

# ENLACED COURSE

**Answer key with  
explanations and  
transcripts**



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## Unit 1

# Speak Freely: Freedom of Speech and its Limits

### Backstory

You are part of *FreeVoice*, a pan-European youth media initiative where students produce podcasts about democratic values. A viral case has emerged in **Novaland**: a student was suspended for posting controversial opinions online. The school insists it was hate speech; the student claims it was protected free speech. Your task is to investigate the boundaries of freedom of speech, create media outputs, and reflect on where rights end and responsibilities begin. At the end, you will have to create a 5–8-minute podcast about the limits of free speech.

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

#### A.I. Reading

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

1. C (The text says U.S. law only excludes speech that directly incites violence, makes threats, or is obscene.)
2. B (European restrictions were influenced by the dangerous propaganda that caused major harm in the 20th century.)
3. B (Social media companies act as “gatekeepers,” deleting posts, banning users, and moderating online speech.)
4. B (Marco was suspended for posting controversial opinions about immigration.)
5. B (Supporters argued the punishment was censorship and violated free expression.)
6. C (The text explains that completely unrestricted speech can fuel division, discrimination, and even violence.)
7. C (The central dilemma in the text is how to balance free expression with protecting individuals and communities from harm.)
8. B (Social media platforms have the power to remove content and ban users, giving them major influence over public discourse.)
9. B (Advocates of absolute free speech fear restrictions could be misused by authorities to silence critics.)
10. B (A major challenge highlighted in the text is deciding who controls public discourse in the digital era.)

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



1. F (The text says the U.S. protects almost all speech, even if it is “offensive or shocking.” Only incitement, threats, and obscenity are not protected.)
2. T (The text says Europe balances freedom of expression with “dignity, equality, and protection from discrimination,” and many countries criminalize hate speech.)
3. F (The text clearly states that platforms ban users, delete posts, and block videos as part of their “community standards.”)
4. F (The case is about a student suspended for controversial posts on immigration, not religion.)
5. T (The text says supporters of restrictions believe that unchecked speech can lead to division, discrimination, and even violence.)
6. T (Text mentions that schools like Marco’s and social media platforms can limit posts to protect individuals and communities.)
7. T (The text contrasts the U.S. approach with the European one, showing that culture and history shape laws and attitudes.)
8. T (The text states that the European Court of Human Rights has repeatedly ruled that freedom of expression must be balanced with these rights.)
9. F (The text never says this. It presents a dilemma, not an endorsement of “speech without responsibility.”)
10. T (The text describes platforms like Facebook, YouTube, and TikTok as “gatekeepers” controlling what content is visible or banned.)

## A.II. Vocabulary

### A.II.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

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

1. defamation
2. freedom of expression
3. civil discourse
4. moderation
5. censorship
6. hate speech



- 7. satire
- 8. accountability
- 9. democratic values
- 10. digital platforms

## Lock I

Correct code: 7 9 5 4

### A.III. Listening

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

#### **Should Hate Speech Be Protected as Free Speech? (Script)**

Ah, free speech — that idea everyone swears they believe in... right up until they hear something that makes their blood boil. Today, we're diving into the heated debates surrounding freedom of speech on college campuses.

Back in 2017, the topic exploded in the headlines. White nationalist rallies and the so-called "free speech movement" dominated public attention, and universities — especially places like UC Berkeley became ground zero for these clashes. The story was almost always the same: a controversial speaker was invited, protests erupted, events got shut down, and sometimes things even turned violent. This sparked a sharp divide between two camps — those who think campuses should restrict hateful or harmful rhetoric, and those who insist that everyone, no matter how extreme their views, deserves the right to speak.

So, what does *free speech* actually mean in a university setting?

Let's start with the basics. The First Amendment of the U.S. Constitution protects your right to express yourself — meaning the government can't arrest or punish you just for speaking your mind. You can criticize politicians, big corporations, coffee without caffeine, or even Florida — and the law's on your side.

The Founding Fathers saw this as essential for democracy. Without free speech, movements for civil rights, women's suffrage, or LGBTQ+ equality couldn't have happened. But remember — this protection only applies to government actions and institutions funded by taxpayers. That includes public universities.

Private organizations, on the other hand, make their own rules. A company like ESPN, for instance, can fire someone for breaking internal policies, and the NFL can set rules about player conduct — though no one would be *arrested* for breaking those same rules.



Of course, there are boundaries. Certain forms of speech aren't protected — like blackmail, threats, incitement to violence, perjury, or copyright violations. The real tension on campuses often centers on *hate speech*. Many students believe universities shouldn't give platforms to people spreading racism or bigotry:

"Racism and hate have no place here. We shouldn't legitimize people who preach division."

That's a fair sentiment — but here's the catch: in the U.S., hate speech is usually still protected by law. As long as it doesn't directly and intentionally provoke violence, it's legal. So, yes — a person can make racist or offensive remarks, and it's reprehensible, but not illegal. It only crosses the line when speech intentionally incites a crowd to commit a crime — like yelling, "Attack that person!" and someone actually does.

It's easy to despise hate speech — it's cruel and damaging — but think about the alternative. Do we really want the government deciding which opinions count as "hateful"? A president could label a parody video or a comedy sketch as "hate speech" and use that to silence criticism. Without the freedom to mock those in power, would America even *be* America?

Now, back to campuses. Public universities, like UC Berkeley, can't deny speakers just because of their viewpoints — no matter how extreme. When Auburn University tried to block white nationalist Richard Spencer from speaking, a federal judge ruled that doing so violated his First Amendment rights.

But the issue gets tricky when safety and security come into play. For example, UC Berkeley spent around \$600,000 to ensure a conservative speaker, Ben Shapiro, could safely appear on campus. That raises big questions: can universities cancel events by citing safety threats? And who should cover the costs — the school, the speaker, or both?

Free speech advocates argue that universities must go to great lengths to protect the right to speak, even for people they disagree with. One of the most vocal defenders, Berkeley economist Robert Reich, often reminds his students:

"The best way to strengthen your ideas is to engage with people who challenge them. A university should be the very place where tough conversations happen."

So, where do we draw the line? Should administrators get to decide what's too offensive? If one campus bans a far-right speaker, could another ban a progressive one like Hillary Clinton or Colin Kaepernick? Censorship can swing both ways.

So, what do *you* think? How should universities navigate the balance between free speech and campus safety?



1. B (The entire audio focuses on debates around freedom of speech on college campuses, controversial speakers, and the tension between protecting expression and ensuring safety.)
2. C (The audio states that hate speech is generally protected in the U.S., unless it “intentionally provokes violence” or breaks other specific legal limits.)
3. A (The audio mentions that UC Berkeley spent around \$600,000 to ensure Ben Shapiro could safely appear on campus, highlighting the logistical and financial challenges.)
4. B (The audio warns that broad restrictions could allow authorities, like a president, to label criticism or satire as “hate speech,” undermining free expression.)
5. C (The audio refers to U.S. law protecting speech unless it “intentionally incites violence,” which is known as the incitement standard in First Amendment law.)

#### **A.III.4. Answer the following questions (suggested answers).**

1. Speech loses protection when it directly and intentionally provokes violence or constitutes threats, blackmail, perjury, or copyright violations.
2. True. Text evidence: “In the U.S., hate speech is usually still protected by law
3. Speech is unprotected if it intentionally incites a crowd to commit a crime
4. The government could silence criticism.
5. No. Only hate speech that directly and intentionally incites violence or a crowd to commit a crime is not protected.

### **Lock II**

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

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

Answer: D B A C

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

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

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

1. B (The text repeatedly references the First Amendment as protecting freedom of speech in the U.S., which is the core framework for evaluating AI-generated speech.)
2. C (Scholars argue that humans design AI, give instructions, and make creative choices, so AI output reflects human speech and should be protected.)
3. A (The text mentions that AI can flood the internet with messages, making it harder to determine truth or monitor harm.)



4. C (The text explains that Germany and France mandate platforms remove illegal content quickly, whereas the U.S. is more cautious.)
5. B (The text raises questions about whether programmers, platforms, or users are responsible for AI-generated harmful speech.)
6. C (The text lists direct threats, certain frauds, and instructions for crimes as unprotected under U.S. law.)
7. D (The text notes that AI could generate lies, deepfakes, or hate speech at a scale beyond human capability.)
8. B (The text emphasizes that technology forces society to rethink traditional definitions of speech.)
9. C (The text highlights that AI has no feelings, personal responsibility, or understanding, unlike humans.)
10. C (The text concludes that the goal is to protect discussion while limiting serious harm from AI-generated content.)

## B.II. Grammar

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

1. argued
2. claimed
3. however
4. poses
5. while
6. stated
7. nevertheless
8. although
9. yet
10. even though

### B.II.2. Rewrite the bold part of each sentence so that the meaning stays the same. Keep the new sentence between *three and eight words* for the transformed section. Pay attention to verb tense, reported speech, and contrast connectors (suggested answers).

1. over-moderation could suppress democratic debate / over-moderation of platforms 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

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

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

### **Lock III**

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

### **B.III. Listening**

**B.III.2. Listen to the audio “What is Freedom of Speech?”, and answer the following questions. Only one answer is correct.**

#### **What is Freedom of Speech? (Script)**

Freedom of speech refers to a person’s right to communicate their ideas, opinions, and beliefs without fear of being censored, punished, or taken to court. It is one of the essential foundations of democratic life because it makes open discussion possible, encourages the exchange of viewpoints, and allows people to question authorities and established norms.

The concept has its roots in Enlightenment thinkers such as Voltaire and John Milton, who argued that free expression is crucial for truth-seeking and human advancement. In more recent history, documents like the First Amendment of the U.S. Constitution and the



Universal Declaration of Human Rights have formally recognized freedom of speech as a basic human right, highlighting its importance for democracy and individual freedom.

Several key principles support the functioning of free speech. One of them is the right to criticize those in power, which enables citizens to hold governments and institutions accountable through public debate, protest, and journalistic work. Another principle is protection from prior restraint, meaning authorities cannot suppress speech or publications before they occur, which helps maintain an open flow of information. A third feature is the protection of diverse and even unpopular viewpoints, acknowledging that social progress often begins with challenging dominant perspectives.

Examples of free speech in action include journalists investigating and reporting on government wrongdoing without fear of punishment. Exposing corruption or abuses of power is a direct expression of this right. Likewise, individuals who take part in peaceful demonstrations or public rallies—such as campaigns for civil rights or environmental causes—exercise freedom of speech by voicing their demands for change.

The advantages of protecting free expression are significant. It encourages innovation and progress by allowing ideas to circulate freely and be debated. It also limits the misuse of power, giving citizens a tool to challenge unfair practices or policies. Beyond that, free speech supports personal development and self-expression by giving people space to share their viewpoints and enrich collective understanding.

Still, freedom of speech is not without controversy. A frequent criticism is that it can provide room for hate speech or misinformation, which may fuel conflict or harm communities. Some argue that completely unrestricted speech can threaten public safety or undermine a person's dignity, especially in cases of incitement or targeted harassment. Finding a balance between protecting free expression and safeguarding other important values—such as equality, security, and social cohesion—remains a continuing and complex task. Nonetheless, freedom of speech is a crucial element of democratic societies, requiring thoughtful management to ensure it benefits both individuals and the wider community.

1. B (The audio defines freedom of speech as the right to communicate ideas, opinions, and beliefs without fear of censorship, punishment, or legal consequences.)
2. B (The audio emphasizes that free speech enables public debate, questioning authorities, and holding governments accountable.)
3. B (The audio mentions Enlightenment thinkers Voltaire and Milton as foundational for the concept of free expression.)
4. B (The audio cites the First Amendment and the Universal Declaration of Human Rights as formal recognitions of free speech.)
5. C (Prior restraint means authorities cannot suppress speech or publications before they occur.)



6. C (The audio highlights that social progress often begins with challenging dominant perspectives.)
7. A (The audio gives examples like journalists exposing corruption or individuals participating in peaceful demonstrations.)
8. B (The audio notes that free speech encourages innovation, debate, and personal development.)
9. A (The audio mentions concerns about hate speech, misinformation, incitement, and targeted harassment.)
10. C (The audio concludes that balancing freedom of speech with equality, security, and social cohesion is complex but necessary.)

**B.III.3. Listen to the audio material “Free Speech and Its Boundaries: A Light-Hearted Guide”. Identify the key limits on free speech.**

**Free Speech and Its Boundaries: A Light-Hearted Guide  
(Script)**

Freedom of speech is a wonderful thing. It allows us to express our ideas, argue with our friends, and loudly claim that pineapple absolutely *does* belong on pizza—even if everyone around us violently disagrees. But like all great things in life—chocolate, sunshine, or free Wi-Fi—freedom of speech also comes with limits. And honestly, those limits exist for a very good reason.

Let’s start with the first big limit: you can’t use freedom of speech to encourage violence or dangerous behaviour. Imagine your friend is afraid of heights, and you drag them up to the rooftop of a tall building. If you suddenly shout, “Everybody jump! It’ll be fun!”—that is *not* protected speech. That’s called incitement, and the law takes it very seriously. Freedom of speech doesn’t cover words that can immediately lead to someone being harmed.

A second limit is hate speech—basically speech that attacks people because of who they are. Think of it this way: you’re at a birthday party, having cake, enjoying your life, and someone stands up and starts yelling insulting things about an entire group of people. The mood instantly dies, the cake doesn’t taste as good anymore, and everyone wishes they had stayed home. That’s why many countries restrict hate speech: it’s harmful, insulting, and can easily lead to discrimination or violence. Freedom of speech lets you say you don’t like pineapple on pizza—but it doesn’t let you insult or threaten entire communities.

The third limit is defamation, which is a fancy word for “making up lies about someone that can ruin their life or reputation.” For example, imagine you’re jealous of your neighbour’s shiny new car. So you tell everyone in the neighbourhood, “Oh, that car? Totally stolen!”—even though they bought it legally. If your lie damages their reputation,



congratulations: you are now legally responsible for defamation. Freedom of speech protects opinions but not harmful false statements presented as facts.

Another important limit is public safety. Let's say you're at the cinema, watching a suspenseful movie... popcorn in hand... everything quiet... and suddenly someone shouts "Fire!" when there's absolutely no fire. People panic, spill their sodas, lose their popcorn, and injuries happen. This kind of false alarm creates chaos, so it isn't protected speech. Basically, freedom of speech ends where screaming nonsense can cause real danger.

Then we have privacy limits. You can express your thoughts about your teacher's new haircut—preferably politely—but you cannot stand in a public square announcing your teacher's address, phone number, or private emails. Sharing someone's personal information without permission—also known as doxxing—is definitely not protected speech.

Finally, there's the limit of national security. No, this doesn't mean you can't make jokes about spies or secret agents. But you can't reveal confidential information that could put a country at risk. So if you happen to know the secret launch codes to anything... maybe don't post them on Instagram.

So, to sum it all up: freedom of speech gives us a wide, wonderful space to express ourselves—but it stops where our speech could seriously harm others. You can express opinions, tell jokes, criticise authority, or debate the pineapple pizza question for hours. But you can't incite violence, spread hate, damage someone's reputation with lies, create public dangers, invade privacy, or reveal sensitive national information.

Understanding these limits doesn't restrict us—it helps us use freedom of speech responsibly. After all, the goal is to protect everyone's voice... not just the loudest one.

**B.III.4. Listen to the audio material about hate speech VS freedom of speech. Identify the differences between hate speech and freedom of speech. As you listen, choose the correct answer – a, b, c or d.**

### **Hate Speech VS Freedom of Speech (Script)**

Did you ever have a childhood nickname that bothered you? If you did, you probably remember how uncomfortable it felt. Most of us have seen how a single word can spark an argument—or even a physical fight. And although you might expect that teasing about names or looks would disappear as people grow older, that's unfortunately not the case.

Among adults, offensive language tends to escalate. Grown-ups can create deeper divisions between "us" and "them," sometimes encouraging hostility toward other groups,



entire communities, or even whole nations. Insults based on skin color, religion, gender, body weight, or appearance become more severe and widespread. Because of the impact these kinds of attacks can have, many countries now have legal measures addressing what is known as *hate speech*.

However, distinguishing between hate speech and freedom of speech isn't always straightforward. A 2018 OSCE report explains that international law protects freedom of expression: everyone has the right to share ideas and information through any medium—spoken, written, artistic, or digital. This means we are allowed to disagree with others, which is essential for a functioning democracy. But where exactly is the limit?

Consider this example: if someone says they dislike the national dish of a neighbouring country, that is simply a personal opinion. But if they express the same dislike while using harmful stereotypes about the people of that country and call for them to be mistreated, it crosses into hate speech. The difference lies in the intent and the potential harm.

The European Court of Human Rights describes hate speech as any verbal or written expression that spreads, encourages, promotes, or defends hatred based on intolerance, including religious intolerance.

Today, when people feel frustrated or upset, they often turn to the internet. Even if you aren't looking for conflict, a sensational headline can make you angry instantly. On an almost unregulated and impersonal online landscape, many people struggle to manage their emotions and freely use harsh language. This environment has led to concerns about social media being misused—to encourage violence, recruit for terrorism, or share extremely violent content. Because of this, major platforms like Twitter, Facebook, and YouTube have developed rules for moderating hateful content and removing posts that violate their policies.

The Ethical Journalism Network proposes five criteria to help journalists assess content and avoid contributing to hate speech. These include:

- 1. The speaker's position** – Hate speech from ordinary individuals may be less influential, while harmful statements from public figures can cause far greater impact.
- 2. The reach of the message** – A private insult is not the same as hate spread through mass media or online networks.
- 3. The intention of the message** – Journalists must consider whether the speech is meant to target or dehumanize a specific group.
- 4. The form and tone of the speech** – They should evaluate whether the language used poses any danger.
- 5. The broader social and political context** – In times of crisis or tension, journalists should be especially cautious and avoid repeating inflammatory statements.



Persistent stereotyping can lead not only to discrimination but also to real-world violence. Recognizing damaging stereotypes and harmful expressions is an important step in challenging them.

If you come across content that crosses the line, don't ignore it—report it immediately.

