



ENLACED COURSE

Teacher's handbook

Version 1, November 2025



Contents

Unit 1	6
Speak Freely: Freedom of Speech and Its Limits.....	6
Intended learning outcomes.....	6
Unit overview.....	6
A. READING, VOCABULARY AND LISTENING: Freedom of Speech and Hate Speech	7
A.I. Reading.....	7
A.II. Vocabulary	8
Lock I – Reading.....	9
A.III. Listening.....	9
Lock II – Vocabulary.....	9
B. READING, GRAMMAR AND LISTENING: Freedom of Speech in the Age of Artificial Intelligence.....	10
B. I. Reading	10
B.II. Grammar	11
Lock III – Grammar.....	12
B. III. Listening.....	12
C. Speaking: Mini-Debate	13
C. I. Speaking patterns.....	13
C. II. Mini-debate practice	13
Lock IV – Speaking / Reflection.....	13
D. Writing: Summary Report.....	14
MAIN ASSIGNMENT: FreeVoice Podcast.....	14
DISCUSSION AND REFLECTION.....	14
Assessment Suggestions.....	15
Teaching Tips	15
Unit 2	16
Truth Check: Fake News and Media Literacy.....	16
INTENDED LEARNING OUTCOMES.....	16
A. READING, VOCABULARY AND LISTENING: the nature and impact of fake news.....	16
A.I. Reading.....	16
A.II. Vocabulary	20
Lock I.....	21
Lock II	23
B. READING, GRAMMAR, AND LISTENING:	23
B.I. Reading.....	23
B.II. Grammar	25
Lock III	28
B.III. Listening.....	29
C. Speaking	33
D. Writing.....	34
Unit 3	35
Join In: Civic Engagement and Youth Participation	35
Intended learning outcomes.....	35



A. READING, VOCABULARY AND LISTENING: Motivating Participation	35
A.I. Reading.....	35
A.II. Vocabulary	36
Lock I – Reading.....	37
A.III. Listening	37
Lock II – Vocabulary.....	38
B. READING, GRAMMAR AND LISTENING: Freedom of Speech in the Age of Artificial Intelligence.....	38
B. I. Reading	38
B.II. Grammar	39
Lock III – Grammar	40
B. III. Listening	40
C. Speaking	41
C. I. Speech-pattern Workshop	41
C. II. Based on all the materials examined so far, perform a debate using the above speech patterns.....	41
D. Writing.....	41
MAIN ASSIGNMENT	42
DISCUSSION / REFLECTION	42
Assessment Overview	42
Teacher Tips	42
Unit 4	43
Us and Them: Stereotypes, Identity, and Inclusion.....	43
Intended learning outcomes.....	43
A. READING, VOCABULARY AND LISTENING: stereotypes and bias	43
A.I. Reading.....	43
A.II. Vocabulary	46
Lock I - Reading.....	47
A.III. Listening	47
Lock II – Vocabulary.....	49
B. READING, GRAMMAR AND LISTENING: DEI and discrimination	49
B. I. Reading	49
B.II. Grammar	50
Lock III – Grammar	54
B III. Listening	54
C. Speaking	56
Lock IV.....	59
D. Writing.....	59
MAIN ASSIGNMENT	60
DISCUSSION AND REFLECTION.....	60
Unit 5	61
Power and protest (Democracy, activism and dissent).....	61
Intended learning outcomes.....	61
A. READING, VOCABULARY AND LISTENING: Power, protest and democracy. Dissent as the lifeblood of change.....	61
A.I. Reading.....	61
A.II. Vocabulary	64
Lock I.....	64



A.III. Listening	64
Lock II	66
B. READING, GRAMMAR AND LISTENING: The interplay of power, protest, democracy, activism and dissent.....	66
B.I. Reading.....	66
B.II. Grammar	68
Lock III	69
B.III. Listening	69
C. Speaking	73
Lock IV.....	74
D. Writing.....	74
MAIN ASSIGNMENT	75
DISCUSSION AND REFLECTION.....	75
Unit 6	77
Digital You	77
Intended learning outcomes.....	77
A. READING, VOCABULARY AND LISTENING	77
A.I. Reading.....	77
A.II. Vocabulary	79
Lock I.....	80
Lock II	81
B. Reading, grammar and listening.....	81
B.I. Reading.....	81
B.II. Grammar	82
Lock III	82
C. Speaking	82
Lock IV.....	84
D. Writing.....	84
Main Assignment.....	84
REFLECTION & DISCUSSION.....	85
Unit 7	86
Green Talks (on environmental citizenship)	86
Intended learning outcomes.....	86
A. READING, VOCABULARY AND LISTENING: impacts of climate change	86
A.I. Reading.....	86
A.II. Vocabulary	89
Lock I.....	90
A.III.Listening	90
Lock II	93
B. READING, GRAMMAR AND LISTENING: Climate change mitigation and adaptation – what the university community can do.....	93
B. I. Reading	93
1. Pre-reading stage.....	93
B.II. Grammar	95
Lock III	96
C. Speaking	100
Lock IV.....	101
D. Writing.....	101



Unit 8	104
Justice in Our Hands: Acting Fairly in Everyday Life	104
Intended learning outcomes.....	104
A. READING, VOCABULARY AND LISTENING	104
A.I. Reading. How to help students think about justice	104
A.II. Vocabulary	105
A.III. Listening.....	105
B. READING, GRAMMAR AND LISTENING. How is Law Different from Justice?	106
B. I. Reading. How is Law Different from Justice? (Part I)	106
B.II. Grammar – Discourse Markers / Connectors	106
B III. Listening.....	107
C. Speaking	107
D. Writing.....	107
MAIN ASSIGNMENT	109
REFLECTION/DISCUSSION	109
ASSESSMENT SUGGESTIONS	109
TEACHING TIPS.....	109
Unit 9	110
Worlds Collide: Intercultural Communication and Conflict	110
INTENDED LEARNING OUTCOMES.....	110
A. READING, VOCABULARY AND LISTENING: A language conundrum.....	111
A.I. Reading.....	111
Lock I.....	113
A II. Vocabulary	113
A III. Listening.....	114
Lock II	115
Section B: Reading, Grammar and Listening.....	115
B I. Reading	115
B II. Grammar	116
Lock III	117
B.III. Listening.....	117
C. Speaking	118
Lock IV.....	119
D. Writing	119
Unit 10.....	121
Your Voice, Your Power.....	121
Intended learning outcomes.....	121
A. READING, VOCABULARY AND LISTENING	121
A.I. Reading. Speaking as Civic Engagement.....	121
A.II. Vocabulary	122
A.III. Listening.....	122
B. READING, GRAMMAR AND LISTENING: civil discourse	123
B. I. Reading	123
B.II. Grammar	124
B.III. Listening.....	124
C. Speaking	125
D. Writing.....	126



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 non-discrimination.
- Commitment to evidence-based debate and constructive disagreement.

Unit overview

Theme: Freedom of speech vs. hate speech—understanding rights, limits, and responsibilities in democratic societies.

Final Products:

- 5–8-minute group podcast (audio or video) analysing a real case (Novaland) and offering recommendations.
- 300-word individual summary report of research findings.



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

A.I. Reading

Pre-reading

- *Class discussion (5–7 min):*
“Should there be any limits to freedom of speech? Who should decide when speech becomes harmful?”
Elicit a variety of viewpoints, list key words (censorship, responsibility, harm) on the board.

First Reading

- *Aim:* Gist and main argument.
- *Tasks:* Students skim to answer: What is the central dilemma? Which regions are compared?
- *Feedback:* Highlight the U.S. “marketplace of ideas” vs. Europe’s dignity-based limits.

Second Reading

- *Aim:* Detail and evidence.
- *Tasks:*
 - Identify legal limits (incitement, threats, obscenity).
 - Underline contrast markers (however, whereas, yet).
 - Note role of social-media platforms and the Novaland case.

Post-reading

- *Activities:*
 - 10 MCQs and True/False quiz (answer keys provided).
 - Small-group debate: “Is the Novaland school justified?”

Answer key for Task 3. Choose the correct answer – a, b, c or d.

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

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



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

Language focus: reported speech (e.g., The article states that...), connectors of contrast (although, whereas, yet), and key collocations (civil discourse, digital platform, incitement to violence).

A.II. Vocabulary

Answer key for Task 1. Match the key terms with their definitions

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

Extension: Students write short sentences using at least three new terms in context.

Answer key for Task 2. Fill in the gaps using the correct words from the Word Bank.

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



Lock I – Reading

Answer key:

Clue 1 (Digit 1): 7

Clue 2 (Digit 2): 9

Clue 3 (Digit 3): 5

Clue 4 (Digit 4): 4

Code Box: [7 9 5 4]

A.III. Listening

Pre-listening discussion

- 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?

While listening

- MCQs on the video’s key arguments and legal principles.
- Short-answer questions (e.g., legal test for unprotected speech, risk of over-restriction).

Post-listening

- Pairs compare answers, then reflect: “Has the video changed your opinion? Which argument convinced you most?”

Answer key for Task 3. Choose the correct answer – a, b, c or d:

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

Answer key for Task 4. Answer the following questions:

- 1.
- 2.
- 3.
- 4.
- 5.

Lock II – Vocabulary

Answer key:

1. Defamation - D



2. Moderation - B
3. Civil discourse - A
4. Accountability - C

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

Code Box: [D B A C]

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

B. I. Reading

Text: *Freedom of Speech in the Age of Artificial Intelligence* (Volokh, Lemley & Henderson, 2023 – CC-BY).

Pre-reading

- *Prompt:* “Think of a time when new technology changed how you and your friends communicate. What changed?”
- *Prediction question:* “Should AI-generated content receive the same legal protection as human speech? Why/why not?”

First reading

- *Aim:* Gist.
- *Tasks:* Identify the central question and main positions.
- *Key answers:* AI output challenges old legal definitions; some scholars favour full protection, others warn of harm.

Second reading

- *Aim:* Details.
- *Focus:*
 - Legal exceptions (incitement, fraud, threats).
 - Responsibility debate (programmer, platform, user).
 - U.S. vs. European approaches.
- *Follow-up:* 10-item multiple-choice quiz.

Answer key for Task 3. Choose the correct answer – a, b, c or d

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



Language Focus

- Highlight contrast markers and reporting verbs in context.
- Practise paraphrasing key arguments using reported speech.

B.II. Grammar

- Reported speech practice – tense shifts, reporting verbs (argue, claim, insist).
- Contrast connectors – however, although, even though, whereas, yet.
- Word-formation – accountability → accountable, defame → defamation, moderate → moderation.

Answer key for Task 1. Fill in the gaps with the appropriate word.

Students complete the 10-item text using correct tenses and connectors.

1. said, stated, mentioned, explained, argued, noted, claimed, maintained, contended, asserted, insisted, suggested, remarked, pointed out
2. argued, contended, maintained, claimed, suggested, noted, pointed out, said
3. however, in contrast, by contrast, nevertheless, nonetheless, conversely
4. poses, presents, creates, triggers
5. although, even though, while, whereas
6. noted, explained, stated, mentioned, remarked
7. however, nevertheless, nonetheless
8. although, even though, while
9. yet, still
10. while, although, even though

Answer key for Task 2. Rewrite the bold part of each sentence so that the meaning stays the same.

- Focus on concise reported speech and contrast linkers.
e.g. The legal scholar said, “If platforms over-moderate, they risk suppressing democratic debate.” → The legal scholar warned that over-moderation could suppress democratic debate.
1. over-moderation of platforms could suppress democratic debate / over-moderation could suppress democratic debate
 2. was rarely punished unless it incited
 3. even though AI can generate / although AI can generate / despite the fact that AI can generate
 4. whereas
 5. whether algorithms should decide which opinions were / if algorithms should decide which opinions were
 6. that freedom of expression had to adapt
 7. even though platforms sometimes delete / although platforms sometimes delete
 8. were protected provided they posed / were protected by the constitution provided they posed



9. even though they admitted
10. that international rules

Answer key for Task 3.

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 etymologically “contrary” comes from “contra”, morphologically in modern English “contra” is not used as a base morpheme in derivation)
4. misinformation
5. dignity
6. difference
7. accountability
8. censorship
9. references
10. concept

Lock III – Grammar

Answer key

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

B. III. Listening

Video 1 – What Is Freedom of Speech?

- Pre-listening: Discuss reactions to strong opinions and possible limits on speech.
- While-listening: 10 MCQ.
- Post-listening: Group reflection on how tone and evidence influence understanding.

Answer key for Task 2. Watch and listen to the video “What is Freedom of Speech?”, and answer the following questions.

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



- 9. B
- 10. C

Video 2 - “Freedom of Speech: Crash Course Government and Politics #25”

- Task: Identify the key limits on free speech.
- Focus: post-listening discussion.

Video 3 – Hate Speech vs Freedom of Speech (Very Verified)

- Task: Identify the “red line” and complete 10 MCQs.
- Focus on criteria: intent, historical context, severity, platform responsibility.

Answer key to Task 4. Watch the video about Hate speech VS Freedom of speech. As you listen, choose the correct answer – a, b, c or d.

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

C. Speaking: Mini-Debate

C. I. Speaking patterns

Preparatory Task

- Matching activity: debate phrases (opinion markers, turn-taking, idioms) to their communicative functions.
 - opinion markers (I take the view that...),
 - polite disagreement (I beg to differ),
 - turn-taking (May I jump in?).

Answer key to Task 2. Place sentences in a dialogue

Suggested “Correct” Order

C → A → B → D → F → E

C. II. Mini-debate practice

“Should schools punish students for controversial online posts?”

Lock IV – Speaking / Reflection

- Awareness training



- Answer key
- Civil discourse

Password: A C I → File unlocks.

D. Writing: Summary Report

Student should:

- Write a 300-word Summary Report on research comparing at least two legal systems.
- Use two reported-speech examples and at least two contrast connectors.
- Provide brief source references.

MAIN ASSIGNMENT: FreeVoice Podcast

FreeVoice Podcast: Exploring the Boundaries of Freedom of Speech

- Groups of 3–5 create a 5–8 min episode exploring the boundaries of free speech.
- The episode must include:
 - at least one interview,
 - legal/ethical analysis,
 - group recommendations.
- Language requirements: at least two examples of reported speech and two contrast connectors.

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?



Assessment Suggestions

- Podcast (40%) – content/research, language accuracy, creativity, teamwork.
- Summary report (30%) – organisation, clarity, correct grammar and connectors.
- Participation (30%) – engagement in debates, Lock tasks, and reflections.

Teaching Tips

- Set clear ground rules for respectful debate.
- Provide alternative example cases if students prefer to avoid sensitive issues.
- Encourage a “Free Speech Journal” for vocabulary, quotes, and evolving opinions.



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.

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?*

Teacher guidance:

- Keep the discussion short (about 5-7 minutes) to maintain focus.
- Encourage students to share personal experiences without naming specific individuals to ensure a safe and respectful environment.



- If students are reluctant to share, provide hypothetical examples to spark discussion (e.g., celebrity death hoaxes, health misinformation during COVID-19, viral photos taken out of context, political claims during elections).
- Use a few follow-up questions:
 1. *How did you feel when you realized the information was false? (embarrassed, angry, worried)*
 2. *Did you share it before discovering it was fake? Why or why not?*
 3. *What made the false story believable in the first place? (source, emotional appeal, aligned with your beliefs)*
 4. *How do you usually check if something is true before sharing it?*
- Note key ideas on the board under two headings: "Why Fake News Spreads" and "How We Can Spot It" to connect later to the MIT study findings and verification techniques.
- Clarify key vocabulary if needed: *went viral, turned out to be, fact-checked, reliable source, misleading headline, clickbait.*
- Highlight the emotional dimension: fake news often triggers strong feelings (shock, anger, fear) that make people want to share immediately.

2. Reading – General Understanding

Objective: Students identify the main argument of the MIT study and understand why false news spreads faster.

Procedure:

- A. Ask students to skim the text for 2–3 minutes.
- B. Guiding questions for skimming:
 - a. *What is the overall topic of the text?*
 - b. *What are the main types of fake news mentioned?*
 - c. *What is the key finding of the MIT study?*
 - d. *What solution does the author propose?*
- C. Brief whole-class feedback – record key ideas on the board (e.g., main themes: fake news is intentionally created to deceive; different types exist (sensational, humorous, large-scale scandals); false news spreads faster and further than true news).

Language Focus (Optional)

If time allows, focus on:

- **Key collocations from the text:**
 - *fake news / false information / misleading news*
 - *spread through social media / traditional press*
 - *intentional misleading / fabricated content*
 - *political propaganda / electronic armies*
 - *exaggerated headlines / clickbait*
 - *large-scale scandals / photo manipulation*
 - *verification techniques / fact-checking initiatives*
 - *attract large audiences / deceive somebody*



- *misinformation spreads / rumours pump up*
- Note the formal academic tone: How the text presents research findings objectively and uses passive constructions (e.g., "was carried out by," "has shown that").

3. Explanation to MCQ

1. According to the text, what distinguishes fake news from simple misinformation?

Correct answer: b) Fake news is intentionally fabricated to deceive and manipulate audiences

Explanation: The text clearly defines fake news as information that is "intentionally fabricated and published for the purpose of deceiving somebody." The key word is "intentional"—unlike simple misinformation, which can be unintentional, fake news is deliberately created to mislead.

