

ENLACED COURSE

Student's book



Co-funded by
the European Union



Contents

Unit 1	8
Speak Freely: Freedom of Speech and its Limits	8
Intended learning outcomes	8
Backstory	8
A. READING, VOCABULARY AND LISTENING: Freedom of Speech and Hate Speech	9
A.I. Reading	9
A.II. Vocabulary	12
Lock I – Reading	13
A.III. Listening	14
Lock II – Vocabulary	15
B. READING, GRAMMAR AND LISTENING: Freedom of Speech in the Age of Artificial Intelligence	15
B. I. Reading	15
B.II. Grammar	18
Lock III – Grammar	21
B. III. Listening	21
C. Speaking: Mini-Debate	24
C. I. Speaking patterns	24
C. II. Mini-debate practice	26
Lock IV – Speaking / Reflection	26
D. Writing: Summary Report	26
Summary Report on Freedom of Speech vs. Hate Speech	26
MAIN ASSIGNMENT: FreeVoice Podcast	28
DISCUSSION AND REFLECTION	29
Unit 2	30
Truth Check: Fake News and Media Literacy	30
INTENDED LEARNING OUTCOMES	30
BACKSTORY	30
A. READING, VOCABULARY AND LISTENING: the nature and impact of fake news	31
A.I. Reading	31
A.II. Vocabulary	35
Lock I	37
A.III. Listening	37
Lock II	39
B. READING, GRAMMAR, AND LISTENING: Institutional Crisis Response: Managing Misinformation in Academic Settings	39
B.I. Reading	39
B.II. Grammar	43
Lock III	46
B.III. Listening	46
C. SPEAKING	50
C.I. Speech patterns	50
C.II. Crisis Briefing	51



Lock IV.....	53
D. WRITING.....	53
Internal investigation report.....	53
MAIN ASSIGNMENT	54
DISCUSSION AND REFLECTION.....	55
Unit 3	56
Join In: Civic Engagement and Youth Participation	56
Intended learning outcomes.....	56
Backstory	56
A. READING, VOCABULARY AND LISTENING: motivating participation	57
A.I. Reading.....	57
A.II. Vocabulary	61
Lock I – Reading.....	63
A.III. Listening.....	63
Lock II – Vocabulary.....	65
B. READING, GRAMMAR AND LISTENING: Freedom of Speech in the Age of Artificial Intelligence.....	65
B. I. Reading	65
B.II. Grammar	68
Lock III – Grammar	70
B. III. Listening.....	70
C. Speaking	73
C. I. Speech patterns	73
C.II. Debate practice.....	75
Lock IV – Speaking / Reflection.....	76
D. Writing.....	76
E-mail.....	76
MAIN ASSIGNMENT	76
One-Page Proposal.....	77
Infographic – “Your Campus, Your Space”	78
2-Minute Speech / Video Pitch	78
Poster or Hashtag Campaign	79
DISCUSSION / REFLECTION	79
Unit 4	81
Us and Them: Stereotypes, Identity, and Inclusion.....	81
Intended learning outcomes.....	81
Backstory	81
A. READING, VOCABULARY AND LISTENING: stereotypes and bias	82
A.I. Reading.....	82
A.II. Vocabulary	86
Lock I.....	88
A.III. Listening.....	88
Lock II	90
B. READING, GRAMMAR AND LISTENING: DEI and discrimination	90
B. I. Reading	90
B.II. Grammar	94
Lock III	96
B. III. Listening.....	96



C. Speaking	99
C. I. Study the speech patterns - phrases that can help speakers structure their responses clearly and persuasively, especially in academic or professional contexts.....	99
C. II. Based on all the materials examined so far, answer the questions using the above speech patterns.....	100
Lock IV.....	101
D. Writing.....	102
Writing a proposal	102
MAIN ASSIGNMENT	104
DISCUSSION AND REFLECTION.....	104
Unit 5	105
Power and protest: Democracy, Activism and Dissent.....	105
Intended learning outcomes.....	105
Backstory video.....	105
A. READING, VOCABULARY AND LISTENING: Power, protest and democracy. Dissent as the lifeblood of change.....	106
A.I. Reading.....	106
A.II. Vocabulary	110
Lock I.....	112
A.III. Listening.....	112
Lock II	114
B. READING, GRAMMAR AND LISTENING: The interplay of power, protest, democracy, activism and dissent.....	114
B.I. Reading.....	114
B.II. Grammar	118
Lock III	120
B.III. Listening	120
C. Speaking	123
Lock IV.....	127
Section D. Writing	127
MAIN ASSIGNMENT	128
DISCUSSION AND REFLECTION.....	128
Unit 6	130
Digital You	130
Intended learning outcomes.....	130
Backstory	130
A. READING, VOCABULARY AND LISTENING	131
A.I. Reading.....	131
A.II. VOCABULARY	134
Lock I.....	136
A.III. LISTENING.....	136
Lock II	138
B. Reading, grammar and listening.....	138
B.I. Reading.....	138
B.II. Grammar	141
Lock III	142
B.III. Listening	142



C. SPEAKING	145
C.I. Speech patterns	145
C.II. Answering questions	146
Lock IV.....	147
D. WRITING.....	147
Writing Task Practice	147
MAIN ASSIGNMENT	147
DISCUSSION AND REFLECTION.....	148
Unit 7	150
Green Talks: Environmental Citizenship	150
Intended learning outcomes.....	150
Backstory	150
A. READING, VOCABULARY AND LISTENING: impacts of climate change	151
A.I. Reading.....	151
A.II. Vocabulary	155
Lock I.....	157
A.III. Listening	158
Lock II.....	160
B. READING, GRAMMAR AND LISTENING: Climate change mitigation and adaptation – what the university community can do.....	160
B. I. Reading	160
B.II. Grammar	164
Lock III	166
B. III. Listening.....	166
C. SPEAKING	170
1. Storytelling elements.....	170
2. Telling a story “Climate initiatives”	172
Lock IV.....	176
D. WRITING.....	176
Social media post “#ActLocal at Novaland”	176
MAIN ASSIGNMENT	178
DISCUSSION AND REFLECTION.....	180
Unit 8	182
Justice in Our Hands: Acting Fairly in Everyday Life	182
Intended learning outcomes.....	182
Backstory	182
A. READING, VOCABULARY AND LISTENING	183
A.I. Reading. How to help students think about justice	183
A.II. Vocabulary	187
Lock I – Reading.....	189
A.III. Listening	189
Lock II – Vocabulary.....	191
B. READING, GRAMMAR AND LISTENING. How is Law Different from Justice?	191
B. I. Reading. How is Law Different from Justice? (Part I)	191
B.II. Grammar	194
Lock III – Grammar	197
B. III. Listening.....	197



C. SPEAKING	200
C. I.	200
C. II. Speech recording.....	202
Lock IV.....	203
D. WRITING.....	203
Write a short action plan.....	203
MAIN ASSIGNMENT	204
DISCUSSION AND REFLECTION.....	206
Unit 9	207
Worlds Collide: Intercultural Communication and Conflict	207
INTENDED LEARNING OUTCOMES.....	207
Backstory	208
A. READING, VOCABULARY AND LISTENING: A language conundrum.....	208
A.I. Reading.....	208
A.II. Vocabulary	212
Lock I.....	214
A.III. Listening	214
Lock II	216
B. READING, GRAMMAR, AND LISTENING.....	216
B.I. Reading.....	216
B.II. Grammar	219
Lock III	222
B.III. Listening	222
C. SPEAKING	226
Lock IV.....	228
D. WRITING.....	228
Reflective essay on intercultural communication and conflict resolution	228
MAIN ASSIGNMENT	229
DISCUSSION AND REFLECTION.....	231
Unit 10.....	232
Your Voice, Your Power.....	232
Intended learning outcomes.....	232
Backstory	232
A. READING, VOCABULARY AND LISTENING.....	232
A.I. Reading. Speaking as Civic Engagement.....	232
A.II. Vocabulary	236
Lock I – Reading.....	238
A.III. Listening	238
Lock II	240
B. READING, GRAMMAR AND LISTENING: civil discourse	240
B.I. Reading.....	240
B.II. Grammar	243
Lock III	247
B.III. Listening	247
C. SPEAKING	250
C.I. Warm-Up: Think–Pair–Share	250
C.II. Recording a speech.....	251
Lock IV.....	252



D. WRITING.....	252
MAIN ASSIGNMENT	253
DISCUSSION AND REFLECTION.....	255
Bibliography	256



Unit 1

Speak Freely: Freedom of Speech and its Limits

Intended learning outcomes

Knowledge:

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

Skills:

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

Attitudes:

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

Values:

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

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

1. Pre-reading discussion:

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

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

Free Speech or Hate Speech? The Democratic Dilemma

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

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

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

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

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



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

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

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

1. According to the U.S. approach, which type of speech is not protected?

- A) Political criticism
- B) Satire
- C) Direct incitement to violence
- D) Online debates

2. Which historical event influenced Europe's stricter approach to free speech?

- A) The Cold War
- B) Propaganda during the 20th century
- C) The Industrial Revolution
- D) Post-war economic crises

3. What role do social media companies play in free speech debates?

- A) They only support governments in censorship.
- B) They act as moderators of public conversations.
- C) They guarantee unlimited speech.
- D) They ignore harmful content.

4. The Novaland case involves a student punished for:

- A) Violent threats against classmates
- B) Controversial posts about immigration
- C) Refusing to attend school debates
- D) Posting fake news about elections

5. Supporters of Marco argue his suspension was:

- A) Necessary for safety
- B) A form of censorship
- C) An example of hate speech
- D) A legal requirement

6. What is one risk of completely unrestricted free speech?

- A) Greater tolerance
- B) Silencing of critics
- C) Increased division and discrimination
- D) Better cooperation between governments

7. What central dilemma does the text highlight regarding freedom of expression?

- A) How to make social media more profitable



- B) How to increase youth participation in politics
- C) How to balance free speech with protection from harm
- D) How to limit online entertainment content

8. *Why are social media companies significant in free speech discussions?*

- A) They allow all content without restrictions
- B) They have the power to remove content and ban users
- C) They represent government institutions
- D) They focus only on entertainment posts

9. *What do advocates of absolute free speech fear most?*

- A) Loss of innovation
- B) Abuse of restrictions by authorities
- C) Lack of humour in society
- D) Higher education costs

10. *What does the text identify as a major challenge in regulating free speech?*

- A) Determining how to increase political participation
- B) Determining who has the authority to control and moderate public discourse in the digital age
- C) Encouraging students to post more online
- D) Standardizing school punishments across countries

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

1. *In the U.S., offensive speech is always banned.*

- A) true
- B) false

2. *European democracies often restrict hate speech to protect dignity.*

- A) true
- B) false

3. *Social media companies have no role in moderating speech.*

- A) true
- B) false

4. *The Novaland case is about freedom of religion.*

- A) true
- B) false

5. *Supporters of limits on speech argue it can prevent violence.*

- A) true
- B) false

6. *Schools and platforms may restrict some speech to protect their communities.*

- A) true
- B) false

7. *Cultural differences influence how societies view free speech.*

- A) true
- B) false

8. *European courts require that freedom of expression be balanced with dignity, equality, and protection from discrimination.*



A) true B) false

9. *The article claims free speech should have no responsibility attached.*

A) true B) false

10. *Social media companies influence global conversations and public discourse.*

A) true B) false

A.II. Vocabulary

1. Match the key terms with their definitions

Terms	Definitions
1. Censorship	A. Communication that attacks or discriminates against a group.
2. Hate speech	B. Being responsible for actions and consequences.
3. Freedom of expression	C. Humour or exaggeration used to criticize.
4. Moderation	D. Principle supporting participation, rights, and fairness.
5. Satire	E. Process of managing content on digital platforms.
6. Defamation	F. Control or suppression of what can be said or published.
7. Accountability	G. False statements harming someone's reputation.
8. Digital platform	H. Respectful discussion of different viewpoints.
9. Democratic value	I. Online space for interaction and content sharing.
10. Civil discourse	J. The right to share ideas without undue restriction.