1. B ("If you did, you probably remember how uncomfortable it felt." This shows childhood nicknames can be upsetting, not harmless or funny.)
2. B ("Among adults, offensive language tends to escalate...sometimes encouraging hostility toward other groups, entire communities, or even whole nations.")
3. C (The audio explains: "Because of the impact these kinds of attacks, many countries now have legal measures addressing what is known as hate speech.")
4. B (The OSCE report cited in the audio says: "International law protects freedom of expression: everyone has the right to share ideas and information through any medium...")
5. B (The audio gives this example: expressing dislike with harmful stereotypes and calls for mistreatment crosses into hate speech, showing the difference between opinion and hate speech.)
6. C (The audio explains: "The European Court of Human Rights describes hate speech as any verbal or written expression that spreads, encourages, promotes, or defends hatred based on intolerance, including religious intolerance.")
7. C (The audio explains: "On an almost unregulated and impersonal online landscape, many people struggle to manage their emotions and freely use harsh language.")
8. C (The audio states: "Major platforms like Twitter, Facebook, and YouTube have developed rules for moderating hateful content")
9. B (The Ethical Journalism Network's five criteria include position, reach, intention, tone, and social context, but not the physical appearance of the speaker.)
10. C (Direct urge: "If you come across content that crosses the line, don't ignore it—report it immediately.")

## C. Speaking

### C.I. Speaking patterns

#### C.I.1. Match each of the phrases to its meaning.

1. O
2. F
3. B
4. D
5. L
6. E
7. K
8. J



- 9. A
- 10. M
- 11. N
- 12. I
- 13. C
- 14. G
- 15. H

**C.I.2. Place sentences in a dialogue (correct logical order).**

$C \rightarrow A \rightarrow B \rightarrow D \rightarrow F \rightarrow E$

**Lock IV**

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

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



## Unit 2

# Truth Check: Fake News and Media Literacy

## Backstory

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

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

### A.I. Reading

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

1. b (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. d (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. c (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. b (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. c (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. b (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. c (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. b (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. a (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. b (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.)

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

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**

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



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

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

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

## **Lock I**

Answer: 6 3 8 5

## **A.III. Listening**

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

### **Teaching Students to Navigate Fake News: A Practical Approach (Script)**

In today's digital age, creating and sharing content has never been easier. However, this convenience comes at a price. The spread of misinformation and fake news has become one of the most pressing challenges facing educational systems worldwide. Recent research from Stanford University reveals a troubling reality. The study found that only twenty-five percent of high school students could successfully distinguish between accurate news stories and fabricated ones. Even more concerning, students struggled significantly when trying to identify manipulated photographs or tell the difference between authentic videos and staged content. Researchers describe the situation as



genuinely alarming, and unfortunately, this problem shows no signs of disappearing. So what can be done about it? A practical framework has been developed for teaching students how to think critically about the information they encounter online. This approach is known as the Five C's of Critical Consuming. Whilst it may not be a perfect solution, and other approaches certainly exist, it has proved tremendously helpful in classroom settings. The first C stands for Context. Students need to be taught to examine the context surrounding any article or story. When was this piece written? What was happening in the world at that time? Who published it, and have circumstances changed since then? Sometimes, new developments can completely alter how older information should be interpreted. The second C is Credibility. Students must learn to evaluate the source itself. Does this website or publication have a track record of journalistic integrity? Are proper sources cited? It's also essential to ask whether the content might be satirical, whether it appears on known lists of unreliable sites, or whether it's actually advertising disguised as genuine news. Third comes Construction. This involves analysing how the article or story is built. What biases can be detected? Are there emotionally charged words designed to manipulate readers' feelings? What information might be deliberately left out? Students need to learn the difference between facts, opinions, and pure speculation. The fourth C represents Corroboration. Students must be encouraged to verify information by checking multiple credible sources. If only one outlet is reporting something, that's a significant red flag. Reliable news stories are typically confirmed by several independent, trustworthy sources. Finally, the fifth C stands for Comparison. Students should actively seek out different perspectives by consulting credible sources from various points on the political and ideological spectrum. This helps them develop a more complete, nuanced understanding of complex issues rather than accepting a single narrative. When young people are taught these media literacy skills, the benefits extend beyond simply helping them spot fake news. They learn to think critically about all information they encounter. And citizens who think critically strengthen democracy, which ultimately benefits everyone in society.

1. B (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. C (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. B (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. C (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. C (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.)

**A.III.4. Answer the following questions (suggested answers).**

1. The study found that only 25% of high school students could identify an accurate news story compared to a fake one. Students also had difficulty distinguishing between real and fake photographs and authentic versus staged videos. This shows that students struggle with visual media as well as written content.
2. When examining context, you should check when the article was written and where it comes from. You should also consider whether events have changed since then and if there's any new information that could change your perspective on the story.
3. The speaker suggests asking whether the site has a reputation for journalistic integrity and whether the author cites credible sources. You should also check if it's satirical, if it's on a list of fake news sites, or if it's actually an advertisement posing as a real news story.
4. You should look for the bias in the article and identify any loaded words or propaganda techniques. The speaker also mentions checking for omissions and distinguishing between facts, opinions, and speculation in the content.
5. The speaker states that when students learn media literacy and how to consume critically, they learn to think critically. Critical thinking citizens are good for democracy, and that is good for everyone.

**Lock II**

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

Answer: C A B D

Password = letters of correct matches in order 1–4

**B. READING, GRAMMAR, AND LISTENING: Institutional Crisis Response: Managing Misinformation in Academic Settings**

**B.I. Reading**

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

1. b (Proactive planning enables joined-up responses when challenges hit, rather than scrambling to react during the crisis.)
2. a (Universities have diverse stakeholders (students, staff, donors, policymakers), and each group experiences crises differently and needs tailored communication.)



3. c (Getting ahead of media coverage lets institutions frame the narrative and prevent misinformation from filling the information void.)
4. c (The text mentions summer timing, major university events, and background circumstances, but not financial quarters.)
5. b (Without protocols, staff may respond inconsistently or impulsively, creating contradictory messages that damage credibility.)
6. b (Social media is both where crises often originate and where they spread like wildfire, requiring careful monitoring and response.)
7. c (There's no one-size-fits-all response for social media crises—each requires careful judgment about if, when, and how to respond.)
8. b (Templates allow rapid responses while maintaining quality, which is crucial during time-sensitive crises.)
9. c (Mock scenarios test whether protocols perform as expected under pressure, revealing gaps before real crises occur.)
10. b (Post-crisis evaluation identifies what went wrong and informs improvements to prevent similar problems or improve future responses.)

## B.II. Grammar

### B.II.1. Fill in the gaps with a modal verb form.

1. must have
2. couldn't have
3. can't have been
4. may have been
5. might not have
6. should have
7. ought to have been
8. could well have
9. appear to have
10. would have

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

1. The university must have put a comprehensive communications strategy into place before the crisis, as the institution responded effectively as a joined-up organisation when challenges hit.
2. The institution can't/couldn't have regularly updated its stakeholder database, since several key donors and policymakers learned about the crisis from the press rather than official university channels.
3. The communications team must have conducted stakeholder mapping before the incident occurred, because they informed stakeholders before they learned about the issue in the press, giving the university the opportunity to control the message.



4. Timing considerations may/might/could have influenced the university's decision to delay the announcement, as the crisis struck during summer and the response seemed less student-focused than usual.
5. All colleagues must have known the clear protocols to follow during the crisis, given that no staff members acted independently or rashly when the situation emerged.
6. The institution can't/couldn't have prepared for social media crises in advance, since staff later admitted confusion about who to contact for external advice and who had authority to respond to posts online.
7. External experts may/might/could have advised the university on how to navigate the thorny trap of responding to social media posts, as the institution's approach to online comments aligned perfectly with current best practices for social media crisis management.
8. The institution must have included template media statements in their crisis management plan, because the university issued a professional statement to the press remarkably quickly after the incident.
9. The university must have rehearsed mock scenarios to verify their processes, as evidenced by the fact that the institution's procedures performed exactly as expected in moments of high stress.
10. The institution can't/couldn't have conducted a thorough post-mortem evaluation after the previous crisis, since they repeated exactly the same communication mistakes and failed to address the issues identified in the earlier incident report.

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

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

**Lock III**

1. allegations
2. substantiate
3. dissemination
4. credibility
5. perpetrated
6. accountability



### **B.III. Listening**

**B.III.2. Listen to the "Crisis Communication Strategies for Managing Misinformation" recording and choose the correct answer – a, b, c, or d. Only one option is correct.**

#### **Crisis Communication Strategies for Managing Misinformation (Script)**

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



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

1. B (Crisis communication focuses on quick containment of misinformation while preserving institutional trustworthiness.)
2. C (Effective crisis communication is proactive and strategic, not just reactive—it requires planning, quick action, and honest communication.)
3. C (Internal stakeholders (employees, staff, students) should be informed first so they can support the organization's message rather than spreading confusion.)
4. B (Quick initial response is critical—waiting for all details allows misinformation to spread and creates an information vacuum.)
5. C (Admitting uncertainty builds trust more than pretending to have all answers or hiding information.)
6. C (Social media spreads misinformation quickly but also allows institutions to respond directly and reach large audiences immediately.)
7. B (When messages vary across platforms, it creates confusion and damages trust—consistency builds credibility.)
8. C (Post-crisis evaluation and sharing lessons learned prevents future problems and demonstrates institutional responsibility.)
9. A (Advance preparation through protocols and trained teams enables faster, more effective responses when crises occur.)



10. C (Effective crisis communication requires speed without sacrificing accuracy, combined with honest, transparent messaging.)

**B.III.3. Listen to the podcast episode "Understanding Media Literacy in the Digital Age". As you listen, the presenter discusses four main components of media literacy (access, analyse, evaluate, and create) and explains how they work together to prevent misinformation spread.**

### **Understanding Media Literacy in the Digital Age (Script)**

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



today's interconnected world, developing these skills isn't optional—it's essential for participating meaningfully in democratic society.

**B.III.4. Listen to the podcast episode "When Crisis Hits: The Critical First Hour of Organizational Response" and choose the correct answer – a, b, c, or d. Only one option is correct.**

**When Crisis Hits: The Critical First Hour of Organizational Response  
(Script)**

Picture this: It's Tuesday morning, and a university discovers false information circulating on social media claiming their entrance exams have been leaked. Within minutes, hundreds share the story. Parents panic, journalists call, students post angry reactions. What should the institution do? This is where understanding the critical first hour of crisis response becomes vital. Communications expert Helio Fred Garcia developed a framework helping organizations navigate these situations. His central insight? The first sixty minutes after a crisis breaks determines whether an organization emerges with its reputation intact or faces months of damage. Garcia uses a medical comparison - he likens organizational crises to heart attacks. When someone experiences a heart attack, receiving emergency treatment within the first hour dramatically increases survival chances. Organizations face similar dynamics: respond rapidly, and you maintain the ability to frame what's happening. Delay or stay silent, and others fill that vacuum with damaging narratives you'll struggle to counter. But here's where organizations frequently go wrong. Under pressure, leadership teams typically ask, "What should we say to make this go away?" Garcia argues this represents fundamentally flawed thinking. The better question is: "What would reasonable, sensible people legitimately expect from a responsible organization confronting this situation?" This reframing shifts the focus from self-protection to meeting stakeholder expectations. So, what do stakeholders actually expect? They don't expect complete answers immediately. However, they absolutely need evidence that the organization cares about what's happened and is actively addressing the situation. Research consistently shows that perceived indifference causes far more lasting damage than the actual severity of most crises. Yet many organizations hesitate to respond quickly. Two primary factors create this paralysis. First, they're still establishing facts - what actually occurred? Second, there's acute anxiety about legal liability. Legal advisors worry that acknowledging a crisis could be interpreted as admitting fault. However, Garcia's research reveals that silence gets interpreted in the worst possible ways - stakeholders assume you either don't care or you're hiding something problematic. Garcia offers a practical solution - five specific elements organizations can communicate immediately without increasing legal exposure. You can acknowledge the basic facts. You can express genuine empathy for affected parties. You can articulate your organizational values. You can outline your immediate approach - the concrete steps you're taking to investigate. And you can communicate your commitment to handling this appropriately. Significantly, this list doesn't include assigning blame or declaring who's responsible -



that requires proper investigation. Let's return to our university example. Within thirty minutes, they post: "We're aware of claims about exam security. We're investigating immediately. Academic integrity is fundamental to our institution. We'll share findings as soon as our review is complete, and we understand students' concerns." This response demonstrates all five elements whilst avoiding premature conclusions. Mastering this balance - rapid response with genuine care, combined with disciplined restraint about fault - separates organizations that weather crises successfully from those that don't.

1. D (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. A (Quick responses allow organizations to control the story before misinformation spreads and others define what happened.)
3. C (Organizations wrongly focus on what they want to say rather than starting with what stakeholders expect and need to hear.)
4. D (The key framework is thinking about stakeholder expectations—what would reasonable people want to hear from a responsible organization?)
5. B (People don't expect perfect solutions immediately—they want to see that the organization acknowledges the problem and is responding responsibly.)
6. A (Silence or delayed response creates the perception that the organization doesn't care, which damages reputation more than the crisis itself.)
7. C (Organizations wait because they're investigating and fear that saying anything might be seen as admitting liability or responsibility.)
8. C (Silence sends the wrong message—it makes organizations appear either indifferent or guilty.)
9. D (Garcia's five immediate responses are: acknowledge what happened, show empathy, state your values, explain your plans, and express commitment—not blame others.)
10. A (These five elements can be communicated immediately without determining fault or liability—they show responsibility without admitting legal culpability.)

## Lock IV

Principle 1: VERIFY SOURCES → V

Principle 2: TAKE POSITION → T

Principle 3: ADMIT UNCERTAINTY → A

Password: V T A



## Unit 3

# Join In: Civic Engagement and Youth Participation

### Backstory

You are members of CivicSpark, an international student network amplifying youth voices across Europe. Your university in Novaland has launched a consultation to fund one major civic project proposed by students.

However, youth participation is strikingly low and student apathy is growing. The administration warns that the initiative will be cancelled unless engagement improves. Your mission is to design and present a student-led civic engagement campaign that tackles a local issue and convinces your fellow students to get involved.

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

#### A.I. Reading

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

1. B (very few students take part in elections and forums, showing low participation is the main issue.)
2. C (only about ten percent of students vote in elections.)
3. C (Researchers describe a “digital paradox,” meaning students are active online but reluctant to join in-person civic activities.)
4. C (The Helsinki initiative succeeded because peer-led events mixed entertainment with activism, attracting more students.)
5. B (The Barcelona group managed to secure funding for more bike lanes through their creative civic actions.)
6. D (PeerConnect boosted engagement by pairing senior students with newcomers in mentoring relationships.)
7. B (Peer mentoring, creative communication, and authentic partnerships are the key ingredients for success.)
8. C (Effective digital engagement is described as using striking visuals supported by clear calls to action.)
9. C (The administration threatens to cancel the civic project fund if student involvement does not improve.)
10. D (The deeper reward is becoming active citizens who help shape their university and community.)

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



1. F (Elections attract barely ten percent, far less than half of the student body)
2. T (Researchers describe a “digital paradox,” meaning students are active online but avoid in-person civic events.)
3. T (The administration warns that the civic fund will be cancelled if participation does not improve.)
4. F (The Helsinki Youth Climate Forum focused on climate action in Finland.)
5. T (The “City Makers” used playful visuals and informal activities like bike-repair pop-ups to engage students.)
6. T (PeerConnect increased participation by pairing senior students with newcomers in mentoring relationships.)
7. T (The text identifies peer mentoring, creative communication, and partnerships with NGOs as the key strategies.)
8. F (Online activity alone is not enough and must be paired with real-world engagement.)
9. T (NGOs can offer training, small grants, and help students create measurable off-campus impact.)
10. F (The deeper goal is long-term civic engagement and active citizenship, not simply winning the fund.)

## A.II. Vocabulary

### A.II.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

### A.II.2. Fill in the gaps using the correct words from the Word Bank. 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

Correct code: 7 2 0 1

### A.III. Listening

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

#### Finding my Voice and Making Change (Script)

Hey everyone, I'm Emma Larkin, and I want to tell you how I got into civic engagement. Honestly, I didn't start with some huge plan to change the world. I started because I was confused—like, really confused—about what I could actually do to make a difference.

Two years ago, I was thinking about the future, about careers, about what even matters. I kept asking myself, "Is there a point in trying?" And then I noticed that a lot of my friends were asking the same questions. So I thought, okay... maybe instead of waiting for someone else to figure it out, I'll try to figure it out myself.

The first thing I did was organize a small community forum at my school. I got eight people from tech, education, and social work to come talk about careers, civic projects, and just... what it's like to actually try to do something. Over 150 students showed up. And yeah, I was terrified. One week before the event, half the speakers hadn't replied, sponsors were silent, and I thought, "Who am I kidding? Why would anyone listen to me?" But then I realized: if I didn't try, nothing would happen. And it wasn't just about me—it was about giving my friends and peers the chance to see what's possible.

That event taught me a lot. I learned how to talk to city officials, manage volunteers, and even deal with a budget for the first time. But the coolest part? Seeing students actually take action afterward. Some signed up for internships, others joined volunteering projects—they actually started doing stuff they never thought they could. That's when I realized: civic engagement isn't some abstract idea. It's real, and it works.

A few months later, I went to a regional youth summit about the digital divide. Basically, a lot of students in underfunded schools didn't have proper internet or laptops, and that meant they couldn't learn properly or get ready for college. Plus, with AI tools becoming part of classrooms, some kids were completely left behind. At the summit, we got to meet local policymakers and tech experts, and I shared what students at my school were going through. We suggested a pilot program for community AI learning labs and better access to digital tools. And guess what? Within a few months, the city approved funding for two

neighborhoods. I couldn't believe it—something we suggested actually became policy. That's when I realized youth voices matter. Not just in theory—they can actually change things.

Civic engagement isn't always big projects though. I also ran coding workshops for girls, organized mentoring for students with disabilities, and even held discussions about mental health in our school. These things might seem small, but they really help people and teach us leadership, teamwork, and problem-solving. Plus, they remind me that inclusion is key—every voice matters, no matter your background or ability.

The truth is, there are opportunities everywhere, but we often don't know about them. You can join school councils, youth boards, or volunteering groups. You can attend city meetings, submit proposals for projects, or participate in research panels. All of these let young people have a say in decisions that affect us. But you have to look for them. If we don't know our rights, we can't influence the decisions shaping our lives. And if we don't care, someone else decides for us.

So, my advice? Start small. Pick a problem you care about—maybe it's AI in your school, better internet for everyone, or mental health awareness—and take one concrete step. Talk to friends, find allies, make a plan. Don't wait for perfect conditions. Every action counts, no matter the size. Civic engagement isn't just activism; it's understanding problems, finding solutions, and using your perspective to shape the world around you. When young people get involved, we aren't just "future leaders"—we're already shaping today.

So if there's one thing I want you to take away: your voice matters. Start small, act, and don't wait for someone else to make the first move. Inclusion, technology, social change—those are all things we can touch if we try. And when we believe in our potential, the world can't help but notice.