2. The Guardian attributes the proliferation of fake news to several factors EXCEPT:

Correct answer: d) The decline of traditional radio broadcasting

Explanation: The text mentions three factors according to The Guardian: ease of retrieving online advertising revenues, political polarization, and popularity of social media. Traditional radio broadcasting decline is not mentioned as a contributing factor.

3. What is the primary distinction between news satire and news parody as outlined by Tandoc, Lim, and Ling (2018)?

Correct answer: c) News satire is based on current events while parody consists of made-up fictional elements

Explanation: The text states that news satire mirrors "topical issues" (real current events), while news parody "is not premised on topical issues, but is rather made up of fictional elements ad hoc" (created specifically for the purpose).

4. According to the MIT study mentioned in the text, what was the most significant finding about the spread of fake news on Twitter?

Correct answer: b) False information spread more rapidly and reached more people than true news

Explanation: The text explicitly states: "fake news spread on Twitter faster and reaches more people compared to true news." This is the central finding of the MIT research.

5. The text suggests that "electronic committees," "electronic flies," and "electronic armies" are:

Correct answer: c) Groups that deliberately promote propaganda and mislead public opinion

Explanation: The text describes these as groups "that work on promoting ideas and dominating virtual reality" in the context of politicians resorting to fake news to "promote their agendas or projects by misleading public opinion."



6. What challenge to creating effective verification systems does the MIT study highlight?

Correct answer: b) The appealing nature of false news makes it inherently more likely to spread

Explanation: The text quotes the study: "the attractiveness of false news and rumours pumps up their contents making them more prone to spreading." This explains why verification systems are difficult to create—false news has inherent appeal that makes it spread naturally.

7. Which type of fake news, according to the classification in the text, primarily uses visual media rather than textual content?

Correct answer: c) Photo manipulation

Explanation: The text explicitly states: "Photo manipulation, unlike the other types that focus predominantly on textual content, relates to changing videos and photographs to create a fictional reality."

8. The text implies that sensational news achieves its goal primarily through:

Correct answer: b) Using exaggerated, unverified headlines to attract large audiences

Explanation: The text describes sensational news as consisting of "exaggerated and unverified headlines that are made to attract large audiences through clickbait." The focus is on attention-grabbing headlines rather than complete fabrication.

9. According to the text, what is the main objective of fact-checking initiatives?

Correct answer: a) To enhance knowledge by correcting misinformation and protecting the public from false perceptions

Explanation: The text states that fact-checking aims "to enhance knowledge by researching and reporting purported facts" and that fact-checkers have "the role of refuting and correcting mistakes in order to protect the public from being subjected to erroneous perceptions."

10. The text suggests that large-scale scandals differ from other types of fake news because they:

Correct answer: b) Are designed to resemble formal, legitimate journalistic content

Explanation: The text explains that large-scale scandals "are designed to look like formal journalistic content" and through this technique "it is possible to disguise misinformation as real content." This professional appearance distinguishes them from other types.

4. Explanation to True/false task

1. – False (This contradicts the text's definition. The text clearly states that fake news is "intentionally fabricated and published for the purpose of deceiving somebody." The key word is "intentionally"—fake news is deliberately created, not the result of poor fact-checking mistakes.)

2 – True



3. – False (The text states the opposite: "Rather than confusing the public, the objective of humorous fake news is to make fun of topical issues." Humorous fake news aims to satirize and entertain, not to confuse or deceive audiences.)

4 - True

5. – False (The text explicitly contradicts this common assumption: "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." Humans, not bots, are the primary spreaders.)

6 - True

7. – False (The text describes sensational news as consisting of "exaggerated and unverified headlines that are made to attract large audiences through clickbait." The headlines are specifically unverified, not verified, and use exaggeration rather than factual reporting.)

8 – True

9. – False (The text states that "Tandoc, Lim, and Ling (2018) extended the classification of fake news to six types: news satire, news parody, news fabrication, and photo manipulation" (the text mentions four explicitly and indicates there are six total, not three)).

10 – True

A.II. Vocabulary

1. Match key terms with their definitions

Teacher guidance: Build foundational vocabulary for media literacy and misinformation discussions.

Answer key:

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

Answer key:

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



10. misinformation

Lock I

Correct Code Answer: 6 3 8 5

Explanation:

1. Clue 1: C) Six types – 6
2. Clue 2: B) Promote propaganda and dominate virtual reality – 3
3. Clue 3: B) They are designed to look like formal journalistic content – 8
4. Clue 4: C) 126,000 tweets – 5

A.III. Listening

1. Pre-listening discussion questions:

a. 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?

b. When you encounter a news story online, what steps do you take to verify whether it's true or false? Do you feel confident in your ability to spot fake news? Why or why not?

Teacher guidance:

- Keep the discussion short (5–7 minutes) to activate ideas and language before listening.
- Encourage students to share personal experiences from question (a), but create a safe environment—normalize the experience of sharing misinformation accidentally.
- For question (b), encourage students to reflect on their current verification habits and confidence levels. Many students will acknowledge they don't have systematic approaches.
- If needed, clarify key vocabulary: *misinformation, fake news, fact-checking, verification, media literacy, credible sources, bias, corroboration, journalistic integrity, critical thinking*.
- Use follow-up questions to deepen discussion:
 - *What would you want to know about a news source before trusting it?*
 - *Have you ever been taught how to evaluate whether information is reliable?*
 - *When you see conflicting news stories about the same event, how do you decide which one to believe?*
- Note useful expressions on the board (e.g., *when evaluating a source, one way to verify is, I check whether, a credible source should, it's important to examine, critical thinking involves*).
- Link discussion to listening focus: understanding how students can learn to identify fake news through systematic evaluation methods (the Five C's framework) and why media literacy education strengthens democracy.



2. Listening task

Students listen the provided audio and respond to the questions.

Teacher guidance:

- Before watching, ask students to focus on main ideas and strategies rather than every detail.
- Explain that the audio is 3 min. 35 sec. long and covers research findings about how to navigate fake news and misinformation.
- Play the audio recording once for general understanding. Students take notes on strategies mentioned.
- Encourage students to share personal reactions and relate the message to their own social media habits and the Novaland University exam leak scenario.

3. MCQ explanation

Teacher guidance:

- Ask students to read the questions before listening the audio recording for the second time. Clarify new vocabulary if needed.
- Play the audio recording for the second time. Students can take notes while listening.
- Allow time for students to complete the MCQs individually.
- Discuss the correct answers, asking students to justify their choices.

1. According to the Stanford study mentioned, what percentage of high school students could identify an accurate news story?

Correct answer: b) 25%

Explanation: The listening states that the Stanford study found only twenty-five percent of high school students could successfully distinguish between accurate and fabricated news stories.

2. What is the first "C" in the Five C's framework?

Correct answer: c) Context

Explanation: The listening explicitly identifies Context as the first C, explaining that students need to examine when and where an article was written and whether circumstances have changed.

3. When analysing the construction of an article, what should you look for?

Correct answer: b) Bias, loaded words, and propaganda techniques

Explanation: The listening describes Construction as analysing how the article is built, including detecting biases, emotionally charged words, and distinguishing facts from opinions and speculation.

4. What does "corroboration" mean in the Five C's framework?

Correct answer: c) Verifying information with other credible news sources



Explanation: The listening defines Corroboration as the process of checking multiple credible sources to verify information, noting that if only one outlet reports something, it's a red flag.

5. According to the video, why is teaching media literacy important?

Correct answer: c) It develops critical thinking skills good for democracy

Explanation: The listening concludes that teaching media literacy helps students think critically about all information they encounter, and that citizens who think critically strengthen democracy, which benefits everyone in society.

4. Comprehension questions

Teacher guidance:

- Ask students to read and think about the questions.
- Encourage them to write down ideas that will help them to answer the questions.

Lock II

Answer key:

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

Answer Code: C A B D

B. READING, GRAMMAR, AND LISTENING:

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?

Teacher guidance:

1. Clarify key vocabulary if needed: *crisis communication, stakeholder, official statement, rumours, transparency, credibility, institutional response.*
2. Explain the key concepts of the text:
 - *Crisis communication - how institutions respond to unexpected problems that threaten their reputation*
 - *Stakeholder management - communicating with different groups (students, staff, parents, media) who are affected by the crisis*
 - *Proactive vs. reactive response - preparing in advance vs. responding after the crisis hits.*
3. Note key ideas on the board to connect later to crisis preparation, response timing, and stakeholder mapping concepts in the reading.



2. Reading – General Understanding

Procedure:

- Ask students to skim the text for 5-7 minutes.
- Guiding questions for skimming:
 1. *What is the overall topic of the text?*
 2. *What are the main stages of crisis communication mentioned?*
 3. *What role does social media play in university crises?*
- Brief whole-class feedback – record key ideas on the board (*e.g., main stages: preparation → response → recovery; importance of stakeholder mapping, timing, social media challenges*).
- Discuss the task question: "What are the key stages of effective crisis communication management?" *Expected answer: Preparation (protocols, stakeholder mapping, scenario planning) → Response (quick communication, controlling the message) → Recovery (post-mortem evaluation, rebuilding reputation).*

3. MCQ – Explanation

1. Why does the text recommend developing a crisis communications strategy before a crisis actually happens?

Correct answer: b) It allows the institution to respond effectively as a coordinated organization when problems occur

Explanation: Proactive planning enables joined-up responses when challenges hit, rather than scrambling to react during the crisis.

2. According to the text, why is stakeholder mapping important in crisis management?

Correct answer: a) The same crisis can affect different stakeholder groups in different ways

Explanation: Universities have diverse stakeholders (students, staff, donors, policymakers), and each group experiences crises differently and needs tailored communication.

3. What advantage does the text describe when universities inform stakeholders before the press reports on a crisis?

Correct answer: c) It gives the university a chance to control the message and stop rumours from spreading

Explanation: Getting ahead of media coverage lets institutions frame the narrative and prevent misinformation from filling the information void.

4. The article discusses several timing considerations in crisis management. Which of the following is NOT mentioned?

Correct answer: c) Which financial quarter the crisis occurs in

Explanation: The text mentions summer timing, major university events, and background circumstances, but not financial quarters.

5. When the text warns against colleagues "acting independently or rashly," it means that without clear protocols, staff might:



Correct answer: b) Make quick, uncoordinated decisions that could make things worse

Explanation: Without protocols, staff may respond inconsistently or impulsively, creating contradictory messages that damage credibility.

6. What does the text suggest about social media's role in modern university crises?

Correct answer: b) Crises increasingly start and spread rapidly on social media platforms

Explanation: Social media is both where crises often originate and where they spread like wildfire, requiring careful monitoring and response.

7. Why does the author call responding to social media situations "a particularly thorny trap"?

Correct answer: c) Each situation may need a different approach, making it difficult to handle

Explanation: There's no one-size-fits-all response for social media crises—each requires careful judgment about if, when, and how to respond.

8. Why does the text recommend including template media statements in crisis plans?

Correct answer: b) To help institutions respond quickly without having to write everything from scratch

Explanation: Templates allow rapid responses while maintaining quality, which is crucial during time-sensitive crises.

9. According to the article, what is the point of rehearsing mock crisis scenarios?

Correct answer: c) To check that the university's processes actually work during stressful moments

Explanation: Mock scenarios test whether protocols perform as expected under pressure, revealing gaps before real crises occur.

10. What is the purpose of the "post-mortem evaluation" mentioned at the end of the text?

Correct answer: b) To learn from what happened and develop better strategies for the future

Explanation: Post-crisis evaluation identifies what went wrong and informs improvements to prevent similar problems or improve future responses.

B.II. Grammar

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

Focus: Modal verbs of past deduction (must have been, can't/couldn't have been, may/might/could have been).

Teacher guidance:

- Before the task, review modal verbs of past deduction on the board:
 - *must have been* = *high certainty (positive deduction based on evidence)*



- *can't/couldn't have been = impossibility (negative deduction based on evidence) may/might/could have been = possibility/speculation (moderate certainty)*
- Remind students to look for evidence in each sentence that indicates the level of certainty.
- Emphasize that all these modals require have + past participle (or have been + past participle for passive constructions).
- After completion, review how modal verbs allow writers to make professional deductions and speculations based on evidence—essential for crisis analysis and investigation reports.

Answer key and explanations:

1. must have been (positive evidence: "response demonstrated clear coordination")
2. must have been (positive evidence showing neglect: "key donor groups learned about the issue through media")
3. can't/couldn't have been (negative evidence: "failed to identify emerging issues")
4. may/might/could have been (speculation based on timing: "this timing ultimately intensified scrutiny")
5. may/might not have been (speculation about awareness: uncertainty about what the team knew)
6. must have been (strong evidence: "staff demonstrated confidence during actual emergencies")
7. must have been (clear evidence: "allowing for rapid response without sacrificing message quality")
8. may/might/could have been (speculation: "their approach aligned with current best practices")
9. must have been (evidence of learning: "subsequent crises showed marked improvements")
10. could/might have suffered (speculation about hypothetical outcome: "without decisive leadership")

2. Transform sentences - Modal verbs of past deduction

Focus: Converting factual statements into speculative statements using modal verbs based on evidence.

Teacher guidance:

1. Review the example together as a class to ensure students understand the task structure.
2. Emphasize the pattern: **[Modal verb] + have + [past participle] + because/since + [evidence]**.
3. Remind students to:
 - *Choose the appropriate modal based on the strength of evidence.*
 - *Use must have when evidence strongly supports the conclusion.*
 - *Use can't/couldn't have when evidence contradicts the statement.*
 - *Use may/might/could have for moderate certainty.*



- *Include "because" or "since" to connect the speculation to the evidence.*

Answer key and explanations:

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.

(Strong positive evidence → must have)

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.

(Evidence contradicts the claim → can't/couldn't have)

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.

(Strong positive evidence → must have)

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.

(Reasonable speculation, not definitive → may/might/could have)

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.

(Strong evidence of coordinated behaviour → must have)

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.

(Evidence contradicts preparation → can't/couldn't have)

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.

(Evidence suggests possibility but not certainty → may/might/could have)

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.

(Strong evidence of preparation → must have)

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.



(Strong evidence of practice → must have)

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.

(Evidence shows lack of learning → can't/couldn't have)

B.II.3. Grammar – word formation

Focus: Forming nouns, adjectives, adverbs, and verbs from base words in context.

Teacher guidance:

1. Before the task, review common word formation patterns:
 - *Nouns: -tion/-sion, -ty/-ity, -ness, -ment, -ence/-ance*
 - *Adjectives: -ful, -less, -ive, -able/-ible, -al, -ous*
 - *Adverbs: -ly (from adjectives)*
 - *Verbs: -ify, -ize/-ise, -en, or adding prefixes (un-, mis-, under-)*

Answer key and explanations:

1. accuracy
2. verifying
3. polarization / polarisation (*both US and UK spellings acceptable*)
4. successful
5. misleading
6. systematically
7. underestimated
8. integrity
9. fabricated
10. communication / communications (*both singular and plural forms acceptable in this context*)

Lock III

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

a. *Think about a time when a university, company, or public institution faced a crisis involving false information (e.g., a scandal, accident, or controversy). How did the organization communicate with the public? Was their response effective or ineffective? Why?*

b. *In your opinion, what should an organization do immediately when false information about them starts spreading online? Should they respond quickly even without all the facts, or wait until they have complete information?*

Teacher guidance:

2. Keep the discussion short (5–7 minutes).
3. Encourage students to think about organizational responses rather than individual behaviour—focus on institutions they've observed (universities, companies, government bodies).
4. For question (a), students might mention recent university crises, corporate scandals, or public health emergencies. Guide them to analyse the communication strategy, not just the crisis itself.
5. If needed, clarify key vocabulary: *crisis communication, institutional reputation, transparency, accountability, strategic messaging, stakeholder engagement, rapid response, misinformation management, credibility, consistent messaging, pre-established protocols.*
6. Use follow-up questions to deepen discussion:
 1. *What happens when an organization stays silent during a crisis?*
 2. *Who should organizations communicate with first—the public, employees, or the media? Why?*
 3. *Who should organizations communicate with first—the public, employees, or the media? Why?*

2. Listening Task: Students listen to the audio recording and choose the correct answer for each question.

MCQ Explanation:

1. What is crisis communication primarily concerned with when dealing with misinformation?

Correct answer: b) Rapidly containing false information while maintaining credibility

Explanation: Crisis communication focuses on quick containment of misinformation while preserving institutional trustworthiness.

2. What distinguishes effective crisis communication from reactive damage control?

Correct answer: c) It combines speed, transparency, and strategic messaging

Explanation: Effective crisis communication is proactive and strategic, not just reactive—it requires planning, quick action, and honest communication.



3. Which stakeholder group should organizations address first during a misinformation crisis?

Correct answer: c) Internal audiences who can become credible advocates

Explanation: Internal stakeholders (employees, staff, students) should be informed first so they can support the organization's message rather than spreading confusion.

4. Why is timing crucial in crisis communication responses?

Correct answer: b) Immediate acknowledgment matters, even without complete details

Explanation: Quick initial response is critical—waiting for all details allows misinformation to spread and creates an information vacuum.

