keep it
- D) Compassion is moral truth; greed is moral failure
- 9. What danger does the author see in the pursuit of social justice?
- A) It makes people richer
- B) It creates too much freedom
- C) It undermines a free society by justifying state coercion
- D) It eliminates inequality completely
- 10. According to the author, who are considered "enemies of social justice"?
- A) Those who donate privately to charity
- B) Those who believe truth and justice exist independently of political agendas
- C) Those who support labor unions
- D) Those who work for the government

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

#### C. SPEAKING

#### C. I.

#### **Objectives:**

- You will speak fluently and clearly about justice and fairness.
- You will use idiomatic language and structured examples.
- You will be confident in expressing personal opinions and reflections.

#### Warm-Up





- What does acting fairly mean to you?
- Why is fairness important in everyday life?

#### Match the Phrase to Its Meaning

In pairs, match each idiom to a short definition:

- 1. stand up for what is right -
- 2. treat everyone equally -
- 3. act fairly in everyday life -
- 4. speak up against injustice -
- 5. give someone their due -
- 6. play by the rules -
- 7. bend the rules -
- 8. what goes around comes around -
- 9. fair doesn't always mean equal -
- 10. justice starts with you -
- 11. think for yourself, not through the eyes of others -
- 12. breaking barriers -
- 13. be an active agent of change -
- 14. act without prejudice -
- 15. build bridges, not walls -
- A. recognize and respect someone's rights or efforts
- B. act outside of strict rules, often ethically questionable
- C. promote understanding, cooperation, and unity among people
- D. develop independent moral judgment
- E. demonstrate justice in routine decisions
- F. people eventually face consequences for their actions
- G. behave impartially, without bias or discrimination
- H. provide the same respect and opportunities to all
- I. overcome limitations or stereotypes
- J. voice opposition to unfair treatment
- K. take initiative to improve unjust situations
- L. defend ethical or just actions
- M. act according to set guidelines or norms
- N. each person has a role in promoting justice
- O. equity may require different treatment for different needs

#### **Answer Key**

- 1 L
- 2 H 3 – E
- 4 J
- 5 A
- 6 M
- 0 М 7 – В
- 8 F
- 9 0
- 10 N 11 - D
- 12 I





13 - K

14 - G 15 - C

#### **Practice - Structured Speaking**

Prepare bullet-point answers:

*Justice example from life*: What happened? What did they/you do? Why was it fair?

*Fairness quote meaning*: What does "being fair when no one is watching" mean? Why is it important?

### Answering questions.

#### Question 1:

What is one example of how you or someone you know showed justice in everyday life? Explain why this example is meaningful to you. Use personal experience; speak for 45 seconds.

#### Question 2:

Imagine a discussion in your class about fairness at school. The teacher says, "We must ensure that everyone is treated fairly, even when no one is watching." What do you think this means? Give your opinion and an example. Use it as a prompt for listening or group conversation practice.

### How do you understand idioms:

- What goes around comes around
- Play by the rules
- Bend the rules
- The truth will out
- Give someone their due

## C. II. Based on all the materials examined, speak and record vourself on the topic, using the above speech patterns.

"My Motto is: Acting Fairly in Everyday Life".

Describe what this motto means to you. Explain how you try to act fairly in everyday situations, such as at school, at home, or in public. Use specific examples to support your answer

#### **Feedback and Reflection**

- Did your partner use the required speech patterns in their recording?
- Was their speech clear, well-structured, and easy to follow?
- Did they apply ideas from the materials studied?
- Was the delivery confident and appropriate in tone?
- Be ready to share your favourite phrase or expression you learned from their recording with the class.





#### Lock IV

**Clue:** Rules or Rights? Below are four actions students might take or experience at university. Match each one to either a rule (a university policy or expected behavior) or a right (a protected freedom or entitlement under democratic values).

Action	Rule or Right
A student organizes a peaceful protest	
Students are required to wear uniforms.	
All students are punished for one person's	
behavior.	
A student uses their phone to contact	
family during lunch.	

#### **Correct Matches**

Organizes protest  $\rightarrow$  Right Uniform policy  $\rightarrow$  Rule Group punishment  $\rightarrow$  Rule Phone to contact family  $\rightarrow$  Right

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

Clue code: FAIR

#### D. WRITING

### Write a short action plan.

#### **Objectives:**

Develop a structured action plan that logically evaluates the case study on academic misconduct. You will integrate topic-specific vocabulary (e.g., wellbeing, inclusion, disqualification, participation), use discourse markers (cause, contrast, addition, time), and explore multiple perspectives before presenting your own position on whether the punishment was fair and just.

**Read the Case Study:** Analyze a cheating incident in a university quiz – was the punishment fair and just?

One student used a second device to look up answers during a university's online quiz competition. The rules clearly state that external help or devices are not allowed. His team won the round. After a teammate reported the incident, the school disqualified the whole team and banned them from future tournaments for one year.

#### **Assignment Steps**

1. Case Study Reading & Reflection (Homework or Classwork).

Read the case study carefully. Focus on:

- The rules of the quiz competition.
- The student's action (cheating).
- The school's response (collective punishment).





• Possible arguments for and against the punishment.

### 2. Planning Your Action Plan.

Outline three sections:

- *Introduction (approx. 50 words):* Present the case study and why it raises an important question about fairness and justice.
- *Main Analysis (approx. 180–200 words):* Summarize the incident, evaluate the fairness of the punishment, and compare at least two perspectives (e.g., fairness to innocent teammates vs. strict enforcement of rules).
- *Conclusion (approx. 50 words):* State your position clearly and suggest one recommendation for future cases (e.g., individual vs. team responsibility).

#### 3. Writing Guidelines

- Use neutral, formal English (avoid overly emotional language).
- Include at least two contrast connectors (however, although, whereas, yet).
- Use topic-specific vocabulary (disqualification, participation, inclusion, fairness, academic integrity).
- Support your opinion with logical reasoning and, if possible, real or hypothetical examples.
- Keep the total length close to 300 words ( $\pm 10\%$ ).

#### 4. Final Check

- Proofread for grammar, punctuation, and clarity.
- Make sure each paragraph has one clear main idea.
- Confirm that you have included:
  - o at least two contrast connectors,
  - o at least three topic-specific terms,
  - o one recommendation for future practice.

#### 5. Submission

- Submit a printed or digital copy by the agreed deadline.
- Be prepared to share a 1–2 sentence highlight from your action plan during the next class discussion.

#### **MAIN ASSIGNMENT**

#### Design a public awareness campaign (poster or social media post) that:

- Shows why following fair rules matters in everyday life university, online, community).
- Explains the difference between rules and laws, and why justice needs both.
- Encourages responsible behavior in your local context using inclusive, empowering language.





Your campaign will be presented in a university-wide "Rule of Law Day" event or shared on the university's communication platforms and should be based on real-life examples and youth concerns.

#### **Type of challenge:**

Simulation + classroom role-play + awareness campaign

#### **Activities:**

Small group work with role distribution (students may choose their own roles). Analysis of sources, writing scripts, creating media content, participating in a final debate.

#### **Roles:**

**Public Communicator:** Crafts the group's key messages using respectful, inclusive, and persuasive English.

*Mediator:* Maintains balance and empathy in the campaign message. The Mediator ensures that different perspectives are represented fairly, that emotional and rational appeals are balanced, and that the message promotes peaceful, democratic resolution of conflicts.

**Lawyer:** Provides legal and ethical grounding for the campaign. The Lawyer analyzes the rule or conflict from the viewpoint of justice, legality, and civic responsibility.

#### **Inputs:**

Teachers will provide the following materials and scaffolds to support student work on the challenge:

- *General instructions* on the task structure, expected outcomes, and timeline.
- Role descriptions for: Public Communicator, Mediator, Legal Advisor.
- *Language support* handouts, including: (Suggested language structures, Useful registers (formal/informal, persuasive, neutral, legal), Connectors and discourse markers for debate and discussion (e.g., however, therefore, in contrast, it is essential to note that...).
- Background texts and resources (Brief readings on law vs. justice, youth rights, rule of law, etc., Infographics and real-life case examples for analysis, Templates for campaign messages (social media post, poster, video script)).

#### **Outputs:**

- **Poster.** Topic: "Why Fair Rules Matter: From Lecture Halls to Local Streets".
- *Social Media Post.* Format: Instagram / Facebook (up to 300 words).

#### DISCUSSION AND REFLECTION

• After reading and analyzing different types of justice and democratic values, how has your understanding of 'fairness' changed?





- In the videos you watched, young people took initiative in different ways. What did their actions teach you about using your voice or behavior to promote fairness and responsibility in everyday situations?
- When writing your action plan and case study reflection, how did you make sure your ideas were both fair and realistic?
- While speaking about your motto 'Acting Fairly in Everyday Life,' how did you try to include different viewpoints or experiences?





## Unit 9

# Worlds Collide: Intercultural Communication and Conflict

## INTENDED LEARNING OUTCOMES

#### **Knowledge:**

- Understand key concepts of intercultural communication, including conflicts arising from language barriers, cultural norms around politeness and directness, and group inclusion challenges.
- Recognize how grammar functions pragmatically in interactions to avoid sounding blunt or impolite, using modal verbs, hedging expressions, indirect forms, and polite disagreement structures.

#### Skills:

- Identify intercultural and languagebased communication barriers in everyday situations such as markets, clinics, dormitories, and social events.
- Use modal verbs for politeness and mitigation (could, would, might, may, should, have to) appropriately in spoken interactions.
- Employ hedging and softening language (maybe, perhaps, a bit, I was wondering if...) to reduce directness.
- Formulate indirect requests and questions (Do you mind if..., I was wondering if you could...) to maintain politeness.
- Practice disagreeing politely using phrases such as "I see your point, but...", "I'm not sure that...", "Might it be better if...?"
- Apply grammar-pragmatic interface knowledge to use grammar meaningfully and contextually in speaking tasks.

#### Attitudes:

- Develop openness and empathy towards peers from diverse linguistic and cultural backgrounds facing communication challenges.
- Value patience and resilience when experiencing misunderstanding, embarrassment, or exclusion due to intercultural differences.
- Embrace willingness to learn from mistakes and support others in overcoming language barriers.

#### Values:

- Commit to fostering an inclusive, respectful, and supportive environment in multilingual communities.
- Prioritize ethical responsibility and mutual understanding in all intercultural communication.





## **Backstory**

The University of Novaland has recently launched a new international programme aimed at fostering intercultural understanding and multilingual collaboration. This semester, a diverse group of international students has arrived on campus. As they settle into university life, they navigate a vibrant but complex environment where multiple languages, accents, and cultural norms intersect.

Within the first few weeks, several incidents reveal that communication barriers can easily lead to misunderstanding and tension. **As international students settle in, they face everyday intercultural conflicts and language barriers.** These small moments accumulate, creating frustration and a sense of alienation for international students, while local students and staff feel uncertain about how to communicate appropriately without "losing" their cultural identity.