1. B (Emma started her civic engagement journey because she was unsure about her future and wanted to make a difference.)
2. C (Over 150 students attended her first forum, and 8 professionals participated.)
3. B (At the youth summit, she focused on the digital divide and access to AI tools in underfunded schools.)
4. B (She organized coding workshops for girls and mentoring for students with disabilities to support inclusion.)
5. C (Emma's advice is to start small, take concrete steps, and collaborate with others to make an impact.)

#### **A.III.4. Answer the following questions (suggested answers).**

1. She was uncertain about her future and wanted to make a meaningful impact instead of waiting for someone else to act.

2. A community forum at her school with eight professionals speaking about careers and civic engagement, attended by over 150 students.
3. The digital divide and unequal access to AI tools and internet for students in underfunded schools.
4. Coding workshops for girls and mentoring programs for students with disabilities.
5. Start small, take concrete actions, collaborate with others, and don't wait for perfect conditions—every action counts.

## Lock II

- 1 – C
- 2 – A
- 3 – D
- 4 – B

## B. READING, GRAMMAR AND LISTENING: Freedom of speech in the age of artificial intelligence

### B.I. Reading

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

1. B (Turnout among under-25s was “around 42%,” which is roughly two in five young voters.)
2. C (“About 47%” of young people feel they have influence locally, which is nearly half.)
3. B (Young people “tend to trust national governments more than EU institutions.”)
4. D (Approximately “85% of young respondents” discuss politics with friends or family, meaning almost all.)
5. C (The passage lists time pressures—balancing studies, work, and family—as a major barrier to participation.)
6. B (The text mentions improving civic education, youth councils, and advisory boards, but never mentions financial incentives.)
7. A (Digital participation is said to have limits because it can feel like superficial “clicktivism.”)
8. C (The text highlights a gap where young people believe engagement methods work, but fewer actually take action.)
9. B (Institutions sometimes treat youth participation as “symbolic rather than meaningful.”)
10. D (Full participation requires “genuine influence” and systems that treat youth as real partners.)



## B.II. Grammar

**B.II.1. Fill in the gaps with the appropriate words from the Word Bank. Use each word only once.**

1. must
2. unless
3. to
4. but
5. were
6. should
7. are not
8. must not
9. so that
10. would become

**B.II.2. Rewrite the following sentences so that the meaning stays the same, using 3–8 words.**

1. Unless volunteers attend the training session, the project won't start on time.
2. Unless youth act, policies will ignore their needs.
3. The initiative would succeed if young leaders were to receive better support.
4. Provided that young citizens read policy summaries, they will follow public debates more easily.
5. If every young citizen were to vote, turnout would rise dramatically.
6. Should youth representatives participate in municipal boards, local policies could better reflect their priorities
7. Unless campaigns include dialogue, trust will stay low.
8. Students would miss out on practical civic experience unless NGOs partnered closely with educational institutions.
9. If the new student knew more about civic involvement, he would attend student league meetings.
10. Unless people get involved, democracy would become weaker.

**B.II.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

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

### B.III. Listening

**B.III.2. Listen to the audio “What Is Youth Activism? – Your Civil Rights Guide”, and choose the correct answer – a, b, c or d.**

#### **What Is Youth Activism? – Your Civil Rights Guide (Script)**

So, what is youth activism? In simple terms, it is when young people, usually aged between 15 and 24, take an active role in driving social, political, or environmental change. This means they are not simply bystanders. Instead, they organize events, advocate for causes, and mobilize their peers to raise awareness and influence policies that impact their communities.

Youth activism has a long history of pushing for social justice and equality. Young people have often led movements that challenge unfair practices or unjust laws. For example, during the civil rights era in the 1960s, children, teenagers, and young adults participated in marches, sit-ins, and protests. They faced serious risks, including violence and imprisonment, but their courage drew attention to the urgent need for civil rights reforms.

In today’s world, youth activism appears in many different forms. Young people organize rallies, launch petitions, run community workshops, and use arts and creative projects to spread their messages. With the rise of digital technology, social media has become a key tool, helping activists reach wider audiences and coordinate actions more efficiently.

The issues driving youth activism today are diverse and often interconnected. Many young people focus on topics such as racial justice, climate change, education reform, gender equality, and mental health awareness. Frequently, these issues intersect with civil rights, as youth activists work to fight inequality and advocate for legal protections that uphold human rights.



From a civil rights perspective, youth activism also involves educating young people about their rights. This includes teaching them how to participate in lawful protests, engage in democratic processes, and understand both the rights and responsibilities that come with freedoms such as speech and assembly.

Overall, youth activism is a powerful force for social change. It demonstrates the efforts of young people to challenge injustice, influence legislation, and promote equality. Through organized, informed, and creative actions, youth activists play a crucial role in shaping a fairer and more just society for everyone.

1. B (The audio clearly defines youth activism as young people driving social, political, or environmental change.)
2. C (The audio states that youth activism usually involves people aged between 15 and 24.)
3. B (The audio explains that young people joined marches, sit-ins, and protests during the civil rights era.)
4. C (The audio mentions that young activists faced serious risks including violence and imprisonment.)
5. C (The audio describes all of these as modern forms of youth activism.)
6. D (The audio states that social media allows youth activists to reach more people and organize efficiently.)
7. C (The audio lists all of these as issues motivating youth activism today.)
8. B (The audio notes that youth activism includes educating young people about their rights, lawful protest, and democratic engagement.)
9. C (The audio concludes that youth activism is powerful because it fights injustice, shapes legislation, and supports equality.)
10. D (The audio states that youth activism works through organized, informed, and creative actions to drive social change.)

**B.III.3. Listen to the audio material “A Moral Dilemma”. If you were Emma, how would you respond in this situation? Would you risk standing out to support someone else, or prioritize your own security and academic goals? Why?**

### **A Moral Dilemma (Script)**

Emma is a second-year university student studying political science. One day, during a large lecture, she notices that one of her classmates is being publicly ridiculed by a teaching assistant. The assistant singles out the student for asking questions about sensitive research data, making sarcastic remarks, and implying that the student doesn't belong in the program. Some students laugh nervously, while others look uncomfortable.



Emma feels a rush of conflicting thoughts. She knows that speaking up could make her visible to the faculty — and not necessarily in a positive way. The assistant is respected, has influence over grades, and is known for being strict with students who challenge authority. Standing up might put her academic reputation at risk, and she might even be targeted by the assistant later.

But staying silent also feels wrong. She imagines the student leaving the lecture humiliated, discouraged, and maybe even considering dropping the course. Emma remembers talks about civic responsibility and student activism — that being part of a community means protecting each other, even when it's uncomfortable.

She considers her options carefully: she could speak up during the lecture, confronting the assistant publicly. Or she could talk to the student afterward, offering support but not challenging the assistant. Alternatively, she could report the incident anonymously to the department or student union. Ultimately, she could also stay silent, avoid risk, and focus on her own studies.

Emma decides on a middle path: she approached the student, expressing solidarity and contacted the student union, explaining the incident and asking if they can address it formally.

This scenario raises a difficult moral question: Do you risk your visibility, reputation, or comfort to intervene in a problematic situation, or do you protect yourself and remain silent? At university, civic responsibility and personal growth often collide — and the choices you make can shape the environment for yourself and your peers.

**B.III.4. Listen to the audio “Who Is Responsible for Teaching Civic Duty to Youth?”. As you listen, choose the correct answer – a, b, c or d.**

### **Who Is Responsible for Teaching Civic Duty to Youth? (Script)**

One question often arises in conversations about civic engagement: who is responsible for helping young people understand their civic duties? This issue has gained attention as communities seek to nurture a sense of responsibility and active participation among youth. Recent events have underscored the importance of civic involvement, prompting parents, educators, and community leaders to play a more active role.

Families are often the first to introduce children to the concept of civic responsibility. Parents and guardians set examples through their own actions — voting, volunteering, and participating in community initiatives — demonstrating how civic engagement functions in everyday life. Open conversations about societal obligations can help young people grasp their role in contributing to the common good.



Schools also play a crucial part. Through formal instruction in civics, history, and government, educational institutions equip students with an understanding of both their legal and moral responsibilities. Learning can be reinforced with extracurricular programs that encourage political participation, service projects, and community involvement, giving students practical experience in civic engagement.

Community organizations further support this development by offering hands-on opportunities for youth to engage in civic activities. Volunteer initiatives and advocacy programs can stimulate interest in civic participation, especially for young people whose families may not actively engage in these matters. Studies show that such experiences often increase political awareness and involvement among youth.

Governments, too, hold responsibility for fostering civic understanding. They can establish programs and policies that promote active participation, such as voter registration campaigns, civic workshops, and other initiatives designed to empower young people to take part in democratic processes.

Teaching civic responsibility goes beyond providing knowledge; it involves cultivating ethical principles such as respect, fairness, and accountability. By encouraging young people to engage in civic life, society helps prepare future generations to contribute positively to their communities.

Ultimately, fostering civic awareness is a shared responsibility. Families, schools, community organizations, and governments must collaborate to ensure that young people not only understand their civic duties but are also motivated to act on them. Such a cooperative approach can build a society of informed, engaged citizens ready to face the challenges of tomorrow.

1. B (The audio begins by asking who is responsible for helping young people understand their civic duties.)
2. C (The audio states that families are often the first to introduce children to civic responsibility.)
3. B (The audio explains that parents show civic duty through actions like voting, volunteering, and community participation.)
4. A (The audio says schools teach civic duty through formal lessons in civics, history, and government.)
5. B (The audio states that extracurricular programs strengthen civic learning by giving students practical experience.)
6. A (the audio notes that community organisations offer hands-on volunteering and advocacy opportunities for youth.)
7. B (The audio reports that research shows volunteering increases political awareness and involvement.)



8. B (The audio mentions that governments support civic education through initiatives such as voter registration campaigns.)
9. B (The audio highlights that civic education also teaches ethical principles like respect and accountability.)
10. B (The audio concludes that fostering civic awareness requires cooperation among all these groups.)

## C. Speaking

### C.I. Speech patterns

**C.I. Match sentences to dialogue stages. Match each sentence (A-E) with the correct stage of the dialogue (1-5). Each stage is used once.**

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

### Lock IV

1. Students must join in
2. Community contact
3. Clear goals & recommendations

Lock: S C C → File unlocks.



## Unit 4

# Us and Them: Stereotypes, Identity, and Inclusion

### Backstory

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

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

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

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

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

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

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

### A.I. Reading

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

1. B (The reading identifies stereotypes as a significant obstacle to true workplace equality. These are generalized beliefs that unfairly influence decisions and limit opportunities.)
2. C (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. C (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. D (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. D (Leaders are emphasized as the ones who must take responsibility for promoting inclusion by challenging stereotypes and setting the tone for the organization.)
6. C (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 behaviour.)
7. C (The text notes that silence or indifference toward discriminatory behaviour enables stereotypes and bias to continue unchecked, weakening workplace culture.)
8. B (The article points out that informal practices, like referrals or biased performance reviews, can perpetuate inequality by favouring those already in the majority group.)
9. D (Unconscious bias can lead hiring managers to favour candidates who resemble themselves, ignoring more qualified applicants, which undermines fairness and diversity.)
10. B (The reading emphasizes that inclusive workplaces are more innovative and have better employee retention because people feel valued and are more engaged.)

**A.I.4. Read each statement carefully. 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**

**A.II.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



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

1. unconscious
2. resemble
3. excluded
4. overlooked
5. competence
6. innovation
7. engagement
8. talent
9. aware
10. reflection

## Lock I

Correct code: 1 7 9 5

### Explanation:

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

## A.III. Listening

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

### **The Differences Between Stereotypes, Prejudice, Discrimination and Oppression (Script)**

Hello, everyone! Today we're going to take a deeper look at four important concepts that help us understand how bias shows up in society: stereotypes, prejudice, discrimination, and oppression. These terms are connected, but each one represents a different stage of how bias develops and operates. One helpful way to remember the difference between them is to think about your body – specifically, your head, your heart, and your hands.

Let's begin with stereotypes. Stereotypes are thoughts – quick assumptions that we make about people before we really know them. That's why stereotypes are linked to your head or brain. They often appear automatically, sometimes without us even noticing. Stereotypes take one characteristic or idea about a group and apply it to everyone in that group. For example, some people might think that women are naturally weaker, more emotional, or less logical than men. These judgments happen quickly and aren't based on



actual evidence or personal experience. The key thing to remember is this: stereotypes are just thoughts, not yet beliefs or actions.

Now let's move on to prejudice. Prejudice goes a step further. It isn't only a thought – it becomes a belief, attitude, or feeling. This is why prejudice is associated with your heart. It represents how we feel about certain groups and the emotional responses we have toward them. Someone with a prejudice might feel annoyed, uncomfortable, or even threatened by a group of people simply because of who they are. For example, a person might feel bothered or angry when they see women in leadership positions, or they might believe women shouldn't pursue careers outside the home. Prejudice includes emotional reactions and personal attitudes.

When stereotypes (thoughts) and prejudice (feelings) combine, they can lead to discrimination. Discrimination means that someone acts on their biased beliefs, which brings us to your hands. Discrimination involves behaviors – things people do or say – that treat someone unfairly because of who they are. This can happen in everyday interactions: someone using sexist language, making insulting jokes about women, interrupting women more often in meetings, or even engaging in sexual harassment. All these actions show how bias becomes visible in real life.

But sometimes unfair treatment doesn't happen only between individuals. Sometimes it's built into institutions and social structures. This is where oppression comes in. Oppression requires power in numbers and social dominance, which is why we use the image of many hands. Institutions like education, government, health care, the media, employment, and the criminal justice system all have the power to shape people's lives. When bias affects how these systems operate, entire groups can face long-term, widespread unfairness.

A clear example of systemic oppression mentioned earlier is the way women were treated by banks in the United States during the 1960s and 1970s. A bank could legally refuse to issue a credit card to an unmarried woman, and if she was married, her husband had to co-sign. Women were not trusted to manage their own finances, and these rules were supported by major institutions, not just individual opinions. This kind of structural inequality shows how oppression works. Even today, women in many countries still face legal and economic barriers – such as limited access to reproductive health care or unequal pay for the same work – that reflect systemic power imbalances.

Understanding all four concepts together – stereotypes (thoughts), prejudice (feelings), discrimination (actions), and oppression (systems) – helps us see how bias develops from small assumptions to large-scale injustice. By recognizing how these stages work, we can better identify unfairness in society and think about what steps we can take to challenge and change it.



Thanks for listening, and remember: awareness is the first step toward creating a more fair and equitable world.

1. A (Stereotypes are described as automatic thoughts, associated with the brain or head.)
2. C (Prejudice is connected with the heart and represents beliefs or emotional attitudes toward others.)
3. B (Discrimination is described as action, linked to the hands—bias enacted interpersonally.)
4. C (Oppression is systemic and requires institutional power—described as “many hands.”)
5. D (This is given as a historical example of institutional oppression involving systemic power.)

#### A.III.4. Answer the following questions (suggested answers).

1. The speaker emphasizes this understanding because recognizing the distinctions and connections between these terms helps reveal how bias operates in society. It enables individuals to identify where and how unfair treatment occurs—whether in thoughts, attitudes, actions, or systems—and empowers them to take meaningful steps to confront and change those biases.
2. The script explains that *stereotypes* are automatic or unconscious thoughts about a group. When these thoughts become internalized or accepted, they can turn into *prejudice*, which involves stronger beliefs and emotional responses. Essentially, once a person holds a stereotype in their mind (head), it can lead to holding negative beliefs or feelings in their heart—prejudice.
3. While stereotypes are thoughts and prejudice involves beliefs or feelings, *discrimination* is the actual **behavior or actions** that reflect those biases. The script emphasizes that discrimination occurs when people act on their biases in interpersonal ways—like using sexist language or engaging in harassment. It's the transition from internal bias to outward behavior.
4. Systemic oppression refers to the large-scale, institutionalized enactment of bias through social systems that hold power. The script defines it as bias that is embedded within institutions and structures in society. Examples of such institutions include **media, health care, education, criminal justice, government, religion, housing, and employment.**
5. The speaker suggests that understanding how stereotypes, prejudice, discrimination, and oppression are different but interconnected helps people recognize where bias exists and how it operates. This awareness is a first step toward **challenging and changing** biased systems and behaviors to create a more just and equitable society.

## Lock II

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 behaviour 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**

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

#### **B.II.1. Fill in the gaps using the correct relative pronouns from the Word Bank.**

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

#### **B.II.2. Transform the sentences using cleft sentence structures (e.g., It is/was..., What... is...).**

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



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

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

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

**Lock III**

1. who
2. which
3. where
4. whose
5. that
6. when

**B.III. Listening**

**B.III.2. You are going to listen to the testimonies of five students that explain why they feel victims of discrimination at university: Jamal, a student from the UK; Elena, engineering student from Italy; Tomasz, postgraduate student from Poland; Amina, teaching assistant, France; and Alex, intern at a media company, Canada. As you listen, choose the correct answer – a, b, c or d.**

**Script**



### **Testimony 1: Racial Discrimination**

Jamal, university student, UK

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

### **Testimony 2: Gender Discrimination**

Elena, engineering student, Italy

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

### **Testimony 3: Disability and Access**

Tomasz, postgraduate student with a visual impairment, Poland

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

### **Testimony 4: Religious Discrimination**

Amina, teaching assistant, France

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

### **Testimony 5: LGBTQ, sexual discrimination**

Alex, intern at a media company, Canada

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

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



10. C

**B.III.3. Listen to the audio about discrimination cases at university. Identify the grounds on which discrimination occurs and the statistics used as evidence (2.5 min).**

### Script

They conducted a survey of college students, asking how often they felt they had been discriminated against at their college or university. Fourteen percent of Black undergraduate students said they experienced discrimination frequently or occasionally, which also means that 86 percent reported experiencing it only once or twice in their entire college career - or never at all. But when the results hit the news, the headline read: "One-fifth of Black college students experience discrimination at their university."

Brett, have you ever thought about what that actually means? You were in college for four years - if you had one or two bad experiences, it might not seem like very much. If someone told me that over 80 percent of Black students don't feel discriminated against in college, I might initially think, "Wow, that sounds pretty good." But that doesn't mean discrimination isn't happening.

As a Latina woman, as two Asian guys, and for you as a gay man - any of you can experience discrimination and not fully recognize it in the moment. The fact that 14 percent report experiencing it frequently or occasionally doesn't mean others aren't experiencing it; it may simply mean they don't identify the experience as discrimination. Think about the broader message here in the U.S.—we talk about discrimination a lot because it matters.

Even one act of discrimination matters. It will matter to you personally, right? If someone discriminates against you one time at Penn State because you're Dominican, that single incident could be serious and could significantly shape your experience at the university.