5. How are transparency and credibility connected during a crisis?

Correct answer: c) Acknowledging what is unknown enhances institutional trustworthiness

Explanation: Admitting uncertainty builds trust more than pretending to have all answers or hiding information.

6. Which communication channel presents both challenges and opportunities for managing misinformation?

Correct answer: c) Social media platforms

Explanation: Social media spreads misinformation quickly but also allows institutions to respond directly and reach large audiences immediately.

7. Why does consistent messaging across multiple platforms matter in crisis communication?

Correct answer: b) It reinforces credibility and prevents contradictory narratives

Explanation: When messages vary across platforms, it creates confusion and damages trust—consistency builds credibility.

8. What is essential in post-crisis communication?

Correct answer: c) Learning from the incident and sharing preventive measures

Explanation: Post-crisis evaluation and sharing lessons learned prevents future problems and demonstrates institutional responsibility.

9. How should organizations prepare for potential misinformation crises?

Correct answer: a) By developing pre-established protocols and response teams

Explanation: Advance preparation through protocols and trained teams enables faster, more effective responses when crises occur.

10. What fundamental principle underlies effective misinformation management?

Correct answer: c) Balancing urgency with accuracy while maintaining transparency

Explanation: Effective crisis communication requires speed without sacrificing accuracy, combined with honest, transparent messaging.



3. Listening Task: Students listen to the podcast episode "Understanding Media Literacy in the Digital Age" and reflect on the four main components of media literacy (access, analyse, evaluate, and create) and how each one works synergistically to prevent the spread of misinformation.

Teacher guidance:

- Play the podcast episode once for general understanding. This audio is shorter (approx.. 2 min) and presents concepts in a conversational, accessible style.
- If needed, clarify key vocabulary before listening: *media literacy, manipulative advertising, information overload, emotional manipulation, selective presentation, corroboration, synergistically, inadvertently, intellectual humility.*
- After listening, ask discussion questions:
 1. *Which of the four components (access, analyse, evaluate, create) do you think is most important? Why?*
 2. *How does "creating" media content help you become a better consumer of media?*

4. Listening Task: Students listen to the audio recording and choose the correct answer for each question.

MCQ Explanation:

1. What comparison does Helio Fred Garcia use to describe how organizations should handle social media crises?

Correct answer: d) Like a heart attack patient who needs emergency treatment within an hour

Explanation: Garcia uses the "golden hour" medical metaphor—just as heart attack patients need treatment within the first hour to survive, organizations need to respond to crises within the first hour to protect their reputation.

2. Why does responding quickly give organizations a better chance of protecting their reputation?

Correct answer: a) It lets them shape the narrative instead of leaving others to fill the void

Explanation: Quick responses allow organizations to control the story before misinformation spreads and others define what happened.

3. According to Garcia, what's the main mistake organizations make when planning their crisis response?

Correct answer: c) They start by asking what they should say or do

Explanation: Organizations wrongly focus on what they want to say rather than starting with what stakeholders expect and need to hear.

4. Garcia suggests organizations should base their crisis response on which question?



Correct answer: d) What would sensible people expect from a responsible organization in this situation?

Explanation: The key framework is thinking about stakeholder expectations—what would reasonable people want to hear from a responsible organization?

5. What do most people realistically expect from an organization right after a crisis hits?

Correct answer: b) Clear signs the organization cares and is taking action

Explanation: People don't expect perfect solutions immediately—they want to see that the organization acknowledges the problem and is responding responsibly.

6. According to Garcia, what causes the most damage to an organization's reputation during a crisis?

Correct answer: a) The impression that the organization doesn't care about what happened

Explanation: Silence or delayed response creates the perception that the organization doesn't care, which damages reputation more than the crisis itself.

7. What holds many organizations back from responding straight away?

Correct answer: c) They're still figuring out what happened and worried about admitting fault

Explanation: Organizations wait because they're investigating and fear that saying anything might be seen as admitting liability or responsibility.

8. In the video, how is staying silent during a crisis characterized?

Correct answer: c) As looking like you either don't care or have something to hide

Explanation: Silence sends the wrong message—it makes organizations appear either indifferent or guilty.

9. Which of these is NOT among Garcia's five things you can say immediately?

Correct answer: d) Point out who's responsible for the problem

Explanation: Garcia's five immediate responses are: acknowledge what happened, show empathy, state your values, explain your plans, and express commitment—not blame others.

10. What does Garcia say organizations can communicate right away without risking legal problems?

Correct answer: a) Their acknowledgment of events, empathy, values, plans, and commitment

Explanation: These five elements can be communicated immediately without determining fault or liability—they show responsibility without admitting legal culpability.



C. Speaking

C.I Teacher's guidelines for speech patterns

Objective: Introduce and practice functional language for crisis briefings.

Teacher guidance:

- Display the speech patterns organized by their functional categories (Expressing Doubt, Expressing Certainty, Presenting Counter-Evidence, etc.).
- Go through each category together, discussing when and why each type of phrase would be used in a crisis briefing.
- Point out differences in strength:
 1. *"I'm not convinced" (polite doubt) vs. "This doesn't add up" (stronger challenge)*
 2. *"The evidence clearly points to..." (confident) vs. "We can say with confidence that..." (slightly more formal)*
- Practice activity: Provide incomplete sentences related to the Novaland scenario. Students complete them using appropriate speech patterns.

C.II. Individual crisis briefing

Objective: Apply speech patterns in a formal professional presentation.

Step 1: Preparation Phase:

- Review the Vice-Rector's key questions students must address (*Are screenshots real? What evidence? How to respond?*).
- Students prepare their 4–5 minutes briefing individually using:
 1. *The 5-section structure provided in student materials.*
 2. *At least 2–3 speech patterns from each category.*
 3. *Bullet-point notes (not full scripts).*
- Circulate to check students are addressing requirements and using speech patterns appropriately.

Step 2: Presentation Phase (varies by class size):

- Each student presents their briefing (4–5 minutes).
- Teacher or designated classmates play Vice-Rector role, asking 2–3 challenging questions (2–3 minutes).
- Focus assessment on: evidence-based reasoning, appropriate use of speech patterns, professional tone, handling of questions.

Teacher guidance:

1. Rotate question types among students to ensure variety.
2. For less confident students, start with easier questions; challenge advanced students with multi-part questions.
3. Provide brief formative feedback after each presentation on use of language patterns and delivery.



Lock IV

Principle 1: VERIFY SOURCES → V

Principle 2: TAKE POSITION → T

Principle 3: ADMIT UNCERTAINTY → A

Principle 4: RESPOND QUICKLY → R

Password: V T A R

D. Writing

Task: Students are assigned to write a formal internal report (300 words) documenting the investigation of the alleged exam leak at Novaland University.

Step 1: Pre-writing Preparation

Teacher guidance:

- Review the report structure on the board: Incident Summary → Investigation Findings → Conclusion → Recommendations.
- Explain key features of formal report writing:
 - Third person (avoid "I think" / "we believe")
 - Passive constructions where appropriate ("The evidence was examined..." / "Inconsistencies were found...")
 - Modal verbs of past deduction (must have been, can't have been, may have been)
 - Hedging language (appears to, suggests that, indicates)
 - No contractions or casual language.
- Remind students: Must include at least 4 modal verbs of past deduction and cite specific evidence.

Step 2: Drafting the report

- Students draft individually, following the structure section by section.

Step 3: Peer Review and Feedback

- Students exchange reports in pairs or small groups and provide a focused peer review checklist:
 1. Does the report include 4+ modal verbs of past deduction? ✓/X
 2. Is the tone formal throughout? ✓/X
 3. Is evidence cited clearly? ✓/X
 4. Does it follow the required structure? ✓/X
 5. Appropriate length (300 words)? ✓/X
- Collect final versions and select 2–3 to display on a digital board as examples for reflection.



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.

A. READING, VOCABULARY AND LISTENING: Motivating Participation

A.I. Reading

A.I Pre-reading / Lead-in

Aim: Activate background knowledge about civic life and motivate personal connection.

Procedure (10 min):

- Write “Youth Civic Engagement” on the board.
- In pairs, students brainstorm reasons why young people do or do not participate in local decision-making.
- Whole-class share and list ideas under two headings: Barriers / Motivators.
- Optional quick poll: “If there were a campus referendum this week, would you vote?”



- Language Support: Provide/elicited words: petition, volunteering, turnout, grassroots campaign, civic duty, local council, initiative. Encourage phrases for opinion: “In my view...”, “I strongly believe...”, “One reason could be...”.

A.II First Reading – Global Understanding

Text: From Apathy to Action: Students Revive Novaland’s Civic Spirit (approx. 560 words).

Objective: Identify the central problem and overall solution.

Steps:

- Silent skim (3 min).
- Guiding questions on board:
 - What challenge does Novaland University face?
 - Which European examples prove that apathy can be reversed?
 - What is the speaker’s final message?
- Pair check, then brief plenary feedback.

Answer key for Task 3. Choose the correct answer – a, b, c or d

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

Answer key for Task 4. Read each statement carefully. Choose which statement is true or false according to the text.

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

A.II. Vocabulary

Aim: Collect supporting evidence and key lexis.

Tasks:



- Underline numbers/statistics and underline any strategies or actions mentioned (peer mentoring, social-media drives, NGO partnerships).
- Match key terms to definitions: civic engagement, grassroots campaign, outreach, accountability, visual campaign, persuasive speech, participation rate.
- Word-formation: derive commitment, inclusion, stability, cooperation from base forms.

Answer key for Task 1. Match the key terms with their definitions

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

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

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

Answer key:

1. B
2. B
3. D
4. B

Code Box: [7 2 0 1]

A.III. Listening

Material: TEDx talk The Power of Youth Civic Engagement (Nikol Hambarlieva).



Pre-listening

Think-Pair-Share: "Name one issue in your city that would improve if young people got involved. How?"

While-listening

- Key-ideas grid (Challenges / Actions / Opportunities).
- Number hunt (record figures or statistics).
- "Call-to-Action" spotting – students note imperatives or motivational lines.

Post-listening

Compare notes, discuss which strategies could transfer to your university.

Answer key for Task 3 Choose the correct answer – a, b, c or d

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

Lock II – Vocabulary

Answer key

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

Code Box: [C A D B]

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

B. I. Reading

No guidelines are provided

Answer key for Task 3. Choose the correct answer – a, b, c or d

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



- 9. B
- 10. D

B.II. Grammar

- Obligation (must / have to / should).
- Conditionals type 1 & 2 (If we start now, participation will rise; If every student were to volunteer, the campus would change).
- Sentence patterns for goal, contrast, recommendation (in order to, although, we recommend that...).

Practice:

- Gap-fill and transformation tasks using sentences from the reading.
- Mini-dialogues: one student proposes, partner responds with a contrasting view.

Answer key for Task 1. Fill in the gaps with the appropriate word.

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

Answer key for Task 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 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.

Answer key for Task 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).



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

Lock III – Grammar

Answer key

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

B. III. Listening

No guidelines are provided

Answer key for Task 2. Watch and listen to the video "What Is Youth Activism? - Your Civil Rights Guide", and answer the following questions.

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

Answer key for Task 4. Watch the video on the topic "Who Is Responsible for Teaching Civic Duty to Youth? | Moral Politics Experts News". Choose the correct answer – a, b, c or d.

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-pattern Workshop

Introduce functional phrases for:

- **Opening:** “Good morning, our team’s goal is...”
- **Obligation:** “Students *must* take part to influence policy.”
- **Conditionals:** “If every student *were to* vote, turnout *would* double.”
- **Recommendation:** “The administration *should* provide start-up funds.”
- **Contrast:** “Although budgets are tight, small actions can have impact.”

Short controlled practice: students match phrases to functions (opinion, contrast, turn-taking, recommendation) and use them in mini-debates.

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

Motion: “Civic engagement should be a graduation requirement.”

Pairs prepare opening statements, one real conditional and one hypothetical conditional, and a closing call to action.

D. Writing

One-Page Written Proposal

Title & tagline, introduction with contrast connector, 2–3 measurable goals, action plan with partners/timeline, expected results using a conditional, at least one obligation statement, motivating close.

Infographic – “5 Ways to Get Involved”

Bold title, clear layout, five imperative/obligation steps, at least one conditional, simple icons or statistics.

2-Minute Speech / Video Pitch

Engaging hook, statement of problem, plan/benefits, call to action; includes at least one Type 1 and one Type 2 conditional, one recommendation, and clear transitions.

Poster or Hashtag Campaign

Punchy slogan with obligation or recommendation, strong central image, short conditional promise, consistent colour scheme and branding.



MAIN ASSIGNMENT

- Teams of 4–6 decide roles (Coordinator, Research Lead, Visual Designer, Pitch Presenter).
- Remind students to keep a consistent core message and visual identity across all products.
- Encourage peer review before final presentation.

DISCUSSION / REFLECTION

After presentations, hold a 15-minute plenary reflection using open questions:

- Which communication or organisational skills improved most, and how will they help you later?
- How did obligation forms and conditionals strengthen your proposal or pitch?
- What teamwork strategies supported turn-taking and conflict resolution?
- How has your view of youth civic engagement changed?
- What would you refine if you launched this campaign campus-wide?

Assessment Overview

Use concise rubrics (Yes/Partly/No or 1–5 scale) for:

- Proposal: clarity, measurable goals, action plan, use of contrast/obligation/conditionals.
- Infographic: visual impact, imperative language, conditional phrase.
- Speech/Video: structure, persuasive delivery, Type 1 & 2 conditionals, recommendation.
- Poster/Hashtag: strong slogan, striking design, conditional call to action.
- Integration: consistent message and branding across all outputs.
- Teamwork & Presentation: balanced participation, professional delivery.

Teacher Tips

- Provide models of real youth campaigns for inspiration.
- Remind students to include at least one sentence of obligation and one of Type 2 conditional in the final pitch.
- Encourage them to rehearse timing: the speech must not exceed two minutes.
- Offer formative feedback on drafts of proposal and infographic before final submission.



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.

A. READING, VOCABULARY AND LISTENING: stereotypes and bias

A.I. Reading

1. Pre-reading Discussion

Task prompt:

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

Teacher guidance:

- Keep the discussion short (5–7 minutes) to maintain focus.
- Encourage students to give general examples rather than personal details to ensure a safe and respectful environment.



- If students are reluctant to share, provide hypothetical examples to spark discussion (e.g., assumptions about younger vs older workers, gender-based task allocation).
- Use a few follow-up questions:
 - What forms did the bias take? (e.g., language, body language, decision-making)
 - What was the impact? (on individuals, on the team, on outcomes)
 - How was it addressed? (formally, informally, or ignored)

2. First Reading – General Understanding

Objective: Students identify the main themes and purpose of the text.

Procedure:

- Ask students to skim the text for 2–3 minutes.
- Guiding questions for skimming:
 - What is the overall topic?
 - Who is the text written for?
 - What is the author’s main argument?
- Brief whole-class feedback—record key ideas on the board (e.g., main barrier = stereotypes; solution = multi-level approach).

3. Second Reading – Detailed Comprehension

Objective: Students read more closely to identify key ideas, examples, and structure.

Procedure:

- Ask students to read again, this time noting:
 - Three levels of action (individual, cultural, institutional)
 - Examples of bias mentioned in the text
 - Negative effects on individuals and organizations
- Encourage them to underline or highlight examples as they read.

4. Language Focus (Optional)

If time allows, focus on:

- Key collocations from the text: unconscious bias, workplace norms, systemic inequality, inclusive cultures, diversity goals
- Academic tone: Highlight how the text uses balanced, formal language (e.g., “may be seen as...” rather than direct accusations).

Answer key for Task 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?

Correct Answer: B) Stereotypes

Explanation: The reading identifies stereotypes as a significant obstacle to true workplace equality. These are generalized beliefs that unfairly influence decisions and limit opportunities.

2. How do stereotypes typically affect behavior in the workplace?

Correct Answer: C) They shape behavior and limit opportunities for some individuals



Explanation: Stereotypes affect how people are treated and evaluated, which can result in reduced opportunities for those who are unfairly judged based on identity factors like age or race.

3. Which of the following is an example of age-based stereotyping mentioned in the text?

Correct Answer: C) Younger workers are seen as entitled

Explanation: The text highlights how younger employees are often unfairly seen as entitled, while older workers may be viewed as resistant to change—both are examples of age-based stereotypes.

4. What is a consequence when employees feel judged based on stereotypes?

Correct Answer: D) Disengagement or resignation

Explanation: The article states that employees who are judged based on stereotypes may disengage or leave the organization, which leads to loss of talent and credibility.

5. According to the article, who is primarily responsible for shaping an inclusive workplace culture?

Correct Answer: D) Organizational leaders

Explanation: Leaders are emphasized as the ones who must take responsibility for promoting inclusion by challenging stereotypes and setting the tone for the organization.

6. What is a key first step in addressing unconscious bias at the individual level?

Correct Answer: C) Raising awareness through self-reflection

Explanation: The reading stresses that individuals must first become aware of their unconscious biases through reflection and a willingness to learn in order to change biased behavior.

7. What is a potential danger of remaining silent about discriminatory behavior in the workplace?

Correct Answer: C) It allows stereotypes to persist

Explanation: The text notes that silence or indifference toward discriminatory behavior enables stereotypes and bias to continue unchecked, weakening workplace culture.