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

Word Bank

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

1. Laws against _____ exist to prevent false damage to reputations.



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

Lock I – Reading

Scenario: A digital archive on Freedom of Speech vs. Hate Speech is protected by a 4-digit code. Each correct answer gives you one digit. Answer the questions below to unlock the code.

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

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

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

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

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

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

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

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

Code Box: [_ _ _ _]



A.III. Listening

1. Pre-listening discussion questions

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

2. Listen to a short lecture on “Should Hate Speech Be Protected As Free Speech?”; reflect on the following:

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

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

1. *What is the main issue discussed in the lecture?*

- A) Campus financial administration
- B) Free speech controversies at universities
- C) Online learning platforms
- D) Student voting behaviour

2. *According to the text, when is hateful or offensive speech not protected under U.S. law?*

- A) When it hurts people’s feelings
- B) When it criticizes government officials
- C) When it intentionally incites violence
- D) When it is posted online

3. *What example is given to show the challenges universities face regarding controversial speakers?*

- A) UC Berkeley spending large sums on security
- B) Harvard banning all political events
- C) A university requiring students to take debate classes
- D) Yale limiting campus protests

4. *Why does the text warn against broadly restricting hate speech?*

- A) It could increase student tuition fees
- B) It may give the government power to silence criticism
- C) It prevents universities from inviting international speakers
- D) It allows corporations to control free speech

5. *What legal principle is used to determine when speech is unprotected?*

- A) The privacy doctrine
- B) The marketplace of ideas theory
- C) The incitement standard



D) The equal access rule

4. Answer the following questions:

1. According to the audio text, when does speech lose its protection under free speech laws in the U.S.?
2. The audio argues that many offensive comments are protected under U.S. law. True or false?
3. What legal principle or test is mentioned for distinguishing unprotected hate speech?
4. What is one risk cited in the lecture of restricting hate speech too broadly?
5. Does the audio suggest that all hate speech should be banned? If not, what kind of hate speech is not protected?

Lock II – Vocabulary

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

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

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

B. I. Reading

1. Pre-reading discussion

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

2. Read the text and answer the following question.

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

Freedom of Speech in the Age of Artificial Intelligence



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

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

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

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

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

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

International comparisons add more complexity. In Europe, free expression is balanced against human dignity and protection from hate speech. Laws in Germany and France already require platforms to remove illegal content quickly. If an AI system posts racist or violent messages there, the company could be fined even if no human intended harm. The United States, by contrast, remains



more cautious about restrictions, fearing that strict rules might suppress legitimate debate.

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

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

1. *Which fundamental constitutional protection is central to the discussion of AI-generated content?*

- A) The Fourth Amendment
- B) The First Amendment
- C) The Fifth Amendment
- D) The Second Amendment

2. *What argument do legal scholars make in favor of protecting AI-generated speech?*

- A) AI systems are capable of independent thought
- B) AI systems have constitutional rights
- C) AI tools are extensions of human creativity
- D) AI speech is more reliable than human speech

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

- A) AI systems can create content faster than humans can verify it
- B) AI systems cannot be prosecuted for illegal speech
- C) AI content is too expensive to regulate
- D) AI systems only produce factual information

4. *How does the European approach to regulating AI-generated content differ from the United States?*

- A) Europe has no regulations on AI content
- B) Europe focuses exclusively on protecting AI rights
- C) Europe requires immediate removal of illegal content
- D) Europe prohibits all AI-generated content

5. *What is identified as a key challenge in determining responsibility for AI-generated harmful content?*

- A) The cost of legal proceedings
- B) The multiple parties involved (programmers, companies, users)
- C) The inability to detect AI-generated content
- D) The lack of international laws

6. *Which type of speech is explicitly mentioned as being outside legal protection?*



- A) Political criticism
- B) Unpopular opinions
- C) Direct threats of violence
- D) Social commentary

7. *What concern is raised about AI's impact on information integrity?*

- A) AI systems are too expensive to operate
- B) AI cannot generate creative content
- C) AI makes content too high quality
- D) AI can flood the internet with false content

8. *How does the text characterize the relationship between technology and free speech?*

- A) Technology has no impact on free speech
- B) Free speech meaning evolves with technology
- C) Technology eliminates the need for free speech
- D) Free speech laws cannot apply to technology

9. *What distinguishes AI systems from human speakers in the context of free speech law?*

- A) AI systems have more legal rights
- B) AI systems can only produce factual content
- C) AI systems lack understanding of their output
- D) AI systems communicate more clearly

10. *What balance must courts and lawmakers achieve regarding AI speech, according to the text?*

- A) Protecting profits while increasing censorship
- B) Promoting AI development while limiting human speech
- C) Protecting open discussion while preventing harm
- D) Eliminating all AI-generated content

B.II. Grammar

1. Fill in the gaps with the appropriate words from the Word Bank below.

Word Bank

even though	argued	nevertheless	however	poses
while	claimed	yet stated	although	

Last week our class discussed a case in which a lawyer (1) ____ that AI-generated articles should receive the same protection as human speech. She explained that programmers create the code and therefore, she (2) ____ it was logical to extend free-speech rights to the output. Several students disagreed. One student remarked that AI has no personal responsibility; (3) ____, a human speaker can be punished if their words cause harm. Another student added that



even the United States, which strongly protects expression, allows limits when speech (4) _____ an immediate threat. The teacher reminded us that, (5) _____ some European countries criminalize hate speech, others prefer education and public debate. He also said that “technology changes quickly,” and he (6) _____ lawmakers were still searching for clear rules. During the debate, we noticed that online platforms often act as gatekeepers. They remove offensive content; (7) _____, they are private companies rather than governments. Some students argued that, (8) _____ companies claim to protect users, they sometimes silence unpopular opinions. In the end, the class agreed that freedom of speech remains essential, (9) _____ everyone recognised that words—whether human or AI—can still cause real damage. Our conclusion was that true free expression requires both legal protection and personal responsibility, (10) _____ many details remain unsettled.

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.

1. The legal scholar said, “**If platforms over-moderate, they risk suppressing democratic debate.**”
The legal scholar warned that _____.
2. “**Courts rarely punish satire unless it clearly incites violence,**” explained the judge.
The judge explained that satire _____ violence.
3. AI can generate defamatory content. **Nevertheless,** complete censorship might harm free inquiry.
Complete censorship might harm free inquiry _____ defamatory content.
4. Some governments favour strict online regulation, **while** others trust voluntary moderation.
Some _____ governments _____ favour _____ strict _____ online _____ regulation, _____ others trust voluntary moderation.
5. The activist asked, “**Should algorithms decide which opinions are harmful?**”
The activist questioned _____ harmful opinions.
6. “**Freedom of expression must adapt to new technology,**” the professor insisted.
The professor insisted _____ to new technology.
7. Platforms sometimes delete posts too quickly; **even so,** dangerous misinformation _____ spreads.



Dangerous misinformation spreads _____ posts too quickly.

8. **“Our constitution protects offensive opinions provided they pose no imminent threat,”** noted the lawyer.

The lawyer noted that offensive opinions _____ no imminent threat.

9. Some students defended Marco’s comments, **although** they admitted the words offended many classmates.

Some students defended Marco’s comments _____ the words offended many classmates.

10. **“International rules on digital speech remain inconsistent,”** the policy maker observed.

The policy maker observed _____ on digital speech remained inconsistent.

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).

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



Lock III – Grammar

Fill in the gaps with the appropriate words from the Word Bank below. Use each word only once.

Word bank

said, contrary, will have announced, misinformation, argues, emphasised

1. The activist simply ____ that stricter hate-speech laws were necessary to protect vulnerable groups.
2. The legal expert ____ that online platforms need clearer guidelines for moderating harmful content.
3. By the end of the hearing, the committee _____ whether it accepts the new free-speech policy.
4. She further ____ the need for careful regulation.
5. Many delegates applauded; on the ____, some warned about harm.
6. They cited the speed of online ____ that can distort debate.

B. III. Listening

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

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

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

1. Which statement best captures the meaning of freedom of speech?

- A) The right to publish only approved information
- B) The right to express personal views without fear of punishment
- C) The duty to agree with public institutions
- D) The right to remain silent in political debates

2. Why does freedom of speech play a crucial role in democratic societies?

- A) It prevents disagreements among citizens
- B) It encourages open dialogue and accountability
- C) It ensures that only majority opinions are shared
- D) It allows governments to control information

3. Which historical figures helped shape the early ideas behind free expression?

- A) Confucius and Machiavelli
- B) Voltaire and John Milton
- C) Newton and Galileo



D) Hobbes and Locke

4. Which document is known for formally protecting freedom of speech?

- A) The Kyoto Protocol
- B) The First Amendment of the U.S. Constitution
- C) The Paris Agreement
- D) The European Charter of Sports

5. What does the concept of “prior restraint” refer to?

- A) Punishing someone after they speak
- B) Rewarding approved political opinions
- C) Blocking speech before it is expressed
- D) Allowing only written forms of communication

6. Why is safeguarding unpopular or minority opinions important?

- A) It ensures that everyone follows the same ideas
- B) It reduces critical thinking
- C) It supports progress by allowing challenges to dominant views
- D) It discourages public debate

7. Which situation demonstrates freedom of speech in practice?

- A) A journalist freely reporting on government misconduct
- B) A protest banned to avoid negative publicity
- C) A newspaper requiring government approval before publishing
- D) A citizen punished for criticizing a public policy

8. What is one positive effect of protecting free expression?

- A) It limits the spread of new ideas
- B) It promotes creativity and intellectual growth
- C) It forces people to agree with each other
- D) It eliminates the need for public discussion

9. What is one common criticism of unrestricted free speech?

- A) It might enable the spread of hate or misinformation
- B) It prevents people from sharing ideas
- C) It automatically ensures social harmony
- D) It makes it impossible to criticize authority

10. Why is balancing free expression with other social values challenging?

- A) Because protecting speech always leads to consensus
- B) Because speech must never be limited under any circumstances
- C) Because free expression must be weighed against safety and equality
- D) Because democratic societies do not value personal liberty

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



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.