The university administration is enthusiastic about welcoming this new international community, yet they are also unsure how to adjust their communication styles, teaching methods, and daily interactions to ensure inclusivity and mutual respect. They realize that these issues are not just linguistic but deeply connected to democratic competences, such as empathy, openness, respect for diversity, and responsibility in communication.

As representatives of the academic community, you are asked to contribute to writing a strategy proposal regarding inclusive communication in the university. Explore the learning resources and assignments below to prepare yourself for drafting the strategy proposal.

## A. READING, VOCABULARY AND LISTENING: A language conundrum

## A.I. Reading

#### 1. Pre-reading discussion

- What challenges might international students face when communicating in a market in a foreign country?
- How can language barriers influence feelings of inclusion or exclusion in everyday exchanges?

## 2. Read the text and reflect on possible challenges associated with communicating in a foreign language.

#### Elena's Market Encounter: A Story of Language and Politeness Challenges

Elena, an international student from Bulgaria, had recently arrived in Novaland to begin her studies and was eager to practice her foreign language skills in everyday settings. One morning, she went to a bustling outdoor market to buy





fresh fruit for her dormitory breakfast. She felt enthusiastic but also nervous, aware that she might struggle with the fast pace of the local speakers.

As Elena approached a Cypriot fruit vendor's stall, she greeted him timidly in Greek, "Καλημέρα, θα ήθελα μερικά μήλα, παρακαλώ" (Good morning, I would like some apples, please). The vendor responded quickly in Greek, naming the prices and quantities of fruit he had available. His words rushed by faster than Elena could fully process. She felt her cheeks warm with embarrassment as she struggled to keep up, nodding uncertainly but hesitant to ask him to slow down.

Elena tried to repeat her order, pronouncing the Greek words as well as she could, but the vendor's rapid speech and unfamiliar accent made it difficult for her to be understood. Adding to her discomfort, a local customer nearby overheard the conversation and stepped in to assist. Switching to English, he told the vendor loudly, "She wants three apples and some oranges." Elena was relieved but also upset. She felt her efforts to speak Greek were being overlooked and that using English undermined her desire to integrate and practice the local language.

This encounter left Elena with mixed feelings. On one hand, she appreciated the kindness of the customer who tried to help. On the other, she felt excluded and frustrated that her attempts to use Greek were not fully respected. She wondered if her politeness in speaking Greek was misinterpreted as weakness or incompetence. In her culture, politeness often involves softening requests and avoiding direct commands, but the vendor's more direct style seemed abrupt to her, and she worried that by speaking slowly and hesitating, she sounded unsure or rude.

Later, Elena discussed the incident with classmates from diverse countries. They shared similar stories: Oleksandr, from Ukraine, described confusion at a medical clinic where language barriers and different politeness norms caused misunderstanding about his allergy symptoms. Maria from Romania talked about the challenge of asking for quiet in a shared dormitory without sounding blunt or confrontational in Bulgarian. Kostas from Cyprus explained how, at social events, cultural references and language differences made group activities difficult to follow and participate in.

Together, the students began to understand how directness, politeness, and language choice deeply affect everyday interactions in intercultural settings. For example, modal verbs like "could," "might," and "would" are often used to soften requests in English and Greek, but some languages favor more direct phrasing. Phrases such as "I was wondering if you could..." or "Do you mind if...?" are indirect ways to ask for favors without seeming demanding, a subtlety Elena found hard to master at first.

They also learned about hedging expressions: words such as "maybe," "perhaps," or "a bit"—which help speakers avoid sounding too blunt or certain when expressing opinions or making requests. Polite disagreement requires careful





phrasing, such as saying "I see your point, but..." instead of bluntly saying "You're wrong." These patterns reflect cultural values about respect, saving face, and maintaining harmony.

Elena realized that understanding the grammar-pragmatics interface, i.e., how grammar forms are used to convey politeness and manage social relations, is as important as knowing vocabulary. Speaking a language well involves not only correct sentences but also using appropriate modal verbs, softeners, and indirect expressions according to cultural expectations.

Reflecting on her market experience, Elena decided to keep practicing Greek not only by expanding her vocabulary but also by paying attention to these subtleties. She understood that communication is a two-way street that depends on cooperation, patience, and cultural sensitivity. Although it was challenging, each interaction was an opportunity to learn and connect despite language and cultural barriers. (646 words)

### 3. Choose the right answer - a, b, c, or d

- 1. Where is Elena from?
- A) Cyprus
- B) Bulgaria
- C) Romania
- D) Ukraine
- 2. What was Elena trying to buy at the market?
- A) Bread and butter
- B) Vegetables, specifically carrots and onions
- C) Fruit, specifically apples and oranges
- D) Flowers
- 3. What language did Elena try to use with the vendor?
- A) English
- B) Bulgarian
- C) Greek
- D) Romanian
- 4. Why did Elena feel embarrassed during the interaction?
- A) She didn't know the price
- B) She struggled to understand the fast-speaking vendor
- C) She forgot her wallet
- D) The vendor ignored her
- 5. What did a local customer do to help Elena?
- A) Gave her money
- B) Switched to English to speak for her
- C) Told her to leave
- D) Called the police





- 6. How did Elena feel about the local customer's help?
- A) Grateful but also excluded
- B) Angry and frustrated
- C) Indifferent
- D) Confused but happy
- 7. According to Elena's culture, politeness usually involves:
- A) Being very direct
- B) Softening requests and avoiding bluntness
- C) Giving commands
- D) Ignoring others
- 8. What kind of language patterns help avoid sounding too blunt?
- A) Strong commands
- B) Hedging and softeners like "maybe" and "perhaps"
- C) Silence
- D) Shouting louder
- 9. Which of the following is an example of an indirect request?
- A) "Give me that."
- B) "Do you mind if I sit here?"
- C) "Move out of my way."
- D) "Please stop talking."
- 10. What did Elena realize after discussing with classmates?
- A) Language proficiency is the only important factor in communication
- B) Knowing grammar is enough to communicate
- C) Using appropriate politeness strategies and understanding cultural differences is important in communication
- D) It's better to avoid conversations to prevent misunderstandings

- 1. B
- 2. C
- 3. C
- 4. B
- 5. B
- 6. A
- 7. B 8. B
- 9. B
- 10. C
- 4. Read each statement carefully. Choose which statement is true or false according to the text.
- 1. Elena is from Cyprus.
- A) true
- B) false
- 2. Elena was trying to buy fruit at the market.
- A) true
- B) false





- 3. The vendor spoke slowly to help Elena.
- A) true
- B) false
- 4. A local customer helped by translating Elena's order into English.
- A) true
- B) false
- 5. Elena felt completely comfortable during the interaction.
- A) true
- B) false
- 6. In Elena's culture, politeness often means avoiding blunt requests.
- A) true
- B) false
- 7. Hedging words help make communication sound more direct.
- A) true
- B) false
- 8. Polite disagreement can be expressed by saying "I see your point, but..."
- A) true
- B) false
- 9. Elena believed grammar alone was sufficient for good communication.
- A) true
- B) false
- 10. The story highlights the importance of cultural sensitivity in communication.
- A) true
- B) false

- **1. F** Elena is from Bulgaria
- 2. T
- **3. F** The vendor spoke fast
- 4. T
- **5. F** Elena felt excluded and frustrated
- 6. T
- 7. F Hedging words soften language
- 8. T
- **9. F** Elena believes that good communication is more than grammar
- 10. T

## A.II. Vocabulary

#### 1. Match key terms with their definitions

Terms	Definitions
1. Politeness	A. Using words like "maybe" or "perhaps" to soften statements and avoid sounding too direct.
2. Hedging	B. Difficulty in communication due to different native languages or lack of common vocabulary.
3. Indirect request	C. Shared rules or expectations about behavior within a cultural group.
4. Modal verbs	D. The way people express respect and





	consideration in communication to avoid offending others.
5. Language barrier	E. Verbs such as could, would, might used to express politeness or possibility in requests.
6. Cultural norms	F. A polite way of asking for something without directly commanding.
7. Directness	G. Understanding between people from different cultures to share ideas and respect differences.
8. Inclusion	H. Communicating clearly and explicitly, sometimes perceived as blunt or rude in some cultures.
9. Misunderstanding	I. Failure to correctly interpret messages due to language or cultural differences.
10. Intercultural communication	J. Making sure everyone feels involved and respected in a group or conversation.

- 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

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

#### **Word Bank**





8. Feeling accepted and valued in a conversation relates to the idea of \_\_\_\_\_\_.9. The difficulty caused by not sharing a common language is called a \_\_\_\_\_\_.10. Using \_\_\_\_\_\_ strategies can help smooth communication.

#### **Answer key**

- 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

**Scenario:** A locked file titled "Intercultural Encounters: Misunderstanding or Insight?" is protected by a 4-digit code. Each correct answer reveals one digit.

#### Clue 1 (Digit 1)

Which of the following best describes politeness in intercultural communication?

- A) A universal set of fixed rules 3
- B) A culture-specific way of showing respect 8
- C) Always using formal language 5
- D) Avoiding disagreement completely 2

### *Clue 2 (Digit 2)*

In which situation is a cross-cultural misunderstanding most likely to occur?

- A) When participants share similar assumptions about communication 6
- B) When people interpret indirectness or silence differently 9
- C) When everyone uses literal meanings only 1
- D) When both speakers use visual aids 4

#### Clue 3 (Digit 3)

According to research, what helps prevent intercultural conflicts?

- A) Stereotyping groups to predict behaviour 3
- B) Showing ethnocentrism 2
- C) Developing intercultural empathy and awareness 7
- D) Avoiding intercultural contact 5

#### Clue 4 (Digit 4)

Which of the following is an example of positive politeness?

- A) Ignoring someone's opinion to avoid conflict 6
- B) Showing interest and using inclusive language 4
- C) Remaining silent during group discussions 8
- D) Criticizing someone directly in public 1

(	7	n	d	ρ	R	n	v	•

Enter the 4-digi	t code: [ ]
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#### **Answer key**

Correct Code Answer: 8974

## **A.III. Listening**

#### 1. Pre-listening discussion questions

• Can you think of a situation where a difference in communication styles caused a conflict or misunderstanding?





• Why do you think directness is appreciated in some cultures but seen as rude in others?