8. What institutional practices can unintentionally disadvantage underrepresented groups?

Correct Answer: B) Informal referrals and biased evaluations

Explanation: The article points out that informal practices, like referrals or biased performance reviews, can perpetuate inequality by favoring those already in the majority group.

9. Why is unconscious bias particularly harmful in hiring decisions?

Correct Answer: D) It causes equally qualified individuals to be overlooked



Explanation: Unconscious bias can lead hiring managers to favor candidates who resemble themselves, ignoring more qualified applicants, which undermines fairness and diversity.

10. According to the reading, what is one benefit of a truly inclusive workplace?

Correct Answer: B) Lower employee turnover and higher innovation

Explanation: The reading emphasizes that inclusive workplaces are more innovative and have better employee retention because people feel valued and are more engaged.

Answer key for Task 4. Choose which statement is true or false according to the text.

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

Answer key for Task 1. Match the key terms with their definitions

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

Answer key for Task 2. Fill in the gaps using the correct words from the Word Bank below.

1. unconscious
2. resemble
3. excluded
4. overlooked
5. competence



6. innovation
7. engagement
8. talent
9. aware
10. reflection

Lock I - Reading

Explanation:

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

Correct Code Answer: 1 7 9 5

A.III. Listening

1 Pre-listening discussion questions

- Clarify what an identity map is: a visual or mental list of characteristics that form part of who you are.
- Offer possible categories as examples (without pressuring students to use all):
 - Age
 - Gender
 - Race/ethnicity
 - Religion or belief system
 - Nationality or cultural background
 - Language(s)
 - Career or field of study
 - Interests/hobbies
 - Family background
 - Education level
 - Allow 2–3 minutes for students to jot down ideas individually.
 - Encourage them to think of both visible and invisible aspects of identity.
- Define “stereotype” in simple terms: a fixed, oversimplified belief about a group of people.
- Stress that stereotypes can be positive, negative, or neutral, but they are always generalisations and rarely fully accurate.
- Model with an example (e.g., “Some people assume all engineers are bad at communication — this isn’t true, but it’s a common stereotype.”).
- Allow students to reflect privately for 2 minutes before discussing.

Answer key for Task 3. Choose the correct answer – a, b, c or d



1. Correct answer: A) Head

Explanation: Stereotypes are described as automatic thoughts, associated with the brain or head.

2. Correct answer: C) A belief, attitude, or feeling towards a group

Explanation: Prejudice is connected with the heart and represents beliefs or emotional attitudes toward others.

3. Correct answer: B) It involves taking action based on bias

Explanation: Discrimination is described as action, linked to the hands—bias enacted interpersonally

4. Correct answer: C) Power in numbers and dominance within systems

Explanation: Oppression is systemic and requires institutional power—described as “many hands.”

5. Correct answer: D) A bank requiring a woman’s husband to co-sign for a credit card

Explanation: This is given as a historical example of institutional oppression involving systemic power.

Possible answers for Task 4. Comprehension questions

1. How does the speaker use parts of the body (head, heart, hands) to help explain the differences between stereotypes, prejudice, discrimination, and oppression?

Answer:

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

2. In what way can a stereotype lead to prejudice, and how does the script describe this progression?

Answer:

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

3. According to the script, what distinguishes discrimination from both stereotypes and prejudice?

Answer:

While stereotypes are thoughts and prejudice involves beliefs or feelings, discrimination is the actual behavior or actions that reflect those biases. The script emphasizes that discrimination occurs when people act on their biases in



interpersonal ways—like using sexist language or engaging in harassment. It's the transition from internal bias to outward behavior.

4. What is meant by “systemic oppression,” and what types of institutions are mentioned as examples where this can occur?

Answer:

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

5. How does the speaker suggest understanding these four terms can help address bias in society?

Answer:

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

Lock II – Vocabulary

Explain that the speaker uses the body metaphor to help differentiate the four terms: the head represents stereotypes because they are thoughts or mental shortcuts; the heart represents prejudice as it involves beliefs, attitudes, and feelings; the hand symbolizes discrimination, which is when bias is turned into actions; and oppression is represented by many hands, showing that it involves collective and systemic actions across powerful institutions.

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. Oppression – 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 stage



Aim: Activate students' prior knowledge of inclusion and DEI before engaging with the text.

- Briefly ask students:
 - "What comes to mind when you hear the word 'inclusion' in education or at work?"
 - "Why might diversity be valuable in universities?"
- If needed, clarify the difference between diversity, equity, and inclusion without giving full definitions yet—students will confirm and expand them from the text.

2. Discussion on what DEI stands for.

This question is opinion-based; allow students to brainstorm in pairs or small groups first. Prompt them to think about:

- Fair access to opportunities
- Preventing discrimination
- Enriching perspectives and problem-solving
- Better team performance

Encourage them to give examples from their own experiences or observations.

Possible follow-up prompts:

- "Can inclusion also benefit those from majority groups? How?"
- "What could happen if an organisation ignores inclusion?"

Answer key for Task 3. Choose the correct answer – a, b, c or d

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. Relative pronouns: sum up the major points in their use as follows:

- Who, whom, whose — refer to people.
 - Who is used as a subject ("The woman who called is here").
 - Whom is used as an object ("The man whom you saw is my brother").
 - Whose shows possession ("That's the student whose book was lost").
- Which, that — refer to things or animals (non-human entities).
 - That is often used in restrictive (defining) clauses ("The book that is on the table is mine").
 - Which is standard in non-restrictive (non-defining) clauses, especially in British English ("My car, which I bought last year, is amazing").



- Where, when, why — relate to place, time, or reason.
 - Where: "That's the house where I grew up."
 - When: "I remember the day when we met."
 - Why: "I know the reason why he left."
- Omitting the relative pronoun — acceptable in informal or everyday usage when it functions as the object of the clause:

"The book (that) I borrowed was fascinating."

But omission isn't possible if the pronoun is the subject:

"The man (who) spoke" — you need "who".

"That" vs. "Which" — Swan's key distinctions

- "That" is mostly used in defining (restrictive) clauses:
 - The book that is on the table is mine. (Specifies which book — essential to the meaning)
 - In conversation, "that" is more common than "which" in these clauses, especially in American English.
- "Which" is common in non-defining (non-restrictive) clauses:
 - My car, which I bought last year, is red. (Adds extra, non-essential information)
 - Non-defining clauses always use which, never "that".

In defining clauses:

- British English: either that or which is possible (the book that/which I bought).
- American English: "that" is much more usual; "which" is reserved mainly for formal contexts or when preceded by a preposition (the book about which we spoke).

When you can omit the relative pronoun:

- The pronoun is the object of the relative clause (not the subject).
- Common in informal spoken and written English.
- Works in defining clauses only.

Examples

- The book (that) I bought was expensive.
(“that” is the object — “I bought the book”)
- The person (who) we met was very friendly.
- The hotel (which) we stayed at was wonderful.

When you cannot omit it:

- If it is the subject of the clause
 - The man who spoke to us was very kind. (cannot drop “who”)
 - The car that broke down is mine. (cannot drop “that”)
- In non-defining clauses
 - My car, which I bought last year, is red. (must keep “which”)



- After a preposition (formal style)
 - The person to whom I spoke was polite. (though you can rephrase informally: “The person I spoke to”)

Shortcut memory tip

You can drop the relative pronoun only when there’s still a subject in the clause without it. If the pronoun itself is the subject, you must keep it.

2. Cleft sentences and emphatic structures

Purpose: Both cleft sentences and emphatic structures are used to:

- Highlight a specific part of a sentence.
- Shift focus onto the most important information.
- Make a statement more dramatic or contrastive.

Cleft Sentences

A cleft sentence divides a single clause into two clauses to emphasize one element.

Common Types

- It-clefts
 - Structure: It + be + focused element + that/who-clause
 - Example: It was John who broke the vase.
(Focus on John, not someone else.)
- Wh-clefts / Pseudo-clefts
 - Structure: What/Where/Why/All + clause + be + focused element
 - Example: What I need is a vacation.
(Focus on a vacation.)
- Reverse wh-clefts
 - Structure: Focused element + is/was + what-clause
 - Example: A vacation is what I need.
- All-clefts
 - Example: All I want is peace and quiet.

Emphatic Structures

Broader category than clefts; covers other ways to stress part of a sentence.

Techniques

- Fronting: Move key info to the start.
 - Under no circumstances should you open that door.
- Inversion: Change normal word order for emphasis.
 - Rarely have I seen such chaos.
- Repetition or intensifiers:
 - She really, really tried.
- Do-support for emphasis (in affirmative sentences):
 - I do like your idea.



- Cleft-like contrastive forms:
 - It isn't the cost that bothers me; it's the noise.

Key Differences

- Cleft sentences: specific grammatical structures that split information into two clauses.
- Emphatic structures: any grammar or word-order change used to highlight or stress information (includes clefts, but also other techniques).

Usage Notes

- Often used in spoken English for contrast, correction, or persuasion.
- Common in academic and formal writing when signaling key points.
- Overuse can sound unnatural or overly dramatic.

Answer key for Task 1. Fill in the gaps with the appropriate relative pronoun: who, which, that, whose, where, when.

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

Answer key for Task 2. Transform the sentences using cleft sentence structures.

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



Answer key for Task 3. Complete the text using the correct form of the word in brackets.

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

Lock III – Grammar

1. Educators **who** advocate for inclusive practices often lead transformative change in their institutions.
"who" refers to people (educators).
2. Inclusive policies, the implementation of **which** can be met with resistance, require consistent institutional support.
"which" refers back to "inclusive policies"; formal use with preposition fronting.
3. There are still classrooms **where** learners with disabilities are marginalised despite existing legislation.
"where" refers to a place (classrooms).
4. What many schools fail to provide is the **sufficient** training required for staff to implement inclusive methodologies.
(suffice → sufficient)
5. It was the students' increasing sense of **exclusion** that motivated the school to diversify its curriculum.
(exclude → exclusion)
6. The key to fostering inclusive environments is not only policy but also a deep cultural **consciousness** within the school community.
(conscious → consciousness)

B III. Listening

Answer key for Task 2. Match the student's name with the type of discrimination

Jamal - 1
Elena - 2
Tomasz - 10
Amina - 6
Alex - 9



Answer key for Task 3. Identifying Grounds for Discrimination on Campus

Identified ground for discrimination:

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

Statistics Referenced in the Script:

- 14% of Black undergraduates said they felt discriminated against "frequently" or "occasionally."
- 86% of Black undergraduates said they had experienced discrimination once or twice or never during their college careers.
- A classroom survey informally gauges Islamophobia experiences, where no Muslim students raised their hands, although some later admitted to experiencing discomfort or negative attention.

Conclusion:

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

Answer key for Task 4. As you listen to the program on misconduct complaint procedures, choose the correct answer – a, b, c or d.



1. C - The text advises students to contact their program director, head of unit, or dean first.
2. B - The supervisor listens to everyone involved and tries to find a solution without formal procedures.
3. C - The next step after the supervisor is the academic secretary, who handles formal complaints.
4. C - The academic secretary follows a formal procedure and may involve a review committee.
5. C - Conciliation is an alternative to formal investigation, aimed at restoring peace.
6. B - The committee must have at least three members according to the text.
7. B - Conciliation does not involve a formal written decision or investigation.
8. B - Staff may escalate the issue to a higher manager within the university.
9. C - The text explicitly states that all parties must maintain confidentiality.
10. C - The informal route involves discussion and mediation, while the formal route includes procedures and documentation.

C. Speaking

C.I. Teacher's guidelines for speech patterns

Clarify purpose and categories

- Begin by grouping the expressions under their functional headings (e.g., "To Begin or Introduce a Point", "To Add a Point", etc.).
- Explain that these are discourse markers - words and phrases used to structure speech or writing, guide the listener/reader, and create coherence.
- Highlight that some phrases appear in more than one category ("to illustrate" appears under "introduce" and "give examples") and can serve different functions depending on context.

Model with authentic examples

- Use short, clear excerpts from academic articles, debates, or speeches where these phrases are naturally used.
- Show both formal academic and slightly less formal usage, noting register.

Explain subtle differences

- Point out that some expressions are more formal (e.g., "In contrast") while others are more conversational (e.g., "What's more").
- Highlight that order words ("firstly", "secondly", "finally") usually appear in structured lists, while example phrases ("for example", "take this example") need specific illustration immediately after.
- Explain that contrast markers differ in strength:
 - "However" = softer, often used to introduce nuance.
 - "In contrast" = stronger, clear opposition.

C.II. Discussion questions



Objectives: Develop fluency in discussing inclusion strategies; practise proposing solutions.

Procedure:

- Students brainstorm ways academic leaders can promote inclusion.
- In groups, they categorise ideas under:
 - Awareness training
 - Inclusive representation
 - Intergroup dialogue/support
- Share ideas with the class and discuss feasibility.

Teaching tips:

- Set a time limit for brainstorming to encourage quick thinking.
- Use prompts for students who need ideas (e.g., “Think about recruitment”, “Think about student events”).

Possible answers to questions

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

More specifically

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

2. Unconscious bias refers to automatic, unintentional judgments influenced by life experience and social conditioning. Unlike deliberate discrimination, it



operates without conscious awareness and often affects well-intentioned people, subtly shaping how they perceive and evaluate others.

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

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

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

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

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

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

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

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

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

Summary meaningful inclusion



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

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

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

Lock IV

Answer key:

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

Password: TDL → File unlocks.

D. Writing

Task: Proposal to improve inclusion and reporting systems.

Procedure:

- Review the structure of a proposal: title, introduction, recommendations, conclusion.
- Model the difference between vague and specific recommendations.
- Students plan in pairs, then write individually.
- Peer review: swap proposals and give feedback using a checklist (clarity, relevance, specificity).

Teaching tips:

- Encourage use of unit vocabulary in proposals.
- Remind students to keep tone formal and solutions realistic.

Model proposal

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

Introduction:



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

Proposed Measures:

1. Launch an Anonymous Digital Reporting Tool

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

2. Establish a Peer-Led Inclusion Support Team

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

3. Host an Annual Inclusion Awareness Week

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

Conclusion:

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

MAIN ASSIGNMENT

Add some guidelines for the main assignment.

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

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

A.I. Reading

1. Before reading the text, answer the following questions:

Follow-up: Can protest or civil disobedience be more powerful than voting in some situations? Why or why not?

Follow-up: Who should decide where the line is drawn between acceptable dissent and unacceptable disruption?

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

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

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



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

2. B) Democracy becomes hollow and weakened.

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

Answer key for Task 4. Mark the statements related to the text as either TRUE or FALSE.

1. B) False

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

2. B) False

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

3. B) False

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

4. B) False

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

5. A) True

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

6. B) False

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

7. B) False

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

8. A) True

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

9. B) False

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

10. A) True

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



A.II. Vocabulary

Answer key for Task 1. Match the words with their definitions.

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

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

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

Lock I

Answer key:

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

A.III. Listening

Climate change strikes across New Zealand (Transcript)

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

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

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

Alice Wilkins: If you thought these students were finished with their climate change strike action, think again. Today they filled up streets across the country,



tens of thousands, taking part in a third strike and by far the biggest yet. The strike organisers say they're just getting started.

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

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

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

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

Speaker: How are you feeling about?

Speaker: Frustrated.

Alice Wilkins: Stopping drivers in their trucks.

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

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

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

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

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

Alice Wilkins: More than forty strike events took place across the country today. Organisers say as many as 40,000 people marched down Lampton Quay in Wellington. The massive crowd descending on Parliament's forecourt in Blenheim. New Plymouth and Christchurch the passionate message was just as clear. The students are asking the government to meet their demands, including declaring a climate change emergency, passing the Zero Carbon Act and ending all fossil fuel exploration.

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

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

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

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

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

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

Speaker 2: Alice, thank you.

Source:



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

Answer key for Task 3. Choose the correct answer (a, b, c, or d)

1. C - To demand action on climate change

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

2. B - Rising sea levels

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

3. B - They formed a human chain.

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

4. C) -The previous generation

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

5. D -She shared posts on Twitter about the strikes.

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

Lock II

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

Answer key for Task 3. Choose the correct answer – a, b, c or d.

1. B - To express alternative viewpoints and challenge the status quo



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

2. D - The Civil Rights Movement and anti-apartheid protests

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

3. C - By releasing the frustrations of marginalized groups

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

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

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

5. B - They face significant personal and professional risks, including imprisonment or torture.

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

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

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



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

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

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

9. B - Activism may result in unintended consequences, including division and violence.

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

10. D - The tension between power and protest is a central and evolving aspect of democracy.

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

B.II. Grammar

Answer key for Task 1. Fill in the gaps with the appropriate modal verb.

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.



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

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

Answer key for Task 3. Put the words in brackets into the correct form.

1. powerful
2. disillusionment
3. alienation
4. inequality
5. innovative
6. mobilize / mobilise
7. critics
8. effective
9. repressive
10. resilience

Lock III

Answer key:

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

B.III. Listening

***A democratic right
(Transcript)***

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

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

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

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

Angie: Were there any arrests today?



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

[sounds of protest in background]

Reporter: Why are you here, Ma'am?

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

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

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

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

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

Angie: A lot of angry people there, Chris?

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

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

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

Angie: Is there any sign of that happening?

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

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

Source:

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

Answer key for Task 2. Listen again and complete the sentences with UP TO THREE words.