1. What point does the script make about childhood nicknames?

- A) Most children find them funny
- B) They can sometimes be upsetting
- C) They are always harmless
- D) Adults rarely remember them

2. How does offensive language typically change in adulthood?

- A) It becomes less frequent
- B) It becomes more subtle
- C) It intensifies and targets larger groups
- D) It disappears completely

3. Why have many countries created laws about hate speech?

- A) To stop people from disagreeing with each other
- B) To regulate all online communication
- C) To address the dangers of harmful and hateful expressions
- D) To protect only political leaders

4. What does international law, according to the OSCE, guarantee?

- A) The right to agree with the majority
- B) The right to freedom of expression
- C) The right to censor the media
- D) The right to use hate speech freely

5. Which example demonstrates the difference between opinion and hate speech?

- A) Saying you dislike foreign music
- B) Saying you dislike a national dish and attacking the people who eat it
- C) Saying you want to try a new recipe
- D) Saying you are learning another language

6. How does the European Court of Human Rights define hate speech?

- A) Only political criticism
- B) Any statement someone finds offensive
- C) Expressions that spread or justify hatred based on intolerance
- D) All negative comments online

7. Why is social media often linked to the spread of hate speech?

- A) Users are always anonymous
- B) Platforms are fully regulated
- C) The environment is impersonal and hard to control
- D) People rarely argue online

8. What have major platforms like Twitter, Facebook, and YouTube begun to do?

- A) Ignore hateful content



- B) Remove all political posts
- C) Develop policies to regulate hate speech
- D) Restrict all user comments

9. Which of the following is NOT among the criteria drafted by Ethical Journalism Network to limit hate speech?

- A) The speaker's position
- B) The physical appearance of the speaker
- C) The reach of the message
- D) The intention of the message

10. What is the recommended action when encountering unacceptable online content?

- A) Share it to raise awareness
- B) Ignore it
- C) Report it immediately
- D) Respond with more insulting language

C. Speaking: Mini-Debate

C. I. Speaking patterns

Objective

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

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

Warm-Up

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

1. Match each of the phrases to its meaning

- Consider the following useful phrases:
 1. I take the view that...
 2. That's a fair point, but...
 3. I beg to differ.
 4. May I jump in?
 5. From my perspective...
 6. The evidence suggests that...
 7. I can see where you're coming from; however...
 8. Let's hear X's perspective.
 9. If I may finish my thought...
 10. That argument doesn't hold water.



11. While I understand your concern, I think...
12. Could you clarify what you mean by...?
13. One possible compromise might be...
14. I completely agree with you on...
15. We'll have to agree to disagree.

- Now read these short explanations or language functions:

- A. Hold the floor and prevent interruption
- B. Express strong disagreement politely
- C. Offer a possible solution or middle ground
- D. Politely interrupt or ask for a turn
- E. Present evidence or support for an argument
- F. Acknowledge a point but introduce a counter-argument
- G. Show complete agreement with a previous point
- H. End a discussion respectfully when opinions differ
- I. Request clarification of a statement
- J. Invite another speaker to contribute
- K. Show understanding before disagreeing
- L. Indicate personal perspective or viewpoint
- M. Point out that an argument is weak or illogical
- N. Soften a counter-argument to remain respectful
- O. State a personal opinion

- Work with a partner to match each phrase to the correct meaning.

2. Place sentences in a dialogue

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

A) "Political speech deserves the strongest protection because it allows citizens to challenge government decisions."

B) "However, some speech—like direct threats or incitement to immediate violence—is not protected."

C) "In many democracies, free expression is a fundamental right that lets people share ideas without fear of government punishment."

D) "Yet private employers can still set their own rules and limit what employees say at work."

E) "That's why balancing individual rights with public safety is never simple."

F) "Laws differ across countries: what is banned as hate speech in one nation might be legal in another."



C. II. Mini-debate practice

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

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

Lock IV – Speaking / Reflection

Scenario:

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

Scrambled phrases:	Recommendations:
1. RASEWNAES TRGNAINI	
2. ICLVI SODICESUR	
3. TNENTI CIACNILRATOFI	

Clue code: [_ _ _]

D. Writing: Summary Report

Summary Report on Freedom of Speech vs. Hate Speech

Objective

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



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

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

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

Focus on:

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

2. Planning your report

Outline three sections:

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

3. Writing Guidelines

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

4. Final Check

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



- at least two contrast linkers

5. Submission

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

MAIN ASSIGNMENT: FreeVoice Podcast

FreeVoice Podcast: Exploring the Boundaries of Freedom of Speech

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

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

Your Task

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

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

Type of Challenge

Promoting responsible free expression while preventing harm.

Activities

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



- recommendations for action.

Roles

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

Inputs

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

Output

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

DISCUSSION AND REFLECTION

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



Unit 2

Truth Check: Fake News and Media Literacy

INTENDED LEARNING OUTCOMES

Knowledge:

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

Skills:

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

Attitudes:

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

Values:

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

BACKSTORY

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



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

A.I. Reading

1. Pre-reading discussion

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

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

What is Fake News?

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

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

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



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

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

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

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

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

- A) Fake news is only spread through social media platforms
- B) Fake news is intentionally fabricated to deceive and manipulate audiences
- C) Fake news exclusively targets political campaigns
- D) Fake news always includes manipulated photographs

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



- A) The ease of generating revenue through online advertising
- B) Increased political polarization in society
- C) The widespread use of social media platforms
- D) The decline of traditional radio broadcasting

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

- A) News satire focuses on fictional elements while parody addresses topical issues
- B) News satire is always published in print media while parody appears online
- C) News satire is based on current events while parody consists of made-up fictional elements
- D) News satire aims to confuse audiences while parody seeks to inform them

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

- A) Bots were primarily responsible for disseminating false information
- B) False information spread more rapidly and reached more people than true news
- C) Fake news only spread among certain demographic groups
- D) Verification systems successfully prevented most fake news from spreading

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

- A) Automated bots designed to detect and flag fake news
- B) Organizations dedicated to fact-checking political claims
- C) Groups that deliberately promote propaganda and mislead public opinion
- D) Social media platforms' internal monitoring systems

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

- A) Social networks lack the technology to identify false information
- B) The appealing nature of false news makes it inherently more likely to spread
- C) Users are generally unwilling to participate in fact-checking initiatives
- D) Verification processes are too expensive for most media outlets

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

- A) News fabrication
- B) Sensational news
- C) Photo manipulation
- D) News satire

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

- A) Creating completely fabricated stories with no basis in reality
- B) Using exaggerated, unverified headlines to attract large audiences
- C) Employing humour to comment on political issues
- D) Disguising itself as legitimate journalistic content



9. According to the text, what is the main objective of fact-checking initiatives?
- A) To enhance knowledge by correcting misinformation and protecting the public from false perceptions
 - B) To increase revenue for traditional media outlets
 - C) To replace traditional journalism with more reliable sources
 - D) To eliminate all forms of social media communication

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

- A) Are always based on some element of truth
- B) Are designed to resemble formal, legitimate journalistic content
- C) Only circulate within specific political groups
- D) Rely exclusively on photographic evidence

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

1. Fake news is always created unintentionally due to poor fact-checking by journalists.

- A) true B) false

2. According to The Guardian, political polarization and the ease of retrieving online advertising revenues contributed to the spread of fake news.

- A) true B) false

3. Humorous fake news is primarily designed to confuse the public rather than to satirize current issues.

- A) true B) false

4. The MIT study analysed over 126,000 tweets published by 3 million Twitter users over a ten-year period.

- A) true B) false

5. According to the MIT study, bots are the main culprits responsible for spreading fake news on social media.

- A) true B) false

6. Large-scale scandals are designed to resemble formal journalistic content to disguise misinformation as legitimate news.

- A) true B) false

7. Sensational news relies on verified headlines to attract audiences through factual reporting.

- A) true B) false

8. Fact-checking initiatives aim to protect the public from erroneous perceptions by researching and correcting misinformation.

- A) true B) false



9. According to Tandoc, Lim, and Ling (2018), there are only three types of fake news: satire, parody, and fabrication.

A) true B) false

10. The MIT study concluded that it will be difficult to create effective verification systems because the attractiveness of false news makes it more prone to spreading.

A) true B) false

A.II. Vocabulary

1. Match key terms with their definitions

Terms	Definitions
1. Fake news	A. The process of examining and confirming the accuracy and truthfulness of information through research and evidence.
2. Polarization	B. Intentionally created false or misleading information designed to deceive audiences for political, material, or other purposes.
3. Fabrication	C. The act of changing or altering photographs and videos to create a fictional reality or distort the truth.
4. Photo manipulation	D. False or inaccurate information that spreads through various channels, regardless of intent to deceive.
5. Fact-checking	E. Information or stories that spread without verification or evidence, often passed from person to person through word of mouth or social media.
6. Misinformation	F. The increasing division of opinions, beliefs, and attitudes into opposing extremes within society.
7. Verification	G. Giving a false or wrong impression; causing someone to have an incorrect understanding of something.
8. Misleading	H. The process of researching and reporting purported facts to correct mistakes and protect the public from erroneous information.
9. Rumour	I. The way in which something is understood, interpreted, or regarded by individuals based on their beliefs and experiences.
10. Perception	J. The deliberate creation of false content without any factual foundation, often designed to imitate legitimate information.



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

Word Bank

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

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

Some creators use (3) _____ to alter images and videos, making fictional events look real. Others engage in complete (4) _____ – inventing entire stories to deceive their audiences. This constant flow of lies and half-truths increases social (5) _____, pushing people into opposing camps and destroying trust in reliable news sources.

Many people's (6) _____ of what counts as trustworthy information has become confused. A headline that looks professional might actually be (7) _____. That's why journalists stress the importance of (8) _____ – confirming sources and evidence before accepting any claim. News organizations dedicate teams to (9) _____, investigating viral stories and exposing false claims. Without this work, (10) _____ would dominate public conversation.



Lock I

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

Clues

Clue 1: (Digit 1)

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

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

Clue 2: (Digit 2)

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

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

Clue 3: (Digit 3)

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

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

Clue 4: (Digit 4)

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

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

Code Box: [_ _ _ _]

A.III. Listening

1. Pre-listening discussion questions



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

2. Listen to “Teaching Students to Navigate Fake News: A Practical Approach” and answer the questions.

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

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

- A) 10%
- B) 25%
- C) 50%
- D) 75%

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

- A) Credibility
- B) Construction
- C) Context
- D) Corroboration

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

- A) The length of the article
- B) Bias, loaded words, and propaganda techniques
- C) The publication date only
- D) The number of sources

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

- A) Creating your own news story
- B) Ignoring other sources
- C) Verifying information with other credible news sources
- D) Comparing only the headlines

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

- A) It helps students write better essays
- B) It makes students read more news
- C) It develops critical thinking skills good for democracy
- D) It teaches video editing

3. Answer the following questions:

1. According to the Stanford study, what specific challenges do students face when identifying fake news?

2. What should you consider when examining the “Context” of an article according to the speaker?



3. What questions should you ask when checking “Credibility” of a source according to the speaker?
4. When analysing “Construction”, what elements should you look for according to the speaker?
5. According to the speaker, why is teaching media literacy important for society?