## 2. Listen to the text "When Cultures Collide: Managing Conflict in Intercultural Communication". Choose the correct answer – a, b, c, or d:

- 1. What is one reason intercultural communication can lead to conflict?
- A) Everyone speaks the same language
- B) Different communication styles and expectations
- C) People always agree on everything
- D) Conflicts never happen between cultures
- 2. How might directness be perceived in some cultures?
- A) As rude or confrontational
- B) As the only respectful way to communicate
- C) As very polite and friendly
- D) As confusing and unclear
- 3. What is a common politeness strategy used to reduce tension in intercultural conflicts?
- A) Using blunt commands
- B) Avoiding communication altogether
- C) Ignoring the conflict
- D) Using hedging phrases like "perhaps" or "maybe"
- 4. In the example of the apartment roommates, one student feels the other's direct comment is:
- A) Helpful and clear
- B) Rude and confrontational
- C) Funny and lighthearted
- D) Polite and respectful
- 5. What is one important skill for resolving conflicts in intercultural communication?
- A) Avoiding conversations to prevent conflict
- B) Expressing opinions loudly to be heard
- C) Showing empathy and patience to understand others' perspectives
- D) Speaking only in your native language

#### Answer key

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

#### 3. Answer the following questions:

• Can you share an experience where a difference in communication style caused a misunderstanding or conflict?





- How do you think language proficiency affects intercultural communication conflicts?
- Why is it important to use politeness strategies in intercultural interactions?
- How can hedging and modal verbs help when disagreeing or making requests politely? Can you give some examples?
- In your opinion, how can people develop better emotional awareness to handle intercultural conflicts more effectively?





#### Lock II

**Scenario:** You've unlocked the theory file, but to access the Case Studies on Cultural Misunderstandings, you need a new 4-digit code. Each correct answer gives you one digit.

#### Clue 1 (Digit 1)

An American professor tells a student, "You might want to look at this again." The student, from a more direct-speaking culture, thinks it's just a suggestion, but the professor actually means the work needs major revision. What caused the misunderstanding?

- A) Literal vs. implied meaning 6
- B) Accent differences 3
- C) Grammar mistakes 1
- D) Lack of shared vocabulary 8

#### Clue 2 (Digit 2)

During a group discussion, a student from Finland interrupts to correct a detail, while a student from Japan perceives this as rude. What does this situation illustrate?

- A) Different norms of conversational turn-taking 5
- B) Poor listening skills 2
- C) Lack of linguistic proficiency 3
- D) Misuse of technical terms 6

#### Clue 3 (Digit 3)

During a virtual project, a British student finds a Japanese teammate "too quiet." What should the student do first to handle this appropriately?

- A) Assume lack of interest 5
- B) Ask directly if the partner is shy 2
- C) Reflect on cultural communication styles 9
- D) Speak even more to fill the silence 4

### Clue 4 (Digit 4)

Which of the following best describes intercultural competence?

- A) Knowing many foreign languages 2
- B) Adjusting behaviour and showing empathy in diverse contexts 7
- C) Memorizing etiquette rules 3
- D) Avoiding intercultural contact to prevent conflict 5

<b>Code Box:</b>	[	 	—	—	]

Answer key: 6597





## B. READING, GRAMMAR, AND LISTENING

## **B.I. Reading**

#### 1. Pre-reading discussion

• How do people in your culture usually show politeness or disagreement in conversations? Do you think these ways are the same everywhere?

## 2. Read the text on an international student's experience in Novaland and reflect upon the ways her perspectives on communication changed.

#### Daryna's Intercultural Journey in University

When Daryna stepped off the train in Novaland, the crisp autumn air carried both promise and uncertainty. She had imagined this moment for months: beginning a new chapter in a foreign land, surrounded by languages, faces, and ideas she had only glimpsed online. Her parents had hugged her goodbye with pride and a trace of worry.

For Daryna, studying abroad was supposed to mean lectures, essays, and long nights in the library. But she soon discovered that university life in Novaland was as much about learning how to communicate as it was about absorbing knowledge. It demanded not only intellectual effort but also emotional intelligence — the capacity to interpret silence, tone, and gesture in ways she had never needed before.

Her first seminar provided a gentle shock. The students of Novaland were astonishingly outspoken. They challenged their professors, interrupted one another mid-sentence, and occasionally laughed during serious debates. Back in Ukraine, Daryna had learned that respectful listening and careful agreement were signs of intelligence and courtesy. Here, disagreement was not confrontation but participation. When one student declared, "I think we should completely change the project focus," Daryna froze. She wanted to protest — the original idea seemed perfectly fine — but she was unsure how to do so without sounding abrupt.

After class, she rehearsed a gentler version of her thought. Catching a groupmate by the door, she said tentatively, "I was wondering if maybe we could consider keeping some parts of the original plan?" The student smiled, nodded, and replied, "That's a good point. Let's think about it." Daryna felt a quiet surge of relief. She had spoken — politely, cautiously — and had been heard.

A few evenings later, her classmates invited her to a social gathering at a student café. The atmosphere was lively, even chaotic: people switched fluidly between native languages and English, told jokes, and interrupted each other constantly. The conversation seemed to dance around her, too fast and too loud to join. She hesitated. Would speaking up seem intrusive? Would her accent mark her as an outsider? Finally, she leaned forward and offered, "Perhaps this topic is





interesting from another angle..." Her voice trembled slightly, but the group quieted and listened. Someone responded enthusiastically, "Yes! Go on." The warmth of their reaction melted her reserve.

Despite such encouraging moments, misunderstandings still occurred. Once, during a group project, Daryna misinterpreted the instructions and wrote the wrong section of a report. Embarrassed but determined to fix the problem, she asked, "Would it be possible to confirm the deadline and who's responsible for each part?" Her phrasing — cautious, indirect, but clear — defused potential tension. The others appreciated her tact and quickly clarified the task. That day, Daryna understood that asking for clarification was not a sign of weakness but of professionalism.

As the semester progressed, she became fascinated by the subtle choreography of communication. She observed that some students spoke with bold directness — "That doesn't make sense" or "You're wrong there" — while others softened their views with modal verbs and hedging expressions: "I might be mistaken, but..." or "Could we perhaps consider..." The second approach resonated with her, not only linguistically but culturally. It allowed room for disagreement without loss of respect.

One particular meeting tested her progress. A teammate proposed an overly ambitious plan that Daryna doubted would work. Taking a breath, she said calmly, "I see where you're coming from, but might we try a different method to make it clearer?" The tone was diplomatic but firm. The group agreed to her suggestion, and the discussion moved forward harmoniously. For the first time, Daryna felt she had mastered the balance between assertiveness and politeness.

Gradually, she also became attuned to the non-verbal grammar of Novaland: the confident eye contact, the humor that softened critique, the open body language that invited exchange. At first, these felt exaggerated; later, she found herself adopting them naturally. Through imitation and adaptation, she built a small bridge between her own communicative habits and those of her peers.

By the end of the semester, Daryna realized that intercultural communication was not a single skill but a constellation of competences: empathy, patience, linguistic flexibility, and cultural curiosity. It demanded the courage to make mistakes and the humility to learn from them. (704 words)

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

- 1. What emotion best describes Daryna's state of mind when she first arrived in Novaland?
- A) Pure excitement without any fear
- B) Nervousness mixed with excitement and curiosity
- C) Disappointment and homesickness
- D) Indifference toward her new environment





- 2. What unexpected aspect of university life in Novaland did Daryna discover early on?
- A) The lectures were much easier than she expected.
- B) Academic life focused heavily on exams rather than communication.
- C) Success required emotional intelligence and intercultural communication.
- D) Most classes were conducted entirely in her native language.
- 3. In her first seminar, Daryna was surprised because students in Novaland...
- A) avoided interrupting and waited patiently to speak.
- B) openly questioned professors and spoke freely.
- C) were mostly silent and respectful.
- D) preferred to communicate only in their native languages.
- 4. Why did Daryna hesitate to disagree during her first seminar?
- A) She didn't understand the topic.
- B) She believed disagreeing with others was impolite.
- C) She was afraid the professor would penalize her.
- D) She had not yet learned enough Novish to express herself.
- 5. How did Daryna successfully express her opinion after the class?
- A) By openly challenging her classmate's idea
- B) By using an indirect and polite expression
- C) By writing an email to the professor
- D) By avoiding the discussion altogether
- 6. What does Daryna's experience at the student café reveal about her?
- A) She prefers to observe rather than participate in social situations.
- B) She dislikes informal communication and humor.
- C) She can overcome hesitation when given a supportive response.
- D) She feels more comfortable communicating only in English.
- 7. When Daryna made a mistake in her group project, how did she handle it?
- A) She ignored the problem and rewrote the report alone.
- B) She blamed her teammates for unclear instructions.
- C) She politely asked for clarification to fix the misunderstanding.
- D) She apologized repeatedly but didn't seek clarification.
- 8. What communication strategy did Daryna find most effective for expressing disagreement?
- A) Being direct and using strong statements
- B) Using hedging and modal verbs to soften her opinions
- C) Remaining silent to avoid conflict
- D) Switching languages during disagreement
- 9. What did Daryna learn from observing the "non-verbal grammar" of Novaland?
- A) Non-verbal cues such as eye contact and humor were essential for connection.
- B) Novalandian students avoided humor in serious discussions.





- C) Body language had little effect on communication.
- D) Non-verbal gestures were confusing and disrespectful.
- 10. By the end of the semester, what was Daryna's main realization about intercultural communication?
- A) It is mostly about mastering grammar and vocabulary.
- B) It is a single skill that can be learned quickly.
- C) It requires empathy, flexibility, and the willingness to learn from mistakes.
- D) It depends primarily on fluency in English.

- 1. B Nervousness mixed with excitement and curiosity
- 2. C. Success required emotional intelligence and intercultural communication.
- 3. B. openly questioned professors and spoke freely.
- 4. B. She believed disagreeing with others was impolite.
- 5. B. By using an indirect and polite expression
- 6. C. She can overcome hesitation when given a supportive response.
- 7. C. She politely asked for clarification to fix the misunderstanding.
- 8. B. Using hedging and modal verbs to soften her opinions
- 9. A. Non-verbal cues such as eye contact and humor were essential for connection.
- 10. C. It requires empathy, flexibility, and the willingness to learn from mistakes.

## **B.II. Grammar**

#### 1. Fill in the gaps with the most appropriate way of expressing modality.

#### **Choose from:**

should not, could potentially, may have been, need to, might, ought to / should, likelihood, is likely to, potentially, should / ought to.

likelihood, is likely to, potentially, should / ought to.
In professional and intercultural contexts, minor differences in expression (1) generate misunderstandings that may affect relationships or workflow. Statements that appear neutral in one cultural framework (2) be interpreted as confrontational or disrespectful in another. Therefore, communicators frequently recognize that they (3) carefully evaluate how their words might be perceived before responding.
Written communication, such as emails or reports, (4) introduce ambiguity if the phrasing or structure is not sufficiently explicit. To reduce the risk of misinterpretation, writers definitely (5) add clarifying information or rephrase statements to make their intent clearer.
During group discussions, speeches (6) overlap. This will (7) provoke tension if participants follow different expectations regarding turn-taking.
Even when all participants act in good faith, there is a (8) of misunderstandings if assumptions about meaning remain unchecked. If you feel that conversation has reached a dead-end it (9) caused by such past





misunderstanding. In such contexts, communicators (10) \_\_\_\_\_ confirm understanding, request clarification, and adjust their phrasing to ensure mutual comprehension.