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



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

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

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

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

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

Speaker 4: Too many of us are struggling.

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

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

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

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

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

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

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

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

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

Source:

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

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

1. B - They are demanding an 8% pay increase.
2. A - 8 universities
3. C - 5%
4. D - They are facing financial difficulties due to COVID-19.
5. A - 7,500
6. C - The university's profits have dropped significantly.
7. D - They feel undervalued and disrespected.
8. B - It has contributed to staff members taking to the streets.



9. C - They continue to negotiate with unions.

10. A - Classes are cancelled and library staff are joining the strike.

Democracy in action

(Transcript)

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

Anne Glover: Yes, do I know you?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Anne Glover: That won't include us unfortunately.

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

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

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

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



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

Source:

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

Answer key Task 4. Listen to the recording “Democracy in action” twice and mark the statements as either TRUE or FALSE.

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

C. Speaking

Role play

Evaluation criteria

Fluency: Ability to express thoughts clearly and coherently without unnecessary pauses;

Vocabulary: Use of appropriate advanced vocabulary related to democracy, activism and protest (e.g., civil disobedience, social justice, dissent, systemic change);

Argumentation: Ability to build logical arguments, provide supporting examples and respond to counterarguments;

Tone and register: Appropriate tone for a formal debate, demonstrating respect for the other's viewpoint while being assertive.

Extension (if time permits)

You can also turn this role play into a **panel discussion**, in which both participants must answer questions posed by a hypothetical audience (played by fellow students or another set of individuals). The audience could ask questions like:

“What role does social media play in modern protests?”

“Can protests ever go too far?”

“How do we ensure that protests are non-violent while still effective?”



Lock IV

Answer key:

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

D. Writing

Here is how activists might respond to the restrictions and how international organizations could intervene:

Activist strategies to resist digital censorship

1. Digital evasion tactics

Code language and symbolism: Activists can substitute banned hashtags or keywords with emojis, cultural references, or visual metaphors (e.g., using 🐘 instead of the name of the movement).

Meme culture: Embedding protest messages within memes or satirical formats helps disguise intent while keeping the message alive.

Mirror accounts and decentralized platforms: Content can be duplicated across multiple accounts or moved to decentralized platforms like Mastodon or PeerTube to avoid takedowns.

2. Secure communication channels

Encrypted messaging: Groups shift coordination from public platforms to private, encrypted apps like Signal or Element.

Disappearing messages: Use of self-destructing messages and burner accounts to avoid tracking.

3. Offline and hybrid activism

Flash mobs and pop-up protests: Organized quickly and spread via word-of-mouth or encrypted apps to avoid detection.

Street art and QR codes: Murals, posters and graffiti with scannable QR codes that link to banned material hosted abroad.

Zines, community radio and phone trees: Old-school grassroots tools make a comeback in areas with heavy surveillance.

4. International hosting and archiving

Activists archive censored posts on secure international servers, where they can be accessed via VPNs or Tor networks. Partnering with journalists or academics abroad to republish reports and evidence under protected speech laws.

How international organizations can intervene

1. Diplomatic and legal pressure

UN and Human Rights Council statements: Issue condemnations and demand repeal of repressive laws.

Public sanctions: Pressure on governments through trade or diplomatic sanctions, especially when targeting peaceful activism.

2. Tech company advocacy

Platform pushback: Encourage companies like Meta, X (formerly Twitter) and YouTube to resist complying with unjust censorship laws or provide transparency reports on takedown requests.



Legal challenges: NGOs may file legal petitions against these laws in international courts or help local activists do so.

3. Capacity-building and training

Digital security workshops: Teach activists how to protect data, avoid surveillance and navigate digital repression.

Emergency response funds: Provide funding for legal defense, VPN access, or temporary relocation if needed.

4. Amplifying the message

Global campaigns: Partner with celebrities, influencers and foreign media to keep attention on the cause and spotlight abuses.

Signal boosting: Use their platforms to share censored content, effectively circumventing the blackout imposed by the local government.

MAIN ASSIGNMENT

Provide some guidelines

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.

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.

Attitudes:

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

Values:

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

A. READING, VOCABULARY AND LISTENING

A.I. Reading

1. Pre-reading Discussion

Task prompt:

- 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?

Teacher guidance:

- Keep discussion short (5–7 minutes).
- Encourage safe, general examples (no need for students to share sensitive personal experiences).
- If students hesitate, give scenarios:
 - A profile with only one photo and no posts.



- An account that posts extreme or controversial opinions immediately.
- Follow-up prompts:
 - What signals suggest an account might be fake? (e.g., spelling errors, mismatched details)
 - How do emotions (anger, curiosity, excitement) contribute to rapid spread?

2. First Reading – General Understanding

Objective: Students identify the overall theme: how fake accounts spread and why they are risky.

Procedure:

1. Ask students to skim the text for 3 minutes.
2. Check comprehension with quick guiding questions:
 - What is the main topic of the case study?
 - What risks are described?
 - Who is most affected?
3. Whole-class feedback → note key points: rapid spread, social proof, phishing, emotional impact.

Second Reading – Detailed Comprehension

Objective: Students extract details, examples, and sequence of events.

Procedure:

- Students reread and highlight:
 - Timeline of the account's activity.
 - How it spread (algorithms, social proof).
 - Specific risks (phishing, misinformation, reputational harm).
- Group feedback: reconstruct timeline on the board.

3. MCQ Explanation

Provide reasoning, not just answers.

1. **When was the suspicious account created? → (b) 3 hours ago**
 - Text: "Three hours ago, Novaland University's official networking platform..."
2. **What feature made the account look authentic? → (c) Copied real name and photo**
 - Fake account reused public info.
3. **Which post gained the most engagement? → (b) Second post (controversial remark)**
 - Controversy drove likes, comments, shares.



4. **How many followers after first hour? → (d) 274**
 - Text gives exact number.
5. **What made the fake account spread further? → (b) Algorithm pushing high-engagement posts**
 - Platforms boost posts that get reactions.
6. **Risk introduced by external links? → (c) Phishing attempts**
 - Links asked for login details.
7. **Why did some students trust the account? → (d) Social proof from many followers**
 - Large follower count created credibility illusion.
8. **How long before removal? → (a) Several hours**
 - Delays due to small moderation team.
9. **False information posted? → (b) Event cancellation**
 - Example of misinformation.
10. **What broader issue does case illustrate? → (a) Importance of digital literacy**
 - Students need critical awareness to protect themselves.

4. True/False Explanation

- a) **True** → “Three hours ago...”
- b) **False** → Second post had more engagement.
- c) **True** → 274 followers in first hour.
- d) **True** → Algorithms amplified the post.
- e) **False** → Some believed it, others suspicious.
- f) **True** → Links = phishing attempts.
- g) **False** → Delay in removal, not instant.
- h) **True** → Impersonated student was distressed.
- i) **True** → Social proof made it credible.
- j) **False** → Digital literacy is essential.

A.II. Vocabulary

1. Matching Task

Guidance:

- Quick individual attempt, then compare in pairs.



- Teacher checks answers, emphasizing connections between *technical terms* and *real-life cases*.
- Encourage students to use each word in a short sentence about the Novaland Connect case.

2. Gap-fill Task

Guidance:

- Do first 2 together as a model.
- Emphasize how each word links to digital safety (e.g., firewall = protection, algorithm = spread).
- Extension: Ask students which of these terms they use most often in daily digital life.

Lock I

Explanation

Correct code: 4780

- Clue 1: Social proof = trust from engagement → 4
- Clue 2: Oversharing reveals personal info → 7
- Clue 3: Phishing = deceptive request for logins → 8
- Clue 4: Digital literacy = recognizing misinformation → 0

Teaching tip:

- Use this as a *gamified recap*.
- Put students in small groups, solve clues, and race to “unlock” the code.
- Reinforces reading + vocabulary learning.

A.III. Listening – Dr Varga’s Testimony

1. Pre-listening Discussion

Teacher guidance:

- 5 minutes max, pairs or small groups.
- Encourage critical thinking: “Why collect data?” “Who benefits?”
- Anticipate mixed answers: profit, personalization, security.

2. Listening Task

Objective: Students note **3 suggestions** by Dr Varga.

Possible answers:

- Improve digital literacy.
- Question what we see and why info is requested.
- Think carefully before clicking links.

3. MCQ Explanations

1. **Companies use data to predict, sell, advertise → (b)**



2. **Fake accounts harm trust, spread misinformation** → (c)
3. **Privacy settings confusing, hidden** → (a)
4. **Profile info (name, picture) always public** → (b)
5. **Most emphasized solution = digital literacy** → (d)

Lock II

Explanation

Password: SAFE

- Clue 1: Strong password = *MyDog2025!* → S
- Clue 2: Suspicious email → delete/mark spam → A
- Clue 3: Firewall → blocks unauthorized access → F
- Clue 4: Cyberbullying = spreading rumors → E

B. Reading, grammar and listening

B.I. Reading

Pre-reading Discussion

- Guide students to contrast **company responsibilities** vs **individual responsibilities**.
- Possible prompts:
 - Who should respond faster—platforms or users?
 - Should governments intervene?

MCQ Explanation (Reading comprehension)

1. Criticism = fail to protect → (a)
2. Lacking transparency → (c)
3. Oversharing = misunderstanding policies → (d)
4. Vulnerable due to limited experience → (b)
5. Privacy settings hidden, complex → (b)
6. Alarming misinformation = cancelled exam → (a)
7. Analysts propose stricter regulations → (c)
8. Companies warn: rules may limit free expression → (d)
9. Student's description = constant surveillance, no protection → (b)
10. Digital citizenship = company responsibility + individual literacy → (c)



B.II. Grammar

1. Modal Verbs (Gap-fill)

Guidance:

- Highlight difference between *certainty* (must, can't) and *possibility* (might, could, may).
- Students can roleplay moderators analyzing suspicious posts using these modals.

2. Rewrite with Cautious Language

Objective: Practice hedging and academic tone.

Tip: Show students why cautious language is vital in formal proposals (avoids overclaiming).

3. Word Formation

Guidance:

- Remind students of common suffixes: *-ity*, *-ion*, *-ness*, *-ment*.
- Have them create a short “Digital Safety Poster” using at least 3 new words.

Lock III

Explanation

Correct choices → **must, might, could, should, can't, seems.**

Teaching tip:

- Turn into a “grammar detective” activity.
- Give students 5 minutes in teams to justify *why* each modal fits.

B.III. Listening – Youth Digital Ethics Summit & Panel

Guidance:

- First task (synonyms): remind students to look for meaning matches, not identical wording.
- Second task (student testimony): emphasize phishing warning signs.
- Third task (expert panel): encourage debate → Who do *they* think should be most responsible?

C. Speaking

C.I. Speech Patterns

Objective: Help students use expressions to share ideas, respond to others, and participate actively.

- Present categories (opinion, turn-taking, suggestions, idioms, inviting views, disagreement, structuring, elaboration).
- Model 1–2 examples per category.
- Encourage students to apply phrases in mini-dialogues about online safety.



C.II. Discussion Questions

1. Expressing an opinion + Structuring an argument

Prompt: What is your opinion about the role of social media in students' academic or personal lives, and how can structuring devices (Firstly, Secondly, Finally) help?

Teacher guidance:

- Encourage students to give a balanced view (positive + negative).
- Model a short structured response: *"Firstly, social media helps students collaborate. Secondly, it can be distracting. Finally, it depends on how responsibly we use it."*
- Stress clarity and organization.

2. Turn-taking + Inviting another's opinion

Prompt: How can students respond constructively to their peers in class discussions, and why is it important to invite others to share their views?

Teacher guidance:

- Highlight polite ways to build on points (*"That's a good point, and I'd like to add..."*).
- Roleplay: one student gives an opinion, another adds a point and then invites a third peer (*"What do you think?"*).
- Emphasize inclusivity and teamwork.

3. Making a suggestion + Using idioms

Prompt: What suggestions would you make to improve online safety and digital responsibility at university, and how could idioms (*Better safe than sorry, Think before you click*) be useful?

Teacher guidance:

- Brainstorm 2–3 realistic measures (awareness workshops, clearer privacy settings, peer support groups).
- Ask students to weave idioms naturally into their answers.
- Example: *"One possible solution is training sessions for new students. Better safe than sorry, so we should prepare before problems happen."*

4. Expressing disagreement + Encouraging elaboration

Prompt: What are respectful ways to disagree with someone, and how can follow-up questions (*Could you clarify what you mean?*) encourage deeper discussion?

Teacher guidance:

- Remind students to avoid blunt *"You're wrong."*
- Model alternatives: *"Actually, I see it differently because..."*
- Practice: Student A gives opinion → Student B disagrees politely → Student B asks for clarification/elaboration.
- Encourage active listening and curiosity.

5. Summarizing + Concluding



Prompt: Based on the discussion, what communication strategies are most effective for creating respectful, inclusive, and persuasive dialogue in academic or professional contexts?

Teacher guidance:

- Small groups list “Top 3 strategies” (e.g., structuring, inviting opinions, polite disagreement).
- Students present summaries using signals (“*In summary...*” “*To conclude...*”).
- Class builds a shared “Best Practice” list on the board.

Lock IV

Explanation

Password: EIT

- Expressing opinion → E
- Inviting opinion → I
- Think before you click → T
- Together = EIT

D. Writing

Short Essay

Guidance:

- Reflective writing = personal but structured.
- Encourage balance: what they *do* share vs what they *want to change*.
- Word limit: 250 words

Main Assignment

Proposal

Procedure:

1. Brainstorm risks and solutions (whole class).
2. Review structure:
 - Introduction
 - Problem
 - Proposed actions (3)
 - Conclusion
3. Write in class (1000 words).
4. Peer review: check if proposals are realistic, persuasive, linked to democratic values.

Teaching tip:



- Remind students to use vocabulary from unit (*impersonation, phishing, transparency, digital literacy*).
- Encourage formal linking phrases (*Moreover, Therefore, In conclusion*).

REFLECTION & DISCUSSION

Suggested prompts for group wrap-up:

- Which activity most changed the way you think about digital safety?
- What responsibility do *you* personally feel after this unit?
- How can democratic values (fairness, dignity, accountability) guide digital behavior?



Unit 7

Green Talks (on 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.

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

A.I. Reading

1. Pre-reading Discussion

Task prompt:

What are the most visible signs of climate change in our local area? Think about the past ten years – have you noticed any changes in winter or summer temperatures, the amount of snow, or the frequency of rainfall? Can you recall a recent natural disaster, such as flooding or drought? What do you think caused it?

Teacher guidance:

- Keep the discussion short (about 5 minutes) to maintain focus.
- Encourage local examples (e.g. higher energy use in summer, reduced green spaces, changes in seasons – no spring or autumn).
- Use a few follow-up questions:
 - *How does climate change affect our daily life?*
 - *Which sectors (energy, food, transport, research) have the biggest footprint (adverse impact on the environment)?*



- *What kind of student initiatives could make a difference?*
- Note key ideas on the board to connect later to “mitigation” and “adaptation” concepts.

2. Reading – General Understanding

Objective: Students identify the main themes and purpose of the text.

Procedure:

1. Ask students to skim the text for 2–3 minutes.
2. Guiding questions for skimming:
 - *What is the overall topic of the text?*
 - *What negative impacts of climate change are mentioned in the text?*
 - *What is the author’s main point?*
3. Brief whole-class feedback – record key ideas on the board (e.g., main groups of climate change impacts and consequences).
4. Discuss the question in task 2 “*Which impacts of climate change do you think universities and local communities should pay more attention to, and why?*”

Language Focus (Optional)

If time allows, focus on:

- **Key collocations** from the text:
climate stress, environmental shifts, weather patterns, air quality, water supply, food security, public health, mental health and wellbeing, migration and displacement.

3 Explanation to MCQ

1. According to the text, what distinguishes Europe’s climate change situation from that of other regions?

Correct answer: B) Europe is warming at about twice the global average rate.

Explanation: Europe is warming at roughly twice the global average, highlighting its exceptional vulnerability compared to other regions.)

2. What does the author imply about biodiversity in Europe?

Correct answer: C) It is declining as native species lose habitats while invasive species expand.

Explanation: Native species are being displaced, while invasive species spread more easily under milder conditions showing biodiversity decline due to climate change.

3. In the context of the article, water stress mainly refers to:

Correct answer: D) Conflicts and shortages caused by limited freshwater availability.

Explanation: The text defines water stress as reduced freshwater availability, harming ecosystems and increasing competition – a clear reference to scarcity and conflict over water.



4. What prediction does the Lancet Countdown Europe Report 2024 make about heat-related deaths?

Correct answer: A) They may upsurge if adaptation measures are not taken.

Explanation: The report warns that heat-related mortality could increase by 30% by 2050 without stronger adaptation.

5. Which idea best reflects the link between climate change and air quality described in the text?

Correct answer: C) Higher temperatures worsen air pollution by increasing ozone and particle levels.

Explanation: Higher temperatures and stagnant air increase ozone and particulate matter, aggravating respiratory illness.

6. What can be inferred about the spread of vector-borne diseases in Europe?

Correct answer: B) They are moving into new regions because milder winters allow insects to survive.

Explanation: 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. The author's use of the phrase "*mental health effects are gaining recognition*" suggests that:

Correct answer: D) These effects were long overlooked but are now seen as part of the climate discussion.