Lock II

Scenario for Students:

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

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

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

B.I. Reading

1. Pre-reading discussion

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

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

Navigating crisis communications in HE: strategies for an effective response

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

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

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

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

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

Timing will also be a key consideration here – is the crisis striking during summer, which may entail a less student-focused response? Is it happening around key events such as graduations or welcome weeks? If so, how might that increase attention to the issue from both stakeholders who will be on site and from media? What else is going on in the background that might impact on or define your response?



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

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

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

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

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

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

- A) It reduces the overall number of crises a university will face
- B) It allows the institution to respond effectively as a coordinated organization when problems occur
- C) It eliminates the need for external crisis management consultants
- D) It prevents negative media coverage from reaching the general public

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

- A) The same crisis can affect different stakeholder groups in different ways
- B) Universities need to prioritize donors and policymakers over students and staff
- C) All stakeholders should receive identical communications at the same time
- D) It helps institutions decide which groups to exclude from crisis communications



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

- A) It delays the inevitable negative publicity surrounding the crisis
- B) It minimizes legal liability and helps avoid potential lawsuits
- C) It gives the university a chance to control the message and stop rumours from spreading
- D) It shows which stakeholder groups are most loyal to the institution

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

- A) Whether the crisis happens during summer when fewer students are on campus
- B) Whether the crisis coincides with major university events like graduations
- C) Which financial quarter the crisis occurs in
- D) What other events are happening that might affect the response

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

- A) Work too closely with external communications experts
- B) Make quick, uncoordinated decisions that could make things worse
- C) Wait too long before responding to stakeholder concerns
- D) Follow established procedures too strictly without adapting

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

- A) Social media is mainly a tool for controlling what the university says
- B) Crises increasingly start and spread rapidly on social media platforms
- C) Universities should stay away from social media during crises
- D) Social media reduces how much damage crises cause to institutions

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

- A) Universities don't have the technical skills to monitor multiple platforms
- B) Students are usually hostile toward official institutional social media accounts
- C) Each situation may need a different approach, making it difficult to handle
- D) Social media companies limit how universities can respond to crises

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

- A) To make sure all universities use the same language when addressing crises
- B) To help institutions respond quickly without having to write everything from scratch
- C) To stop individual staff members from changing the approved message
- D) To cut down on the costs of hiring professional communications writers

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

- A) To train media representatives on how to report university crises accurately
- B) To find out which staff members work best under pressure



- C) To check that the university's processes actually work during stressful moments
- D) To figure out which types of crises are most likely to happen

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

- A) To blame individuals who were responsible for the crisis or poor response
- B) To learn from what happened and develop better strategies for the future
- C) To show stakeholders that the institution takes responsibility seriously
- D) To create records for potential legal proceedings related to the crisis

B.II. Grammar

1. Fill in the gaps with a modal verb form. Each phrase is used once.

Word Bank:

could well have • might not have • appear to have • ought to have been • would have • may have been • must have • can't have been • should have • couldn't have

A recent analysis of crisis responses at several European universities has revealed important insights about institutional preparedness. At one institution that handled a student safety incident effectively, the communications team (1) _____ followed a comprehensive crisis management protocol, as their response demonstrated clear coordination across all stakeholder groups. In contrast, another university's delayed response to a research misconduct scandal indicated that they (2) _____ completed their stakeholder mapping adequately, since key donor groups learned about the issue through media rather than official channels.

The research also examined the role of social media in modern university crises. At institutions where false information spread rapidly, the communications teams (3) _____ monitoring student platforms closely enough, as they failed to identify emerging issues before they escalated. One university's decision to issue a statement during graduation week (4) _____ influenced by concerns about media attention, though this timing ultimately intensified scrutiny. The researchers speculated that the communications team (5) _____ understood the full scope of potential complications, but faced pressure from senior leadership to address the issue immediately.

The importance of preparation became evident in the analysis. Universities that responded most effectively (6) _____ been practicing their crisis protocols regularly, as staff demonstrated confidence during actual emergencies. Template statements and pre-drafted communications (7) _____ prepared in advance at these institutions, allowing for rapid response without sacrificing message quality. Social media decisions proved particularly challenging—one university's choice to respond directly to online criticism (8) _____ resulted from external expert advice, as their approach aligned with current best practices. Finally, institutions that conducted thorough post-mortem evaluations (9) _____ learned systematically from their



mistakes, as subsequent crises showed marked improvements. The study concluded that unprepared institutions (10) _____ suffered much more severe reputational damage without decisive leadership during critical moments.

2. Transform each factual statement into a speculation about the past using appropriate modal structures. Add the evidence provided in brackets to support your speculation. (One is done for you as an example.)

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

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

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

2. The institution regularly updated its stakeholder database.

(Evidence: several key donors and policymakers learned about the crisis from the press rather than official university channels)

3. The communications team conducted stakeholder mapping before the incident occurred.

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

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

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

5. All colleagues knew the clear protocols to follow during the crisis.

(Evidence: no staff members acted independently or rashly when the situation emerged)

6. The institution had prepared for social media crises in advance.

(Evidence: staff later admitted confusion about who to contact for external advice and who had authority to respond to posts online)

7. External experts advised the university on how to navigate the thorny trap of responding to social media posts.

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

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

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



9. The university rehearsed mock scenarios to verify their processes.
(Evidence: the institution's procedures performed exactly as expected in moments of high stress)

10. The institution conducted a thorough post-mortem evaluation after the previous crisis.
(Evidence: they repeated exactly the same communication mistakes and failed to address the issues identified in the earlier incident report)

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

When fake news and false information threaten a university's reputation, effective crisis management requires both speed and (1) _____ (ACCURATE). Institutions must develop comprehensive protocols for (2) _____ (VERIFY) information before it spreads across social media platforms, where misinformation can reach thousands of students within hours.

One critical challenge involves the increasing (3) _____ (POLAR) of public opinion during crises. Research shows that universities with well-established fact-checking procedures are significantly more (4) _____ (SUCCESS) at maintaining stakeholder trust when (5) _____ (MISLEAD) content emerges online. These organizations typically conduct regular scenario planning exercises and (6) _____ (SYSTEM) monitor student social media channels.

The speed at which rumours spread cannot be (7) _____ (ESTIMATE). False claims, particularly those involving academic (8) _____ (INTEGRATE), often prove more attractive to audiences than verified information, requiring immediate institutional response. Many universities seek professional guidance on how to counteract (9) _____ (FABRICATE) content while maintaining their credibility with diverse stakeholder groups.

Timing and coordination play crucial roles in crisis (10) _____ (COMMUNICATE). The most effective institutions balance rapid response with thorough verification, ensuring their messages are both timely and accurate enough to restore public confidence.



Lock III

After the exam leak crisis at Novaland University, an external evaluation team discovered that the fake screenshots were part of a deliberate misinformation campaign designed to test academic integrity systems. Complete the following analysis by filling in the gaps with the correct terms. Each word is used once; two extra words remain unused.

Word Bank

perpetrated • substantiate • allegations • dissemination • accountability • credibility

1. The investigation revealed that the _____ against the university were entirely baseless and designed to undermine public trust.
2. Experts could not _____ the claims made in the leaked screenshots with any verified academic materials.
3. The rapid _____ of false information through social media channels posed significant challenges to crisis communication efforts.
4. Without proper fact-checking mechanisms, the university's _____ was at risk of being severely damaged.
5. The fraud was _____ by individuals seeking to expose vulnerabilities in the institution's emergency response protocols.
6. University leadership emphasized the need for greater _____ in how information is verified before being shared publicly.

B.III. Listening

1. Pre-listening discussion

- Think about a time when a university, company, or public institution faced a crisis involving false information (e.g., a scandal, accident, or controversy). How did the organization communicate with the public? Was their response effective or ineffective? Why?
- In your opinion, what should an organization do immediately when false information about them starts spreading online? Should they respond quickly even without all the facts, or wait until they have complete information?



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

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

- A) Preventing all negative coverage in the media
- B) Rapidly containing false information while maintaining credibility
- C) Punishing those who spread misinformation
- D) Waiting until the misinformation disappears naturally

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

- A) It relies exclusively on legal action
- B) It focuses only on internal stakeholders
- C) It combines speed, transparency, and strategic messaging
- D) It avoids acknowledging the existence of misinformation

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

- A) External media outlets exclusively
- B) Legal authorities and regulators
- C) Internal audiences who can become credible advocates
- D) Social media influencers and celebrities

4. Why is timing crucial in crisis communication responses?

- A) Delayed responses allow for more accurate information gathering
- B) Immediate acknowledgment matters, even without complete details
- C) Organizations should wait until they have irrefutable proof
- D) Timing is irrelevant if the message is well-crafted

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

- A) Transparency can undermine credibility by revealing uncertainties
- B) Complete transparency is impossible and should be avoided
- C) Acknowledging what is unknown enhances institutional trustworthiness
- D) Credibility depends solely on the authority of the spokesperson

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

- A) Traditional print newspapers
- B) Internal email systems
- C) Social media platforms
- D) Face-to-face town halls exclusively

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

- A) It is unnecessary if the primary message is strong
- B) It reinforces credibility and prevents contradictory narratives



- C) It wastes resources that could be used for investigation
- D) It only matters for external communications

8. What is essential in post-crisis communication?

- A) Minimizing discussion of what went wrong
- B) Shifting blame to external factors
- C) Learning from the incident and sharing preventive measures
- D) Immediately moving on without retrospective analysis

9. How should organizations prepare for potential misinformation crises?

- A) By developing pre-established protocols and response teams
- B) By ignoring low-level rumours to avoid giving them attention
- C) By relying entirely on spontaneous responses
- D) By outsourcing all communication to external agencies

10. What fundamental principle underlies effective misinformation management?

- A) Speed matters more than accuracy in all circumstances
- B) Silence is often the most effective response
- C) Balancing urgency with accuracy while maintaining transparency
- D) Institutional authority alone is sufficient to counter false claims

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. After listening, discuss:

- Which of the four components do you think you use most naturally? Which one challenges you the most?
- The presenter mentions that these four components "work synergistically." Can you explain what this means and give an example of how two components might work together?

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.