So imagine saying that 86 percent of Black college students have never, or only very rarely, experienced discrimination. If you asked other racial groups the same question, you might get similar patterns—there would still be discrimination, but people might report it differently. It's unfortunate, but in the society we live in, people do carry underlying assumptions and biases about certain racial or ethnic groups.

Now hang on - let me ask this. There are probably around 70 Muslims in the room. How many of you have experienced Islamophobia during your time here at Penn State? Really? No one? Come on - nobody? Okay, let me define Islamophobia: someone making a negative comment about you being Muslim.



So what have people said? Well, some say things like, “In America, they hate Muslims,” or they bring up terrorist attacks and suggest you shouldn’t tell people you’re Muslim. Did you expect more people to raise their hands? Yeah, probably. How many? Maybe ten? I thought maybe three or four.

As someone who is also Muslim and from Saudi Arabia, I don’t like putting myself in the spotlight. So when you asked the question generally, I didn’t raise my hand—even though there are moments when you do notice things. Sometimes when I’m walking downtown speaking Arabic with my friends, I’ll get certain looks from people who don’t recognize the language. The look isn’t necessarily mean, but it feels hostile or uncomfortable, like they’re unsure of what they’re hearing. It’s human nature—when something sounds or looks unfamiliar, people sometimes react. It’s not a hateful look, but it’s strange enough that it made me uncomfortable, so I’d definitely consider commenting on it.

### Identified Grounds for Discrimination on Campus:

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

### Statistics Referenced in the Script:

- **14% of Black undergraduates** said they felt discriminated against “frequently” or “occasionally.”
- **86% of Black undergraduates** said they had experienced discrimination *once or twice or never* during their college careers.



- A classroom survey informally gauges Islamophobia experiences, where *no Muslim students raised their hands*, although some later admitted to experiencing discomfort or negative attention.

### Conclusion:

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

**B.III.4. As you listen to the program on misconduct complaint procedures, choose the correct answer – a, b, c or d.**

### Script

If you are unable to put an end to discrimination or bullying on your own, you can either speak to your immediate supervisor or submit a formal complaint to the university's academic secretary. But what exactly is the difference between these two approaches? When you speak to your supervisor, they will listen to all parties involved and try to find an informal solution. If you are a student, you should approach your program director, the head of the unit responsible for your curriculum, or the dean.

If you are a staff member, you should first speak to your immediate supervisor, then, if necessary, to the head of your unit or a more senior manager. If the problem remains unresolved after these steps, you may lodge a formal complaint with the academic secretary, who is part of the university's rector's office. The academic secretary will then review your complaint according to established procedures and within a fixed deadline. They may also appoint an impartial committee of at least three members to examine the case. When the review is complete, the academic secretary will issue a written decision. However, if all parties involved agree, the academic secretary may choose to begin conciliation proceedings instead of carrying out a full investigation.

During conciliation, the focus is entirely on finding a mutually acceptable solution and restoring peace in the workplace. No official investigation takes place, and no written decision is issued. Regardless of whether you choose informal discussion or a formal complaint, all parties involved are required to maintain confidentiality throughout the entire process.

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.II. Based on all the materials examined so far, answer the questions (suggested answers).

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.



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

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

1. Training awareness → T
2. Diversity representation → D
3. Dialogue forums → D

Password: TDD → File unlocks.

## D. Writing

### Model proposal

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

#### Introduction:

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

#### Proposed Measures:

##### 1. Launch an Anonymous Digital Reporting Tool

Many students are hesitant to report incidents of harassment or discrimination due to fear or stigma. A secure, user-friendly digital platform would allow anonymous reporting,



encouraging more students to come forward. This tool could also help the university monitor trends and respond more effectively.

## **2. Establish a Peer-Led Inclusion Support Team**

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

## **3. Host an Annual Inclusion Awareness Week**

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

## **Conclusion:**

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



## Unit 5

# Power and protest: Democracy, Activism and Dissent

## Backstory

### Social media's impact on activism (Video script)

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

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

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

### A.I. Reading

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

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 labour 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 labour 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.)



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

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 labour 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 labour, 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**

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

1. G

2. E

3. A

4. H

5. F

6. B

7. J



8. D

9. I

10. C

**A.II.2. Fill in the gaps using the correct words from the Word Bank. 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

Correct code: 2 4 5 7

## A.III. Listening

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

### Climate change strikes across New Zealand (Script)

*Speaker 1:* The message keeps growing louder and this time, it wasn't only school children protesting for the climate. Around 170,000 people participated, causing major streets across the country to be blocked.

*Speaker 2:* In Auckland, they shut down Queen Street and the city's port. In Wellington, protesters gathered at Parliament, with numbers reminiscent of the foreshore and seabed protests.

*Speaker 1:* The message was heard globally, partly thanks to Greta Thunberg. Alice Wilkins reports.

*Alice Wilkins:* If you thought the students had finished their climate strikes, think again. Today, tens of thousands took to the streets across the country for their third strike – by far the largest one so far. The organizers say this is just the beginning.

*Speaker:* This won't stop until we see real action. That's the truth of it.

*Alice Wilkins:* In Auckland, the focus was on rising sea levels, with some protesters wearing life jackets.

*Speaker:* If we don't act on climate change now, sea levels will rise and cover areas like this one.

*Alice Wilkins:* Some protesters even carried inflatable rafts and lined up along Auckland's Quay Street, which they believe will eventually be submerged. Their human chain blocked the entrance to the city's port.

*Speaker:* How do you feel about all this?

*Speaker:* Frustrated.

*Alice Wilkins:* The sight of thousands of school students marching down Queen Street for climate action has become familiar. But today, there were noticeably more adults standing with them.

*Speaker:* This is about their future and the future of their children.

*Speaker 4:* I'm here because I'm ashamed that my generation has let the world get to this point.

*Speaker:* The future matters to me, and it matters to them too.

*Alice Wilkins:* Today, over forty strike events took place across the country. In Wellington, as many as 40,000 people marched down Lampton Quay, with a huge crowd gathering at Parliament's forecourt. Similar scenes unfolded in Blenheim, New Plymouth and Christchurch, with the same passionate message: students want the government to take action, including declaring a climate emergency, enacting the Zero Carbon Act and halting all fossil fuel exploration.

*Speaker 4:* I truly believe that this government will accomplish more in this term than the past 30 years of administrations combined.

*Alice Wilkins:* Organizers believe today's turnout is another step toward reaching their goals.

*Speaker:* The pressure is building higher with every strike.



*Alice Wilkins:* It's not just the pressure – there's also an increasing passion driving this movement. Alice Wilkins, News Hub.

*Speaker 2:* Now, Alice joins us and Greta Thunberg has been closely following today's action. Alice?

*Alice Wilkins:* That's right, Tom. Just hours ago, this street was filled with protesting students and Greta Thunberg took notice. She retweeted around 20 posts from New Zealand's climate strikes on Twitter, from places like Auckland, Wellington and Dunedin, but also from Thames, Hamilton and even Tonga. This is part of a larger global movement and with today's massive turnout, it's clear that New Zealand's climate strikes won't be stopping anytime soon.

*Speaker 2:* Thank you, Alice.

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

1. Voice – D. Protest – B. Public expression of dissent through speech, art, or media – D. Independent journalists exposing corruption  
(1 – D, B, D)
2. Street – A. Civil disobedience – D. Collective action that challenges authority, often through disruption – B. Protesters occupying public squares despite bans  
(2 – A, D, B)
3. Institution – B. Authoritarian control – C. Concentration of power that restricts opposition and limits civil liberties – C. Laws criminalising criticism of the government  
(3 – B, C, C)
4. Network – C. Activism – A. Sustained collective action aimed at political or social change – A. Mass online campaigns coordinating protests across countries  
(4 – C, A, A)

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

### B.I. Reading

#### B.I.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 centres 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

**B.II.1. Fill in the gaps using the correct words from the word bank. Each word can be used only once.**

1. can – expresses general ability or possibility in democratic societies.
2. ought to – expresses moral duty or advice rather than strict obligation.
3. could – indicates a possible initial state or outcome.
4. might – expresses a potential negative consequence.
5. mustn't – strong prohibition against destructive actions.
6. must – indicates a strong obligation of the state.
7. cannot – prohibition against unjustified restrictions.
8. would – refers to typical or expected behaviour in principle.
9. needn't – expresses lack of necessity, not prohibition.
10. have to – indicates unavoidable obligation resulting from a choice.

**B.II.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

**B.II.3. Fill in the gaps using the correct words from the word bank. Each word can be used only once.**

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



### Lock III

1. can – expresses general ability or possibility within democratic systems.
2. may – expresses cautious permission or possibility in specific circumstances.
3. must – conveys strong obligation or necessity based on democratic principles.
4. need not – shows lack of necessity; silencing dissent is not required to maintain stability.
5. will – expresses a strong, logical prediction based on evidence or general principles; transparent institutions are expected to build trust through participation.
6. cannot – indicates impossibility; excluding opposition voices makes genuine democracy unsustainable.

### B.III. Listening

**B.III.2. Listen to the recording “A democratic right” and choose the correct answer – A, B, C, or D.**

#### **A democratic right (Script)**

*Angie:* We’re now heading over to Chris, who’s in Redford with an update on today’s protests.

*Reporter:* Hi Angie. Things have settled down at the moment, but earlier tensions were running high. This is the second day of demonstrations against the new highway and people here are refusing to accept the plan. They don’t want a major roadway cutting through their community.

*Angie:* Chris, can you describe Redford for us? What kind of place is it?

*Reporter:* Redford is a small farming town with a population of about three to four thousand. Residents enjoy the peace of rural life and have no desire to see heavy trucks and buses rumbling through their streets.

*Angie:* Were there any arrests today?

*Reporter:* I spoke with the Redford Police Department. They told me no one was arrested, though a few individuals were asked to move along and warned they could face arrest if they didn’t comply. I interviewed some protesters earlier this afternoon.

[sounds of protest in the background]

*Reporter:* Why have you come out here today, ma’am?



*Woman 1:* I'm not going to let my son grow up surrounded by traffic. My husband and I moved here five years ago to get away from noise and pollution. I don't want that following us to Redford.

*Reporter:* What would you say to the local businesses that support the road? They argue it will benefit the town and reconnect Redford with the wider region.

*Woman 1:* They said the same thing about the railroad – and then shut it down twenty years ago. If they want Redford to be better connected, they should reopen the rail line. It would cost a third of what this highway will, and it wouldn't create any pollution. When I first heard they were closing the railroad, I thought it made no sense. And now here we are, with them ready to spend a fortune on a road we don't even need.

*Reporter:* And you, ma'am – what brought you to the protest today?

*Woman 2:* We have to protect this beautiful green land at all costs. Once it's destroyed, it's gone forever. No one tears up pavement to plant trees. We must stop this road from being built.

*Angie:* Sounds like a lot of angry people out there, Chris.

*Reporter:* I talked to others as well and some of their comments aren't suitable to broadcast. It's hard to grasp the level of frustration here without witnessing it yourself.

*Angie:* I understand construction is scheduled to start very soon.

*Reporter:* The protesters are determined to prevent that. The matter will go to court tomorrow as part of a legal challenge against the highway. They say they'll end the protests if the local government halts construction and starts a dialogue with them.

*Angie:* Is there any indication that will happen?

*Reporter:* Yesterday I spoke with the local congressman. He said he respects people's democratic right to protest, but the highway project will continue.

*Angie:* Thanks, Chris, reporting from Redford. We'll keep following this story.

1. C

(Explanation: "At the moment" contrasts with "earlier tensions were running high," implying the situation was previously more intense.)

2. B



(Explanation: Repeated references to noise, pollution, green land and rural peace show that lifestyle and environmental concerns are central.)

3. C

(Explanation: The reporter highlights Redford's small population and residents' desire for peace rather than economic or strategic importance.)

4. C

(Explanation: The police warned individuals but made no arrests, suggesting restraint and an effort to prevent escalation.)

5. B

(Explanation: A woman uses the railroad closure as evidence that authorities have made costly, short-sighted infrastructure decisions before.)

6. C

(Explanation: Statements like "once it's destroyed, it's gone forever" appeal emotionally and stress irreversibility.)

7. C

(Explanation: The phrase implies strong language or extreme expressions of anger unsuitable for public broadcasting.)

8. D

(Explanation: Protesters say they will stop if construction is halted and authorities engage in dialogue.)

9. C

(Explanation: The congressman respects the right to protest but clearly states the project will proceed regardless.)

10. B

(Explanation: The report gives protesters significant voice and emphasizes their frustration and concerns without dismissing them.)

### **B.III.3. Listen to the recording "Thousands of university staff go on strike over pay negotiations" twice and answer the question.**

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

*Speaker 1:* Thousands of university employees stopped work today, demanding an 8% pay rise to keep pace with the rising cost of living.

*Speaker 2:* It's the first time in years that staff across all universities have staged a coordinated strike. But as Alexa Cook reports, one university argues that such an increase is difficult to meet because its profits have fallen in recent years.

*Alexa Cook:* A large crowd of staff gathered to make their voices heard, directing their message at Massey University's Vice-Chancellor.



*Speaker 3:* With this global cost-of-living crisis, Jen, it's time to pay us what we're owed.

*Speaker 4:* Too many of us are really struggling.

*Alexa Cook:* Seven-and-a-half thousand staff from all eight universities walked off the job, forming picket lines along roads and marching through city streets. There are 18 separate pay negotiations happening nationwide, and so far the highest offer has been 5% – far short of what these workers say they need.

*Speaker:* We've been underpaid for years.

*Speaker 5:* The university has actually made good profits over the past few years, even with COVID. And that's because of our work. We've worked incredibly hard to keep things running.

*Alexa Cook:* All but one university declined to be interviewed and that Vice-Chancellor disputed the claim that profits remain high.

*Speaker 4:* Over the past two or three years, universities have faced a significant drop in revenue and unfortunately it happened at a time when inflation has been soaring.

*Alexa Cook:* Rising inflation has pushed staff onto the picket lines, even though it has caused disruption to classes.

*Speaker 6:* It will be hugely disruptive – lectures are cancelled, tutorials are cancelled, most library workers are out. We don't take this lightly. We'd much rather be teaching.

*Speaker:* I feel undervalued and completely disrespected by senior leadership at this university.

*Alexa Cook:* All universities said in written statements that they will keep negotiating with the unions and hope to reach a settlement. But thousands of staff agree on one thing: they need higher pay. Alexa Cook, News Hub.

### **Suggested answer**

The university staff justify their demand for an 8% pay rise by pointing to the rising cost of living, which they argue has made it increasingly difficult to meet their financial needs. They claim they have been underpaid for years and highlight the significant effort they put into keeping universities running, especially during the challenging COVID period. Some staff members feel undervalued and disrespected by senior leadership, expressing frustration that their contributions are not being adequately recognized.



On the other hand, the university management, as represented by the Vice-Chancellor of one institution, argues that meeting the pay rise is difficult because the university's profits have fallen in recent years. They also mention that universities have faced significant drops in revenue due to various factors, including inflation, which has compounded financial pressures.

**B.III.4. Listen to the recording “Democracy in action” twice and choose the correct answer – A, B, C, or D.**

**Democracy in action  
(Script)**

*Politician:* Good morning. Mrs. Glover, is it?

*Anne Glover:* Yes, do I know you?

*Politician:* Allow me to introduce myself. I'm Richard Cookson, the local representative for the National Congress Party.

*Anne Glover:* So, you're a member of the government, Mr. Cookson? I've got a few things I'd like to discuss with you...

*Politician:* Well, not exactly, Mrs. Glover. The Social Democrats are in power, but we are the second-largest party in Parliament.

*Anne Glover:* Ah, yes, I get a bit confused about these things. What can I do for you today?

*Politician:* Mrs. Glover, have you made up your mind about how you'll vote in the upcoming general election?

*Anne Glover:* I'm not sure yet. There are a couple of key issues I'm weighing up and I'm undecided about which party offers the best solutions. For instance, education...

*Politician:* Absolutely. Our party plans to invest \$25 million more in education than the current government. The referendum last year made it clear how important education is to voters, so we're committed to heavily investing in the future of our children.

*Anne Glover:* But doesn't your party plan to increase university fees? I saw an ad from the Social Democrats that claimed you wanted to raise them.

*Politician:* We're planning to ask some of the wealthiest families to contribute a bit more, but that ad you saw was simply misleading propaganda.



*Anne Glover:* I'm also concerned about the environment. What's your stance on global warming?

*Politician:* You're right to be worried – it's one of the top issues in politics today. My party advocates for an international treaty aimed at reducing global pollution and emissions. We'll push for strict penalties for any countries that fail to adhere to the treaty.

*Anne Glover:* Will you also be pushing for recycling programs in communities like this one?

*Politician:* At the moment, that's not part of our plan, but we're open to considering it.

*Anne Glover:* Hmm, I know the Social Democrats are keen on promoting recycling. What about taxes – are you planning to raise them?

*Politician:* We're looking at a tax increase of about 1% on average. However, the wealthiest families will shoulder most of this increase. The bottom 30% of households won't face any higher taxes. In fact, we plan to cut taxes for them.

*Anne Glover:* Unfortunately, that won't apply to us.

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

*Anne Glover:* Yes, it's right across from the public library. You must be feeling optimistic about the election, Mr. Cookson, given that the polls show the National Congress Party has a 5% lead.

*Politician:* We believe people are starting to view us as a responsible party, and they're eager to see us in power. I'm confident we'll secure a strong majority in Parliament.

*Anne Glover:* Thanks for taking the time to chat. I'll think carefully before I cast my vote.

*Politician:* It's been a pleasure, Mrs. Glover. Have a good afternoon.

1. B – Cookson states that his party is the second-largest party in Parliament, not the one currently in power.
2. C – Anne explicitly says she is weighing up key issues and remains undecided about which party offers the best solutions.
3. B – He refers to the referendum last year as evidence that education matters to voters.
4. C – He counters the claim by saying only wealthier families would contribute more, reframing the idea of "fee increases."
5. A – By calling it misleading propaganda, Cookson implies the ad was designed to influence emotions rather than present balanced facts.



6. D – The party supports an international treaty but admits that local recycling programs are not currently part of their plan.
7. B – Saying they are “open to considering it” suggests recycling is not a current priority.
8. C – Anne says the tax cut won’t apply to us, implying her household is outside the lowest 30% and will likely pay more.
9. D – She mentions the polls to invite Cookson to comment on his party’s chances, which he does confidently.
10. A – Cookson remains polite, measured and confident, aiming to persuade while projecting optimism.

### Lock IV

- Speech protection → S
- Public accountability → P
- Civic participation → C

Code: S P C → Archive unlocks.