Explanation: The expression implies increasing awareness, that mental health issues, once underestimated, are now recognized as legitimate climate impacts.

8. What does the text mean by describing climate impacts as "interconnected"?

Correct answer: B) Environmental and health effects influence each other in complex ways.

Explanation: Climate impacts are multidimensional: ecosystem damage, economic loss, and human health issues reinforce one another.

9. Which of the following actions would the text classify as an adaptation strategy?

Correct answer: A) Developing heatwave warning systems and climate-neutral buildings.

Explanation: Adaptation is defined as adjusting to existing impacts. Examples given include heat-health action plans and resilient infrastructure.

10. What overall message does the article convey?

Correct answer: C) Climate change in Europe affects both the environment and human health and requires urgent, coordinated responses.

Explanation: Europe's health and environment are already affected and calls for joint adaptation and mitigation at all levels.

4 True/false task explanation

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

Teacher guidance: Encourage students to elicit the meaning of the terms based on the text.

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

Answer key

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



Lock I

Correct Code Answer: $7 + 9 + 6 + 5 = 27$

Explanation:

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

A.III.Listening

1. Pre-listening discussion questions

Teacher guidance:

- Keep the discussion short (5-7 minutes) to activate ideas and language before listening.
- Encourage students to use examples from recent news.
- Highlight the difference between **responsibility** (who causes it) and **vulnerability** (who suffers the most).
- If needed, clarify key vocabulary: *carbon footprint, emissions, resilience, irreversible change, tipping point*.
- Use follow-up questions to deepen discussion:
 - *Why is it difficult to measure fairness in global climate responsibility?*
 - *How could climate change worsen inequality between regions?*
 - *What examples of “tipping points” have already been reported in the media?*
- Note useful expressions on the board (e.g., *is mainly responsible for, is most vulnerable to, has a larger carbon footprint, faces the greatest risks*).
- Link discussion to listening focus: understanding the scale, causes, and urgency of climate change presented in the BBC documentary “Climate Change: The Facts.”

2. Listening task

Students listen to the selected excerpt and reflect on whether humanity still has the power to prevent a climate catastrophe.

Teacher guidance:

- Before listening, ask students to focus on main ideas and tone rather than every detail.
- Play the recording once for general understanding. Ask additional questions:
 - *What evidence does the documentary present about the effects of climate change?*
 - *Do you think the documentary is more alarming or motivating? Why?*



- Encourage students to share personal reactions and relate the message to local actions.

3. MCQ explanation

Teacher guidance:

- Ask students read the questions before playing the recording. Clarify new vocabulary, if any.
- Play the recording for the second time.
- Discuss the correct answers.

1. According to the speaker, which regions will suffer the most and the soonest from climate change?

Correct answer: C) Countries near the equator with lower emissions

Explanation: The worst effects will first hit equatorial regions, which contributed least to emissions.

2. What does the speaker imply about the global nature of the crisis?

Correct answer: B) Climate change will eventually impact rich nations as well.

Explanation: If the poor are suffering today, then the rich will also suffer tomorrow.

3. Which chain of events is described as a possible social consequence of crop failure?

Correct answer: C) Crop failure → food riots → government instability → migration

Explanation: Crop failures lead to food riots, food riots lead to destabilization of government.

4. What main uncertainty does the speaker mention about climate projections?

Correct answer: B) No one knows what future generations will do about emissions.

Explanation: He says uncertainty comes from not knowing what our generation or future generations will do.

5. Based on current models, what is the expected global temperature increase by the end of the century?

Correct answer: C) Between 3 and 5°C

Explanation: The text predicts a 3–5°C rise by 2100 if trends continue.

6. What does the speaker emphasize about the sea level rise?

Correct answer: D) It will create more powerful storm surges and damage cities.

Explanation: Sea-level rise increases risk from storms and surges we've never seen before.

7. What is the main concern about coastal cities mentioned in the recording?

Correct answer: A) They will be permanently flooded, disrupting the global economy.



Explanation: Losing coastal cities would mean a different planet and economic chaos.

8. What are tipping points in the climate system?

Correct answer: C) Small additional warming that causes irreversible shifts

Explanation: Tipping point is defined as “a little extra warming nudging the system into an irreversible change”.

9. Which example is not given as a possible tipping point in the recording?

Correct answer: D) Expansion of Arctic glaciers into Europe

Explanation: The text mentions Greenland, Antarctica, Atlantic circulation, and rainforest dieback, but not glacier expansion.

10. What happens once a tipping point is crossed?

Correct answer: B) Changes continue and intensify beyond human control.

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

4. Comprehension questions

Teacher guidance:

- Ask students to read and think about the questions.
- Encourage them to write down ideas that will help them to answer the questions.
- Form small groups and ask students share their ideas. Alternatively, the questions can be discussed with the whole class, encouraging contribution from all students.

Possible answers:

1. Yes, climate change is a matter of social justice. Poorer countries often produce the least emissions but face the worst effects because they have fewer resources to protect their people or rebuild. It’s unfair that those least responsible pay the highest price.

2. People often fail to act because the threat feels distant or abstract. Fear and helplessness can cause inaction. On the other hand, people act when they see clear personal consequences or feel part of a collective effort that can make a real difference.

3. For example, prolonged droughts can lead to crop failure, food shortages, and higher prices, forcing people to migrate. Flooding or hurricanes can destroy homes and cause unemployment. These crises can increase poverty and even lead to political unrest.

4. Universities can help by linking global issues to local projects. For example, by reducing energy use on campus or creating student-led climate initiatives. When students see how their actions matter locally, they feel more responsible for global sustainability.



5. The idea of irreversible change is frightening, but it can also motivate action if presented with hope. Messages that show practical solutions and success stories inspire people more effectively than fear alone. We need both urgency and optimism to act.

Lock II

Answer key:

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

CODE: T I M E

Teacher guidance:

- Ask students additional questions, such as: *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 stage

- Explain the key concepts of the text:
 - Climate change mitigation = reduce causes (emissions)
 - Climate change adaptation = respond to effects (impacts)
- Brainstorm possible adaptation and mitigation measures. Write ideas on the board.

2. Reading – General Understanding

Procedure:

- Let students read the text for 3-5 minutes.
- Ask what examples the text provides for each adaptation and mitigation measures.
- Encourage discussion on complementarity of adaptation and mitigation measures.

3. MCQ – Explanation

Teacher guidance:

- Ask students to read the text again focusing on details.



1. According to the text, how do mitigation and adaptation differ in their focus?

Correct answer: B) Mitigation reduces greenhouse gas emissions; adaptation helps people cope with the resulting impacts.

Explanation: The text defines mitigation as reducing emissions and adaptation as adjusting to impacts.

2. Which statement best describes how mitigation and adaptation interact?

Correct answer: D) They are complementary approaches that must work together.

Explanation: They “work together to protect people... one to limit future change, the other to deal with the change we fail to prevent.”

3. What are the two main ways mitigation tackles greenhouse gases?

Correct answer: C) Reducing emissions and increasing greenhouse gas “sinks”.

Explanation: Mitigation means reducing sources and enhancing sinks of greenhouse gases.

4. Which of the following would not be an example of a mitigation measure?

Correct answer: C) Building storm drains to prevent flooding.

Explanation: Storm drains are adaptation – dealing with impacts, not mitigation – reducing emissions.

5. What is meant by “carbon removal” in the text?

Correct answer: B) Taking greenhouse gases out of the atmosphere.

Explanation: Carbon removal is defined as growing forests or using technology to pull CO₂ out of the atmosphere.

6. Why does the author describe large-scale carbon removal as challenging?

Correct answer: C) It is difficult and expensive to implement at a massive scale.

Explanation: Carbon removal is “challenging to do at a very large scale” and cannot replace emission cuts

7. What does the passage suggest about the limits of mitigation?

Correct answer: A) Even with success, some climate change effects are unavoidable.

Explanation: Even if successful, warming and sea level rise will continue for centuries.

8. What key difference distinguishes proactive from reactive adaptation?

Correct answer: C) Proactive adaptation happens before serious damage occurs.

Explanation: Proactive adaptation builds resilience in advance, while reactive adaptation occurs after damage.

9. The example of Mongla, Bangladesh illustrates that:

Correct answer: D) Early planning helps vulnerable areas adapt more effectively.

Explanation: Mongla is shown as a proactive case investing early in flood protection and livelihoods.



10. What imbalance between mitigation and adaptation funding is highlighted in the final paragraph?

Correct answer: B) Adaptation receives only a small fraction of total climate funding.

Explanation: Most funding has been spent on mitigation, with only a small share given to adaptation.

B.II. Grammar

1. Filling in the gaps with ONE appropriate word – grammatical element.

Focus: Articles, prepositions, pronouns, and auxiliaries as cohesion tools.

Teacher guidance:

- Before the task, elicit from students examples of small “linking words” that make texts flow naturally (e.g., the, which, where, for, by, may).
- After completion, review how grammatical cohesion improves academic tone and clarity.

Answer key and explanations:

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

2. Grammar – indirect questions

Focus: Word order in indirect questions (e.g., Could you tell me what measures are being implemented?)

Teacher guidance:

- Explain the grammar note provided in the student’s book.
- Emphasize the “statement word order” after introductory phrases.
- Use role play to make grammar practice communicative.

Question transformation:

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?

B.II.3. Grammar – word formation

Focus: Derivatives from sustainability vocabulary (efficient → efficiency; neutral → neutrality; innovate → innovation).

Teacher guidance:

- Review typical noun, adjective, and verb endings (-tion, -ity, -ive).
- Highlight the precision required in academic English when describing policies and outcomes.

Gap-fill

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

Lock III

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



- Encourage discussion on the questions: *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?*
- Explain the terms: *top-down* (decisions are made at the top levels of the system and communicated downwards) and *bottom-up* (the process begins at lower levels of the system (e.g. community) and works upwards to form a comprehensive solution).
- Encourage discussion on the questions: Do you believe climate change will be solved mainly through big, top-down innovations, or through small, bottom-up community actions? Explain your view and give an example.

2. Listening 1 – Top-down vs Bottom-up Climate Solutions

MCQ Explanation:

1. What is the main focus of *People Fixing the World*?

Correct answer: B) Highlighting small-scale innovations that make a difference

Explanation: The speaker says it's about "ordinary people doing remarkable things", i.e., community innovations.

2. How does the presenter describe the tone of *People Fixing the World*?

Correct answer: C) Practical and optimistic

Explanation: Myra says it's a "positive, solutions-based show," focused on "innovative projects" and hope.

3. The reference to "*sea cucumbers saving the world*" mainly illustrates that the programme...

Correct answer: A) Covers a wide variety of unusual environmental topics

Explanation: The host mentions "sea cucumbers" and "coconuts fixing the world" as quirky but real examples.

4. What contrast does the conversation make between *The Climate Question* and *People Fixing the World*?

Correct answer: B) One deals with large-scale institutional approaches, the other with grassroots innovation

Explanation: The dialogue clearly distinguishes top-down - big government, science vs. bottom-up - individual action.

5. What does "top-down" refer to in the discussion?

Correct answer: B) Decisions or projects led by governments and scientists

Explanation: "Top-down" is described as "big government, big science projects, international climate negotiations."

6. What does "bottom-up" refer to in this context?

Correct answer: C) Local and community-led responses to climate problems

Explanation: Myra explains it as "small community-driven approaches happening on the ground."



7. According to Myra, why are both top-down and bottom-up approaches necessary?

Correct answer: C) Because global systems and local actions complement each other

Explanation: Myra says, “we need both of those solutions to survive,” meaning they work together.

8. Which best describes the presenters’ tone when introducing the topic?

Correct answer: D) Light-hearted but informative

Explanation: The opening exchange includes humour (“sea cucumbers saving the world”) but keeps informative intent.

9. What overall question do the presenters explore in the programme?

Correct answer: B) Whether ordinary people can contribute to solving climate change

Explanation: The final line is “Can people fix the climate?” - the central inquiry of the episode.

10. What does the phrase “put despair in a box” suggest about the show’s attitude?

Correct answer: A) It temporarily sets aside pessimism to focus on solutions

Explanation: Myra uses the metaphor to mean focusing on positive, actionable stories instead of hopelessness.

3. Listening 2 – Forests and Climate Change

Answers to the open questions:

1. Deforestation was destroying the forests that people depended on for food, water, and protection from floods and landslides. It also threatened wildlife and reduced the ecosystem services that supported their livelihoods.
2. They found that people were cutting down trees mainly to pay for medical treatment. Poor health and poverty were driving deforestation because families had no affordable healthcare options.
3. The clinic offers discounted or even free healthcare to communities that agree to stop logging. Villages that reduce tree cutting receive cheaper medical care and other support from the programme.
4. Patients can pay with tree seedlings, handicrafts, or volunteer work instead of cash. This system allows them to contribute to reforestation and still receive treatment.
5. They visit the villages regularly, monitor forest activity through local reports, and compare logging patterns over time. The clinic works with community members to check compliance and reward progress.
6. Deforestation dropped significantly, and parts of the forest started to regenerate. Wildlife such as orangutans began returning to areas where trees had grown back.



7. Women's groups provide alternative income opportunities, such as making handicrafts or running small businesses, which reduce the economic pressure on families to log trees for money.
8. The programme trains local people to collect seeds and plant native tree species in degraded areas. They focus on restoring biodiversity by planting rainforest trees that can thrive in local conditions.
9. People have better access to healthcare, lower rates of illness, and improved nutrition. The community also has more stable incomes and greater environmental awareness.
10. It was designed and implemented by local people to meet their own needs, combining traditional knowledge with modern health and conservation practices. It empowers communities instead of relying on government policies or external funding alone.

4. Listening 3 – Floatovoltaics and Climate Action

MCQ Explanation:

1. What is the main idea of the “floatovoltaics” project?

Correct answer: A) Using floating panels to generate solar power on bodies of water

Explanation: The term “floatovoltaics” refers to floating solar panels placed on lakes or open seas.

2. Where does the reporter speak to the founder of the company Ocean Sun?

Correct answer: C) On a lake in Albania

Explanation: The founder, Bjoerge Bjørniklet, was interviewed while standing on a floating solar installation in Albania.

3. What do the floating circular rings actually hold?

Correct answer: B) Solar modules resting on flexible membranes

Explanation: The panels sit on hydroelastic membranes stretched across circular floating rings.

4. How powerful is one of these floating platforms at peak sunlight?

Correct answer: C) Nearly two megawatts

Explanation: Each floating disk produces almost 2 megawatts of energy at midday.

5. What advantage of floating solar projects is mentioned compared to land-based solar farms?

Correct answer: D) They don't take up farmland or compete with food production

Explanation: The speakers highlight that they use space not needed for agriculture, unlike land solar farms.

6. What concern about using lakes and seas for solar projects is raised in the discussion?



Correct answer: A) Possible harm to aquatic ecosystems

Explanation: One speaker briefly questions whether fish would be affected, but it's noted that "the fish are okay with it."

7. Why are floating wind turbines also seen as an important innovation?

Correct answer: B) They allow energy generation in deeper, windier waters

Explanation: Floating turbines work in deep waters with stronger and steadier winds – areas unsuitable for fixed structures.

8. What does the phrase "thinking out of the box – or putting the box away entirely" imply in the discussion?

Correct answer: D) Rejecting standard solutions and inventing radically new ones

Explanation: The host praises creative, unconventional climate solutions like floatovoltaics.

9. Which type of climate action does the innovation of floating solar and wind projects mainly represent?

Correct answer: B) A top-down, technology-driven approach

Explanation: Large-scale engineering projects led by scientists and companies exemplify top-down solutions.

10. How could bottom-up initiatives complement technologies like floatovoltaics, according to the programme's broader theme?

Correct answer: A) By helping communities adopt and adapt new technologies locally

Explanation: Bottom-up approaches ensure local acceptance and community-level implementation of such innovations.

C. Speaking

1. Teacher's guidelines for storytelling structure and elements

Step 1: Setting up the Activity

- Explain the aim: students will act as university reporters presenting sustainability initiatives, similar to a BBC People Fixing the World segment.
- Clarify the context: each student or group chooses a climate change mitigation or adaptation measure shown in the pictures.
- Review the five-part structure (Introduction → Description → Advantages → Drawbacks → Conclusion).
- Emphasize how the structure ensures a clear, logical, and balanced story.
- Discuss the function of each part and how it contributes to the overall message.

Step 2: Focusing on the Structure

- Display the full structure visually (slide or board).
- Briefly discuss what kind of information belongs in each section.



Step 3: Exploring Speech Patterns

- Go through the useful speech patterns for each section together.
- Elicit alternative expressions students already know (e.g. aims to / is intended to / was designed to).
- Practice key connectors and transitions (first, in addition, however, as a result, finally) to ensure fluency.
- Draw attention to verb tenses:
 - Present perfect for ongoing projects (has introduced);
 - Present simple for general facts (reduces energy use);
 - Future forms for next steps (will expand next year).