#### Answer key

- 1. could potentially
- 2. might
- 3. should / ought to
- 4. is likely to
- 5. need to
- 6. should not
- 7. potentially
- 8. likelihood
- 9. may have been
- 10. ought to / should
- 2. Study the following ways of expressing politeness in English. Then rephrase the sentences 1-10 practicing language of politeness. Include the word(s) suggested in brackets. One is done for you as an example.

#### How to express politeness:

Could I (possibly) ask...

Can I ....

Would you mind....

Would it be possible...

Might I suggest...

It might be beneficial / preferable to...

It would be advisable to...

Can you do me a favor...

I would say / think ....

I kind of agree, but...

I was wondering if...

I was going to ask...

I would appreciate / be grateful if...

- 1. Can you send me the report by Friday? (WONDERING)
- 2. Why didn't you attend the seminar yesterday? (COULD I)
- 3. Give me your opinion on this proposal. (APPRECIATE)
- 4. You must complete the task before the meeting. (ADVISABLE)
- 5. Can we meet tomorrow to discuss this issue? (WOULD IT)
- 6. Do this immediately. (PREFERABLE)
- 7. I need more details to make a decision. (WONDER)
- 8. Please explain why the project was delayed. (GRATEFUL)
- 9. You should review the guidelines before starting. (MIGHT)
- 10. Could you fix this problem immediately? (PREFERABLE)

**Example:** I was wondering if you could send me the report by Friday.

#### Answer kev:

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.

3.Complete the text with ONE word derived fro	m the word in brackets
Intercultural communication can comptime load	to (1) (under

Intercultural communication can sometimes lead to (1) (understand)
when people with different cultural (2) (inherit) try to share ideas. A
common cause of (3) (confuse) is the use of gestures. For example, a
hand signal that is polite in one country may be (4) (offend) in another.
Language can also create (5) (difficult). Even if people speak the same
language, they may use words with (6) (differ) meanings. This often
results in (7) (frustrate) and, in some cases, conflict. However, such
problems also give us the chance to develop (8) (aware) and (9)
(patient). Learning how to manage these situations is an important skill
for anyone who works or studies in an international environment. Good
preparation helps people avoid unnecessary conflict and build stronger
relationships across cultures. It also improves their (10)
(communicate) skills, which are essential in international teamwork.

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





#### Lock III

**Scenario:** A secret guide on cross-cultural communication strategies is locked. Solve the puzzle to get the 4-digit code. Each correct answer gives one digit.

**Puzzle Table:** Match each strategy to the correct description. The numbers in the answers will form the code.

Strategy	Description	
1. Direct feedback	A. Paying close attention and showing understanding	
2. Indirect request	B. Asking questions to make sure you understand correctly	
3. Listening actively	C. Hints at what should be done without stating it openly	
4. Clarifying questions	D. Clearly points out errors or suggestions	

#### Instructions:

- Match each strategy to the correct letter (A–D).
- Convert letters to digits: A=1, B=2, C=3, D=4.
- Write the code in order: Direct feedback, Indirect request, Listening actively, Clarifying questions.

Code Box: [ ]	
Answer key: 4312	

## **B.III. Listening**

### 1. Pre-listening discussion

- How do you think cultural differences influence how people interpret gestures or facial expressions during conversations?
- Can you think of a time when a cultural habit or social norm surprised you in an interaction? How did you respond?

## 2. Watch the video about "Intercultural Communication" (https://www.youtube.com/shorts/x7JJPI TwZY).

- Reflect on how cultural differences can affect the meaning of words and behavior in communication.
- Say or write one example from your own experience where communication was affected by cultural differences.

## 3. Match each term/behavior in Column A with the correct description in Column B.

Column A - Terms / Behaviors





- 1. Misinterpreted gestures
- 2. Flexible arrival times
- 3. Avoiding conflict / speaking indirectly
- 4. Direct and explicit communication
- 5. Small talk
- 6. Shaking hands or bowing
- 7. Asking clarifying questions
- 8. Open disagreement
- 9. Understanding cultural habits
- 10. Adapting behavior and being open-minded

#### Column B - Descriptions

- A. Helps reduce misunderstandings in multicultural teams
- B. Can have different meanings in different cultures
- C. Builds relationships in some cultures
- D. Valued in cultures emphasizing individual achievement
- E. Cultural custom or norm
- F. Seen as disrespectful in some harmony-focused cultures
- G. Important to show respect and avoid mistakes
- H. Normal or acceptable in some cultures regarding meeting times
- I. Preferred in cultures that value harmony
- J. Best approach when communicating with people from diverse backgrounds

#### **Answer key**

 $1 \rightarrow B$ 

 $2 \rightarrow H$ 

 $3 \rightarrow I$ 

 $4 \rightarrow D$ 

 $5 \to C$  $6 \to E$ 

 $7 \rightarrow A$ 

 $8 \rightarrow F$ 

 $9 \to G$ 

 $10 \rightarrow J$ 

## 4. Listen to text "An International Fair on Campus".

- What do you think the speaker will talk about? Write down 2–3 guesses.
- After you listen once, explain in one or two sentences what happened in the story.

### 5. Comprehension task. Answer the following questions:

- 1. Where did the main event in the story take place?
- 2. What did the students prepare for the international fair?
- 3. What happened when the narrator first tried to speak at one of the stands?
- 4. Why did the student at the stand look confused?
- 5. What did the narrator do to solve the misunderstanding?
- 6. How did the student at the stand react after understanding the narrator?
- 7. What did the two students discover when they compared their dishes?
- 8. How did the narrator feel after this short exchange?





- 9. According to the narrator, what was the main lesson learned from the experience?
- 10. Can you think of another situation where adjusting the way you speak could help communication? Give an example.

## 6. Listen to text "Avoiding Misunderstandings at an International Conference"

- What strategies do you think the speaker will talk about? Write 1–2 guesses.
- After listening once, summarize in 1–2 sentences what happened in the story and what strategies were used.

## 7. As you listen to the program on polite communication, choose the correct answer – a, b, c or d.

- 1. Where did the narrator volunteer last week?
- A) At a library study session
- B) At a student-led international conference
- C) At a university cafeteria
- D) At a group project meeting
- 2. What problem did the narrator face during the Q&A session?
- A) They didn't understand a speaker's question
- B) They forgot their notes
- C) They arrived late
- D) They disagreed with the speaker
- 3. What was the first strategy the narrator used to deal with the misunderstanding?
- A) Guessing the meaning
- B) Asking for clarification politely
- C) Ignoring the question
- D) Responding quickly
- 4. How did the narrator ask for clarification?
- A) "I don't understand this at all."
- B) "Could you explain your question in a different way?"
- C) "Why did you ask that?"
- D) "I already know the answer."
- 5. Which type of language did the narrator use when answering the question?
- A) Direct commands
- B) Informal slang
- C) Soft language with modals
- D) Technical jargon
- 6. Which modal verb did the narrator use in their response?
- A) Must
- B) Could





- C) Should
- D) Shall
- 7. Why did the narrator paraphrase the speaker's question?
- A) To make it longer
- B) To check if they understood it correctly
- C) To correct the speaker
- D) To ask for a break
- 8. What was the result of using these strategies?
- A) The session became confusing
- B) Everyone stopped asking questions
- C) Communication became smoother and more comfortable
- D) The narrator left the session
- 9. What lesson did the narrator learn from this experience?
- A) Speaking quickly is always better
- B) Misunderstandings cannot be avoided
- C) Using small strategies can prevent misunderstandings and show respect
- D) Modals should never be used in formal situations
- *10.* Which of the following is not a strategy mentioned in the text?
- A) Pausing before responding
- B) Paraphrasing
- C) Asking for clarification
- D) Avoiding eye contact

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

### C. SPEAKING

#### 1. Before role-playing:

- Review useful phrases for politeness, hedging, modal verbs, and turntaking.
- Focus on clear articulation of problems encountered in the scenario, not just solving the conflict.
- Encourage empathetic listening and patience, acknowledging different cultural communication styles.





#### 2. Role-Playing Scenarios:

#### Scenario 1: Market Misunderstanding

*Context:* A group of international students encounter difficulty communicating with a local vendor due to language barriers and different politeness norms. One student's hesitant attempt to speak in the local language leads to a misunderstanding; another student tries to help by intervening in English, which upsets the first student.

Task Instructions:

*Role assignment:* One student plays the hesitant buyer, another the local vendor, and a third the well-meaning helper. Other students observe.

In role, do the following:

- Identify the communication problems that occurred.
- Express opinions about how language choice and politeness affected the interaction.
- Use modal verbs and hedging to politely suggest how to improve communication in the future (e.g., "Perhaps it would be better if we..."; "I was wondering if you could slow down a bit...").
- Practice turn-taking and polite disagreement (e.g., "I see your point, but maybe we could try...").

Observers provide feedback on the use of politeness strategies and problem analysis.

#### Scenario 2: Dormitory Conflict

*Context:* Two students from different cultures have a conflict about noise levels in their shared dormitory. One prefers direct communication, the other finds it rude and prefers indirectness.

Task Instructions:

Students role-play the two roommates and a mediator (another student).

- Express disagreement politely (e.g., "I understand your concern, but might I suggest...").
- Analyze the root cause of the conflict: cultural norms about directness vs. indirectness.
- Propose and negotiate solutions using hedging and modal verbs to soften requests and disagreements (e.g., "Would you mind keeping the noise down a bit after 10 pm?").

The mediator summarizes the problem and helps both parties reach a respectful agreement.

## Scenario 3: Group Project Discussion at University

*Context:* International students in a group project disagree about the project focus. One student is used to deferential listening (showing respect and attentiveness), while others are more outspoken. Disagreement arises over the best approach.

Task Instructions:

Role-play the group discussion with students taking different viewpoints. Each student must use indirect requests and polite disagreement phrases to express their opinions (e.g., "I was wondering if we might consider..."; "I see your point, but perhaps...").





- Identify misunderstandings arising from different communication styles and analyze how these impact group harmony.
- Use problem-solving language to propose ways to overcome barriers and foster inclusion (e.g., "Maybe we could agree on some common goals...").
- Conclude with a reflective moment where participants discuss how politeness and pragmatics helped the discussion.

#### 3. After role-playing:

- Hold a group discussion reflecting on language strategies used and what was effective.
- Use reflective questions such as:
  - What communication problems did you notice?
  - o How did strategies help or hinder the discussion?
  - What are your views regarding turning problems into shared challenges? How can this affect your interaction?

#### Lock IV

#### **Intercultural Concepts Puzzle**

**Scenario:** To unlock the "Intercultural Communication Guide", you must solve this puzzle. Each correct answer gives one digit.