## Unit 6

### Digital You

#### Backstory

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

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

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

#### A. READING, VOCABULARY AND LISTENING

##### A.I. Reading

**A.I.2. Read the text, and, in three sentences, explain how the fake account spread so quickly (suggested answer).**

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

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

1. B (Text: "Three hours ago, Novaland University's official networking platform...")
2. C (Fake account reused public information.)
3. B (Controversy drove likes, comments, shares.)
4. D (Text gives exact number.)
5. B (Platforms boost posts that get reactions.)
6. C (Links asked for login details)
7. D (Large follower count created credibility illusion)



8. A (Delays due to small moderation team; the fake account remained active for several hours)
9. B (Example of misinformation)
10. A (Students need critical awareness to protect themselves)

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

1. True
2. False – The second post received the most engagement.
3. True
4. True
5. False – Some students accepted the account without question.
6. True
7. False - The fake account remained active for several hours.
8. True
9. True
10. False – It shows the importance of digital literacy.

## **A.II. VOCABULARY**

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

1. Impersonation – C
2. Phishing – F
3. Data breach – A
4. Privacy settings – J
5. Verification – D
6. Pseudonym – B
7. Visibility – H
8. Reporting – E
9. Fake profile – G
10. Transparency – I

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

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



10. spam

## Lock I

Clue 1: B → 4

Clue 2: B → 7

Clue 3: A → 8

Clue 4: A → 0

Correct code: 4 7 8 0

## A.III. LISTENING

**A.III.2. Listen to “Dr Varga’s Testimony on Digital Ethics”, and write down three concrete suggestions that Dr Varga makes for safer digital behaviour.**

### Script

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

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

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

So what can we do? My strongest recommendation is to improve our *digital literacy*. That means questioning what we see, asking why we are asked to share information, and thinking carefully before clicking on links. Platforms have a responsibility to provide safer environments, but individuals also need to recognize the risks and act responsibly.



Remember, every post, every click, and every like contributes to your digital footprint. The more we understand it, the better we can protect ourselves.

### **Suggested answer**

Three concrete suggestions from Dr Varga for safer digital behavior:

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

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

1. B (Companies use data to predict, sell, advertise)
2. C (Fake accounts harm trust, spread misinformation)
3. A (Privacy settings confusing, hidden)
4. B (Profile info (name, picture) always public)
5. D (Most emphasized solution = digital literacy)

## **Lock II**

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

Answer: B A D C

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

## **B. Reading, grammar and listening**

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

#### **B.I.2. Summarize in one paragraph the responsibilities of companies vs. individuals in protecting digital safety (suggested answer).**

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



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

1. A (Criticism = fail to protect)
2. C (Lacking transparency)
3. D (Oversharing = misunderstanding policies: “When users do not understand the risks, they are more likely to overshare personal information”)
4. B (Vulnerable due to limited experience)
5. B (“Privacy settings are often difficult to find and complicated to use”)
6. A (Alarming misinformation = cancelled exam)
7. C (Analysts propose stricter regulations)
8. D (Companies warn: rules may limit free expression)
9. B (Student’s description = constant surveillance, no protection)
10. C (“Platforms must improve their responsibility, and individuals must build their capacity to act wisely online”)

**B.II. Grammar**

**B.II.1. Fill in the gaps by using the following words or phrases after each modal: *be completely new, attract attention, be suspicious, help, show, be enough, come, be considered, respond, be very old.***

1. be suspicious
2. be very old
3. attract attention
4. be completely new
5. be considered
6. help
7. show
8. come
9. be enough
10. respond

**B.II.2. The bold parts of the sentences sound too certain. Rewrite them using *might*.**

1. Privacy settings **might** be effective.
2. This account **might** be fake.
3. The company **might** guarantee complete protection.
4. Some students **might** be careless.
5. The platform **might** remove fake accounts immediately.
6. Companies **might** sell user data.
7. This post **might** be true.
8. The university **might** solve the problem right away.
9. All users **might** be aware of the risks.
10. Fake accounts **might** be harmless.

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

1. anxiety



2. confusion
3. transparency
4. responsibility
5. dangers
6. identity
7. safety
8. behaviour
9. awareness
10. trustworthy

### Lock III

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

### B.III. Listening

**B.III.2. You are going to listen to a short report on the results of a Youth Digital Ethics Summit. Then complete the multiple-choice questions.**

#### Script

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

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



9. C

10. D

**B.III.3. Listen to a student's testimony on an online scam and answer the following questions.**

**Script**

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

**Suggested answers**

*"Urgent: Verify Your Account Now."*

Now checks sender address, hovers over links, thinks twice.

Always verify suspicious emails before clicking or sharing info.

**B.III.4. Listen to the "Expert Panel Debate on Digital Safety" and choose the correct answer – a, b, c or d.**

**Script**

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

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

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

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

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



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

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

1. D (Platforms must take responsibility)
2. B (They profit from our data)
3. C (Individuals also need to think before they click)
4. B (Governments must introduce clear regulations)
5. A (Without laws, companies will prioritize profit)
6. B (Digital literacy is the foundation)
7. B (No amount of laws will help)
8. C (Companies hide policies behind legal jargon)
9. B (Users need clarity)
10. A (The balance lies between companies, individuals, and governments)

## C. SPEAKING

### C.II. Answering questions

#### **Suggested answers**

Expressing an opinion and structuring an argument

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

Turn-taking and inviting another's opinion

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

Making a suggestion and using idioms

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

Expressing disagreement and encouraging elaboration



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

#### Summarizing and concluding

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

### Lock IV

Expressing opinion → E

Inviting opinion → I

Think before you click → T

Password: EIT → Door unlocked

## D. WRITING

### Short Essay (≈250 words) (Sample)

#### **My Online Presence and Personal Information**

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

However, I realize that my online visibility extends beyond what I consciously choose to post. Every search, like, and comment contributes to my digital footprint. Even when I believe an account is private, my profile picture, username, and some interactions are still public. In addition, cookies and algorithms track my browsing behavior, creating a profile that companies can use for advertising or, in some cases, share with third parties. This makes me uncomfortable, because it reduces my control over how my data is used.

If I could change something, I would first reduce oversharing. For instance, I sometimes post photos with geolocation data enabled without thinking about the risks. I also reuse similar passwords across platforms, which increases vulnerability in the event of



phishing or hacking. In the future, I want to strengthen my privacy settings, use unique passwords, and think twice before sharing personal content. By being more critical and responsible, I hope to protect both my identity and my reputation.

## MAIN ASSIGNMENT

### Formal Proposal (≈1000 words) (Sample)

#### Proposal to the Novaland University Digital Safety Committee

##### Introduction

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

##### Problem

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

##### Proposed Actions

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

##### Why These Measures Will Work

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



### **Conclusion**

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



# Green Talks: Environmental Citizenship

## Backstory

Record-breaking heat, sudden floods, and shifting seasons – climate change is hitting closer to home than ever. Across Europe, and even here at Novaland University, its effects are becoming visible: unpredictable weather, higher energy use, and changing green spaces on campus. The global crisis has local consequences, and they are growing harder to ignore.

As members of the international Novaland community, you and your peers experience these changes in different ways – but you share one responsibility: to understand and act. You are part of the **Youth Climate Action Lab** at Novaland. Your mission is to explore how climate change impacts your surroundings and to design ideas that help your community respond.

You'll focus on both **climate change mitigation and adaptation** – finding ways to reduce the causes of climate change and adjust to its effects. At a university level, this could mean promoting renewable energy, cutting down on single-use plastics, improving recycling systems, and encouraging low-carbon transport like cycling or car sharing. It could also involve adapting campus life to extreme weather by creating shaded study areas, using water-saving systems, or planting climate-resilient greenery. Small changes across campus – in classrooms, dorms, cafeterias, and outdoor spaces – can strengthen Novaland's resilience and reduce its carbon footprint.

Your task is to create a **"Green Talk"**: to design an interview questionnaire, collect responses from your peers, teachers, and community members, and create infographics presenting your findings and inspiring action. Show how small, realistic steps – from saving energy in dorms to promoting greener transport or reducing waste – can make a real difference. At Novaland, global awareness begins with local action.

## A. READING, VOCABULARY AND LISTENING: Impacts of climate change

### A.I. Reading

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

1. B (Europe is warming at roughly twice the global average, highlighting its exceptional vulnerability compared to other regions.)
2. C (Native species are being displaced, while invasive species spread more easily under milder conditions showing biodiversity decline due to climate change.)
3. D (The text defines water stress as reduced freshwater availability, harming ecosystems and increasing competition – a clear reference to scarcity and conflict over water.)



4. A (The report warns that heat-related mortality could increase by 30% by 2050 without stronger adaptation.)
5. C (Higher temperatures and stagnant air increase ozone and particulate matter, aggravating respiratory illness.)
6. B (The text links disease spread to warmer winters and wetter climates that help mosquitoes and ticks survive and reproduce further north or higher up.)
7. D (The expression implies increasing awareness, that mental health issues, once underestimated, are now recognized as legitimate climate impacts.)
8. B (Climate impacts are multidimensional: ecosystem damage, economic loss, and human health issues reinforce one another.)
9. A (Adaptation is defined as adjusting to existing impacts. Examples given include heat-health action plans and resilient infrastructure.)
10. C (Europe's health and environment are already affected and calls for joint adaptation and mitigation at all levels.)

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

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

## **A.II. Vocabulary**

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

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



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

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

## **Lock I**

Correct code: 7 9 6 5

## **A.III. Listening**

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

### **Climate Change: The Tipping Point (Script)**

When we talk about climate change, it's important to remember that many of the countries suffering the earliest and most severe impacts are not the ones that produced most of the world's greenhouse gas emissions. In fact, the situation is almost the reverse: nations close to the equator—many of which have contributed very little to global emissions—are among the first to experience intense and damaging effects.

But this isn't only a crisis for developing regions. What happens in poorer parts of the world will eventually affect everyone. If communities in vulnerable areas begin to face extreme heat, drought, or flooding, these changes can trigger internal displacement and large-scale migration. When crops fail, food shortages can spark riots, and those riots can undermine political stability. In a world with millions of potential climate refugees, the risk of social, political, and cultural disruption becomes extremely high.

Predicting exactly how the climate will behave in the decades ahead is difficult. There is uncertainty in climate projections—not because scientists doubt the warming trend, but because we cannot know what choices our own generation, and future generations, will make about emissions. However, if we continue on our current path, most climate models agree that global temperatures could rise between three and five degrees Celsius by the



end of this century. Importantly, none of the models suggest that warming will simply stop or reverse by itself. The question is not whether there will be major warming, but how much.

Even the lower end of these predictions would have serious consequences. More than 600 million people currently live in low-lying coastal areas less than 10 meters above sea level. If emissions continue unchecked, some projections suggest sea levels could rise by 80 centimeters to one meter by 2100. While that may sound gradual, the real danger comes from extreme storm surges—powerful waves and floods that coastal cities have never experienced before. If major coastal cities were lost, the economic and social consequences would be immense, potentially disrupting global trade and financial systems. Losing these urban centers would reshape the economic map of the world.

Although scientists understand many aspects of future climate impacts, some fear that there are additional extreme risks that we are only beginning to recognize. These are known as tipping points. A tipping point occurs when a small amount of extra warming pushes part of the climate system into a completely different and irreversible state. For a long time, many researchers believed such events were unlikely, but concern about them has grown significantly.

At the moment, it is our ongoing emissions that are driving temperatures upward. But if we cross key tipping points, the warming could accelerate beyond anything humans can control. Around the world, several major systems appear vulnerable: the Greenland and West Antarctic ice sheets could begin an irreversible melt; the Atlantic Ocean's overturning circulation could collapse; and vast ecosystems—such as tropical rainforests—could shift into entirely different landscapes, becoming savannas rather than forests.

Once a tipping point has been crossed, the process cannot be undone. The resulting changes continue to intensify, and the planet keeps getting hotter because a self-reinforcing chain of events has been triggered.

1. B (This isn't only a crisis for developing regions; what happens in poorer parts of the world will eventually affect everyone)
2. B (He says uncertainty comes from not knowing what our generation or future generations will do)
3. D (Sea-level rise increases risk from storms and surges we've never seen before)
4. C (Tipping point is defined as "a little extra warming nudging the system into an irreversible change")
5. D (The text mentions Greenland, Antarctica, Atlantic circulation, and rainforest dieback, but not glacier expansion)



## Lock II

1. Climate footprint - C. Causes of climate change (greenhouse gas emissions) – B. How much do we contribute to climate change? - D. A university measures CO<sub>2</sub> emissions from heating, electricity, and travel. -> 1 – C, B, D
2. Climate impact - A. Effects and consequences of climate change - D. What happens because the climate is changing? - C. Heatwaves increase health problems and water shortages in a city.  
-> 2 – A, D, C
3. Climate model - B. Scientific simulation of future climate conditions - C. What might the climate be like in the future? - A. Prediction of higher temperatures and more floods in Europe by 2050.  
-> 3 – B, C, A
4. Tipping point - D. Critical thresholds leading to irreversible change - A. When does change become impossible to stop? - B. Ice melt in Greenland reaches a level that cannot be reversed.  
-> 4 – D, A, B

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

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

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

1. B (The text states that mitigation aims to cut emissions and slow warming, while adaptation helps communities adjust to the effects of climate change.)
2. D (The passage describes mitigation and adaptation as “two interconnected strategies” and a “dual line of defence,” meaning they operate together, not separately.)
3. C (The text identifies reducing sources of emissions and strengthening sinks that absorb them as the two main mitigation pathways.)
4. C (Storm drains are listed under adaptation - “upgrading infrastructure to manage heavier rainfall”, not mitigation.).
5. B (The text explains that carbon removal involves removing CO<sub>2</sub> already in the air, such as through reforestation or direct air capture.)
6. C (The text says carbon removal is “difficult to scale up, costly, and cannot replace emission cuts.”)
7. A (The text notes that even if mitigation succeeds, warming and sea-level rise will continue due to past emissions.)
8. C (Proactive adaptation is described as acting in advance of severe impacts; reactive adaptation occurs after damage has happened.)
9. D (Mongla, Bangladesh is given as an example of proactive adaptation through early infrastructure and economic measures.)



10. B (The final paragraph says most funding goes to mitigation and that adaptation gets only a “small share.”)

## **B.II. Grammar**

### **B.II.1. Fill in the gaps using the appropriate preposition or article from the Word Bank.**

1. to
2. an
3. in
4. on
5. for
6. by
7. the
8. through
9. against
10. of

### **B.II.2. Rewrite each of the following direct questions as a polite indirect question.**

1. I was wondering if the university has a strategy for achieving carbon neutrality. / I was wondering whether 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? / Could you tell me whether 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. Complete the text using the correct form of the word in brackets.**

1. greening
2. emissions
3. responsibility
4. neutrality



5. commitment
6. sustainable
7. innovative
8. efficient
9. initiatives
10. strengthens

### Lock III

1. where
2. how many
3. how
4. what
5. if
6. who

### B.III. Listening

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

#### Script

Welcome to today's episode of the Climate Solutions Show, where we explore creative and practical ideas for tackling environmental challenges around the world.

Each week, our programme highlights ordinary people who are doing extraordinary things. They design small-scale innovations, test unusual ideas, and create solutions that genuinely make a difference in their communities. Our goal is to step away from doom and gloom for a moment and concentrate on what is working. We try to “put despair in a box” and shine a light on projects that offer hope and inspiration.

Many of the solutions we feature are unexpected. In past episodes, we've looked at everything from sea cucumbers cleaning coastal ecosystems to coconuts being used in surprising new ways. They may sound unusual, but they demonstrate just how broad and inventive climate solutions can be.

Climate change comes up in almost every episode now. People everywhere are feeling its effects, and many have decided they can't wait for perfect conditions or huge investment. Instead, they are responding with smaller, community-driven ideas—actions that may not be backed by major institutions but still make a measurable impact where people live.

This is where our approach differs from programmes that focus on large scientific initiatives or high-level climate negotiations. Those efforts represent top-down measures—projects led by governments, international organisations, and scientific institutions. They are essential, ambitious, and often operate at a global scale.

But climate action also depends on bottom-up approaches. These are grassroots solutions created by individuals, neighbourhoods, and local groups who face environmental problems every day. They may involve simpler technologies, local knowledge, or volunteer networks, but they can be surprisingly effective.

The truth is that neither approach is enough on its own. Top-down systems provide structure, research, and policy direction. Bottom-up efforts bring creativity, community engagement, and local ownership. Together, they form a stronger response to the climate crisis than either strategy could achieve alone.

In this episode, we revisit some of our favourite examples—from large policy initiatives to inventive community projects. And we ask one central question: Can ordinary people really help fix the climate?

1. B – The presenter explains that the show focuses on “creative and practical ideas” and small-scale innovations that make a difference.
2. B – “Putting despair in a box” is explicitly described as stepping away from doom and gloom to highlight what is working.
3. C – Sea cucumbers and coconuts are mentioned as surprising examples that show how diverse and inventive solutions can be.
4. D – The text highlights that community initiatives are not heavily funded but still “make a measurable impact where people live.”
5. B – Top-down approaches are described as “projects led by governments, international organisations, and scientific institutions.”
6. C – Bottom-up approaches come from individuals, neighbourhoods, and community groups responding to local challenges.
7. A – The speech notes that neither is enough alone; global systems provide structure, while local actions bring creativity and engagement.
8. C – The text states that everyday people are creating small-scale innovations that have real impact.
9. D – The programme sets aside despair and concentrates on “hope and inspiration,” showing a positive, solution-oriented tone.
10. C – The episode asks the central question: “Can ordinary people really help fix the climate?”

**B.III.3. Listen to a *Climate Solutions* episode about the ASRI project in Borneo, Indonesia. Then answer the questions below. Explain your answers using examples or phrases from the recording. Remember to take notes while listening.**



## Script

Today I'd like to talk about a remarkable initiative from the Indonesian part of Borneo—an area where deforestation has long threatened both the tropical rainforest and the communities that depend on it. Forests in this region form one of the world's most important carbon sinks. They absorb and store carbon dioxide for centuries, acting as a natural defence system against climate change. But millions of trees are still being lost each year—globally, around ten million hectares, roughly the size of Portugal. The reality is that many families cut trees simply because they have no other way to earn a living.

In West Kalimantan, however, a project called ASRI has found a way to break the link between income and forest destruction. The founders—two women, Kinari Webb and Hotlin Ompusungu—realised something crucial: people were logging because they needed money to pay for healthcare. Medical treatment was expensive, and some villagers even relied on traditional healers rather than seeing a doctor. Once ASRI understood that healthcare costs were directly driving deforestation, they introduced an innovative solution.