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

- A) Like a natural disaster where evacuation timing is critical
- B) Like a military campaign requiring detailed strategic planning
- C) Like a court case where evidence must be carefully preserved
- D) Like a heart attack patient who needs emergency treatment within an hour

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

- A) It lets them shape the narrative instead of leaving others to fill the void
- B) It allows them to remove negative comments before they go viral



- C) It helps them avoid journalists and media requests
- D) It gives them time to get proper legal advice

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

- A) They focus too much on what stakeholders expect
- B) They spend too much time showing they care
- C) They start by asking what they should say or do
- D) They involve too many people in the decision-making

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

- A) How do we protect ourselves from legal action?
- B) How quickly can we make this story disappear?
- C) What's the minimum we need to say to satisfy stakeholders?
- D) What would sensible people expect from a responsible organization in this situation?

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

- a) A full investigation with concrete results
- b) Clear signs the organization cares and is taking action
- c) An immediate apology and financial compensation
- d) A comprehensive legal statement covering all liability issues

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

- A) The impression that the organization doesn't care about what happened
- B) How serious the crisis actually is
- C) How many people are directly affected
- D) How much negative press coverage it receives

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

- A) They're hoping the situation will blow over on its own
- B) They can't access their social media accounts quickly enough
- C) They're still figuring out what happened and worried about admitting fault
- D) They'd rather make statements through traditional press releases

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

- A) As a smart move that buys time for proper planning
- B) As the safest approach for at least the first day
- C) As looking like you either don't care or have something to hide
- D) As necessary protection against potential lawsuits

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

- A) Say what actually happened
- B) Show empathy for those affected
- C) Spell out what you stand for as an organization



D) Point out who's responsible for the problem

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

- A) Their acknowledgment of events, empathy, values, plans, and commitment
- B) Full details about fault and responsibility
- C) Nothing at all until lawyers verify every fact
- D) Just the contact details for their legal team

C. SPEAKING

C.I. Speech patterns

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

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

To Express Doubt or Uncertainty About Information

I'm not convinced that...
There's something off about...
This doesn't add up because...
I have serious doubts about...

To Express Certainty or Confirm Information

The evidence clearly points to...
We can say with confidence that...
Everything indicates that...
There's no question that...

To Present Counter-Evidence or Refute Misinformation

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

To Acknowledge Complexity or Different Viewpoints

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

To Discuss Crisis Response and Communication

We need to get ahead of this by...



The priority right now is to...
We should reach out to... before...
Our response needs to address...

To Emphasize Urgency or Importance

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

C.II. Crisis Briefing

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

Preparation:

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

Your task:

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

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

1. Opening Statement (30 seconds)

State your conclusion clearly and confidently
Use 1 certainty phrase

2. Evidence Summary (2 minutes)

Present the strongest evidence supporting your conclusion. Show how evidence connects and confirms your conclusion.
Use 2-3 certainty/doubt phrases ("We can say with confidence that..." / "There's no question that...")
Use 1-2 counter-evidence phrases ("The facts tell a different story..." / "When you dig deeper, you find that...")

3. Alternative Theories (1 minute)

Acknowledge what doubters might argue
Explain why those arguments don't hold up
Use 1-2 complexity phrases ("I see why some might think... but we also need to consider..." / "It's not as straightforward as it seems...")

4. Recommended Response (1 minute)



Suggest immediate actions

Recommend communication strategy

Identify stakeholders who need immediate contact

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

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

5. Closing (30 seconds)

Reinforce your recommendation

Project confidence in the decision.

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

1. "The IT report shows no breach, but our systems have been compromised before. What makes you confident we haven't missed something this time?"

Your response should use verification + certainty phrases

2. "Several students have contacted me claiming some questions in the screenshots match material from their study groups. Could someone have combined genuine advance information with fabricated content?"

Your response should use counter-evidence phrases

3. "I have the Student Union demanding postponement, and three faculty members have expressed concerns about proceeding. We have until 8 am. What's your recommendation and on what grounds?"

Your response should use crisis response + urgency phrases

4. "If we announce this was fabricated, we risk alienating students who shared the material in good faith. How do we address this without damaging relationships further?"

Your response should use complexity acknowledgment + response strategy phrases

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

Your response should use crisis response + acknowledging complexity phrases

6. "We have local media requesting comment and parents calling the main office. If we proceed with exams and your assessment proves incorrect, the consequences will be severe. Walk me through your reasoning once more."

Your response should use certainty + evidence summary phrases.



Lock IV

After completing the crisis investigation, the Academic Integrity Committee must finalize their Crisis Response Protocol for future incidents. The protocol document is password-protected to ensure only trained committee members can access it. To unlock the protocol, you must identify three of the essential principles of effective crisis communication that you practiced during the speaking simulation. These principles are scrambled below.

Unscramble each phrase, then take the first letter of each correct principle to form a 3-letter code.

Scrambled Phrases:

Principle 1: YVEIRF SRUECOS

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

Principle 2: ETAK IOPNISTO

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

Principle 3: DITMA NTUCITNAERY

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

Clue code: [_ _ _]

D. WRITING

Internal investigation report

Objective:

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

Requirements:

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

Report Structure:

1. Incident Summary (approximately 50 words)

When the screenshots appeared

How they spread



Initial impact on the university community

2. Investigation Findings (approximately 120-150 words)

Evidence examined (IT reports, faculty verification, social media analysis)

Analysis of what the evidence revealed

Use modal verbs of past deduction to explain your reasoning

3. Conclusion (approximately 40-50 words)

Clear statement: genuine leak or hoax

Confidence level in your conclusion

4. Recommendations (approximately 40-50 words)

Immediate actions needed

Future preventive measures

MAIN ASSIGNMENT

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

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

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

Main assignment:

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

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

Type of challenge: Communication crisis management

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

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

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

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

DISCUSSION AND REFLECTION

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



Unit 3

Join In: Civic Engagement and Youth Participation

Intended learning outcomes

Knowledge:

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

Skills:

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

Attitudes:

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

Values:

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

Backstory

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



A. READING, VOCABULARY AND LISTENING: motivating participation

A.I. Reading

1. Pre-reading discussion:

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

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

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

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

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

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

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



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

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

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

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

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

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

1. What is identified as the primary issue regarding civic engagement at Novaland University?

- A) Lack of modern facilities
- B) Low student participation in elections and forums
- C) Insufficient funding for civic projects
- D) Absence of social media presence



2. According to the text, what percentage of students typically participate in student elections at Novaland?

- A) 25%
- B) 15%
- C) 10%
- D) 5%

3. What phenomenon do researchers describe regarding youth civic participation across Europe?

- A) Complete withdrawal from all forms of engagement
- B) Increased participation in traditional civic activities
- C) A "digital paradox" of online vocal presence but low physical participation
- D) Equal participation in both online and offline activities

4. Which strategy proved successful in the Helsinki Youth Climate Forum?

- A) Strict administrative oversight
- B) Online-only engagement
- C) Peer-led initiatives combining entertainment with activism
- D) Mandatory student participation

5. What was the key achievement of the Barcelona "City Makers" Collective?

- A) They created a new student government
- B) They secured funding for additional bike lanes
- C) They established a new university campus
- D) They organized online protests

6. How did the University of Gdańsk's PeerConnect program improve civic engagement?

- A) By offering academic credits
- B) By providing monetary incentives
- C) By implementing mandatory participation
- D) By establishing peer-to-peer mentoring relationships

7. Which three essential ingredients for success are identified in the text?

- A) Funding, technology, and administration
- B) Peer mentoring, creative communication, and authentic partnerships
- C) Social media, protests, and student government
- D) Faculty involvement, research, and policy changes

8. What is suggested as an effective approach to digital engagement?

- A) Replacing all in-person meetings with online forums
- B) Eliminating social media presence entirely
- C) Combining striking visuals with clear calls to action
- D) Focusing solely on administrative announcements

9. What consequence does Novaland's administration threaten if student involvement doesn't improve?

- A) Closure of research labs



- B) Reduction in faculty
- C) Cancellation of a newly created civic project fund
- D) Elimination of student government

10. According to the text, what is the deeper reward of increased civic engagement beyond preserving the fund?

- A) Higher grades and academic recognition
- B) Monetary compensation for participants
- C) International study opportunities
- D) Becoming active citizens who shape their community's future

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

1. Student elections at Novaland regularly attract more than half of the student body.

- A) true
- B) false

2. Researchers describe a “digital paradox,” where students are outspoken online but avoid face-to-face civic events.

- A) true
- B) false

3. The university administration has threatened to cancel the civic fund if student participation does not improve.

- A) true
- B) false

4. The Helsinki Youth Climate Forum focused on improving public transport in Barcelona.

- A) true
- B) false

5. Barcelona’s “City Makers” Collective used creative visuals and informal activities to engage students.

- A) true
- B) false

6. PeerConnect in Poland increased attendance at civic meetings by forming mentoring pairs between senior and first-year students.

- A) true
- B) false

7. The three key strategies highlighted are peer mentoring, social media drives, and partnerships with local NGOs.

- A) true
- B) false

8. The article suggests that online campaigns alone are sufficient to solve student apathy.

- A) true
- B) false

9. Local NGOs can offer training, small grants, and help students achieve measurable impact beyond campus.

- A) true
- B) false



10. According to the article, the main goal is to win the funding competition, not to create long-term civic engagement.

A) true B) false

A.II. Vocabulary

1. Match the key terms with their definitions

Terms	Definitions
1. Civic engagement	A. A clear statement urging an audience to do something specific—such as sign up, donate, or attend.
2. Grassroots campaign	B. The percentage of eligible people who actually take part in an event or activity.
3. Obligation	C. Responsibility for one's actions and the need to explain or justify them.
4. Call to action	D. A movement begun and led by ordinary people rather than officials or large organizations.
5. Outreach	E. Efforts to connect with people outside your usual group to inform, support, or involve them.
6. Accountability	F. Public involvement in community, political, or social decision-making.
7. Persuasive speech	G. Use of striking images, graphics, or design elements to promote a message or campaign.
8. Hashtag activism	H. A moral or legal duty to do somethings.
9. Participation rate	I. Use of social-media hashtags to raise awareness or mobilize support for a cause.
10. Visual campaign	J. A speech intended to convince an audience to adopt a viewpoint or take action.

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

Word Bank

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

1. Students demonstrated strong _____ by organizing a campus-wide debate on environmental policy.



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



Lock I – Reading

Scenario:

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

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

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

Clues

1. What main reason does the article give for the possible cancellation of the civic fund?

- A) Budget cuts – **4**
- B) Lack of student participation – **7**
- C) New government policy – **1**
- D) Poor weather conditions – **3**

2. Which European city's youth climate forum grew fivefold in one semester?

- A) Barcelona – **9**
- B) Helsinki – **2**
- C) Gdańsk – **6**
- D) Novaland – **8**

3. Which key strategy is NOT listed among the three essential ingredients for re-energising participation?

- A) Peer mentoring – **5**
- B) Social media drives – **7**
- C) Partnerships with local NGOs – **3**
- D) Compulsory attendance – **0**

4. Which term refers to a clear statement urging people to take immediate action?

- A) Visual campaign – **6**
- B) Call to action – **1**
- C) Accountability – **4**
- D) Grassroots campaign – **5**

Code Box: [_ _ _ _]

A.III. Listening

1. Pre-listening discussion questions

- In your own words, what does civic engagement mean? Can you give an example from your community?