**Instructions:** Below are concepts and their definitions/examples. Match each concept to the correct letter (definition/example). Convert the letters to digits: A=1, B=2, C=3, D=4. The code is formed by the order of the concepts listed.

Concepts	Definitions / Examples
1. Active listening	A. Asking questions to make sure you understand
	someone's point
2. Indirect	B. Paying close attention and showing understanding
communication	
3. Clarifying questions	C. Expressing disagreement without offending or
	imposing
4. Polite disagreement	D. Communicating ideas in a subtle or non-explicit
	way

Code Box: [ \_\_ \_\_ ]

#### **Answer Key:**

- 1. Active listening  $\rightarrow$  B  $\rightarrow$  2
- 2. Indirect communication  $\rightarrow$  D  $\rightarrow$  4
- 3. Clarifying questions  $\rightarrow A \rightarrow 1$
- 4. Polite disagreement  $\rightarrow$  C  $\rightarrow$  3

**Answer key:** 2 4 1 3





#### **D. WRITING**

## Reflective essay on intercultural communication and conflict resolution

#### **Task Description:**

- Write a reflective essay exploring a personal or hypothetical intercultural communication experience that involved conflict or misunderstanding.
- Analyze the role of politeness strategies, language choices, and cultural norms in managing or escalating the conflict, and suggest ways to improve future communication.

#### **Instructions:**

- Choose an experience or create a scenario where intercultural communication led to a misunderstanding or conflict. It could be based on personal experience, or a hypothetical situation inspired by the unit content (e.g., challenges caused by cultural and linguistic differences).
- Describe the context and the characters involved.
- Analyze the communication problem using concepts from the unit: language barriers, cultural norms, politeness strategies, indirectness vs. directness, and pragmatics.
- Reflect on the emotions and attitudes involved (e.g., frustration, empathy, patience).
- Suggest what could have been done differently, particularly highlighting the use of specific language strategies such as modal verbs, hedging, or polite disagreement phrases, to foster understanding and resolution.
- Conclude with a brief reflection on the importance of intercultural awareness and pragmatic language use in conflict management and fostering inclusion.

#### **Writing Guidelines:**

- Aim for 300-500 words.
- Use formal, clear, and respectful language.
- Incorporate key vocabulary and phrases from the unit (e.g., "I was wondering if...," "Perhaps it would be better if...").
- Structure your essay with an introduction, main body (problem analysis and reflection), and conclusion.
- Pay attention to coherence, paragraphing, and accuracy in grammar and vocabulary.

#### **Optional Extension:**

Students could be asked to draft a message or email responding to a peer or instructor about an intercultural communication issue, demonstrating polite and pragmatic language strategies learned in the unit.





#### **MAIN ASSIGNMENT**

#### **Instructions for Students:**

• Watch the introductory video again to refresh your understanding of the context, key concepts, and challenges related to intercultural communication and conflict as presented in Unit 9.

#### **Background:**

You are part of a diverse international student community facing everyday intercultural communication challenges. The University of Novaland is committed to building an environment where all members of its academic community—local and international—can participate fully, respectfully, and effectively. However, recent experiences have shown that communication barriers, differing cultural expectations, and linguistic diversity can lead to misunderstandings and exclusion. These challenges include misunderstandings due to language barriers, cultural differences, and group inclusion difficulties.

#### **Your Task:**

As members of the University of Novaland's academic community, you are invited to write a strategy proposal on how to make communication at the university more inclusive and respectful.

In your **proposal (400–600 words)**, identify key communication challenges that arise in a multicultural and multilingual environment, and suggest practical ways to promote understanding, empathy, and equality in everyday academic life. Show how your ideas support democratic values such as openness, respect for diversity, and responsibility in interaction. Use a clear, formal, and persuasive tone — your proposal should sound ready to present to university decision-makers.

#### **Assignment Steps:**

- *Identify the Problem:* Discuss and define one specific communication challenge your group wants to focus on (e.g., managing politeness differences in a dormitory conflict, resolving misunderstandings at a market, improving group project discussions).
- Analyze Causes: Consider language barriers, cultural norms, and pragmatic language use that contribute to the problem. Use terms and concepts from the unit (modal verbs, hedging, indirect requests, polite disagreement).
- **Develop Strategies:** Propose concrete communication strategies and language solutions to overcome the identified problem. Include examples of phrases, interaction patterns, or attitudes that promote inclusiveness, respect, and effective communication.
- **Justify Your Proposal:** Explain why your strategies would work in intercultural settings, referencing key ideas from the unit (e.g., grammar-pragmatic interface, empathy, language choice).
- *Prepare a Written Proposal:* Compile your analysis and strategies into a clear, structured writing piece (approximately 500–700 words). Use





formal and polite language, incorporating unit vocabulary and pragmatic structures.

• **Present Your Proposal:** Optionally, prepare a short oral presentation or role-play scenario demonstrating how your strategy can be implemented in practice.

#### Indicative structure of the strategy proposal:

Title Page / Heading; students' names, department, date

- 1. Executive Summary / Introduction (introduce the purpose of the proposal, explain the role of inclusive communication in a diverse academic community, mention the main challenges the strategy addresses).
- 2. Context and Rationale (Describe the current situation at the University of Novaland, identify specific issues observed, explain how these affect students, staff, and the learning environment).
- 3. Objectives of the Strategy (e.g., promote intercultural understanding, reduce miscommunication, support respectful dialogue).
- 4. Proposed Actions / Recommendations (suggest concrete measures for improvement, such as: communication workshops or intercultural dialogue sessions, guidelines for inclusive classroom interaction, peer mentoring or language support initiatives, staff training on intercultural communication). Explain how these actions contribute to inclusivity and mutual respect.
- 5. Implementation and Support (assignment of tasks, timeline)
- 6. Expected Outcomes / Impact
- 7. Conclusion

#### **Supporting Resources for Implementation:**

- Introductory video for review (link or platform location).
- Key vocabulary lists and phrase banks for polite communication, hedging, modal verbs, and indirect expressions.
- Sample role-play scenarios and dialogue examples from earlier unit sections.
- Guidelines for collaborative work and effective group discussion.
- Rubric outlining evaluation criteria for problem analysis, strategy development, use of pragmatic language, coherence, and presentation quality.

#### **Outcome:**

The final strategy proposal should show your group's ability to critically analyze intercultural communication challenges and to design practical, linguistically informed solutions that foster respectful and inclusive interactions among diverse speakers.

This main assignment encourages collaboration, critical thinking, application of unit knowledge, and skillful use of pragmatic language, culminating in a tangible, useful product that directly addresses intercultural communication issues.





## **DISCUSSION AND REFLECTION**

- What kinds of intercultural misunderstandings did you observe or experience in the scenarios?
- How did using modal verbs, hedging, or indirect requests influence how polite or effective the communication felt?
- In what ways did cultural expectations about politeness and directness shape interactions?
- What strategies helped you avoid sounding too direct or blunt in your communication?
- How can you apply your knowledge of the language to enhance your communication in multilingual settings?





## Unit 10

## **Your Voice, Your Power**

## **Intended learning outcomes**

#### **Knowledge:**

- Understand the key principles of civic debate, fair argumentation, and respectful disagreement.
- Distinguish between facts, opinions, and fallacies in public discourse and civic communication and evaluate them critically.

#### Skills:

- Develop and deliver clear, structured public speeches on civic and socially relevant topics using effective rhetorical strategies, discourse markers, and voice modulation.
- Participate in structured civic debates in English, using argumentation techniques to present and defend a point of view persuasively and respectfully.

#### Attitudes:

- Demonstrate civic-mindedness, empathy, and openness to diverse perspectives during discussions and debates.
- Show tolerance of ambiguity and readiness to engage in constructive dialogue across differences.

#### Values:

 Recognise the importance of public voice and fair communication in promoting social responsibility, democratic values, and meaningful societal change.

## **Backstory**

In your community, new proposals have sparked debates – some people stay silent, while others raise their voices. As a member of the **Novaland** Civic Speakers Team, you are challenged to investigate a real civic issue and prepare a persuasive speech. Your words should be clear, fair, and rooted in democratic values, with real examples and evidence. At the **Novaland** Civic Debate Forum, you will stand up for justice, aiming to move minds and inspire action. This isn't just practice – it's your voice in action.

## A. READING, VOCABULARY AND LISTENING.

## A.I. Reading. Speaking as Civic Engagement

## 1. Pre-reading discussion:





- Have you ever spoken in public to support an idea or change (e.g., at school, in your community)? What was it about?
- What comes to your mind when you hear the word advocacy?
- Why do you think public speaking might be important in a democratic society?

# 2. Read the text and as you read, look for the different ways public speaking contributes to civic engagement and how people can use their voices for social change. Be prepared to explain how personal involvement affects one's communication style.

The very foundation of public speaking is rooted in advocacy and civic engagement. Aristotle framed public speaking, or rhetoric as it was called at the time, as the art of persuasion. He said the early study of it would lead a rhetorician to discover all means of persuasion within a given case. It was so important that rhetoric became a discipline of study necessary to take part in the civil society of Athenian Greece.

Today's form of civic engagement involves seeking out and creating opportunities to listen as well as to be heard, whether speaking at your local city council meeting, PTA, or even in front of Congress.

When we learn to speak up and speak out, we increase our civic agency, which can be defined as the capacity of members of a society "to work collaboratively across differences like partisan ideology, faith traditions, income, geography, and ethnicity to address common challenges, solve problems, and create common ground." According to political theorist Danielle Allen, civic agency entails three core tasks:

First is disinterested deliberation around a public problem. Here the model derives from Athenian citizens gathered in the assembly, the town halls of colonial New Hampshire, and public representatives behaving reasonably in the halls of a legislature. Second is prophetic work intended to shift a society's values; in the public opinion and communications literature, this is now called "frame shifting." Think of the rhetorical power of nineteenth-century abolitionist Harriet Beecher Stowe, of Martin Luther King, Jr., or of Occupy Wall Street activists with their rallying cry of "we are the 99 percent." Finally, there is transparently interested "fair fighting," where a given public actor adopts a cause and pursues it passionately. One might think of early women's rights activists such as Elizabeth Cady Stanton, Susan B. Anthony, and Matilda Joslyn Gage.

Allen organizes the three elements of civic agency along a continuum of interest – the degree to which one is personally invested in or affected by a given issue. When I attend a meeting about improving traffic flow in my city, I may be doing so from a fairly disinterested standpoint. Regardless of my feelings about traffic, I don't have any greater or lesser personal stake in it than anyone else. However, if the issue under discussion is whether to knock down my apartment building to put in a new freeway, I might have a more interested view of the subject, and I





might advocate a different solution, such as improved public transportation. This public advocacy is what Allen calls the civic task of "fair fighting": speaking up for a cause.