2. Speaking task

- Students can work either individually or in small groups.
- Allow about 10 minutes for preparation.
- Encourage students to plan using short bullet points before speaking.
- Invite students to present their stories to the class:
- Provide formative feedback focusing on:
 - Structure and coherence
 - Use of transitions and connectors
 - Range and precision of vocabulary
 - Clarity and confidence of delivery

Lock IV

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

Step 1: Introducing the Task and Setting the Context

- Begin by explaining the purpose of the #ActLocal campaign: linking global awareness with local action through positive, solution-oriented communication.
- Clarify the role: students act as members of the Youth Climate Action Lab, writing to engage the Novaland University community.
- Emphasize that this is public-facing writing – language must be clear, motivating, and inclusive, not overly academic.
- Display the three focus options (Raise Awareness / Promote a Measure / Inspire Action) and discuss examples of each before students choose.



Step 2: Analyzing the Model Post

- Read the example (#GreenRoofsNovaland) together and analyze its structure.
- Ask guiding questions:
 - How does the post start? (Hook or attention-grabber)
 - What type of information follows? (Fact + emotional appeal)
 - How does it end? (Invitation or call to action)
- Highlight language features:
 - Simple, clear sentences.
 - Mix of facts and positive emotion.
 - Inclusive pronouns (we, our, us).
 - Use of emojis and hashtags to create a friendly tone.
- Discuss register and tone: appropriate for a university audience – engaged but credible.

Step 3: Focusing on the Structure

- Encourage students to plan their post using a simple 3-part outline:
 - Opening / Hook: Catch attention with a question, fact, or statement.
 - Main Message: Explain the issue or action clearly; combine information with emotion.
 - Closing / Call to Action: Invite engagement (e.g., Join us, share your idea, take action).
- Remind them that clarity and impact are more important than complexity.

Step 4: Language Focus – Speech and Style Patterns

- Review key language tools for this task:
 - Persuasive verbs: help, support, improve, reduce, inspire, protect, empower.
 - Positive framing: focus on solutions and progress, not guilt or fear.
 - Inclusive expressions: together we can, our campus, our community, each step matters.
 - Calls to action: Let's act now, Join us, Be part of the change, What can you do?
 - Hashtags: use campaign-related tags (#ActLocal, #GreenCampus, #NovalandSustainability).
- Encourage creativity, but remind students to maintain accuracy and coherence.

Step 5: Important Notes for Writing

- Reinforce the word limit (120-150 words) – social media requires brevity and precision.
- Advise on visual appeal:
 - Short paragraphs, 1-2 sentences each.
 - Strategic use of emojis (1-3 maximum, relevant to the theme).
 - Effective headline or hashtag placement.
- Check that each post includes facts + emotions + action.



- Encourage use of tools such as Canva or Instagram templates (optional) to visualize how posts might appear online.

Step 6: Peer Review and Feedback

- Have students exchange drafts in pairs or small groups.
- Provide a peer checklist focusing on:
 - Clarity of message.
 - Persuasive and inclusive tone.
 - Appropriate length and structure.
 - Effective ending (question or call to action).
- Collect final versions and select 2–3 to display on a digital board or class platform as examples for reflection.



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.

A. READING, VOCABULARY AND LISTENING

A.I. Reading. How to help students think about justice

Pre-reading

Class discussion (5–7 min): Brainstorm justice in school life. Students answer prompts (What does justice mean? When did something feel unfair? How can school be more just?). Teacher introduces related terms (fairness, equality, law, responsibility), collects ideas on board/Padlet, and groups them into themes.

First Reading

Aim: Identify the central idea and author's purpose.

Tasks: Skim text (2–3 min). Guiding questions: What issue is discussed? Who is the intended audience? What solution/perspective is suggested?

Feedback: Teacher records key ideas (e.g., responsibility vs. justice-oriented citizenship, challenges for civic education).



Second Reading

Aim: Deepen comprehension through analysis of details.

Tasks: Careful reading (6–8 min). Answer in pairs/small groups: What examples of discussion-based learning are given? How did students show initiative? What citizen types (Westheimer & Kahne) appear? Why is lack of justice-oriented citizenship a problem? What challenge is raised for future education?

Post-reading

Activities: Reflect in pairs/groups: What would justice-oriented citizenship look like in your school/community? Propose 1–2 strategies to foster it. Share with class.

Language Focus

Key collocations: *egalitarian relationships, moral obligation, upstanding behavior, genuine curiosity, collective strategies.*

Academic tone: Highlight balanced phrasing, e.g., “*may be categorized as,*” “*something to be celebrated,*” “*falling short of extending this commitment.*”

A.II. Vocabulary

Matching & Gap-fill tasks

These activities introduce and consolidate key civic and justice-related terms. The matching task helps students build precise definitions (e.g., *justice-oriented citizenship, accountability, transparency*), while the gap-fill encourages active recall and contextual use of vocabulary. Encourage students to first complete tasks individually, then compare answers in pairs before checking as a class. This supports both independent and collaborative learning.

Extension

- Ask students to create 2–3 original sentences using the new vocabulary (e.g., “*Transparency in government decisions increases public trust*”).
- Organize a short discussion: “Which of these values is most important in your community/university? Why?” to link terms with real-life contexts.
- For advanced groups, assign a short debate or role-play where students must use at least five of the vocabulary words naturally in their arguments (e.g., a school council meeting discussing fairness and accountability).

A.III. Listening

Video: “How Do We Achieve Justice?”

<https://www.youtube.com/watch?v=YtfZEbA2T-A&t=92s>

Pre-listening: Students brainstorm what justice means, give short examples, predict what the video will say, and teacher records key words on the board.

While-listening: Students listen with the guiding question “What personal habits or choices help promote justice?” and take brief notes.

Post-listening: Students share answers in pairs, then in class, and teacher summarizes key habits linked to brainstormed ideas.



3. MCQ explanation

1. Correct Answer: C) Justice

➡ The text says the video explores the concept of *justice* and how to uphold it in daily life.

2. Correct Answer: B) Act without prejudice and think for ourselves

➡ Linda Popov stresses acting fairly, without bias, and developing independent moral judgment instead of blindly following others.

3. Correct Answer: B) Justice

➡ The passage quotes: “*Tread ye the path of justice, for this, verily, is the straight path.*”

4. Correct Answer: C) Protecting the needy and fighting racism

B. READING, GRAMMAR AND LISTENING. How is Law Different from Justice?

B. I. Reading. How is Law Different from Justice? (Part I)

1. Reading

Text: *How is Law Different from Justice? (Part I)*

Pre-reading (5–7 min)

Prompt: “What comes to mind when you hear the word *justice* in everyday life? Why do societies need both laws and justice, not just one?”

Prediction question: “What do you think the text will say about the difference and connection between law and justice?”

First Reading – Gist

Task: Skim the text and identify the main idea: how law and justice are related but not identical.

Second Reading – Detail

Focus: Answer questions about the distinction between law (rules enforced by authority) and justice (fairness, morality, equality), and how they complement each other.

Follow-up: Language Focus

Highlight key terms and collocations: *rule of law, fairness, impartiality, equality, enforce, morality.*

B.II. Grammar – Discourse Markers / Connectors

1. Choose one phrase from each pair to complete these sentences from an environmental science text.

Students choose the correct discourse marker from a given pair to complete sentences in an environmental science text, focusing on cause-effect and contrast.



2. Complete this description of a space mission using the following discourse markers.

Students complete a short description of a space mission by inserting appropriate discourse markers to show cause, addition, and contrast.

3. Rewrite the sentences by adding appropriate discourse markers (connectors) to show contrast, addition, cause-effect, or emphasis.

Students rewrite sentences by adding discourse markers from a provided list to demonstrate addition, contrast, cause-effect, or emphasis.

4. Exercise: Complete the text with ONE word derived from the word in brackets. Read the passage below and complete each gap with ONE word derived from the word in brackets. The missing words are either discourse markers (connectors) or judicial verbs.

Students fill gaps in a passage with one derived word (discourse marker or judicial verb) formed from the word in brackets to practice word formation in context.

B III. Listening

“Watch ‘*Understanding Equality and Justice in Everyday Life*’ and choose the one correct answer for each question.”

“Watch ‘*Unique’s Story*’ and explain how her teacher helps her change over time.”

“Watch ‘*What is Social Justice?*’ and identify the discourse markers by selecting the correct option (A, B, C, or D).”

C. Speaking

C.I. Teacher’s guidelines for speech patterns

Task: Students will first warm up by discussing the meaning of fairness and justice in everyday life. They will then work in pairs to match idioms with their correct definitions and practice using them in short explanations. Next, students will prepare structured speaking answers, sharing personal examples and interpreting fairness-related quotes. Afterward, they will record a short speech titled “*My Motto is: Acting Fairly in Everyday Life*”, applying idiomatic expressions and ideas from the lesson. Finally, students will provide peer feedback, focusing on clarity, structure, use of idioms, and confident delivery.

D. Writing

Short Action Plan on Academic Misconduct

- Students write a structured action plan (approx. 300 words) evaluating the fairness of the punishment in the case study about cheating in a university quiz.



- The plan must include three sections: Introduction, Main Analysis (comparing at least two perspectives), and Conclusion with one recommendation for future practice.
- Students are required to use at least two contrast connectors (e.g., however, although, whereas, yet) and at least three topic-specific terms (e.g., disqualification, participation, fairness, academic integrity).
- They should integrate discourse markers of cause, contrast, addition, and time to organize arguments logically.
- Students share a short (1–2 sentence) highlight of their action plan in class to encourage reflection and oral communication.

Sample Student Answer – Action Plan

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

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

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

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

Finally, I would make sure that students actively participate in university decision-making. Giving student representatives seats at faculty councils and allowing them to vote on key initiatives would ensure fairness and accountability. In this way, the university would become a place where everyone feels respected, supported, and fully involved in shaping its future.



MAIN ASSIGNMENT

Public Awareness Campaign

Students work in small groups (3–5) to design a campaign in the form of a poster and a social media post for the university-wide “Rule of Law Day.”

Campaign must:

- show why following fair rules matters in different contexts (university, online, community),
- explain the difference between rules and laws, and why justice needs both,
- encourage responsible behavior using inclusive, empowering language.

Roles within groups: Public Communicator, Mediator, Lawyer (students choose).

Language requirements: at least three discourse markers for contrast/addition/cause-effect and one example of inclusive language (e.g., together we can...).

REFLECTION/DISCUSSION

Prompts:

- “How did your campaign highlight the importance of fair rules in everyday life?”
- “What was the biggest challenge in balancing legal accuracy, fairness, and inclusivity?”
- “How did different roles (Communicator, Mediator, Lawyer) contribute to your final output?”

ASSESSMENT SUGGESTIONS

- Campaign products (50%) – clarity of message, creativity, use of real-life examples, visual/language effectiveness.
- Written script or message plan (30%) – logical structure, correct grammar, integration of discourse markers and key vocabulary.
- Participation (20%) – teamwork, role fulfillment, engagement in group discussions and debate.

TEACHING TIPS

- Provide scaffolding materials (language handouts, case examples, templates).
- Model examples of effective posters/social media messages before students create their own.
- Encourage groups to assign clear responsibilities and rotate roles if needed.
- Remind students to use respectful, persuasive English that reflects democratic values.
- Optionally, arrange a gallery walk or digital showcase where students present and vote on the most impactful campaign.



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 language-based 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.



A. READING, VOCABULARY AND LISTENING: A language conundrum

A.I. Reading

A I. Reading – Elena’s Market Encounter

1. Pre-reading Discussion

Task prompt:

- What challenges might international students face when communicating in a market abroad?
- How can language barriers influence feelings of inclusion or exclusion in everyday exchanges?

Teacher guidance

- Keep the warm-up short (5–7 minutes) and inclusive. Ask for *general* experiences, not personal frustrations.
- Elicit both linguistic and cultural issues: accent, speed, tone, politeness, gestures, unfamiliar currency.
- If the class is hesitant, give examples yourself (e.g., “A tourist tries to buy fruit but the vendor speaks too fast”).
- Highlight that misunderstandings can be emotional as well as practical.
- Write on the board two columns: *language-related* / *culture-related* and collect quick ideas.

Follow-up questions

- What helps you feel included when you speak a new language?
- What might make you feel excluded even when others mean well?

2. First Reading – General Understanding

Objective:

Students identify the overall theme (communication barriers and politeness norms) and the main conflict.

Procedure

Ask students to skim the text silently for 2–3 minutes. Provide guiding questions:

- Who is Elena and what is she trying to do?
- What goes wrong?
- How does she feel at the end?

Conduct brief whole-class feedback and note key ideas on the board:

Problem = language barrier and politeness mismatch

Emotion = embarrassment + exclusion

Lesson = importance of empathy and pragmatic awareness.

3. Second Reading – Detailed Comprehension



Objective:

Students locate evidence of communication breakdown and cultural misunderstanding.

Procedure

Ask students to reread and underline:

- words showing Elena's emotions (e.g., *nervous, embarrassed, frustrated*)
- moments when help is offered
- examples of direct vs indirect language
- something to which they can relate

Pairs compare notes and discuss whether the helper's intervention was helpful or disempowering.

Collect examples of modal verbs (*could, might, would*) and hedging (*maybe, perhaps*).

Language focus (optional)

Elicit examples of hedging from the story and analyse pragmatic function.

Contrast direct vs indirect requests: "Give me ..." → "I was wondering if you could ...".

Note that in some cultures "directness=honesty"; in others it "directness=impoliteness"

4. Post-reading Discussion – Do / Say / Reflect Framework

Stage	Task	Teacher Notes
Do	Identify concrete problems Elena faced.	Encourage specific examples (speed, accent, code-switching).
Say	Summarise the main issue in one sentence.	Model: "Elena felt excluded because her attempt to speak Greek was replaced by English."
Reflect 1	Discuss emotions caused by switching languages.	Link to sense of identity and inclusion.
Reflect 2	Compare direct vs indirect politeness across cultures.	Use mini-survey: "Who here prefers directness?"
Reflect 3	Examine role of modal verbs and hedging in showing politeness.	Write examples on the board; elicit tone differences.

Classroom tips

- Model 2–3 hedging phrases orally ("Maybe you could ...", "Perhaps ...").
- Praise risk-taking when students share experiences.



- Reassure that mistakes are part of intercultural learning.

5. MCQ Explanation

- B – Elena is from Bulgaria.
- C – She was buying apples and oranges.
- C – She spoke Greek.
- B – She struggled to follow the vendor's fast speech.
- B – A local translated in English.
- A – She was grateful yet excluded.
- B – Her culture values softened requests.
- B – Hedging reduces bluntness.
- B – “*Do you mind if ...*” = indirect request
- C – Effective communication needs cultural awareness, not just grammar.

6. True/False Task Explanation

- 1 F – She's from Bulgaria, not Cyprus.
- 2 T – She was at the market buying fruit.
- 3 F – Vendor spoke *fast*, not slowly.
- 4 T – A customer helped in English.
- 5 F – She felt uncomfortable.
- 6 T – Her culture avoids bluntness.
- 7 F – Hedging *softens*, not strengthens, language.
- 8 T – “*I see your point, but...*” is polite disagreement.
- 9 F – Grammar alone ≠ communication.
- 10 T – Cultural sensitivity is central.

Lock I

Explanation (Answer 8974)

- 8 = *Politeness is culture-specific.*
 - 9 = *Misunderstanding when indirectness differs.*
 - 7 = *Empathy prevents conflict.*
 - 4 = *Positive politeness = inclusive language.*
- Use as a short formative quiz; let groups justify each digit.

A II. Vocabulary

1. Matching Activity

Objective: Clarify ten key terms: *politeness, hedging, indirect request, modal verbs, language barrier, cultural norms, directness, inclusion, misunderstanding, intercultural communication.*

Procedure



- Pre-teach through elicitation: ask for real-life examples.
- Students match individually; then check in pairs.
- Clarify easily confused terms (*directness vs politeness*).
- Invite examples from learners' L1 contexts.

2. Gap-fill Activity

Objective: Consolidate vocabulary in context.

Answers: *politeness / hedging / indirect request / modal verbs / cultural norms / misunderstanding / directness / inclusion / language barrier / politeness*

Extension: Ask students to underline hedging words in their own speech during later speaking tasks.

3. Teaching Notes

- Reinforce through short role-plays (*"How would you ask for help politely?"*).
- Use concept-checking questions (CCQs):
"Is hedging making your idea stronger or softer?" → softer.
- For multilingual classes, compare equivalents in other languages.

A III. Listening

When Cultures Collide

1. Pre-listening Discussion

- Ask: *"Why might directness be valued in some cultures but rude in others?"*
- Collect examples on the board: USA = clarity; Japan = harmony
- Predict vocabulary: *conflict, tone, empathy, misunderstanding*

2. While-listening

- **Task:** Students listen once for gist, then a second time for detail.
- **Focus:** Identify politeness strategies (modal verbs, hedging, soft disagreement).

Teacher notes

- Pause after each example of a politeness phrase.
- Encourage note-taking in two columns: "Direct style / Indirect style."

3. Post-listening Discussion (Do-Say-Reflect)

Do - Identify examples of politeness and conflict mitigation.

Say - Discuss how such strategies reduce tension.

Reflect - Consider how proficiency or accent can affect perception of politeness.

4. MCQ Explanation

1 B – Conflicts arise from different communication styles.

2 A – Directness = rude in some cultures.



- 3 D – Hedging reduces tension.
- 4 B – The remark was perceived as rude.
- 5 C – Empathy and patience resolve conflict.