2. Listen to a short audio material called “Finding my Voice and Making Change”. Reflect on the following question:



Why do you think some young people hesitate to get involved in politics or social projects?

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

1. Why did Emma start her civic engagement journey?

- A) She wanted to travel and meet new people.
- B) She was uncertain about her future and wanted to make a difference.
- C) She was asked by her teachers to organize events.
- D) She wanted to improve her grades.

2. How many students attended Emma's first school forum, and how many professionals participated?

- A) 50 students and 5 professionals
- B) 100 students and 10 professionals
- C) Over 150 students and 8 professionals
- D) 200 students and 12 professionals

3. Which digital issue did Emma focus on at the regional youth summit?

- A) Cybersecurity in schools
- B) Digital divide and access to AI tools
- C) Social media addiction
- D) Online gaming and education

4. Which two smaller projects did Emma organize to support inclusion?

- A) Community clean-up and sports competitions
- B) Coding workshops for girls and mentoring for students with disabilities
- C) Fundraising for local businesses and poetry contests
- D) Debate club and science fair

5. What advice does Emma give to other young people who want to get involved?

- A) Wait until everything is perfect before starting
- B) Focus only on large projects to make an impact
- C) Start small, take concrete actions, and collaborate with others
- D) Avoid involving adults or authorities in your projects

4. Answer the following questions:

- Why did Emma decide to get involved in civic engagement?
- What was the first civic project Emma organized?
- What digital issue did Emma address at the regional youth summit?
- Give two examples of smaller, everyday projects Emma organized.
- What is Emma's main advice to young people about getting involved?



Lock II – Vocabulary

Scenario:

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

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

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

B. I. Reading

1. Pre-reading discussion

- How often do you discuss politics or social issues with friends or family?
- Do you think young people today are more politically interested than previous generations? Why or why not?

2. Now read the following text on Youth Engagement in Europe and answer the question: What is the main idea of the text?

Youth Engagement in Europe: What the Data Shows

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

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

Despite this growth, young people still tend to trust national governments more than EU institutions, yet they believe their voices are more heard at the local



level. About 47% feel they have influence in local politics, compared to only 30% at the EU level.

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

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

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

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

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

However, digital participation has its limits. It can sometimes feel superficial (“clicktivism”), and not all young people have reliable internet access or digital literacy. Also, online engagement is often separate from formal institutional decision-making. If digital participation does not translate into real power or influence, young people may become frustrated.

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

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



1. According to the European Commission's 2023 report, what was the voter turnout percentage for young people (under 25) in the 2019 European elections?

- A) Very low turnout — less than one third of young people voted.
- B) Moderate turnout — around two in five young people voted.
- C) Nearly half of young people participated.
- D) Exceptionally high turnout — almost everyone voted.

2. What percentage of young people feel they have influence at the local political level?

- A) Very few young people feel they have any influence.
- B) About one in three young people feel they have some influence.
- C) Nearly half of young people feel they have influence.
- D) Almost all young people feel they have strong influence.

3. Which level of government do young Europeans tend to trust more?

- A) EU institutions
- B) National governments
- C) Regional governments
- D) Municipal governments

4. What percentage of young respondents report discussing politics with friends or family?

- A) Fewer than half of young people do so regularly.
- B) Just under half of young people talk about politics with friends or family.
- C) Around one in three young people have such discussions.
- D) Almost all young people frequently talk about politics.

5. What is identified as a major barrier to youth political participation?

- A) Lack of internet access
- B) Language barriers
- C) Time constraints
- D) Financial costs

6. Which of the following is NOT mentioned as a suggested strategy to improve youth engagement?

- A) Creating youth councils
- B) Providing financial incentives
- C) Improving civic education
- D) Establishing advisory boards

7. What is described as a limitation of digital participation?

- A) It can be perceived as superficial "clicktivism"
- B) It requires too much time commitment
- C) It is too expensive to implement
- D) It is too complex for most users

8. What is the gap identified between belief and action in youth engagement?

- A) Young people believe in local politics but participate nationally



- B) They trust EU institutions but participate locally
- C) They believe in engagement methods but fewer take action
- D) They participate online but distrust digital platforms

9. *How do institutional systems sometimes treat youth participation?*

- A) As essential contributors
- B) As symbolic rather than meaningful
- C) As primary decision-makers
- D) As technical experts

10. *What is identified as a requirement for full youth participation beyond just opportunities?*

- A) Financial compensation
- B) Political party membership
- C) University education
- D) Genuine influence and partnership

B.II. Grammar

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

Word Bank

to must unless but were should are
not must not so that would become

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

They know they (1) ____ attend local meetings if they want their concerns heard.

However, (2) ____ they contact decision-makers, their ideas will remain unknown.

The European Commission recommends stronger civic education (3) ____ help students understand how laws are made.

Many young people sign online petitions, (4) ____ they rarely join formal consultations.

If every young citizen (5) ____ to vote, turnout would rise dramatically.

Leaders also argue that governments (6) ____ create youth councils to give real influence.

Digital tools can increase participation, yet they are not enough on their own.

If social media campaigns (7) ____ supported by face-to-face dialogue, trust will remain low.

Some students think, "Why bother?" But experts reply: You (8) ____ stay silent when decisions affect your future.

Youth groups often start small. They organise workshops (9) ____ young people can practise debate and negotiation.



Finally, policy makers are reminded: If nobody got involved, democracy (10) _____ weaker and less responsive.

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

1. If volunteers don't attend the training session, the project won't start on time.
Begin with *Unless*.

2. Leaders warn that without youth action, policies will ignore their needs.
Begin with *Unless*.

3. The initiative would succeed if young leaders received better support.
Rewrite using *were to*.

4. If young citizens read policy summaries, they will follow public debates more easily.
Rewrite using *provided that*.

5. If every young citizen decided to vote, turnout would rise dramatically.
Rewrite using *were to*.

6. If youth representatives participate in municipal boards, local policies could better reflect their priorities
Rewrite using *should*.

7. If online campaigns lack face-to-face dialogue, trust will stay low.
Rewrite beginning with *Unless*.

8. Students would miss out on practical civic experience if NGOs didn't partner closely with educational institutions.
Rewrite using *unless*.

9. The new student doesn't know so much about civic involvement, that's why he doesn't attend student league meetings.
Rewrite beginning with *If*.

10. If nobody got involved, democracy would become weaker and less responsive.
Rewrite using *Unless*.

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

Young Europeans show growing interest in politics, but real civic (1) _____ (ENGAGE) is still uneven. The 2019 European elections saw a sharp rise in youth (2) _____ (TURN), yet many remain unsure how to influence policy.



Researchers note several causes for limited (3) ____ (PARTICIPATE): lack of time, missing information, and weak trust in (4) ____ (INSTITUTION) bodies. Experts recommend stronger civic education to give young people the (5) ____ (CONFIDENT) to speak out.

Local projects can create a sense of (6) ____ (BELONG) and motivate continued action. However, digital activism alone is not a complete (7) ____ (SOLVE); it must connect to formal decision-making. Governments are urged to design youth councils and advisory boards in (8) ____ (COOPERATE) with students, ensuring their voices count. Such measures would strengthen democratic (9) ____ (STABLE) across Europe.

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

Lock III – Grammar

Fill in the gaps with the appropriate words from the Word Bank below. Use each word only once.

Word bank

confidence, should, commitment, must, participation, can

1. You _____ attend the meeting, it's part of your obligations as a member.
2. You _____ join a youth council if you feel you want to share experience.
3. You _____ volunteer at the community centre this weekend if you want.
4. The government launched a new programme to increase _____ among rural youth.
5. Strong public _____ is essential for long-term democratic reforms.
6. Effective civic education builds young people's _____ to speak out and influence policy.

B. III. Listening

1. Pre-listening discussion: Before listening to the audio, think about movements in your own country or community. What social or political issue do you believe young people should speak out about, and why might their involvement be especially powerful?

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

1. What is youth activism?

- A) Online campaigns for entertainment
- B) Young people actively working to create social, political, or environmental



change

- C) Adults guiding young people in school activities
- D) Young people passively observing social issues

2. What age group is usually considered part of youth activism?

- A) 25–35
- B) 5–15
- C) 15–24
- D) 10–14

3. During the civil rights movement of the 1960s, what role did young people play?

- A) They organized sports events
- B) They participated in protests, sit-ins, and marches
- C) They stayed at home to avoid trouble
- D) They wrote letters to the government

4. What risks did young activists face during historical movements like civil rights protests?

- A) Low exam scores
- B) Extra homework
- C) Violence and imprisonment
- D) Travel delays

5. How do youth activists express their ideas today?

- A) By writing private journals
- B) Only through traditional media
- C) Rallies, petitions, community workshops, creative arts, and social media
- D) By watching TV programs

6. Why is social media important for youth activism?

- A) It entertains young people
- B) It makes activism easier without effort
- C) It replaces physical protests
- D) It helps them reach wider audiences and coordinate actions

7. Which issues are mentioned as current focuses of youth activism?

- A) Sports, fashion, and travel
- B) Celebrity news and online games
- C) Racial justice, climate change, education reform, gender equality, and mental health awareness
- D) Cooking and gardening

8. How does youth activism relate to civil rights education?

- A) It focuses on memorizing laws without action
- B) It involves learning about rights, lawful protests, and democratic participation
- C) It only teaches history
- D) It discourages engagement in politics



9. *Why is youth activism considered a powerful force?*
- A) Young people can pass exams faster
 - B) It allows unlimited freedom without rules
 - C) It challenges injustice, influences laws, and promotes equality
 - D) It replaces government responsibilities

10. *What is an important aspect of youth activism in modern society?*
- A) Waiting for adults to make all decisions
 - B) Only posting messages online without action
 - C) Avoiding legal responsibilities
 - D) Organising, informing, and creatively acting to influence social change

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?

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

1. *What is the main question discussed in the text?*
- A) How to lower voting age
 - B) Who is responsible for teaching civic duty to youth
 - C) Whether social media harms democracy
 - D) Why young people avoid school
2. *According to the script, who are often the first teachers of civic duty?*
- A) Local politicians
 - B) Community volunteers
 - C) Parents and guardians
 - D) Social media influencers
3. *How do parents demonstrate civic duty to their children?*
- A) By buying them history books
 - B) By modelling actions such as voting and community service
 - C) By teaching them foreign languages
 - D) By restricting internet access
4. *What role do schools play in civic education?*
- A) They provide structured lessons on civics, history, and government
 - B) They require students to vote
 - C) They fund all local community projects
 - D) They replace parental responsibility
5. *Besides formal lessons, how can schools enhance civic learning?*
- A) By offering free lunches
 - B) Through extracurricular activities promoting engagement and service
 - C) By increasing homework loads



D) Through private tutoring only

6. How do community organizations help foster civic duty?

- A) By organising volunteer programs and advocacy initiatives
- B) By writing national laws
- C) By running private businesses
- D) By discouraging political debate

7. Research mentioned in the text indicates that volunteering can:

- A) Decrease interest in politics
- B) Increase political interest among disengaged youth
- C) Replace the need for school education
- D) Lower voting turnout

8. What can governments do to support civic education?

- A) Ban social media
- B) Implement policies like voter registration drives
- C) Replace school teachers
- D) Reduce taxes for parents

9. Teaching civic duty is described as more than just transferring knowledge because it also involves:

- A) Memorising legal codes
- B) Instilling ethical values such as respect and fairness
- C) Training in physical fitness
- D) Providing entertainment

10. What is the overall message of the audio?

- A) Civic duty is solely the government's job
- B) Teaching civic duty is a collective effort by families, schools, communities, and governments
- C) Only schools can prepare young voters
- D) Civic engagement is unnecessary in modern society

C. Speaking

C. I. Speech patterns

Study the following speech patterns – phrase that can help students structure your campaign clearly and logically.