When we ask an audience to consider our ideas, take action, find solutions, or support a policy, we are advocating. Most importantly, advocacy demands that you identify what you hope to accomplish. Wanting change is where advocacy begins, but it requires that we identify the specific changes that we are advocating for. Otherwise, we cannot prescribe behavioral calls to action.

Civic engagement demands that we move beyond our social circles to consider what an oppositional or undecided audience believes, feels, and values. A skilled public speaker then shapes arguments and uses examples and support that will resonate with that audience to deliver a powerful, well-executed, and meaningful speech.

Civic engagement through public speaking is not merely about expressing personal opinions; it is about fostering dialogue, building community, and encouraging collective action. By developing our rhetorical skills and understanding the diverse perspectives within our society, we become more effective agents of change who can inspire others to participate in shaping a more just and inclusive world.

#### 3. Choose the correct answer - A, B, C or D

- 1. According to Aristotle, what was rhetoric?
- A) The study of poetry
- B) The art of persuasion
- C) The practice of law
- D) The science of ethics
- 2. Why was rhetoric considered essential in Athenian Greece?
- A) It was a form of entertainment
- B) It helped citizens succeed in business
- C) It was necessary to participate in civil society
- D) It was part of religious rituals
- 3. Which of the following is an example of today's civic engagement?
- A) Reading privately at home
- B) Speaking at a city council meeting
- C) Practicing rhetoric in school only
- D) Writing personal diaries
- 4. What is "civic agency" as defined in the text?
- A) The ability to vote in elections
- B) The capacity to work collaboratively across differences to address challenges
- C) The skill of writing persuasive essays
- D) The practice of debating for entertainment





- 5. Which of the following is described as disinterested deliberation?
- A) Advocating passionately for women's rights
- B) Frame-shifting public opinion
- C) Citizens in a legislature debating reasonably
- D) Campaigning for personal financial gain
- 6. What is "frame shifting" according to the text?
- A) Changing how society views and values issues
- B) Moving furniture to change a room's design
- C) Switching sides during a debate
- D) Explaining complex statistics in simple terms
- 7. Which historical figure is mentioned as an example of "prophetic work"?
- A) Aristotle
- B) Elizabeth Cady Stanton
- C) Martin Luther King, Jr.
- D) Susan B. Anthony
- 8. What is "fair fighting" in civic agency?
- A) Attending meetings without personal involvement
- B) Advocating passionately for a cause that directly affects you
- C) Avoiding disagreements in public
- D) Voting anonymously in elections
- 9. Why is identifying specific goals important in advocacy?
- A) It makes speeches longer
- B) It helps to prescribe clear calls to action
- C) It impresses the audience with statistics
- D) It prevents criticism
- 10. What is the ultimate goal of civic engagement through public speaking, according to the text?
- A) To express personal opinions
- B) To build community, foster dialogue, and encourage collective action
- C) To win arguments in public debates
- D) To increase individual fame and recognition

#### **Answer Key**

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





# 4. Read each statement carefully. Choose which statement is true or false according to the text.

according to the text.	
1. Aristotle defined rhetoric as the art of persuasion.	

- A) true B) false
- 2. In Athenian Greece, rhetoric was considered unnecessary for civic life.
- A) true B) false
- 3. Modern civic engagement can include speaking at a PTA or city council meeting.
- A) true B) false
- 4. Civic agency means the ability to work only with people who share the same opinions.
- A) true B) false
- 5. Disinterested deliberation refers to debating public problems without strong personal stakes.
- A) true B) false
- 6. "Frame shifting" is about changing how society views and values certain issues.
- A) true B) false
- 7. Martin Luther King, Jr. is mentioned as an example of disinterested deliberation.
- A) true B) false
- 8. "Fair fighting" happens when someone advocates passionately for an issue that personally affects them.
- A) true B) false
- 9. Advocacy begins with wanting change but also requires identifying specific goals.
- A) true B) false
- 10. According to the text, civic engagement through public speaking helps build community and collective action.
- A) true B) false

#### **Answer key**

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





# A.II. Vocabulary

# 1. Match the key terms with their definitions

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

#### **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.

#### **Word Bank**

democratic citizenship, free speech, constructive dialogue, respectful disagreement, epistemic injustice, ideological echo chambers, authenticity, manipulative tactics, message clarity, cultural sensitivity

1. Students showed	during	the	debate	by	listening	carefully	and
responding politely.							





2. The activist defended the right to, even when the opinion challenged authority.
3. Effective leaders demonstrate by being genuine and transparent in
their communication.
4. Working across cultures requires to avoid stereotypes and
misunderstandings.
5. The professor encouraged so that classmates could cooperate and solve problems.
6. Lack of recognition for women scientists is an example of in
academia.
7. Advertisements often rely on to pressure people into buying
products.
8. Social media platforms can create where users only see views like their own.
9. Voting in student council elections is an important practice of
10. Teachers emphasize so that instructions are clear and easy to
follow.
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 - Reading

Clue: Values vs. Positions

Match each value to the argument it most likely supports:

Value	Argument Position (Code Letter)			
Academic responsibility	A. AI tools support equal rules			
Transparency	B. AI tools limit student voice			
Fairness	C. AI helps prevent misconduct			
Freedom of expression	D. Students must know how tools work			

#### **Answer Key:**

Fairness  $\rightarrow$  A

Freedom of expression  $\rightarrow$  B

Academic responsibility  $\rightarrow$  C

Transparency  $\rightarrow$  D

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

**Clue code: ABCD** 





# A.III. Listening

#### 1. Pre-listening discussion questions

- Have you ever had to speak in public (e.g., in class, at an event, during a presentation)?
- What did you feel before and during your speech?
- Why do you think public speaking is considered difficult or stressful for many people?
- What do you think makes someone a confident speaker?
- 2. Watch and listen to a short lecture on "Be a More Confident Public Speaker". As you listen, try to identify the three main strategies the speaker recommends to help reduce public speaking anxiety and improve confidence. Also, note any physical or psychological tips mentioned.

#### 3. Choose the correct answer – A, B, C or D:

- 1. What does the "Triple P" method stand for?
- A) Prepare, Posture, Pander
- B) Practice, Posture, Presentation
- C) Prepare, Perform, Perfect
- D) Pause, Plan, Present
- 2. In Step One, what should you do to be fully prepared?
- A) Read a long script word-for-word
- B) Memorize your speech completely
- C) Know your subject and how you will present it
- D) Avoid writing down any notes
- 3. What is the purpose of bringing a bottle of water on stage?
- A) To avoid eating before the speech
- B) To sip, keep the voice natural, and regain composure
- C) To share with the audience
- D) To look professional
- *4. According to the script, what should a strong introduction do?*
- A) Confuse the audience
- B) Start with statistics only
- C) Hook the audience with a fact or anecdote
- D) Skip directly to the conclusion
- 5. What is one way to "pander to your audience"?
- A) Read directly from your cards the entire time
- B) Keep a natural tone, pace, and add a joke when appropriate
- C) Avoid eye contact to reduce nervousness
- D) Stay completely serious regardless of the occasion

#### **Answer Kev**

- 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)

### 4. Answer the following questions:

- 1. According to the text, what percentage of people suffer from glossophobia, the fear of public speaking?
- 2. What two things are necessary to be fully prepared for a speech, according to Step One?
- 3. How does the text compare giving a speech to a boxing match?
- 4. What posture advice does the text give for reducing anxiety while speaking?
- 5. What does the text recommend doing if silence occurs during a speech?

#### Lock II

### **Speech Triangle**

Match three rhetorical strategies with the examples provided.

Strategy	Example			
Logos (logic/facts)	"According to national data, 1 in 4 students experience"			
Pathos (emotion)	"I remember when my best friend left school because of"			
	Decause of			
Ethos (credibility/values)	"As a student representative, I've seen how"			
(creatibility) values)				

Clue code: LPE

# B. READING, GRAMMAR AND LISTENING: civil discourse

# B. I. Reading.

#### 1. Pre-reading discussion

- Where do you usually hear or see public discussions or debates (e.g., online, at school, in the news)?
- What does it mean to "disagree respectfully"? Have you ever had to do that?
- Why might respectful discussion be important in a democracy?
- 2. As you read, try to identify the key principles of civil discourse and why it is considered essential for democratic societies. Think about the challenges that make respectful dialogue difficult and how individuals can help improve public discussion.

What is this text mainly about?

A) How to become a social media influencer





- B) Why political debates are dangerous
- C) How civil discourse promotes democracy
- D) The history of written communication?

### **Civil discourse**

Civil discourse is the practice of discussing public issues with the goal of expanding knowledge and fostering mutual understanding. The term "civil" relates to civic life and responsible participation in democracy, while "discourse" refers to written or spoken communication. Civil discourse goes beyond politeness – it involves respectful disagreement, active listening, and seeking common ground, even amid deep differences.

As a core part of democratic citizenship and free speech, civil discourse helps create more inclusive and effective public policies. In 2011, the U.S. Supreme Court described it as "robust, honest, frank, and constructive dialogue" aimed at advancing the public good. It is grounded in reason and evidence, guided by respectful behavior. In contrast, uncivil discourse involves insults, contempt, and baseless accusations.

Key values of civil discourse include:

- Self-awareness and mindfulness;
- Active listening and being fully present;
- Openness and peaceful engagement during disagreement.

A common misconception about civil discourse is that it avoids conflict or requires excessive politeness. In reality, civil discourse encourages respectful engagement with differing opinions, promoting understanding through critical thinking and honest feedback. While it avoids personal attacks and combative responses, it values constructive disagreement and standing one's ground respectfully.

As a key aspect of democratic citizenship, civil discourse is promoted in forums and universities, where open exchange of ideas, freedom to learn, and analytical thinking are foundational. In educational settings – especially online and hybrid formats—structured discussions with clear rubrics and feedback help students engage meaningfully with complex topics. Libraries also support civil discourse by ensuring equal access to information, promoting informed discussion across diverse communities.

Civil discourse requires individuals to be mature, rational, and capable of independent thought. It involves critically examining one's own values and beliefs, especially when they may conflict with the public good. By engaging in respectful and reflective dialogue, individuals can broaden their perspectives, better understand others, and adopt beneficial ideas. This practice is a shared social responsibility that helps dismantle oppressive thinking and promotes a more inclusive, thoughtful society.





In democracies, civil discourse is essential for shaping policies that reflect the will and welfare of the majority. While its value may vary in non-democratic nations, civil discourse remains important for addressing societal issues at the community level. History shows the dangers of suppressing open dialogue, as seen in authoritarian regimes like Nazi Germany, the Soviet Union, and Maoist China. Even in democratic contexts like the U.S. during McCarthyism, restricting civil discourse led to fear, censorship, and the marginalization of controversial topics.

Challenges to civil discourse include epistemic injustice, intolerance, and censorship. Epistemic injustice, as defined by Miranda Fricker, refers to the unequal distribution of knowledge and access to information. This inequality is worsened by social media algorithms and targeted advertising, which limit exposure to diverse perspectives. Intolerance of differing ideas can also undermine civil discourse by prompting personal attacks and discouraging open dialogue.