The ASRI clinic offers affordable medical care for communities that reduce or eliminate logging. Each village has a status linked to its forest protection efforts. When patients arrive, they show an ID card that indicates their village's logging record. Those from “green villages”—places where no recent logging has occurred—receive consultations and medicine at half price. Importantly, no one is denied healthcare; the incentive simply rewards communities that protect the forest.

ASRI also introduced an even more unusual idea: if patients cannot afford cash, they can pay with tree seedlings. Villagers grow the seedlings at home—sometimes hundreds each day—and deliver them to ASRI's nursery, where they are prepared for replanting. These seedlings are then used in a large-scale community reforestation programme that helps restore degraded parts of the national park. Over the years, former loggers have become forest guardians, and the replanting efforts have brought visible ecological recovery. Local rangers report increasing bird species, returning monkeys, and even sightings of orangutans.

The programme has produced significant social benefits as well. Families now have access to reliable, modern healthcare; children receive proper treatment instead of traditional practices that were often ineffective; and women, especially single mothers, have found new roles in seedling production, nursery work, and village cooperatives that support the project.

What makes the ASRI model remarkable is that it is entirely community-driven. It uses a bottom-up approach by working directly with local people, addressing their needs, and



creating livelihoods that don't require cutting down the forest. Instead of punishing loggers, it provides alternatives—healthcare, jobs, and economic dignity. As a result, forest loss has slowed dramatically, and communities are increasingly motivated to protect the landscape that sustains them.

The ASRI project shows that climate solutions are not always technological or government-led; sometimes, they begin with a simple but powerful idea: when people's basic needs are met, they are far more likely to protect the environment they call home.

### **Suggested answers**

1. Forests act as major carbon sinks, storing carbon dioxide for centuries and helping slow global warming, making them crucial for global climate stability.
2. Villagers cut trees to earn money, often to cover basic living costs, with healthcare expenses being a major factor.
3. The founders realised that people logged trees to pay for medical treatment, meaning poor healthcare access was directly driving forest loss.
4. ASRI offers discounted medical care (half-price treatment) for patients from villages that have stopped logging.
5. The ID cards verify whether a patient's village has recently logged, determining whether they receive the discounted rate.
6. Patients who lack cash can pay with tree seedlings; they grow seedlings at home, deliver them to ASRI, and the seedlings are later used in reforestation projects.
7. The forest has shown visible recovery: more tree cover, returning wildlife such as birds, monkeys, and even orangutans.
8. Communities now have better healthcare, families avoid harmful traditional treatments, and women gain new roles growing seedlings or working in cooperatives.
9. Healthcare incentives address the root cause – economic necessity – so people don't need to log for survival; this builds cooperation instead of resistance.
10. The model empowers local people, builds solutions from community needs, and encourages participation, making it more sustainable than relying only on government or large-scale interventions.

**B.III.4. Listen to a *Climate Solutions* episode about the floatovoltaics and choose the correct answer – a, b, c, or d. Only one option is correct.**

### **Script**

Today I want to introduce a technology that is gaining attention as a creative alternative to land-based solar farms. It is called floatovoltaics—a system in which solar panels are installed on lakes, reservoirs, or even open seas. Instead of occupying farmland or natural landscapes, these panels rest on specially designed floating structures placed directly on the water.

During the reporting of this story, the founder of the Norwegian company Ocean Sun, Bjoerge Bjørniklet, described how one of their projects works while standing on a lake in Albania. The system there consists of several large circular platforms that look almost like



giant floating trampolines. Each platform is built from flexible hydroelastic membranes stretched tightly across the water's surface, and on top of these membranes sit thousands of solar modules arranged in flat, circular formations.

Each of these platforms, about 210 feet across and carrying roughly 1,600 solar modules, can produce about two megawatts of electricity at peak sunlight. The power goes straight into Albania's electrical grid. To put this in context, a typical rooftop installation may have only a few dozen panels, while this floating system holds around 6,000 in total.

One of major benefits of floating solar is that it does not use up valuable agricultural land, which is a frequent criticism of large ground-mounted solar farms. Because the water surface was not being used for crops in the first place, placing solar panels there avoids conflicts between energy production and food security. The developers also say that the platforms do not significantly disturb fish or other aquatic life, since they act as gentle shade or shelter rather than an obstacle.

Another innovation currently being tested in coastal regions is floating wind turbines. These turbines are placed on platforms anchored offshore, in areas where the water is too deep for traditional fixed foundations. Because ocean winds are stronger and more consistent, floating turbines open up access to huge new areas for renewable energy generation that were previously unusable.

Together, ideas like floating solar and floating wind show what can happen when designers move beyond conventional approaches – when they not only “think outside the box,” but sometimes “put the box away” completely.

These large-scale engineering projects are led by scientists and companies. But such innovations work best when paired with grassroots initiatives that guarantee local acceptance and community-level implementation of such innovations.

1. A (The term “floatovoltaics” refers to floating solar panels placed on lakes or open seas.)
2. C (The founder, Bjoerge Bjørniklet, was interviewed while standing on a floating solar installation in Albania.)
3. B (The panels sit on hydroelastic membranes stretched across circular floating rings.)
4. C (Each floating platform produces almost 2 megawatts of energy at peak sun.)
5. D (The speakers highlight that they use space not needed for agriculture, unlike land solar farms.)
6. A (One speaker briefly questions whether fish would be affected, but it's noted that “the fish are okay with it.”)
7. B (Floating turbines work in deep waters with stronger and steadier winds — areas unsuitable for fixed structures.)
8. D (The host praises creative, unconventional climate solutions like floatovoltaics.)



9. B (Large-scale engineering projects led by scientists and companies exemplify top-down solutions.)
10. A (Bottom-up approaches ensure local acceptance and community-level implementation of such innovations.)

### **Lock IV**

Riddle 1: B. Green roofs on campus buildings

Riddle 2: C. Solar energy installation

Riddle 3: D. Zero-waste campus programme

Lock code: B C D



## Unit 8

# Justice in Our Hands: Acting Fairly in Everyday Life

### Backstory

In a democracy, speaking up is not just a right but a responsibility. Words can challenge injustice, offer solutions, or inspire collective action, though public speaking is never easy – especially when emotions run high and opinions differ. Recently, your community faced controversial proposals, from school rules to youth policies: some stayed silent, others spoke out, and debates spread across social media. Now it's your turn. As members of the Civic Speakers Team of **Novaland**, you will investigate a real issue and craft a persuasive speech grounded in facts, examples, and democratic values. Your message will be delivered at the **Novaland** Civic Debate Forum, where it should move people to think, feel, and perhaps act. This is more than practice – it is your voice in action. Democracy begins when you speak up.

### A. READING, VOCABULARY AND LISTENING: How to help students think about justice

#### A.I. Reading

##### A.I.3. Choose the correct answer – A, B, C or D.

1. C (The text says that in a democracy, youth should be critical thinkers who question the status quo, rather than passively accepting propaganda or unfair systems.)
2. B (The researchers studied an elite high school with privileged, well-resourced, Ivy League-bound students.)
3. C (Teachers were described as facilitators: they listened, guided the conversation, and supported egalitarian discussion rather than dominating it.)
4. D (Students often showed respectful turn-taking (ceding the floor) and invited quieter classmates to join the discussion.)
5. C (Discussion-based learning helped students develop initiative, curiosity, open-mindedness, care for others' ideas, and willingness to take risks.)
6. C (The "missed opportunity" was that students' strong obligation and care mostly applied within their privileged community, not toward broader justice for others outside the school.)
7. C (Most students fit the personally responsible type: kind, committed, moral, and responsible in their immediate community, but not consistently acting on systemic injustice.)
8. A (The text gives contributing to a food drive as a clear example of a personally responsible citizen.)



9. D (Westheimer argues that personally responsible citizens, while good and law-abiding, don't challenge root causes or systemic inequalities, so democracy may not improve, and inequities can persist.)

10. B (The rare justice-oriented example mentioned is a student speaking up against a prejudiced stereotype when visiting a family friend.)

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

1. False (It's false because the authors explicitly say that kindness/responsibility (what they call personally responsible citizenship) does not lead to justice-oriented action and can fail to challenge systemic problems.)

2. True

3. True

4. False (It's false because the text says the opposite: teachers did not always lead, and students often drove the discussion.)

5. True

6. False (It's false because the authors say students' sense of obligation was mainly to each other inside the elite school, and they did not extend that commitment to people outside it.)

7. True

8. False (It's false because the text says the researchers found very few, not "many," examples of participatory or justice-oriented citizenship. So the evidence was rare and limited (2 participatory + 1 justice-oriented), which directly contradicts "many clear examples.")

9. True

10. True

## **A.II. Vocabulary**

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

1. B

2. E

3. J

4. F

5. H

6. D

7. A

8. G

9. C

10. I

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



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

## Lock I

- 1 → 2 (Restorative)
  - 2 → 1 (Retributive)
  - 3 → 4 (Procedural)
  - 4 → 3 (Distributive)
- Clue code: 2 1 4 3

## A.III. Listening

### A.III.3. Choose the correct answer – A, B, C or D.

#### **Justice in Everyday Life: Practicing Fairness, Courage, and Accountability? (Script)**

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



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

Thanks for listening.

1. B (Baha'u'llah calls justice "the best beloved" and says it is "My gift... the sign of My loving-kindness," and that through justice a person will "see with thine own eyes... and know of thine own knowledge." So justice is valued as a divine gift that leads to direct, personal understanding—not mainly as legal order.)
2. B (Linda Popov links acting without prejudice to independent, evidence-based thinking: "search for facts with our own eyes and ears, and think for ourselves." That is the practice contrasted with prejudice.)
3. B (This option quotes the passage directly: "Justice means being fair in our actions, even when no one is watching, holding ourselves accountable..." It clearly shows responsibility without external observation.)
4. B (The passage connects inner moral strength with resisting unjust systems: "Just people think for themselves; they do not become the puppets of injustice." This links individual development (independent thinking, integrity) to confronting broader injustice.)
5. C (The passage says justice applies even when no one is watching, so "ensuring fairness only when public scrutiny is present" contradicts the text. The other options (no prejudice, protecting the needy, accountability) are all strongly emphasized.)

#### **A.III.4. Answer the following questions (suggested answers).**

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



2. The recording quotes Baha'u'llah: *"The best beloved of all things in My sight is Justice... By its aid thou shalt see with thine own eyes and not through the eyes of others... Verily justice is My gift to thee and the sign of My loving-kindness. Set it then before thine eyes."*
3. Linda Popov says we must act without prejudice, search for facts with our own eyes and ears, and think for ourselves instead of relying on others' opinions.
4. The text encourages us to fight against racism, prejudice, barriers that limit opportunities, and other forms of inequality in society.
5. Truly just people are described as those who think for themselves, hold themselves accountable, act fairly even when no one is watching, and refuse to become "puppets of injustice."

## Lock II

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

## B. READING, GRAMMAR AND LISTENING: How is law different from justice?

### B.I. Reading

#### B.I.3. Choose the correct answer – A, B, C or D.

1. C (The introduction says people often confuse law and justice, and it aims to show they are connected but not identical.)
2. C (The text states: "Law" derives from the Teutonic word lag.)
3. C (It directly explains that lag means "definite.")
4. C (Law is described as a system/body of rules and regulations created and enforced by governmental authorities.)
5. B (The text says if someone violates laws, the state punishes them according to the law.)
6. D (India is described as having a hybrid legal system (civil, common, customary, criminal, and religious law).)
7. C ("Justice" is said to come from the Latin word jus.)
8. C (Justice is linked to fairness, equality, and righteousness, based on ethics and morality.)
9. C (The scales represent equality in weighing the claims on each side.)
10. C (The blindfold shows impartiality: Lady Justice cannot be influenced and is free from prejudice or corruption.)

### B.II. Grammar

#### B.II.1. Fill in the gaps with the appropriate word. Use each option only once.



1. therefore — shows a logical conclusion: if justice requires critical engagement, it follows that citizens must balance rights and responsibilities.
2. in contrast to — introduces opposition: contemporary theory differs from the simplistic idea that justice equals punishment.
3. for instance — introduces a concrete example of restorative practices: community-based mediation programs.
4. in addition — adds another supporting point after restorative justice: legal frameworks (constitutions, human-rights statutes).
5. consequently — signals an implication that follows from the previous sentence: if frameworks provide protections and guarantees, governments must ensure real access to legal resources.
6. because of — gives the reason: historical exclusions have limited participation, so access must be ensured.
7. in contrast — marks a direct comparison between two approaches: formal equality vs substantive equality.
8. such as — introduces examples of policies aimed at substantive equality: affirmative measures in education and employment.
9. moreover — adds an additional requirement beyond the previous example: targeted legal aid is another necessary measure.
10. as a result of — expresses cause → effect: due to these interventions, social cohesion and trust can increase (supporting a stronger democracy).

**B.II.2. Insert the correct discourse marker. Read each item. You will see two short sentences and then one combined sentence with a gap (\_\_\_\_). Choose the correct discourse marker from the word bank and write it in the gap. Use each marker once.**

1. therefore (logical result/conclusion)
2. in contrast to (contrasts two viewpoints)
3. for instance (gives an example)
4. in addition (adds another point)
5. as a result (shows effect/consequence)
6. because of (gives the reason/cause)
7. in contrast (highlights difference/opposition)
8. such as (introduces an example)
9. moreover (adds an extra point with emphasis)
10. consequently (shows a consequence that follows)

**B.II.3. Fill in the discourse markers. Read the text and fill in the gaps (1–10) with the most appropriate discourse marker from the list.**

1. indeed (adds emphasis/confirmation: it stresses that these principles really do create the framework for civic engagement.)
2. moreover (adds another supporting idea: after describing the framework, it also states that democratic values promote accountability and transparency.)



3. Furthermore (introduces an additional important point: besides governance and trust, education and reliable information are also essential)
4. However (signals contrast: even though education is essential, misinformation and unequal access can undermine engagement.)
5. On the other hand (presents an opposing/offsetting idea: civil society and independent media can counterbalance those threats.)
6. Nevertheless (acknowledges the threats but reinforces a key point: despite difficulties, sustaining democracy still requires continuous effort.)
7. Therefore (shows a logical result: if sustaining democracy requires effort, then institutions must adapt to social and technological change.)
8. As a result of active (introduces cause: active participation and strong institutions are the reason democracies can protect rights and resolve conflicts peacefully.)
9. Consequently (marks the outcome of the previous cause: because democracies can protect rights and resolve conflicts, social stability and legitimacy are strengthened.)
10. Actually (clarifies and slightly corrects expectations: democratic values are not just abstract ideals; they are in practice lived through everyday actions.)

**B.II.4. Read the text and fill in gaps (1–10) with the most appropriate discourse marker from the list. Use each marker only once.**

1. therefore (logical conclusion: since law and justice are not the same, it follows that there are basic differences.)
2. in contrast (sets up an opposition: after defining “law,” the text presents “justice” as a different concept.)
3. however (marks contrast: laws can change over time; justice is described as universal and unchanging.)
4. in fact (adds emphasis/clarification: it highlights what courts actually aim to do—deliver justice through judgments.)
5. as a result (shows consequence: if courts decide cases impartially, the outcome is fair remedies.)
6. nevertheless (contrast despite the previous point: laws vary by country; nevertheless, justice is presented as constant everywhere.)
7. consequently (cause–effect inference: if judges interpret laws differently, the consequence is that law becomes flexible in practice.)
8. moreover (adds another supporting idea: it strengthens the argument by adding that justice is based on inherent human values.)
9. on the other hand (presents a counterpoint/balance: strict enforcement may be necessary, but compassion is also required for justice.)
10. thus (final summary conclusion: based on all points above, law and justice are connected but not the same.)

**Lock III**

1. as a result



2. in contrast
3. because of
4. since
5. for instance
6. in addition

### B.III. Listening

**B.III.2. Listen to the recording "Equality and Justice: Key Differences and Why They Matter" and answer the following questions. Only one answer is correct.**

#### **Equality and Justice: Key Differences and Why They Matter (Script)**

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

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

#### **What Is Equality?**

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

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

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

#### **What Is Justice?**

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



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

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

### The Relationship Between Equality and Justice

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

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

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

### Why It Matters

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

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

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

1. B (Equality is defined as ensuring the same opportunities and rights for everyone, regardless of background, identity, or circumstances.)
2. B (Workplace anti-discrimination laws are given as a clear example of equality in action.)
3. B (Justice is described as fair treatment and correcting wrongs, so that people receive an equitable share of benefits and burdens.)
4. B (Justice is described as fair treatment and correcting wrongs, so that people receive an equitable share of benefits and burdens.)
5. C (Equality provides a foundation through equal treatment and opportunity, while justice goes further by addressing and fixing inequalities and unfair practices.)
6. A (Equality is summarized as creating a “level playing field for everyone,” highlighting fairness, access, and opportunity.)



7. B (Justice often involves corrective measures aimed at reducing unfairness and repairing harm.)
8. B (Understanding these ideas is presented as helpful for English language learners and for anyone trying to understand social dynamics today.)
9. D (Equal-quality education, freedom of expression, and workplace protections are mentioned, but identical salaries for everyone regardless of role are not. )
10. B (The closing encouragement is to stay curious, stay informed, and continue exploring topics.)

**B.III.3. Listen to the recording “Finding Your Voice: Unique’s Story of Survival and Belonging” and reflect on how Unique’s teacher helps her change over time.**

**Finding Your Voice: Unique’s Story of Survival and Belonging  
(Script)**

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

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

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

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

That’s when I saw Officer Al.

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

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

You can only do so much. Sometimes I feel completely defeated. But I’m lucky – there are some students I *do* reach. And just seeing their progress reminds me that I’m on the right



path. If I can reach even one student, not just as a drama teacher, but as a teacher in general... then it's worth it.

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

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

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

So long...

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

We believe in this. We have to.

"What's your name?" the teacher asks. "I'm talking to you. Who are you?"

A quiet voice answers, "I'm Unique."

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

"I'm Unique."

"Why are you here, Unique?"

"Because I broke barriers."

"You did what?"

"I broke barriers."

"And someone in the back of that room who's not even paying attention to you – thank you. You travelled barriers."

"Now, who are you?"

"I am Unique."

“And why are you here?”

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

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

### **Suggested answer**

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

**B.III.4. Listen to the recording “Social Justice: A Vague Slogan and Its Threat to a Free Society”. Identify the discourse markers in the text. As you listen, choose the correct answer – A, B, C, or D.**

### **Social Justice: A Vague Slogan and Its Threat to a Free Society (Script)**

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

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

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

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

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



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

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

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

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

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

And it gets worse.

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

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

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

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



All we need to do is invoke the abracadabra phrase “social justice” and we’re on our way.