1. Stating Goals / Purpose

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

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

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



2. Showing Contrast

Despite / in spite of

Whereas / while

On the contrary

Nevertheless

Conversely

Nonetheless

Alternatively

Contrary to

While it is true that..., it is also important to note that...

Notwithstanding

Be that as it may

3. Expressing counter-arguments

Some people say that..., but...

It is often argued that..., however...

Many believe that..., yet...

On the one hand..., on the other hand...

Others claim that..., whereas...

4. Making Recommendations

We recommend...

The university should...

Faculty advisors ought to...

It is strongly recommended that...

A practical step would be to...

A key recommendation is to...

It would be beneficial to...

A more effective approach would be to...

5. Organising & Transitioning Ideas

First, let's look at the problem we aim to solve...

Secondly, here is our action plan...

Finally, these are the measurable results we expect.

To sum up, our campaign offers a practical path to stronger participation.

6. Expressing Calls to Action

Be part of the solution.

Make your voice heard.

Together, we can make a difference.

Help create a better future.

Stand up for what matters.

Join us—because every voice matters and every action counts.

Together we can transform our university into a model of active citizenship.

Will you be the change our campus needs?



Match Sentences to Dialogue Stages

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

- A. “Hello everyone, let’s begin by outlining the local issue we want to address.”
- B. “Although the budget is small, we can still launch a pilot project this semester.”
- C. “If more students join, the university will notice a real difference in participation.”
- D. “That’s a great idea—should we create a sign-up form to start recruiting volunteers?”
- E. “Excellent, we’ve agreed on next steps: the sign-up form goes live this Friday.”

- 1. Opening / Introduction
- 2. First Proposal of the Plan
- 3. Contrast or Obstacle Mentioned
- 4. Conditional Argument or Persuasive Point
- 5. Closing / Decision

C.II. Debate practice

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

Instruction: Work with a partner and perform a short debate on this motion: “Our university should make civic engagement a graduation requirement.” Use the speech patterns above and the grammatical structures (expressing obligation, condition, and recommendation) you have practised.

Sample Debate Lines to Practise

Opening opinion – *“I strongly believe students must complete a civic project before graduating.”*

Counter-argument – *“That’s a fair point, but many students already have heavy academic loads.”*

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

Recommendation – *“The administration should partner with local NGOs to give students meaningful choices.”*

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



Lock IV – Speaking / Reflection

Scenario:

The final password protects the CivicSpark Action Plan.

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

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

Scrambled Phrases

1. TSDUNEST TMUS NIJO NI → obligation for every student to participate.
2. OMCUNITY TCONATC → build partnerships with local NGOs and civic groups
3. EARLC LOAGS & RECAMENDOTIONMS → set measurable aims and practical advice for action.

Clue code: [_ _ _]

D. Writing

E-mail

Length: approx. 150-200 words

Task: Write a 150–200 word email encouraging fellow students to join the campaign for new relaxation and social spaces. Use imperatives, obligation phrases, and a conditional sentence. Include a motivating subject line.

E.g.: Join In – Help Us Create Spaces to Relax & Socialize!

MAIN ASSIGNMENT

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

Your Task

Work in a team to design and present a **complete civic-engagement campaign** that tackles the problem of insufficient areas of relaxation and socializing in the campus.

Your campaign package must include:

- **Campaign Identity:** A name, logo, and slogan or hashtag that capture the spirit of student participation.



- A **1-page proposal** (approx. 300 words) explaining the issue, objectives, actions, and results.
- An **infographic** titled *"Your Campus, Your Space"*
- A **2-minute speech or video pitch** with a strong opening, one conditional argument, and a clear call to action.
- A **poster or mock social-media post/hashtag** with a catchy slogan (e.g., *#StudentsMustLead*, *#JoinNow4Change*).

Challenge Type

Increasing youth civic engagement and local decision-making.

How You'll Work

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

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

Inputs

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

Output

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

How to structure your outputs:

One-Page Proposal

Length: approx. 300 words

Purpose: Present a concise, persuasive plan for a student-led campaign to create spaces for relaxation and socializing on campus.

Recommended Structure

Title & Tagline – e.g., *"Campus Chill Zones: Space to Unwind, Space to Connect."*

Introduction (1 paragraph) – Define the problem in one or two sentences. Identify the lack of accessible relaxation or social spaces. Emphasize the impact on student well-being, stress levels, and sense of community.

Goals & Objectives – State 2–3 clear goals with measurable outcomes.

e.g., *"Increase the number of student relaxation areas by three designated spaces within one semester."*

"Collaborate with campus services to install modular seating and greenery in high-traffic areas by the end of the academic year."

Action Plan – Explain the main activities, partners, and timeline.

e.g., *"Conduct a campus-wide needs assessment (weeks 1–2)."*

"Partner with the Student Council, Facilities Department, and wellness clubs (weeks 3–4)"

Expected Results / Impact – Predict benefits.



"If students use the relaxation zones regularly, stress levels and burnout will decrease."

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

"The administration should allocate a small annual budget to maintain and upgrade relaxation spaces."

"The Student Union should promote the zones during orientation week to integrate new students into campus culture."

Use **obligation phrases** (*students must get involved*), **conditionals** (*If we start now, participation will rise / If every student were to volunteer, campus life would change*), and **contrast or recommendation structures**.

Infographic – “Your Campus, Your Space”

Purpose: Create an infographic that encourages students to participate in the campaign to build new relaxation and social spaces on campus. The infographic should be informative, visual, and easy to read. Use Canva, PowerPoint, or any design tool.

Title your infographic – choose a catchy name that reflects participation and campus life (e.g., *“Get Involved: Chill & Connect!”*).

Include 5 key ways to get involved – each as a short, clear imperative sentence (e.g., *Join the Campus Design Team!*).

Add obligation phrases to show why participation is important (e.g., *Everyone must take part!*).

Use visuals or icons – for example, a laptop for surveys, paintbrush for volunteer day, people for workshops.

Make it visually appealing – use colours, clear layout, and readable fonts.

Suggestions:

Keep text short and punchy.

Make sure the message is positive and motivating.

Include a call to action and a campaign hashtag (e.g., *#ChillAndConnect*).

Remember: the infographic should inform students about how to participate, not just promote the campaign.

2-Minute Speech / Video Pitch

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

Suggested Outline (approx. 250 words / 120 seconds)

Hook / Greeting (15 sec)

“Imagine a campus where every student helps decide its future...”

State the Problem & Goal (30 sec)

“Although we aim to provide a welcoming campus, only a small number of students have access to comfortable spaces to relax.”

Plan & Benefits (45 sec)

“If we start this semester, we can create three new relaxation spaces on campus.”

“The administration should allocate a small budget for necessary materials.”



Call to Action (30 sec)

"You must take the first step—sign up today!"

Optional slogan/hashtag: *"JoinNow4Change."*

Performance Tips

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

Poster or Hashtag Campaign

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

Poster Elements

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

"Students Must Lead the Change!"

"Your Voice Matters—Use It!"

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

Very short call to action with a conditional promise:

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

Hashtag Ideas

#StudentsMustLead

#JoinNow4Change

#CivicSparkNovaland

#IfYouActWeAllWin

Integration Tip

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

DISCUSSION / REFLECTION

- Which communication or organisational skills did you develop most while creating and presenting your civic-engagement campaign, and how might these skills help you in future academic or professional contexts?
- How did using obligation forms, conditionals, and persuasive speech patterns influence the clarity and impact of your proposal and 2-minute pitch?
- What strategies helped your team manage turn-taking, balance responsibilities, and resolve differences of opinion during the planning and presentation stages?



- After completing the project, how has your understanding of youth civic engagement changed, and in what ways do you see yourself contributing to local or national initiatives beyond the classroom?
- Looking back at your final outputs (proposal, infographic, speech, poster), what aspects of your campaign would you refine or expand if you were to launch it for the entire university community, and why?



Unit 4

Us and Them: Stereotypes, Identity, and Inclusion

Intended learning outcomes

Knowledge:

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

Skills:

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

Attitudes:

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

Values:

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

Backstory

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

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

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

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



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

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

A. READING, VOCABULARY AND LISTENING: stereotypes and bias

A.I. Reading

1. Pre-reading discussion:

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

1. What is a major barrier to equality in modern workplaces according to the text?

- A) Lack of training programs
- B) Stereotypes
- C) Poor communication systems
- D) Overuse of technology

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

- A) They improve team collaboration
- B) They increase innovation
- C) They shape behaviour and limit opportunities for some individuals
- D) They reduce the workload of managers

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

- A) Younger employees are more experienced
- B) Older workers are more adaptable
- C) Younger workers are seen as entitled
- D) Older workers prefer teamwork

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

- A) Increased loyalty
- B) Better team dynamics
- C) Higher productivity
- D) Disengagement or resignation



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

- A) Human resources staff
- B) Team leaders
- C) Employees at all levels
- D) Organizational leaders

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

- A) Rewriting workplace policies
- B) Hiring more people from minority groups
- C) Raising awareness through self-reflection
- D) Reporting coworkers for biased behaviour

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

- A) It encourages individualism
- B) It helps maintain neutrality
- C) It allows stereotypes to persist
- D) It prevents misunderstandings

8. What institutional practices can unintentionally disadvantage underrepresented groups?

- A) Flexible working hours
- B) Informal referrals and biased evaluations
- C) Quarterly performance bonuses
- D) Team-building activities

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

- A) It ensures diverse candidates are selected
- B) It favours younger applicants
- C) It leads to more team conflict
- D) It causes equally qualified individuals to be overlooked

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

- A) Decreased need for leadership training
- B) Lower employee turnover and higher innovation
- C) Less need for performance reviews
- D) Uniformity in decision-making

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

1. Unconscious bias refers to intentional discrimination based on personal prejudice.

- A) true
- B) false

2. Stereotypes can influence hiring and promotion decisions, even when not openly expressed.

- A) true
- B) false



3. *Age-based stereotypes only affect older employees.*

A) true B) false

4. *An inclusive workplace benefits from innovation, stronger collaboration, and higher employee satisfaction.*

A) true B) false

5. *Addressing workplace bias is only the responsibility of human resources.*

A) true B) false

6. *Cultural norms in an organization can allow stereotypes to persist if not challenged.*

A) true B) false

7. *People are often fully aware of the biases that shape their decisions.*

A) true B) false

8. *Setting measurable diversity goals is one way to promote inclusion at the institutional level.*

A) true B) false

9. *Inclusive practices are only important for public image, not for actual business performance.*

A) true B) false

10. *Reducing bias requires action at the individual, cultural, and institutional levels.*

A) true B) false

A.II. Vocabulary

1. Match the key terms with their definitions

Terms	Definitions
1. Stereotype	A. Fair access to opportunities by removing structural barriers.
2. Unconscious bias	B. Deep-rooted imbalances built into workplace structures or systems.
3. Inclusion	C. Unfair treatment based on identity traits such as race, gender, or age.
4. Equity	D. A generalization about a group that can influence decisions and behaviour, often unfairly.
5. Discrimination	E. Targets set by organizations to improve representation and inclusion.