Censorship, especially in its authoritarian forms, suppresses dissent and distorts public perception by misrepresenting the true diversity of opinions in society. Philosopher Herbert Marcuse cautioned that unchecked tolerance can enable oppression by allowing harmful ideologies to go unchallenged. While macrocensorship poses broad systemic threats to discourse, microcensorship – more localized and institutional – can sometimes avoid such extremes but still requires vigilance to prevent the silencing of critical voices.

As digital communication has become central to public life, the importance of civil discourse has grown. Technology has fostered greater global interaction and opportunities for self-expression, but it has also introduced challenges like misinformation, disinformation, and ideological echo chambers. Civil discourse now plays a vital role across domains such as government, ethics, science, education, and art, providing a framework for respectful and informed engagement with complex political and social issues.

#### 3. Choose the correct answer - A, B, C or D

- 1. What is the primary goal of civil discourse?
- A) Winning arguments
- B) Expanding knowledge and fostering mutual understanding
- C) Avoiding conflict at all costs
- D) Promoting personal opinions only
- 2. According to the U.S. Supreme Court (2011), civil discourse should be:
- A) Polite but limited
- B) Avoidant of disagreement
- C) Robust, honest, frank, and constructive dialogue
- D) Strictly formal and legalistic
- 3. Which of the following is a key misconception about civil discourse?
- A) It requires respectful engagement





- B) It values constructive disagreement
- C) It avoids conflict or requires excessive politeness
- D) It promotes understanding through honest feedback
- 4. Where is civil discourse especially promoted, according to the text?
- A) Sports arenas
- B) Forums, universities, and libraries
- C) Courts of law only
- D) Business corporations
- 5. What is epistemic injustice, as mentioned in the text?
- A) Using false evidence in arguments
- B) Suppressing religious views in public spaces
- C) Unequal distribution of knowledge and access to information
- D) Excessive tolerance of harmful ideologies
- 6. Which philosopher warned that unchecked tolerance can enable oppression?
- A) Aristotle
- B) Herbert Marcuse
- C) John Locke
- D) Friedrich Hayek
- 7. What does the text identify as a challenge to civil discourse in the digital age?
- A) Stronger civic engagement
- B) Increased self-awareness
- C) Misinformation, disinformation, and echo chambers
- D) Equal access to diverse perspectives
- 8. How does civil discourse differ from uncivil discourse?
- A) Civil discourse involves respectful disagreement, uncivil discourse relies on insults and contempt
- B) Civil discourse avoids all disagreements, uncivil discourse embraces them
- C) Civil discourse uses emotional attacks, uncivil discourse uses evidence
- D) Civil discourse focuses only on politeness, uncivil discourse focuses on solutions
- 9. Which historical examples does the text give to show the dangers of suppressing civil discourse?
- A) Ancient Athens and Rome
- B) Nazi Germany, the Soviet Union, Maoist China, and McCarthy-era U.S.
- C) French Revolution and American Civil War
- D) Cold War and Vietnam War
- 10. What role does civil discourse play in democratic societies?
- A) It entertains the public
- B) It shapes policies reflecting the will and welfare of the majority
- C) It prevents disagreement in politics
- D) It ensures governments never make mistakes





#### 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

# 1. Add one group of connectors (not necessarily in this order) to each of these paragraphs.

also / however / in other words (1) indeed / in fact / too (2) actually / also *I* in particular (3)

- A. Roger Goodman was really fit when he played rugby in school. He /also/ stayed in good shape through university. Once he started working, things changed. He began eating a lot more and exercising a lot less. After a few years, his clothes were feeling tight and he was breathing really hard after running upstairs. He was 'out of shape'.
- B. Roger didn't think he had time for outdoor activities, so he decided to join a health club. Like a lot more men these days, he started thinking about cosmetic surgery to improve his appearance. He wanted to get rid of some of the wrinkles around his eyes. Cosmetic surgeon Dr Khalid Idris of Body Image in Highbury says, 'Our clients used to be mostly women. Now we have more men than women coming in for certain types of surgery.'
- C. The number of men seeking help from surgeons like Dr Idris has increased dramatically in recent years. It's a trend that started in the USA where cosmetic surgery is a \$500 million business. The emphasis on looking young isn't limited to facelifts, but has created a huge demand for dental improvements and hair transplants.

#### **Answer Key:**

A - (1)

B - (3)

C - (2)

2. Using a dictionary, if necessary, add the following words and phrases to the definitions in this paragraph.

Words to use





facelift (x2) that is		lift (x2)	also (x2)	for example	similarly
tilat 18					
that you stan	d in to go up	and down ins	as an elevator side a building omewhere in a	. This word is	3
			fferent is mean		
an operation	to make some	one look your	nger by, <sup>6</sup>	, removing fa	it or pulling
			ss of improvir		
			as 'giving it a		
			_ two long me		cking out in
front, which i	s used for lifti	ng and moving	g heavy things.		
Answer key:					
1. lift					
<ul><li>2. also</li><li>3. also</li></ul>					
4. lift					
5. facelift					
<ul><li>6. for example</li><li>7. similarly</li></ul>					
8. facelift					
9. forklift 10. that is					
10. tilat is					
3. Write on	e of these	connectors	at the begin	ning of each	n of these
sentences.					
for oxample	ac a rocult	for a start	in short	so than	in
•			by contrast		111
contrast	1110100101		by concrase		
Animal comm	nunication is d	ifferent to hur	nan communio	cation in two w	ays.
For a start, a	nimal signals	are always re	stricted to wh	at is happenir	ng here and
now.	71		1 1747	CI I	*1
			ı and says, 'Wo	oof!", it always	means, I'm
	.' It doesn't me Jowever hum		y talk about l	ast night and	things that
happened yea		ans can cash	y taik about i	ast mant and	timigs that
	_	to talk about	what they'll b	e doing tomor	row or next
year.					
			lking about wl		
	'hey can refer	to things lik	e heaven and	hell without	ever having
seen them.	nimal aammuu	nication consi	sta of a fixed n	umbor of signs	ola and aach
	for one partic		sts of a fixed n	ulliber of signa	iis allu eacii
•	-	_	the other ha	nd. is verv c	reative and
			as illustrated	-	
paragraph.					
		inication has	special prope	rties not foun	d in animal
communication	on.				





9 Language allows humans to build complex societies and share abstract knowledge.  10 The uniqueness of human communication lies in its flexibility and
unlimited potential.
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>4. Insert the correct discourse marker.</b> <i>Instructions:</i> Choose the most appropriate discourse marker from the box and insert it into each blank space in the sentences below. Each marker should be used only once.
Discourse Marker Bank
although in contrast therefore in addition for example however as a result meanwhile on the other hand finally
<ol> <li>The speaker was nervous during the first few minutes, she gained confidence and delivered a strong conclusion.</li> <li>Public speaking is a valuable skill, it can improve your career opportunities and help you express ideas clearly.</li> <li>The presenter gave several helpful tips;, he demonstrated each one with a real-life story.</li> <li>She had practiced for hours;, her speech was clear and confident.</li> <li>He was well-prepared for his presentation, his slides were not well-organized and hard to follow.</li> <li>The main speaker was giving a presentation, the audience was taking notes and asking questions.</li> <li>He forgot to bring his notes;, he struggled to remember the key points.</li> <li>She made a few mistakes during her speech, she remained calm and continued confidently.</li> <li>The first speaker was calm and relaxed, the second one was clearly nervous and hesitant.</li> </ol>
10, remember to thank your audience at the end of your talk.
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

#### Clue 3: Choose a sentence or a clause

Choose a sentence or a clause (A-D) to follow each sentence or clause (1-4) and add so or then.

1. We got stuck in a bad traffic jam	( )	A at lunchtime I spilled some tomato soup down the front of my white shirt.
2. If our operating budget is cut by 10%,	( )	B I did not put any in the salad.
3. I know you don't like green peppers.	( )	C when we arrived it had already started.
4. It was a terrible morning, with a lot of problems in our office.	( )	D we really will have to reduce services

#### **Correct answers:**

- (C) so
- (D) then
- (B) so
- (A) Then

Clue code: CDBA

# **B. III. Listening**

- 1. Pre-listening discussion. Answer the questions below individually, in pairs, or as a group discussion.
  - Have you ever given a public presentation or talk in English? How did it go?
  - What makes some presentations memorable while others are boring?
- 2. Watch and listen to the video "Presenting and Public Speaking Tips" (<a href="https://www.youtube.com/watch?v=Q5WT2vweFRY">https://www.youtube.com/watch?v=Q5WT2vweFRY</a>), and answer the following questions. Only one answer is correct.
- 1. According to tip number one, what should be the main focus of a presentation?
- A) The presenter's performance
- B) The audience's needs and benefits
- C) The quality of the slides





- D) The venue and crew
- 2. What is suggested about using text-heavy slides?
- A) They help presenters remember their notes
- B) They encourage audiences to stay focused
- C) They cause audiences to lose interest and daydream
- D) They make presentations more professional
- 3. What principle is emphasized in tip number three?
- A) Include as much information as possible
- B) Always use complex vocabulary
- C) Keep it simple and cut unnecessary material
- D) Focus on technical details only
- 4. What is described as the single biggest factor that improves performance?
- A) Dressing to impress
- B) Rehearsing
- C) Making friends with the crew
- D) Standing still
- 5. Why is it important to make friends with the crew at an event?
- A) They may give you more speaking time
- B) They can help with technical aspects and boost your confidence
- C) They will write your notes for you
- D) They decide how the audience reacts
- 6. What is the advice given regarding dress code?
- A) Dress casually to look more relatable
- B) Follow your personal style, no matter the event
- C) Dress smarter if in doubt
- D) Avoid focusing on appearance
- 7. What does tip number seven suggest about authenticity?
- A) Use big words to sound professional
- B) Hide your accent to seem credible
- C) Be your real self, authentic and unique
- D) Copy other successful presenters' style
- 8. What is the problem described as "weaving" during a presentation?
- A) Speaking too fast
- B) Moving constantly due to adrenaline
- C) Forgetting the script
- D) Using too many hand gestures
- 9. Why does the speaker recommend telling stories?
- A) To avoid preparing slides
- B) Because audiences remember stories better than data-heavy slides
- C) To impress the crew





- D) To shorten the presentation
- 10. According to the final tip, what quality is most infectious and helps win the audience's trust?
- A) Humor
- B) Enthusiasm
- C) Confidence
- D) Knowledge

#### Answer key:

- 1 B
- 2 C
- 3 C
- 4 B5 – B
- 6 C
- 7 C
- 8 B
- 9 B
- 10 B
- 3. Watch the video about "BEST Ways to Improve Your Speaking Skills as a Leader" (https://www.youtube.com/watch?v=Ww59EuOrG0s) and say why it might be harder to speak as a leader than in a regular conversation or classroom setting.
- 4. Watch the video "Speaking for Beginners" about (https://www.youtube.com/watch?v=rtBvQj2k6xo). As you listen, pay attention to what new speakers should avoid ("don'ts") and what they should do instead ("dos"). Think about which advice is most relevant for your own speaking experience.
- 1. What is the first "don't" mentioned in the video?
- A) Don't fidget
- B) Don't ramble and get long-winded
- C) Don't read slides aloud
- D) Don't use a soft voice
- 2. What is suggested as the "do" version of not rambling?
- A) Keep slides short
- B) Use gestures with your hands
- C) Give an organized and concise message with clear structure
- D) Speak loudly to the back of the room
- 3. According to the speaker, how should eye contact be made?
- A) By scanning the entire audience quickly
- B) By looking over people's heads
- C) By staring at one person throughout the talk
- D) By finishing one thought with one person's eyes, then moving to the next
- 4. What problem happens if notes are overloaded with details?