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

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

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

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

1. C (It is described as difficult to define because different supporters use the term in different ways, so it can mean whatever its advocates choose.)
2. B (The groups named include labour unions, universities/colleges, private foundations, and charities.)
3. B (The AFL-CIO mission is presented as improving the lives of working families by pursuing economic justice in the workplace and social justice nationally)
4. C (The economist identified as strongly criticizing the term is Friedrich Hayek.)
5. C (His concern is that the idea behind it involves sacrificing freedom in order to redistribute income.)
6. C (The definition given focuses on fair distribution of the benefits of economic growth through strong redistributive policies carried out by public agencies.)
7. C (The goal is framed as wealth redistribution achieved through expanding government power.)
8. C (Compassion is portrayed as government taking money from some and giving it to others, while greed is wanting to keep one’s own money.)
9. C (The danger is that it can justify government coercion and expand state control in ways that undermine a free society.)
10. B (Those seen as “enemies” are people who treat truth and justice as independent of political agendas and therefore reject the imposed definition.)

## C. SPEAKING

### C.I. Match the phrase to its meaning.

1. L



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

## C.II. Speech recording

### 1-Minute Monologue

#### Example Student Output (Model Answer)

"My motto is: *Fairness always matters*. It is important because without fairness, people lose trust in each other. For example, last week I saw a teacher treat all students equally during group work, even though some were stronger and some were weaker – that showed real fairness. Another example is when I had to share household chores with my brother. We divided the tasks equally, which made life easier for everyone. In my opinion, fairness means respecting others, even when no one is watching. That is why I try to *play by the rules* and *stand up for what is right* every day."

## Lock IV

A – R = Right (Organizing a peaceful protest is a form of civic participation and is protected under democratic values (freedom of assembly and expression), as long as it remains non-violent and follows safety rules.)

B – U = Rule (A uniform requirement is a university policy about appearance/behaviour. It's set by the institution, and students are expected to follow it while enrolled.)

C – R = Right (Using a phone to contact family during lunch is generally part of personal freedom and private communication, unless there is a specific, clearly stated restriction (e.g., during exams or in certain secure areas).)

Clue code: R U R

## D. WRITING

### Short Action Plan on Academic Misconduct



## Sample Student Answer – Action Plan

### **Introduction (≈50 words)**

A university online quiz competition faced an academic integrity breach when one student used a second device to look up answers. The organisers responded by disqualifying the entire team and banning them for one year. This case raises an important question: is collective punishment fair when only one person cheated?

### **Main Analysis (≈165–175 words)**

On one hand, the rules clearly prohibited external help, so disqualification protects fairness and the credibility of the tournament. If cheating is tolerated, honest participation loses value and trust in the institution declines. Moreover, strong sanctions may deter future misconduct and communicate that academic integrity matters. However, the decision to punish the whole team raises concerns about inclusion and proportionality. Innocent teammates may experience disqualification despite following the rules, which can harm well-being and create resentment. Although teams benefit from shared results, responsibility is not always shared equally; the cheating action was individual, whereas the penalty was collective. A fair process should also consider evidence, intent, and whether teammates knew or could reasonably prevent the misconduct. In addition, the fact that a teammate reported the incident shows internal accountability, which should be encouraged rather than discouraged.

### **Recommendations / Action Plan (≈80–90 words)**

First, organisers should clarify consequences in advance and distinguish between individual and team responsibility. Second, they should introduce a short investigation protocol: collect screenshots/logs, interview team members, and document findings. Third, penalties should be proportional: the student who cheated should be disqualified and temporarily banned, while teammates should face sanctions only if there is proof of participation or concealment. Finally, the university should add an integrity briefing and a simple appeals procedure to protect transparency.

### **Conclusion (≈45–50 words)**

Overall, the disqualification was understandable, but the one-year team ban seems unfair and not fully just, because it ignores innocent participation. Therefore, a proportional policy—focused on individual misconduct, evidence, and due process—would better support equality, trust, and long-term academic integrity.



## Unit 9

# Worlds Collide: Intercultural Communication and Conflict

### Backstory

The University of Novaland has recently launched a new international programme aimed at fostering intercultural understanding and multilingual collaboration. This semester, a diverse group of international students has arrived on campus. As they settle into university life, they navigate a vibrant but complex environment where multiple languages, accents, and cultural norms intersect.

Within the first few weeks, several incidents reveal that communication barriers can easily lead to misunderstanding and tension. **As international students settle in, they face everyday intercultural conflicts and language barriers.** These small moments accumulate, creating frustration and a sense of alienation for international students, while local students and staff feel uncertain about how to communicate appropriately without “losing” their cultural identity.

The university administration is enthusiastic about welcoming this new international community, yet they are also unsure how to adjust their communication styles, teaching methods, and daily interactions to ensure inclusivity and mutual respect. They realize that these issues are not just linguistic but deeply connected to democratic competences, such as empathy, openness, respect for diversity, and responsibility in communication.

As representatives of the academic community, you are asked to contribute to writing a strategy proposal regarding inclusive communication in the university. Explore the learning resources and assignments below to prepare yourself for drafting the strategy proposal.

### A. READING, VOCABULARY AND LISTENING: A language conundrum

#### A.I. Reading

**A.I.2. Read the text and reflect on possible challenges associated with communicating in a foreign language.**

#### Suggested answers

- Communicating in a foreign language can be challenging not only because of limited vocabulary or unfamiliar accents, but also because of differences in politeness norms, levels of directness, and expectations about language choice.
- Learners may feel anxious or embarrassed when they cannot process fast speech or when others switch to a lingua franca, which can undermine their efforts to practice the local language.



- Cultural differences in how requests, disagreement, or help are expressed may lead to misunderstandings, even when speakers intend to be polite.
- Learners may struggle with pragmatic features such as hedging, indirectness, and the use of modal verbs, which are essential for sounding appropriate in social interactions.
- Successful communication requires not only grammatical accuracy but also pragmatic and intercultural awareness from all participants.

**A.I.3. Choose the right answer – a, b, c, or d.**

1. B (The text states that Elena is an international student from Bulgaria.)
2. C (Elena went to the market to buy fruit and mentioned apples and oranges.)
3. C (Elena greeted the vendor and placed her order in Greek.)
4. B (The vendor spoke quickly, which made it hard for Elena to follow.)
5. B (A local customer intervened and addressed the vendor in English.)
6. A (Elena appreciated the help but felt her effort to speak Greek was overlooked.)
7. B (The text explains that politeness in her culture involves indirectness.)
8. B (These expressions are described as ways to avoid sounding too direct.)
9. B (This is an indirect and polite way to make a request.)
10. C (Elena realizes that successful communication involves pragmatic and intercultural awareness, not only grammar.)

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

1. F – Elena is from Bulgaria
2. T
3. F – The vendor spoke fast
4. T
5. F – Elena felt excluded and frustrated
6. T
7. F – Hedging words soften language
8. T
9. F – Elena believes that good communication is more than grammar
10. T

**A.II. Vocabulary**

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

1. Politeness - D
2. Hedging - A
3. Indirect request - F
4. Modal verbs - E
5. Language barrier - B
6. Cultural norms - C



7. Directness - H
8. Inclusion - J
9. Misunderstanding - I
10. Intercultural communication – G

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

1. politeness
2. hedging
3. indirect request
4. modal verbs
5. cultural norms
6. misunderstanding
7. directness
8. inclusion
9. language barrier
10. communication

## **Lock I**

Correct code: 8 9 7 4

## **A.III. Listening**

**A.III.2. Listen to the recording “When Cultures Collide: Managing Conflict in Intercultural Communication”. Choose the correct answer – a, b, c, or d.**

### **When Cultures Collide: Managing Conflict in Intercultural Communication (Script)**

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

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



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

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

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

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

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

## Lock II

1. Indirect feedback – B. High-context communication – A. Awareness that meaning is often implied rather than stated explicitly – C. Literal vs. implied meaning → (1 – B, A, C)
2. Turn-taking norms – D. Conversational norms – D. Shared rules about when and how people speak in interaction – B. Different norms of conversational turn-taking → (2 – D, D, B)
3. Silence in interaction – C. Low-context communication – C. Communication style where messages are indirect and context-dependent – A. Reflect on cultural communication styles → (3 – C, C, A)
4. Effective intercultural behaviour – A. Intercultural competence – B. Ability to adjust behaviour and show empathy in diverse cultural contexts – D. Adjusting behaviour and showing empathy in diverse contexts → (4 – A, B, D)



## **B. READING, GRAMMAR, AND LISTENING**

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

**B.I.2. Read the text on an international student's experience in Novaland and reflect upon the ways her perspectives on communication changed.**

**Suggested answers**

- Daryna's understanding of communication shifts from silent respect to active participation.
- She learns that disagreement in Novaland is not impolite but a normal part of academic interaction.
- She realizes that politeness strategies (hedging, modal verbs) help her express disagreement effectively.
- She understands that successful communication requires intercultural awareness, not only language knowledge.

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

1. B Nervousness mixed with excitement and curiosity
2. C. Success required emotional intelligence and intercultural communication.
3. B. openly questioned professors and spoke freely.
4. B. She believed disagreeing with others was impolite.
5. B. By using an indirect and polite expression
6. C. She can overcome hesitation when given a supportive response.
7. C. She politely asked for clarification to fix the misunderstanding.
8. B. Using hedging and modal verbs to soften her opinions
9. A. Non-verbal cues such as eye contact and humour were essential for connection.
10. C. It requires empathy, flexibility, and the willingness to learn from mistakes.

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

**B.II.1. Fill in the gaps with the most appropriate way of expressing modality.**

**Suggested answers**

1. could potentially
2. might
3. should / ought to
4. is likely to
5. need to
6. should not
7. potentially
8. likelihood
9. may have been
10. should / ought to



**B.II.2. Study the ways of expressing politeness in English. Then rephrase the sentences 1-10 practicing language of politeness. Include the word(s) suggested in brackets.**

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

**B.II.3. Complete the text using words from the word bank.**

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

### **Lock III**

1. direct feedback
2. indirect request
3. active listening
4. cultural awareness
5. clarifying questions
6. pragmatic awareness

### **B.III. Listening**

**B.III.2. Listen to the recording "Intercultural Communication". Choose the correct answer – A, B, C or D.**

#### **Intercultural Communication (Script)**



Have you ever noticed that the same words can carry completely different meanings depending on where you are in the world? Intercultural communication refers to the exchange of information between people from different cultural backgrounds. It goes beyond mere language proficiency; it involves understanding values, everyday habits, gestures, and social conventions. In our increasingly interconnected world, interacting with people from diverse cultures has become an ordinary part of daily life. Without a solid awareness of cultural differences, even simple conversations can result in misunderstandings or unintended offence. For instance, a pause in speech might signify respect in one culture, yet signal discomfort in another. Similarly, being direct may be interpreted as honesty in some contexts, but as rudeness in others. Developing intercultural communication skills helps prevent such misinterpretations, fosters stronger relationships, and enhances collaboration across cultural boundaries, whether at work, online, or abroad. Ultimately, to communicate effectively in a globalized world, it's not just about what you say, but how well you understand the people you are speaking to.

1. B – Words can carry different meanings depending on the culture; the same word may be interpreted differently.
2. A – Gestures, facial expressions, and body language vary across cultures and can affect understanding.
3. C – Misunderstandings often happen when people expect others to follow the same cultural rules they do.
4. B – Clarifying questions help ensure that messages are understood correctly.
5. B – Silence may signal agreement in some cultures but not in others, showing how culture shapes interpretation.
6. C – Gestures are not universal; the same gesture can mean very different things depending on the culture.
7. C – Being open-minded allows people to navigate cultural differences effectively.
8. D – Ignoring cultural differences increases the chance of communication breakdowns.
9. B – Culture influences how people understand and interpret spoken or written messages.
10. C – Awareness of cultural norms helps reduce misunderstandings and promotes effective communication.

**B.III.3. Listen to the recording “An International Fair on Campus” and answer the questions.**

### **An International Fair on Campus (Script)**

Last month, I attended an international fair on campus. Students from different countries had prepared stands with food, music, and posters. At one table, I saw a dish that looked familiar, so I smiled and said, ‘Oh, we eat this too in my country.’ The student at the stand

didn't understand at first and looked a little confused. I realised I had spoken too quickly and used an expression that wasn't clear in English.

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

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

### **Suggested answers**

1. The main event took place at an international fair on campus.
2. The students prepared stands with food, music, and posters representing different countries.
3. When the narrator first spoke at the stand, the student did not understand and looked confused.
4. The student was confused because the narrator spoke too quickly and used an unclear expression in English.
5. The narrator solved the misunderstanding by speaking more slowly and explaining again.
6. After understanding, the student smiled, laughed, and shared the name of the dish in his language.
7. They discovered that their dishes were similar but not exactly the same.
8. The narrator felt positive and thoughtful after the short exchange.
9. The main lesson learned was that clear explanation and small adjustments in communication can turn confusion into connection.
10. Another situation could be explaining directions to a tourist by speaking slowly and using simple words to help them understand better.

**B.III.4. Listen to the recording "Avoiding Misunderstandings at an International Conference" and choose the correct answer – A, B, C or D.**

### **Avoiding Misunderstandings at an International Conference (Script)**

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

I said, 'I'm sorry, I might have misunderstood. Could you explain your question in a different way?' The speaker smiled and rephrased it, and I realized I had understood it



correctly after all. Later, when I answered, I used soft language with modals, saying, 'We could try approaching it this way, if that makes sense.' I also paraphrased part of the question to make sure we were aligned.

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

1. B – The narrator volunteered at a student-led international conference last week.
2. A – The misunderstanding arose because the narrator couldn't understand one of the questions during the Q&A.
3. B – The narrator first used a polite request for clarification to address the misunderstanding.
4. B – This is the polite form the narrator used to ask for clarification without offending the speaker.
5. C – The narrator used polite, soft language, including modal verbs, to respond respectfully.
6. B – The modal verb could was used to make the response polite and less direct.
7. B – Paraphrasing allowed the narrator to confirm that they interpreted the question properly.
8. C – Using strategies such as clarification and paraphrasing helped the interaction run more smoothly.
9. C – The narrator learned that simple strategies can enhance understanding and demonstrate politeness.
10. D – Avoiding eye contact was not mentioned.

## Lock IV

1. Active listening → B
2. Indirect communication → C
3. Polite disagreement → A

Code: B C A



# Your Voice, Your Power

## Backstory

In your community, new proposals have sparked debates – some people stay silent, while others raise their voices. As a member of the **Novaland** Civic Speakers Team, you are challenged to investigate a real civic issue and prepare a persuasive speech. Your words should be clear, fair, and rooted in democratic values, with real examples and evidence. At the **Novaland** Civic Debate Forum, you will stand up for justice, aiming to move minds and inspire action. This isn't just practice – it's your voice in action.

## A. READING, VOCABULARY AND LISTENING: Speaking as civic engagement

### A.I. Reading

**A.I.2. Read the text and as you read, look for the different ways public speaking contributes to civic engagement and how people can use their voices for social change. Be prepared to explain how personal involvement affects one's communication style.**

#### Suggested answer

Public speaking promotes civic engagement by enabling advocacy, public dialogue, and collective action. The level of personal involvement affects communication style: low involvement encourages neutral, disinterested deliberation, while high involvement leads to passionate “fair fighting” in support of a cause.

#### A.I.3. Choose the correct answer – A, B, C or D.

1. B (Rhetoric is explicitly described as the art of persuasion, and Aristotle connects it to discovering the available means of persuasion in a given situation.)
2. C (Rhetoric is presented as essential because it was a required discipline for participating in civil society in Athenian Greece.)
3. B (Modern civic engagement is illustrated with public speaking contexts, including speaking at a city council meeting (along with PTA or Congress).)
4. B (“Civic agency” is defined as the capacity to work collaboratively across differences to address common challenges and build common ground.)
5. C (“Disinterested deliberation” is described as reasonable discussion of public problems in assemblies, town halls, or legislatures—focused on the issue rather than personal stakes.)
6. A (“Frame shifting” is explained as work that changes society's values and public understanding of issues (a shift in how people view and evaluate them).)



7. C (Martin Luther King, Jr. is named as an example of a figure whose rhetoric helped shift public values—matching the “prophetic work” category.)
8. B (“Fair fighting” means openly advocating for a cause with clear personal investment—speaking up for a cause and pursuing it passionately.)
9. B (The text says advocacy requires identifying specific changes you want, otherwise you cannot make clear calls to action (what people should do).)
10. B (The concluding idea is that civic engagement through public speaking aims to foster dialogue, build community, and encourage collective action, not just express opinions or win debates.)

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

1. True
2. False (The text says the opposite: rhetoric was necessary for participating in civic life in Athenian Greece (“necessary to take part in the civil society of Athenian Greece”).
3. True
4. False (“Civic agency” is defined as the capacity to work collaboratively across differences (ideology, faith, income, geography, ethnicity), not only with people who share the same opinions.)
5. True
6. True
7. False (Martin Luther King, Jr. is mentioned as an example of “prophetic work” / “frame shifting” (shifting society’s values), not as an example of disinterested deliberation.)
8. True
9. True
10. True

## **A.II. Vocabulary**

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

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

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



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

## Lock I

Academic responsibility → 3

Transparency → 4

Fairness → 1

Freedom of expression → 2

Clue code: 3 4 1 2

## A.III. Listening

**A.III.2. Listen to the short lecture “Overcoming the Fear of Public Speaking: The Triple P Method”. As you listen, try to identify the three main strategies the speaker recommends to help reduce public speaking anxiety and improve confidence. Also, note any physical or psychological tips mentioned.**

### **Overcoming the Fear of Public Speaking: The Triple P Method (Script)**

Okay, just get up on that podium.

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

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

You ready?



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

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

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

### **Pause and print this WellCast worksheet.**

#### **Step One: Prepare, Prepare, Prepare**

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

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

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

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

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

#### **Step Two: Posture and Physicality**

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

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

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

#### **Step Three: Pander to Your Audience**

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

### Let's Recap:

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

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

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

We'll see you next time.

### Suggested answer

The speaker recommends the **Triple P method**:

**Prepare, prepare, prepare** — know your topic well and organize your main points with a strong opening, supporting evidence, and a memorable closing.

**Posture and physicality** — stand naturally, breathe properly, avoid heavy meals/dairy beforehand, and use water to pause and stay calm.

**Connect with the audience** — don't read fully from notes, keep a natural pace, and use light humour to make the room feel friendly.

### A.III.3. Choose the correct answer – A, B, C or D.

1. A (The method is explicitly presented as the "Triple P" checklist: Prepare, Posture (and Physicality), Pander (to your audience).)
2. C (The method is explicitly presented as the "Triple P" checklist: Prepare, Posture (and Physicality), Pander (to your audience).)
3. B (The water is recommended so you can sip to keep your voice natural and give yourself a moment to pause and regain composure.)
4. C (A strong introduction should hook the audience, for example with a fact or an anecdote that grabs attention.)
5. B ("Pander to your audience" means working the room: don't read entirely from cards, keep a natural cadence and pace, and use humour when appropriate to engage listeners.)