Lock II

Explanation (Answer 6597)

- 6 = Literal vs implied meaning misread.
 - 5 = Turn-taking norms differ.
 - 9 = Reflect before judging silence.
 - 7 = Intercultural competence = empathy + adaptation.
- Use to reinforce listening comprehension and intercultural concepts.

Section B: Reading, Grammar and Listening

B I. Reading

Daryna's Intercultural Journey

1. Pre-reading

- Ask: "How is disagreement shown politely in your culture?"
- Predict difficulties Daryna might face when studying abroad.
- Clarify key terms: *hedging*, *indirectness*, *turn-taking*.

2. While-reading

Objective: Notice linguistic strategies of politeness.

Procedure

- Students read individually; highlight modal verbs and hedging.
- In pairs, list one example of each.
- Teacher monitors and notes strong examples for board feedback.

3. Post-reading Discussion – Do / Say / Reflect

Do - Identify polite language in Daryna's interactions.

Say - Explain how these expressions improved communication.

Reflect - How would you adapt your style in a foreign context?

Teacher tip: Encourage empathy. For instance, you may ask students: "*Imagine being Daryna. What emotions appear in each scene?*"

4. MCQ Explanation

- 1 B – Mixed excitement + nervousness.
- 2 C – Emotional intelligence is required.
- 3 B – Students speak freely and challenge professors.
- 4 B – She saw disagreement as impolite.
- 5 B – Used polite, indirect expression.



- 6 C – Encouraging response built confidence.
- 7 C – Asked for clarification politely.
- 8 B – Hedging + modals soften opinions.
- 9 A – Non-verbal grammar (e.g. eye contact).
- 10 C – Intercultural competence = empathy + flexibility.

5. Follow-up Task

- Students list 3 phrases they would use to politely disagree.
- Role-play a short disagreement using them.
- Debrief: which phrases sounded natural?

B II. Grammar

Modality and Politeness

1. Gap-fill Exercise Explanation

- Review meaning of modals: obligation (*should*), possibility (*might*), necessity (*need to*).
- Go through answers collectively, explaining why each form fits.
- Highlight pragmatic difference between *must* (strong) and *ought to* (soft).

Answer Key: *could potentially / might / should or ought to / is likely to / need to / should not / potentially / likelihood / may have been / ought to or should*

Extension:

- Ask students to rewrite two sentences with softer or stronger tone.
- Ask students to create short dialogues in pairs using softer or stronger tone.

2. Politeness Transformations

The teacher may engage students in the following:

- Review structure “*I was wondering if + could ...*”.
- Model intonation patterns for polite requests.
- Elicit alternatives and discuss register (formal / neutral).

Key Answers: (as in unit) - Ensure students use full sentences.

Teaching tip: Have pairs read aloud and peer-evaluate tone using 1–5 politeness scale.

3. Word-formation Exercise

Focus: Derivational morphology to expand vocabulary.

Answers: *misunderstandings / heritage / confusion / offensive / difficulties / different / frustration / awareness / patience / communication*

Follow-up: Ask learners to choose 3 words and create sentences connected to their own experience.



Lock III

Explanation (Answer 4312)

4 = Direct feedback → “clearly points out errors.”

3 = Indirect request → “hint at what should be done.”

1 = Listening actively → “show understanding.”

2 = Clarifying questions → “confirm understanding.”

Use as quick recap of communication strategies.

B.III. Listening

1. Pre-listening

- Ask: “How can gestures differ across cultures?” Show quick examples.
- Predict topics of short video “Intercultural Communication.”
- Encourage attention to tone and non-verbal signals.

2. While-listening

- Play once for gist → students write main idea.
- Play again → match Column A/B activity.
- Stop after each two items for checking.

Answer Key: 1 B / 2 H / 3 I / 4 D / 5 C / 6 E / 7 A / 8 F / 9 G / 10 J

3. Listening 2 – “An International Fair on Campus”

Before: Ask students to guess what may go wrong at such events.

After 1st listening: Confirm guesses.

After 2nd listening: Answer comprehension questions → highlight role of clarifying and empathy.

Teacher tip: Encourage learners to describe feelings of both speakers.

4. Listening 3 – “Avoiding Misunderstandings at an International Conference”

- **While listening:** Students identify strategies (clarifying questions, paraphrasing, modals).
- **After:** Discuss how these prevent conflict.

MCQ Explanation

1 b – Conference volunteering.

2 a – Didn’t understand question.

3 b – Asked for clarification.

4 b – Used polite paraphrase.

5 c – Soft language with modals.



- 6 b – Used “could.”
- 7 b – Paraphrasing checks understanding.
- 8 c – Communication smoother.
- 9 c – Small strategies build respect.
- 10 d – Avoiding eye contact was *not* a strategy.

C. Speaking

C I. Preparation

- Review useful phrases for politeness, hedging, and turn-taking before role-play.
- Emphasise active listening and empathy.
- Arrange students in groups of 3 – roles rotate.

Scenario 1 – Market Interaction

Objective: Analyse breakdown and repair strategies.

Procedure

- Assign roles (buyer, vendor, helper).
- First round: act naturally → note problems.
- Second round: replay using modals and hedging (“*Would you mind slowing down a bit?*”).
- Observers record examples of effective language.
- Debrief using Do-Say-Reflect.

Scenario 2 – Dormitory Conflict

- Students role-play two roommates and a mediator.
- Practise polite disagreement: “I understand, but might I suggest ...”.
- Discuss how tone can change interpretation.
- Mediator summarises and proposes compromise.

Follow-up discussion: What cultural values were evident?

Scenario 3 – Group Project Discussion

- Emphasise teamwork and negotiation.
- Students use indirect language to propose changes.
- Debrief on communication styles and inclusion.

Teacher feedback focus:

- Use of modal verbs and softeners.
- Respectful turn-taking.
- Evidence of empathy in tone and wording.

Classroom Management Tips

- Encourage rotating roles for empathy-building.



- Record sample interactions for later analysis.
- Provide “useful language” handout for reference.

Lock IV

Explanation (Answer 2413)

2 = Active listening (B).

4 = Indirect communication (D).

1 = Clarifying questions (A).

3 = Polite disagreement (C).

Use the quiz to close the speaking section. Ask groups to match and explain.

D. Writing

Reflective Essay – Intercultural Communication and Conflict Resolution

Task objective: Analyse and reflect on intercultural communication problems and pragmatic strategies for resolution.

1. Pre-writing

- Students share in class personal experiences related to the topic
- Brainstorm possible contexts (market, dormitory, classroom).
- Discuss components: description, analysis, reflection, conclusion.
- Review useful phrases: *I realized that...*, *Perhaps it would have been better if...*
- Students ask questions and clarifications are provided

2. Writing Guidance

Part	Content	Teacher Tips
Introduction	Describe setting and participants.	Remind students to stay concise (60–80 words).
Body	Explain misunderstanding and analyse causes.	Encourage linking to politeness strategies and cultural norms.
Reflection	Evaluate emotions and lessons learned.	Model phrases expressing empathy and growth.
Conclusion	Summarise importance of awareness.	Check for logical closure and relevance to unit themes.

3. Post-writing / Feedback

- Use peer review: check tone, structure, language of politeness.
- Encourage comments on how effectively empathy and inclusion are expressed.



- For formative assessment, highlight pragmatic accuracy (use of modals, hedging).

Optional Extension

- Students draft a short email showing polite disagreement or request.
- Peer correct for tone and clarity.

Assessment focus:

Use of language strategies, reflective insight, grammatical control, structure

Section E: Additional notes and Assessment

Integrating empathy and reflection

- Begin or end sessions with short reflections (*“What did I learn about myself today?” “What did I discover about the world through today’s discussion?”*).
- Reinforce democratic values - openness, respect, responsibility.

Supporting weaker learners

- Provide sentence starters for hedging (*“I was thinking that maybe...”*).
- Allow L1 comparison when clarifying politeness concepts.

Extending stronger learners

- Ask for short oral summaries connecting grammar to cultural values.
- Introduce research snippets on politeness theories (Brown & Levinson, Hofstede).

Assessment suggestions

- Use a rubric based on three dimensions:
 - Language Accuracy
 - Pragmatic Awareness
 - Intercultural Reflection
- Encourage self- and peer-assessment after role-plays and writing.

Multimedia integration

- Play short clips from real intercultural encounters.
- Discuss how tone, gesture, and pacing convey meaning.

Emotional safety and classroom climate

- Acknowledge that cultural discussions can be personal.
- Establish respect guidelines early: “Describe, don’t judge.”

Connection to unit outcomes

- Revisit intended outcomes regularly (knowledge, skills, attitudes, values).
- Ask students to self-evaluate progress at the end of the unit.



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.

A. READING, VOCABULARY AND LISTENING

A.I. Reading. Speaking as Civic Engagement

Pre-reading

Class discussion (5–7 min): Ask students if they have ever spoken in public to support an idea or change and what comes to mind when they hear the word *advocacy*. Guide them to reflect on why public speaking might be important in a democratic society. Collect a few short answers and note key ideas on the board (e.g., persuasion, fairness, participation, social change).

First Reading

Aim: To understand the general idea of the text and identify the author's main purpose.

Tasks: Students skim the text and answer: *What is the connection between public speaking and civic engagement? Why is advocacy central to democracy?*



Feedback: Whole-class sharing. Highlight that the text links public speaking with advocacy, civic agency, and the ability to create social change.

Second Reading

Aim: To analyze details and examples of how civic engagement is expressed through public speaking.

Tasks: Students reread and discuss in pairs/small groups:

- What does Danielle Allen mean by civic agency?
- What are the three core tasks of civic agency (deliberation, frame shifting, fair fighting)?
- How does personal involvement influence communication style?
- Why is identifying a clear goal essential for advocacy?

Teacher summarizes answers and connects them to historical and modern examples mentioned in the text.

Post-reading

Activities:

- Group debate: *Which civic task (deliberation, frame shifting, or fair fighting) is most effective in today's world? Why?*
- Short reflective writing: *What cause would you "speak up" for in your school or community, and why?*

Language focus

Practice discourse markers for persuasion and structuring arguments: *first, moreover, however, therefore, in conclusion.*

Highlight key collocations: *civic engagement, public advocacy, frame shifting, fair fighting, collective action.*

Encourage use of persuasive phrases: *I believe that..., It is essential to..., One could argue that...*

A.II. Vocabulary

1. Match the key terms with their definitions

Students first match key civic communication terms with their definitions to build conceptual clarity, and then complete a gap-fill activity using context to apply advanced terms in meaningful sentences. These tasks reinforce both recognition and practical use of academic and civic-related vocabulary.

Extension

Ask students to create two original sentences using any of the new terms, one in the context of public speaking and one in the context of civic life (e.g., social media, school debates, community issues). This will encourage active transfer of vocabulary into personal and real-world contexts.

A.III. Listening

Pre-listening Discussion

- Task: Answer questions about past public speaking experiences, feelings, and what makes a confident speaker.



- Teacher: Encourage brief sharing, highlight common feelings, and link to the video topic.

While-listening

- Video: “Be a More Confident Public Speaker” (YouTube, 4:38).
- Task: Note three main strategies for reducing anxiety and any physical/psychological tips.
- Teacher: Play once for gist, again for notes; collect strategies on the board.

Post-listening Reflection

- Task: Discuss which strategy would help most and add personal tips.
- Teacher: Pair/group talk, then short class sharing to apply tips to future presentations.

B. READING, GRAMMAR AND LISTENING: civil discourse

B. I. Reading

Text: Civil Discourse

Pre-reading (5–7 min)

Prompt: “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’? Why might respectful discussion be important in a democracy?”

Prediction question: “What principles and challenges of civil discourse do you think the text will describe?”

First Reading – Gist

Task: Read the text quickly and answer the question: *What is this text mainly about?* (Choose: 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).

Second Reading – Detail

Focus: Identify and explain the key values of civil discourse (self-awareness, active listening, openness), and the main challenges (epistemic injustice, intolerance, censorship, misinformation).

Follow-up: 10-item multiple-choice quiz (answer key provided) to check understanding of key concepts, values, and challenges of civil discourse.

Language Focus

Highlight and practice vocabulary and discourse markers from the text (e.g., *in contrast, as a core part of, in reality, especially, while, however, as seen in, for example*). Encourage students to use these connectors when discussing or writing about civic communication.



B.II. Grammar

Discourse Markers / Connectors

Result and time connectors

Result connectors: *so, therefore, etc.*

Time connectors: *then, afterwards, etc.*

Listing connectors *first (or firstly), second (or secondly), in brief, in conclusion, in short, in summary, to conclude, to summarize*

1. **Add one group of connectors (not necessarily in this order) to each of these paragraphs (adapted from a magazine article).** Students practice adding a group of discourse markers to improve coherence in paragraphs.
2. **Complete this description of a space mission using the following discourse markers.** Students practice completing a text by selecting the correct discourse markers to show logical relationships.
3. **Write one of these connectors, or no connector, where appropriate, at the beginning of each of these sentences (adapted from a textbook).** Students practice deciding whether to use a connector or leave a sentence without one to ensure clarity.
4. **Insert the Correct Discourse Marker Task.** Students practice inserting the most appropriate discourse marker into sentences to express meaning accurately.

B.III. Listening

Video 1: Presenting and Public Speaking Tips

- **Pre-listening Discussion.** Students discuss their own presentation experiences to activate prior knowledge and reflect on what makes a presentation effective.
- **While-listening Task.** While-listening: 10 MCQs (answer key provided).
- **Post-listening Task.** In pairs or small groups, discuss which public speaking tip from the video you found most useful, explain why, and share how you could apply it in your next presentation; then present one idea to the class.

2.Video 2 “Presenting and Public Speaking Tips”, and answer to the following questions. Only one answer is correct.

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

Task: Watch the video “Presenting and Public Speaking Tips” and choose the single correct answer for each comprehension question.

Focus / Criteria: Ensure students recall and apply key presentation principles (structure, engagement, visuals, delivery) as demonstrated in the video.



3. Watch the video about “BEST Ways to Improve Your Speaking Skills as a Leader” and say Why might it be harder to speak as a leader than in a regular conversation or classroom setting?

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

Sample Answer:

Speaking as a leader is harder than speaking in a regular classroom or conversation because leaders must **inspire trust, vision, and authority**, not just share information. Unlike casual talks, leadership speech carries **higher stakes** – you represent a group or organization, so your words can influence decisions, morale, and reputation. Also, leaders often address **diverse audiences** with conflicting needs, so they must balance clarity, empathy, and conviction. In a classroom, you may only need to teach or explain; as a leader, you must persuade, motivate, and sometimes guide through uncertainty.

C. Speaking

C.I.

Preparatory Task

- Warm-up: *Think–Pair–Share* on youth participation in debates and decision-making (students reflect individually, then share in pairs/groups).
- Matching idioms activity: connect phrases (e.g., *speak your mind*, *raise your voice*) to their communicative functions.
- Group brainstorm: “5 features of a strong public argument” – students generate and explain criteria for persuasive speaking.
- Language focus: sentence starters for structuring short speeches (opinion, example, conclusion).

Main Speaking Task

- Individual recording: “*The Power of Youth Voice in Today’s World*” – students speak for 2 minutes focusing on 1–2 strong ideas, with examples, idioms, and confidence in delivery.

Follow-up / Reflection

- Peer feedback: Did the speaker use idioms and structured phrases? Was the speech clear, confident, and persuasive?
- Whole-class sharing: Highlight impactful arguments and phrases; encourage students to identify the role of youth voice in real contexts.

C.II. Recording – Based on all the materials examined, speak for 2 minutes and record yourself on the topic: “*The Power of Youth Voice in Today’s World*”

The speech is about **220 words / ~2 minutes** at a natural speaking pace. Students should be encouraged to **adapt it with their own examples** (e.g., school experiences, community projects, or role models they admire) so that their recordings sound authentic.



D. Writing

- 300-word persuasive speech on the case study of AI-detection in higher education.
- Must include at least two contrast connectors and three topic-specific terms (fairness, integrity, privacy, accountability, academic integrity).
- Provide one rebuttal to the opposing view and one clear recommendation or reflection.

Main Assignment – Civic Debate Forum Speech

Individual students prepare and deliver a 2–3 min persuasive speech on a real-life civic responsibility issue.

Must include:

- a clear stance supported by civic values and democratic principles,
- at least one counterargument with rebuttal,
- rhetorical strategies (ethos, pathos, logos) and appropriate discourse markers.

Written draft (max 1 page) to accompany oral performance.

Reflection/Discussion

Prompts:

- “What rhetorical strategies (ethos, pathos, logos) were most effective in your speech?”
- “How did acknowledging counterarguments strengthen your position?”
- “What feedback from peers helped you refine your delivery?”

Assessment Suggestions

Oral performance (50%) – clarity, persuasiveness, structure, use of rhetorical devices.

Written draft (30%) – logical organization, grammar accuracy, integration of connectors and key vocabulary.

Participation (20%) – preparation, rehearsal, peer review, and role fulfillment (speaker, moderator, analyst).

Teaching Tips

Model short persuasive speeches before students prepare their own.

Provide scaffolding (templates, key phrases, rhetorical devices list).

Emphasize respectful debate norms and constructive peer feedback.

Encourage recording/rehearsal for self-assessment and confidence building.