- A) The speaker forgets information
- B) The speaker may end up reading stiffly and not connecting with people
- C) The audience becomes more engaged
- D) The slides appear more professional
- 5. What is recommended instead of detailed notes?
- A) Full paragraphs to read aloud
- B) Talking points, like a grocery list, to encourage a conversational style
- C) Relying only on memory
- D) Highlighting every word
- 6. What does the speaker say about slides for beginners?
- A) Use many slides with animations
- B) No more than a couple of simple, clear slides
- C) Slides should be read word-for-word
- D) Slides must have as much detail as possible
- 7. What is the advice regarding fidgeting?
- A) Move constantly to release nervous energy
- B) Keep hands in pockets to avoid distraction
- C) Stand confidently and move with purpose when needed
- D) Sit down during presentations
- 8. How should gestures be used, according to the video?
- A) Avoid them completely
- B) Use them to emphasize ideas naturally
- C) Only point at the slides
- D) Keep hands behind the back at all times
- 9. What is a key recommendation about using your voice?
- A) Speak softly to sound calm
- B) Use "um" and "ah" to fill pauses
- C) Speak loudly enough for the back of the room and pause after key ideas
- D) Speak quickly to avoid losing attention
- 10. What question does the speaker ask viewers at the end?
- A) "Do you prefer slides or no slides?"
- B) "Which of these tips do you think will help you the most?"
- C) "How many speeches have you given before?"
- D) "Do you prefer large or small audiences?"

#### Answer key

- 1 B
- 2 C
- 3 D
- 4 B 5 – B
- 5 В
- 7 C
- 8 B





9 – C 10 – B

### C. SPEAKING

# C. I. Warm-Up: Think-Pair-Share

#### **Instructions:**

Think about the following questions. Write brief answers, then discuss with a partner or small group.

- Have you ever participated in a public discussion, debate, or youth event? What was it about?
- Why do you think youth voices are sometimes ignored in serious decisions?
- Do you believe young people can influence political or social change? Give one example.

Match the idioms below with their meanings.

1 10.0011 0110 10.101110 2010 11 11.011 01.011 11.00111110					
Idiom Meaning					
1. Speak your mind	A. Take your turn to speak in a formal setting				
2. Raise your voice	B. Say exactly what you think or believe				
3. Hold your ground	C. Express your opinion more strongly, often to protest				
4. Get your point across	D. Defend your opinion even when challenged				
5. Take the floor	E. Explain your idea clearly and be understood				

**Correct Answers:** 1–B, 2–C, 3–D, 4–E, 5–A

#### Follow-up:

Which of these idioms could describe how young people act in public life? Use one in a sentence.

#### **Language Focus: Useful Phrases for Speaking**

Use these sentence starters to help organize your speech:

- In my opinion, young people today...
- One area where youth can make a big difference is...
- For example, many teenagers have...
- This shows that...
- In conclusion, the voice of youth is essential because...

#### **Speaking Purpose**

As you prepare to speak, ask yourself:

- Do I have 1–2 clear points to explain?
- Do I have an example to support my idea?
- Can I speak confidently and clearly for 45–60 seconds?
- Can I use one idiom appropriately?





# Group brainstorm: "5 features of a strong public argument" Directions:

- In this task, you will work as a group to generate ideas on the topic: "What are five important features of a strong public argument?"
- You will have 10 minutes to discuss and brainstorm. Your group should create a list of 5 key features that make a public argument persuasive, credible, and effective.
- While brainstorming, consider the following guiding questions:
  - What makes an argument convincing to a wide audience?
  - o How can a speaker maintain credibility and logical structure?
  - What role does evidence, tone, or clarity play in public speaking?
  - What makes some arguments memorable and others forgettable?
- Each group member should contribute at least one idea. Be prepared to share your list with the class and briefly explain your choices.

# C.II. Recording a speech

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".

#### **Directions:**

- In this task, you will speak about the topic: "The Power of Youth Voice in Today's World."
- Think about the role young people play in today's society. What impact do their opinions, actions, and creativity have on communities, politics, education, or global change?
- Try to stay focused on one or two strong ideas and give specific examples or reasons to support your opinion.
- Speak clearly and confidently.

#### Lock IV

#### Clue 4: Speak with Respect

Choose 3 out of 5 statements that reflect democratic, respectful speaking.

- 1. "Only an idiot would disagree with this."
- 2. "We respect other views, but here's why we differ."
- 3. "You're just wrong."
- 4. "Let's focus on solutions, not blame."
- 5. "This issue affects us all let's find a fair way forward."

Clue code: 245





### **D. WRITING**

#### **Objectives:**

Develop a persuasive speech and short written response that logically evaluate the case study on AI-detection in higher education. You will integrate topic-specific vocabulary (e.g., fairness, integrity, privacy, accountability), use discourse markers (cause, contrast, addition, time), and present multiple perspectives before stating your own stance on whether AI-detection should be mandatory.

# Case Study: AI-Detection in Higher Education - Balancing Integrity and Freedom

At Redwood State University, the administration has proposed the mandatory use of an AI-detection tool (e.g., Turnitin's AI checker or GPTZero) for all written assignments. The policy aims to uphold academic honesty but has sparked debate about fairness, privacy, and student rights.

#### **Assignment Steps**

# Case Study Reading & Reflection (Homework or Classwork)

- Read the case study carefully. Focus on:
  - o The university's proposal and its purpose.
  - o The potential benefits for academic integrity and fairness.
  - The possible risks for students' privacy, autonomy, and creativity.
  - o Stakeholders: Who is affected (students, faculty, administration)?

#### Planning Your Speech and Short Response

- Prepare two parts:
  - Persuasive Speech (approx. 300 words): Take a clear stance for or against mandatory AI-detection. Include 2–3 strong arguments, examples, and a short rebuttal to the opposing view. End with a firm conclusion.
  - o Short Response (5–7 sentences): Answer: Who is affected and how? Which democratic principles are at stake (e.g., fairness, freedom of expression, privacy, academic integrity)? Use phrases like "This issue affects..." and "A democratic principle at stake is...".

#### Writing Guidelines

- Use neutral, formal English.
- Include at least two contrast connectors (however, whereas, yet, although).
- Apply academic connectors (therefore, in addition, for example) to structure your arguments.
- Use topic-specific terms: fairness, privacy, academic integrity, accountability, transparency.
- Keep your speech close to 300 words (±10%).

#### Final Check

• Proofread for grammar, clarity, and logical flow.





- Ensure your speech has a clear introduction, main body, and conclusion.
- Confirm you have:
  - o at least two contrast connectors;
  - o at least three topic-specific terms;
  - o one clear recommendation or reflection.

#### **Submission**

- Submit your speech by the deadline.
- Be prepared to share a short highlight (1–2 sentences) from your speech during class discussion.

# **MAIN ASSIGNMENT**

Prepare and deliver a 2-3-minute persuasive speech on a real-life issue related to civic responsibility. You will respond to a fictional case or local example provided by the instructor.

Your speech should:

- Define the issue and explain why it matters to your community or generation.
- Present a clear, structured argument supported by facts, civic values, and democratic principles.
- Acknowledge counterarguments and respond with thoughtful, respectful rebuttals.
- Use appropriate rhetorical strategies to engage your audience and communicate your message with clarity and conviction

#### Type of challenge:

Public Speech Showcase (delivered in a simulated Civic Debate Forum)

#### **Activities:**

- Individual research and speech preparation
- Drafting and revising speech text
- Peer review and rehearsal
- Final speech performance (in class or recorded)

#### **Roles:**

**Speaker.** You are a student civic advocate using your voice to influence public opinion and promote democratic dialogue. Your goal is to craft and deliver a persuasive speech that reflects democratic values and civic responsibility.

*Moderator.* You guide the simulated Civic Debate Forum, ensuring that all participants are heard, the discussion remains respectful, and time limits are observed. You introduce speakers, manage transitions, and pose clarifying questions when needed.

Fact-Checker / Analyst. You listen critically to the speeches and provide feedback based on the accuracy of facts, strength of arguments, and clarity of





reasoning. You identify any fallacies or unsupported claims and offer constructive suggestions for improvement.

#### **Inputs:**

Teachers will provide the following materials and scaffolds to support student work on the challenge:

- *A case study or localized civic scenario* (e.g., youth protest, school regulation conflict, online misinformation, environmental action).
- *A Civic Communication Toolkit,* including:
  - o *Key terms:* argument, rebuttal, stance, civic values, bias, fallacy
  - o *Language functions:* expressing opinion, supporting ideas, disagreeing respectfully
  - o *Rhetorical devices:* ethos, pathos, logos, repetition, contrast, rhetorical questions
  - o *Discourse markers:* however, in contrast, in fact, furthermore, therefore
- Language support handouts, including: (Suggested language structures, Useful registers (formal/informal, persuasive, neutral, legal), Connectors for debate and discussion (e.g., however, therefore, in contrast, it is essential to note that...).
- Background texts and resources (Model speeches by youth activists and civic leaders. A persuasive speech writing template (1-page max). Assessment rubric and feedback criteria (for self and peer evaluation). Classroom practice time and optional recording tools).

#### **Outputs:**

- *Oral performance:* 2–3-minute persuasive speech delivered live or recorded
- Written product: concise speech draft (max 1 page, to be submitted and evaluated).

#### DISCUSSION AND REFLECTION

- What makes a public speech or argument feel convincing, fair, and respectful of different viewpoints? Can you share any examples from your preparation or speeches you heard?
- How did you structure your own speech to appeal to logic, values, and emotions? Were there moments when you changed your wording to avoid conflict or include more perspectives?
- How do you usually feel when someone challenges your opinion respectfully? In your view, what's the difference between "winning an argument" and "persuading an audience"?
- What issues or ideas from this challenge made you want to speak up or take action? In what ways can student voices realistically influence decisions in a university or community?