### A.III.4. Answer the questions (suggested answers).

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



## Lock II

- 1 → C
- 2 → B
- 3 → A
- 4 → D

## B. READING, GRAMMAR AND LISTENING: Civil discourse

### B.I. Reading

**B.I.2. As you read, try to identify the key principles of civil discourse and why it is considered essential for democratic societies. Think about the challenges that make respectful dialogue difficult and how individuals can help improve public discussion.**

#### **Suggested answer**

The text mainly describes civil discourse and explains why respectful, evidence-based dialogue is essential for democracy and inclusive public policy. It also highlights barriers like misinformation, censorship, and intolerance that make civil discussion difficult.

#### **Correct answer**

**C)** How civil discourse promotes democracy

### **B.I.3. Choose the correct answer – A, B, C or D.**

1. B (Civil discourse is defined as discussing public issues to expand knowledge and foster mutual understanding)
2. C (It is described (in the cited Supreme Court wording) as robust, honest, frank, and constructive dialogue aimed at the public good.)
3. C (A stated misconception is that civil discourse avoids conflict or requires excessive politeness; instead, it allows respectful disagreement.)
4. B (A stated misconception is that civil discourse avoids conflict or requires excessive politeness; instead, it allows respectful disagreement.)
5. C (Epistemic injustice is defined as an unequal distribution of knowledge and access to information, which harms fair participation in discussion.)
6. B (The text names Herbert Marcuse as warning that unchecked tolerance can enable oppression by letting harmful ideas go unchallenged.)
7. C (The digital-age challenges listed include misinformation, disinformation, and echo chambers that limit exposure to diverse perspectives.)
8. A (Civil discourse involves respectful disagreement, active listening, and reason/evidence, while uncivil discourse involves insults, contempt, and baseless accusations.)
9. B (The dangers of suppressing open dialogue are illustrated with Nazi Germany, the Soviet Union, Maoist China, and also the U.S. during McCarthyism.)



10. B (In democracies, civil discourse is described as essential for shaping policies that reflect the will and welfare of the majority, supporting inclusion and effective governance.)

## B.II. Grammar

**B.II.1. Read the paragraph and fill in the gaps (1–10) with the most appropriate connectors from the list. Use each connector ONCE.**

1. for example — introduces concrete examples (voting, protesting, debate).
2. indeed — reinforces the claim that these actions translate values into policies.
3. in other words — restates the idea more clearly.
4. however — adds a contrast/limitation (participation must be informed and respectful).
5. moreover — adds another strong supporting point (education and reliable information).
6. because — gives the reason (misinformation undermines decision making).
7. therefore — shows a logical result (informed people are better equipped).
8. as well — links the speaker's point as an additional related idea.
9. in particular — narrows focus to a specific priority (marginalized voices).
10. nevertheless — final contrast: even with all this, democracy still needs ongoing commitment.

**B.II.2. Read each item. You will see two short sentences and then one combined sentence with a gap (\_\_\_\_). Choose the correct discourse marker from the word bank and write it in the gap. Use each marker once.**

1. in fact — adds emphasis to the point that access is essential.
2. however — contrasts “voting only” with broader participation.
3. specifically — points to one clear, concrete action.
4. in other words — restates the idea more clearly.
5. consequently — shows a consequence of learning rights/responsibilities.
6. therefore — shows a logical result: misinformation → verification needed.
7. as a result — shows an outcome of protest (institutional response).
8. nevertheless — contrast: despite being ignored, voices still matter.
9. meanwhile — two priorities must be handled at the same time.
10. on the one hand — introduces a balanced point (freedom + responsibility).

**B.II.3. Fill in the discourse markers. Read the text and fill in gaps (1–10) with the most appropriate discourse marker from the list. Each marker is used once.**

1. for a start — signals the first step/first idea in a sequence.
2. for example — introduces a concrete illustration (marginalized communities gaining representation).
3. moreover — adds another supporting point (justice) after the point about equality.
4. then — shows what happens next as a consequence in the flow of ideas (greater civic engagement).



5. in contrast — introduces the negative opposite (exclusion erodes trust).
6. by contrast — sets up the opposing positive case (inclusive policies stimulate creativity).
7. for instance — gives a specific example (community forums elevating diverse voices).
8. as a result — marks the outcome/effect (more equitable resource distribution).
9. in short — signals a brief summary of the main idea.
10. finally — indicates the concluding point of the passage.

#### **B.II.4. Insert the correct discourse marker.**

1. However — shows a contrast: nervous at first but confident later.
2. In addition — adds extra information: it's valuable, and also it improves careers and clarity.
3. For example — introduces an illustration: he gave tips and demonstrated them with a real-life story.
4. As a result — shows cause-effect: practice led to a clear, confident speech.
5. On the other hand — contrasts two sides: well-prepared, but slides were poorly organized.
6. Meanwhile — indicates actions happening at the same time: the speaker presented while the audience took notes and asked questions.
7. Therefore — gives a logical result: he forgot notes, so he struggled to remember key points.
8. Although — signals concession: mistakes happened, yet she stayed calm and continued confidently.
9. In contrast — highlights a direct difference between two speakers: one calm, the other nervous.
10. Finally — marks the last step/reminder at the end of instructions.

### **Lock III**

1. however
2. as a result
3. because of
4. in order to
5. so that
6. in addition

### **B.III. Listening**

**B.III.2. Listen to the recording “Top 10 Tips to Become a Better Presenter” and answer the questions. Only one answer is correct.**

#### **Top 10 Tips to Become a Better Presenter (Script)**



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

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

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

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

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

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



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

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

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

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

1. B — Tip 1 says the presentation is not about the speaker; it's about what the audience will gain (what they should think, feel, and do).
2. C — Tip 2 explains that lots of bullet points signal the audience to stop paying attention and start daydreaming; slides shouldn't be speaker notes.
3. C — Tip 3 stresses "keep it simple" and cut anything unnecessary that doesn't match the audience goals.
4. B — Tip 4 states the biggest single difference to performance is to rehearse (e.g., practice in front of a mirror).
5. B — Tip 5 says the crew can strongly affect success; being friendly, arriving early, doing checks, and asking for help reduces nerves and boosts confidence.
6. C — Tip 6 advises: if unsure, dress smart (better to look too smart than scruffy).
7. C — Tip 7 warns against creating a "posh version" of yourself; instead be authentic, because the audience trusts real people.
8. B — Tip 8 describes "weaving" as constant movement caused by adrenaline (fight-or-flight), so speakers should stand still and control it.
9. B — Tip 9 says audiences remember a story tied to key messages more than a "barrage" of slides and targets.
10. B — The final tip says enthusiasm is infectious; it makes the audience warm to the speaker and overlook minor imperfections.



**B.III.3. Listen to the recording “Speak Like a Leader: Mental Clarity, Connection, Message” and say why it might be harder to speak as a leader than in a regular conversation or classroom setting.**

**Speak Like a Leader: Mental Clarity, Connection, Message  
(Script)**

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

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

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

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

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

See, I’ve worked with countless executives and directors. And trust me – it’s rarely about the mechanics. It’s not about where you put your hands or how to structure that opening line. Those are the surface-level fixes that ignore the real issues.

First, you’re carrying what I call the expert’s burden. Now, as a leader, you feel that you have this crushing pressure to maintain that image. So you might overcompensate – either by overexplaining everything or staying quiet when you actually should speak up.

Second, you might be stuck in the doer’s trap. You’re so used to executing that you struggle to shift into inspiration mode. You focus on the what and how, completely missing the why that actually moves people to action.

And third – this is a big one – you’re battling what I call the leadership impostor echo. Every time you open your mouth, there’s this voice questioning whether you have the authority to say what needs to be said.



But here's what's exciting: I've developed a framework that doesn't just address the mindset blocks – it transforms them into your greatest speaking assets.

So let me introduce you to what I call the Leadership Voice Framework.

This isn't just another speaking system. It's specifically designed for leaders who need to drive alignment, build trust, and inspire action.

So let's break it down:

#### Level One: Mental Clarity.

Think of this as your speaking foundation. Before you open your mouth, you need to get crystal clear on three things:

- Your mental state – Are you coming from a place of service or stress?
- Your energy level – Are you operating at your peak communication hours? Or are you doing it at the end of the day when you're just totally used up?
- Your true purpose – What shift are you trying to create in this moment?

It's critical to get clear on that before you communicate.

And here's what makes this powerful: when you nail down these three elements, you automatically eliminate about 80% of speaking anxiety – because it's not about confidence tricks. It's about knowing exactly where you stand.

#### Level Two: Connection Building.

Most leaders jump right to their message. But here's the secret: speaking isn't about broadcasting – it's about building bridges.

And here's how:

- Start with observation. Read the energy in the room before you open your mouth to speak.
- Create safety. Use what I call permission statements to open dialogue.
- Practice active curiosity. Ask questions that reveal underlying concerns.

Now, when you master these elements, resistance melts away before you even present your main points.

#### Level Three: Message Delivery.

Now we can focus on your actual message – but we're going to approach it a little differently.

- Structure for clarity. Use the Triple R method: Reason, Root, and Result.
- Voice modulation. Match your tone to your intention, not to your habit.
- Body language. Focus on openness signals, not power poses. You want people to feel like you're connecting.

The key difference is that we're not just communicating information – we're creating experiences that stick.



Here's your leadership speaking challenge for this week:

Pick one meeting – just one – and implement what I call the two-minute reset. Ask yourself:

- What's my mental state?
- What's my energy level?
- What shift am I trying to create?

Just this small shift will create a noticeable difference in how your message lands.

And when you're ready to transform your entire leadership communication approach, here's what I want you to do next:

- In the comments below, share one speaking situation that consistently challenges you as a leader. What's the one conversation or presentation type that never seems to go as planned?
- I'll be personally responding with specific strategies from the framework that you can apply immediately.

Remember: your voice as a leader isn't just about being heard – it's about creating the impact you know you're capable of.

The question is: are you ready to step into that power?

### Suggested 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.

**B.III.4. Listen to the recording “Simple Rules for Stronger Speaking”. As you listen, pay attention to what new speakers should avoid (“don’ts”) and what they should do instead (“dos”). Think about which advice is most relevant for your own speaking experience.**

### Simple Rules for Stronger Speaking (Script)

In this video, I'll share public speaking tips for beginners. So if you're just getting started in your stand-up speaking experience, this video is for you.



So when I said do's and don'ts, we're actually going to start with the don'ts and then give you the do version of it, so that's the way we'll organize it.

So the first pair goes like this. Anytime a speaker is disorganized, and weaves all around, it's very hard to follow what he or she is talking about and instead what you want to do is give a nice organized and concise message. That means you have to take the time beforehand when you're preparing to create a nice introduction, body and conclusion, make sure you have clear main points and there's a transition statement between each main point. Your audience is really going to appreciate an orderly presentation of your ideas, and it's much more likely that they'll remember what you said – and really that's the whole point of speaking to them in the first place.

The next don't is don't look with your eyes in the wrong places. You want to not look over people's heads or not look at the floor, and not stare at the ceiling or scan around like that. What you want to do is look directly into a person's eye long enough to finish a thought and then move on and look directly into the next person's eyes long enough to finish a thought. One public speaking teacher told me: "One thought, one look." In other words, about a sentence or a half a sentence and then move on to the next person. It can feel very awkward looking right into someone's eyes but you have to gear up for this because that's what audiences want. If you're not looking into our eyes and making us feel like we're part of this, then you're not going to have much of an impact.

The next thing you want to do is don't – rather, this is a don't – don't clutter up all your notes with too many details. But the result is when we're nervous in the moment, we end up just locked in to our notes and looking down the whole time and reading and sounding really stiff, really wooden and you're not going to again connect with people. So what you want to do instead is pare down your notes so that you can just have a conversational style with your audience. And again, as you're practicing, you have to whittle down those notes so that all you have is like talking points – like a little grocery list of items that you're going to talk about. And it almost forces you or at least frees you to connect with people, to look up, and to have a nice, normal conversation with them in your natural personality.

The next don't is you don't want to load up your slide with all complicated animations and text. And one of the reasons is you don't want to stare at it and read from it. The other reason is that it's very hard to follow what's going on if your slides are jam-packed with the detail. What you want to do instead is to make sure your slides are nice and clear, and simple and help you make whatever point you're making in that particular moment. A rule of thumb that I like to use is: if you're spending more than about two or three minutes on each PowerPoint slide, then you're probably wasting your time. And I don't recommend using more than a couple of slides for a presentation anyway if you're a beginner because people tend to over rely on the slides and load up each single slide with way too much.



The next don't is don't fidget. Don't fidget with your hands. Don't fidget with your feet. Don't pace back and forth aimlessly because you're nervous. What you want to do instead is have nice confident posture where you stand in one place for a little while and then if you want to move with a purpose – move, stand in another place for a while and then share another part of your message. Move for the purpose, stand still, share some of your message. Don't just pace, have nice confident posture.

Same thing with your hands. You want to use gestures and emphasize your ideas with your hands. You don't want to fidget and put them in your pockets or play with a pen or do anything else weird or distracting like that. That's a big part of how you come across non-verbally and I recommend to you when you're practicing, you work on this as well.

And the last don't undo is how you use your voice. What you don't want to do is speak too softly, use a lot of fillers like “um” and “ah” and “so.” What you want to do is have a confident voice where you speak loud – like to the back of the room – with a nice clear volume. The other thing you want to do is emphasize your key words with the sound of your voice and also pause after you share a key idea or a key thought. Pause for a minute, silently. Don't fill it up with an “um” or an “oh” – the pause is much more effective.

1. B — The first “don't” is being disorganized and “weaving all around,” which makes the speaker hard to follow.
2. C — The “do” version is to deliver an organized, concise talk with a clear introduction, body, conclusion, main points, and transitions.
3. D — Eye contact should follow “one thought, one look”: finish a thought while looking at one person, then move to the next.
4. B — Too many details in notes can trap the speaker into reading, looking down, sounding stiff, and failing to connect.
5. B — The recommended alternative is short talking points (“like a grocery list”), which helps a natural, conversational delivery.
6. B — Beginners are advised to use only a couple of slides and keep them simple and clear, because people often over-rely on slides.
7. C — The advice is to avoid nervous pacing and fidgeting: stand with confident posture and move only with a clear purpose.
8. B — Gestures should support the message by naturally emphasizing ideas, not distracting through fidgeting or awkward movements.
9. C — The speaker recommends projecting to the back of the room, emphasizing key words, and using silent pauses instead of fillers.
10. B — He recommends using a silent pause after an important point because it is more effective than fillers and helps the message land clearly.



## C. Speaking

### C.I. Match the idioms with their meanings.

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

### C.II. Recording a speech

**Speak for 2 minutes and record yourself on the topic “The Power of Youth Voice in Today’s World”.**

#### **The Power of Youth Voice in Today’s World (Sample Speech)**

Good afternoon, everyone.

Today I want to talk about the power of youth voice in today’s world. In my opinion, young people are not just the leaders of tomorrow – they are already shaping the present. When young people speak up, they bring fresh perspectives, creativity, and energy that challenge traditional ways of thinking.

One strong example is climate activism. Greta Thunberg began speaking out as a teenager, and her voice inspired millions of young people across the globe to raise awareness about the climate crisis. This shows that even one student with courage can influence politicians, scientists, and entire communities.

Another important area is social media. Young voices dominate these platforms, and their messages often set the tone for discussions about justice, equality, and human rights. For instance, youth-led campaigns like *Black Lives Matter* or *March for Our Lives* gained massive attention because students were willing to hold their ground and raise their voices publicly.

Of course, not every youth action needs to be global. Speaking your mind in a classroom, at a youth council, or in local debates also matters. When young people take the floor and get their point across, they prove that democracy is stronger when everyone participates, regardless of age.

In conclusion, the power of youth voice lies in its honesty, energy, and ability to inspire change. If young people continue to speak their minds and use their voices responsibly, our world will move toward becoming more just, inclusive, and innovative.

Thank you.

## Lock IV

B — Respectful disagreement; acknowledges other views.

D — Focuses on solutions, not personal blame.

E — Emphasizes fairness and a shared way forward.

Clue code: B D E

## D. Writing

### AI-Detection in Higher Education — Balancing Integrity and Freedom (Sample Persuasive Speech)

Ladies and gentlemen, today I stand against the proposal to make AI-detection tools mandatory for all written assignments at Novaland University. While the goal of protecting academic integrity is important, the policy poses significant risks to fairness, privacy, and trust between students and faculty.

**First of all**, AI-detection tools are far from perfect. Many studies show that these systems produce false positives, unfairly accusing students of cheating when their work is original. Imagine the stress and harm caused to an innocent student whose future could be jeopardized simply because an algorithm flagged their essay.

**Moreover**, mandatory detection threatens student privacy and autonomy. Every assignment would be scanned and stored, creating a climate of surveillance rather than learning. Universities should be spaces that encourage creativity, not places where students fear being constantly monitored.

**In addition**, trust is the foundation of education. By requiring every paper to be checked by AI, we risk sending the message that all students are guilty until proven innocent. This undermines the relationship of respect between students and teachers.

Now, I acknowledge the opposing view: yes, some argue that AI tools ensure fairness and help prevent misconduct. But fairness must not come at the cost of punishing the innocent or discouraging genuine voices. There are better solutions: strengthening academic writing skills, fostering dialogue about ethical use of AI, and using detection tools selectively when there is reasonable cause, not universally.



**In conclusion**, mandatory AI-detection is not the answer. It replaces trust with suspicion and risks damaging academic freedom. Instead, let us promote integrity through education, transparency, and responsibility. True fairness lies not in algorithms, but in the human values of honesty and respect.

### **Sample Short Written Response**

This issue affects both students and faculty because it changes how academic work is evaluated and trusted. Students are affected because AI-detection could protect fairness by preventing cheating, but it could also harm them if false positives label honest work as suspicious. Faculty are affected because they must balance efficiency with fairness, relying on technology that may not always be accurate. A democratic principle at stake is academic integrity, since universities need to ensure equal rules for everyone. Another principle is privacy, because scanning every assignment may feel intrusive to students. Finally, fairness and accountability matter, since institutions must ensure that such policies are transparent and used responsibly.



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GEORGE EMIL PALADE  
UNIVERSITY OF MEDICINE,  
PHARMACY, SCIENCE, AND  
TECHNOLOGY OF TARGU MURES



UNIVERSITY  
*of* NICOSIA



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