6. Multigenerational workplace	F. Guidance provided by a more experienced employee to support someone's growth.
7. Systemic inequality	G. Biases that influence our decisions without us being aware of them.
8. Mentorship	H. Revisions to policies or practices to create a fairer organizational structure.
9. Diversity goals	I. A workplace that includes employees from different age groups.
10. Institutional change	J. Efforts to ensure all individuals feel respected, valued, and able to contribute fully.

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

Word Bank

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

Even when people have good intentions, (1) _____ bias can distort judgment. In a recruitment process, a hiring manager may prefer candidates who (2) _____ themselves in background or gender. In the workplace, team members may feel (3) _____ when their contributions are not valued equally. Some individuals may be (4) _____ for promotions because of persistent biases about appearance or (5) _____.

Bias also harms team performance and limits (6) _____ by narrowing the range of ideas. It can lead to poor decisions, low employee (7) _____, and a loss of top (8) _____.

Reducing bias starts by becoming (9) _____ of it. This requires honest self- (10) _____ and a willingness to question personal assumptions.



Lock I

Scenario:

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

Clues

Clue 1: (Digit 1)

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

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

Clue 2: (Digit 2)

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

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

Clue 3: (Digit 3)

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

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

Clue 4: (Digit 4)

What is the main reason inclusive organizations perform better?

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

Code Box

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

A.III. Listening

1. Pre-listening discussion questions



- If you were to create an “identity map” for yourself, which are the aspects of your identity? Which factors will you include? Please consider age, gender, race, religion, career, interests, family background, etc.
- Identify stereotypes that might be associated with your own identity. Are they accurate or fair? (why or why not)

2. Listen to a short lecture on Understanding Bias: *The Differences Between Stereotypes, Prejudice, Discrimination and Oppression*. Reflect on the difference between the four concepts.

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

1. What part of the body does the speaker associate with stereotypes?

- A) Head
- B) Hands
- C) Heart
- D) Mouth

2. Which of the following best describes prejudice?

- A) A system of unfair laws
- B) A set of unconscious thoughts
- C) A belief, attitude, or feeling towards a group
- D) An institutional policy

3. How is discrimination different from stereotypes and prejudice?

- A) It is based only on thoughts
- B) It involves taking action based on bias
- C) It is a set of beliefs held by institutions
- D) It cannot happen in daily life

4. What is required for oppression to occur, according to the lecture?

- A) Just one person acting unfairly
- B) A single stereotype or prejudice
- C) Power in numbers and dominance within systems
- D) A disagreement between individuals

5. Which of the following is an example of systemic oppression mentioned in the script?

- A) A person using a sexist insult
- B) A woman feeling uncomfortable at work
- C) A man refusing to work with a female colleague
- D) A bank requiring a woman’s husband to co-sign for a credit card

4. Answer the following questions:

1. Why does the speaker emphasize the importance of understanding the differences between stereotypes, prejudice, discrimination, and oppression?
2. In what way can a stereotype lead to prejudice, and how does the script describe this progression?



3. According to the script, what distinguishes discrimination from both stereotypes and prejudice?
4. What is meant by “systemic oppression,” and what types of institutions are mentioned as examples where this can occur?
5. How does the speaker suggest understanding these four terms can help address bias in society?

Lock II

Scenario for Students:

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

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

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

Body Part	Term	Definition	Example
1. Head	A. Oppression	A. A belief, attitude, or feeling toward a group	A. Using sexist language, sexually harassing someone
2. Heart	B. Discrimination	B. A thought or assumption, often unconscious, about a group	B. Feeling uncomfortable or angry about women in leadership
3. Hand	C. Stereotype	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. Many Hands	D. Prejudice	D. An action or behaviour based on bias	D. Thinking women are more emotional or weaker than men

B. READING, GRAMMAR AND LISTENING: DEI and discrimination

B. I. Reading

1. Pre-reading discussion

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

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



DEI and discrimination

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

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

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

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

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

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

DEI is crucial for preparing students for a globalized workforce. Learning in diverse settings helps students develop strong communication and problem-solving skills, making them more effective in multicultural workplaces. Institutions that prioritize DEI strengthen their reputation, attract top talent, and foster trust. Importantly, DEI does not lower academic standards—it helps universities stay relevant and impactful.

Despite progress, barriers to DEI remain. One key issue is the lack of faculty diversity. As of 2024, about 80% of full-time professors in the U.S. were white. This lack of representation can alienate students and limit the range of perspectives in classrooms. Access to higher education is still unequal,



particularly for low-income, first-generation, and BIPOC students who face systemic barriers such as underfunded schools, high tuition, and cultural bias.

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

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

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

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

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

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

1. What is the central argument of the text?

- A) Universities should focus solely on academic excellence.
- B) DEI efforts distract from traditional education.
- C) DEI is essential to creating fair, effective, and inclusive higher education.
- D) Tuition should be reduced to increase diversity.

*2. According to the text, what does **equity** mean in the context of DEI?*

- A) Giving all students identical support
- B) Ensuring everyone receives the same grades



- C) Offering fair access to the resources needed for success
- D) Admitting more international students

3. *What is one benefit of diverse research teams, as highlighted by the text?*

- A) Higher income for professors
- B) Fewer academic debates
- C) More innovative and original ideas
- D) Simpler team management

4. *What does the text say about DEI's effect on academic standards?*

- A) It lowers them to accommodate more students
- B) It replaces exams with group work
- C) It maintains standards while promoting inclusion
- D) It eliminates grading altogether

5. *What is one ongoing challenge to DEI mentioned in the text?*

- A) Overcrowded campuses
- B) Decline in international applications
- C) Lack of diversity among faculty members
- D) Too many scholarships

6. *How do some critics view DEI programs?*

- A) As necessary and overdue reforms
- B) As politically motivated or unnecessary
- C) As religiously influenced initiatives
- D) As effective but expensive programs

7. *What percentage of full-time professors in the U.S. were white in 2024?*

- A) 60%
- B) 70%
- C) 80%
- D) 90%

8. *What does the text recommend to support underrepresented students?*

- A) More standardized testing
- B) Replacing lectures with online modules
- C) Providing mentorship, financial aid, and inclusive teaching
- D) Limiting classroom discussions

9. *What is one reason curricula should be updated, according to the text?*

- A) To reduce reading requirements
- B) To focus only on European history
- C) To include diverse perspectives and histories
- D) To lower textbook costs

10. *How have some universities responded to political challenges to DEI?*

- A) Closed all DEI offices permanently
- B) Reduced student enrolment



- C) Reframed DEI under terms like “belonging” or “student success”
- D) Removed DEI from all programs

B.II. Grammar

1. Fill in the gaps using the correct relative pronouns from the Word Bank below.

Word Bank

who • which • that • whose • where • when • whom • whereby • wherein • of which

An inclusive school is one ____ (1) welcomes every learner and values the unique contributions each student brings. In classrooms ____ (2) diversity is embraced, students feel more motivated to learn and participate. Teachers ____ (3) understand the importance of inclusion often adapt their lessons to suit different learning styles and needs.

There are still moments ____ (4) some students feel left out, especially when they come from communities ____ (5) are not represented in the curriculum. Schools can adopt clear guidelines, one ____ (6) is the regular review of teaching materials for cultural representation. Children ____ (7) confidence is supported in inclusive environments are more likely to perform better academically and socially.

Inclusivity is not just about the classroom – it extends to school activities and any space ____ (8) students interact. Teachers should also listen to learners ____ (9) they may not otherwise hear in whole-class discussions, and create routines ____ (10) every student has a meaningful chance to contribute.

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

Inclusive education brings significant benefits.

Example:

What inclusive education brings is significant benefits.

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



10. Leaders who show authenticity create safer environments for their teams.

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

Creating inclusive classrooms is a challenge that requires strong commitment and long-term **(1)** _____ (prepare). While most educators agree on the value of inclusion, some lack the **(2)** _____ support and resources to fully implement it. (finance / suffice)

Students with physical or learning disabilities may need specific tools or **(3)** _____ strategies to succeed. (adapt) Others may struggle with cultural or language barriers that affect their sense of **(4)** _____. (belong)

A key factor in successful inclusion is **(5)** _____. (aware) Teachers must develop **(6)** _____ of their own biases and learn how to foster environments of fairness and mutual respect. (conscious) Without this, the risk of **(7)** _____ treatment remains high, especially for minority students. (fair)

True inclusivity also means recognising the **(8)** _____ of the classroom and ensuring that all voices are heard. (diverse) Schools should aim to create materials that are not only **(9)** _____ but also engaging for all students. (inform)

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



Lock III

Fill in the gaps using the correct relative pronouns from the Word Bank below. Use each only once.

Word Bank

who, whose, in which, where, that, when

1. Educators ____ advocate for inclusive practices often lead transformative change in their institutions.
2. Inclusive policies, the implementation of ____ can be met with resistance, require consistent institutional support.
3. There are still classrooms ____ learners with disabilities are marginalised despite existing legislation.
4. There are still classrooms ____ practices unintentionally disadvantage learners with disabilities despite existing legislation.
5. Inclusive policies ____ promote equal access to education require sustained commitment at both institutional and policy levels.
6. There are moments ____ inclusive policies exist on paper but are not fully implemented in everyday classroom practice.

B. III. Listening

1. Pre-listening discussion:

- Have you heard about or witnessed - either directly or through media - any cases of discrimination on campus?

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

1. What makes Jamal feel that he does not fully belong?

- A. Being born outside the UK
- B. Having a strong accent
- C. Being repeatedly questioned about his background
- D. Getting lower grades than others

2. How does Jamal respond to the stereotype about his abilities?

- A. He avoids presenting in class
- B. He complains to the lecturer
- C. He proves the assumption wrong through performance
- D. He changes his accent



3. *What form of discrimination does Elena mainly describe?*
- A. Unequal access to education
 - B. Gender-based stereotyping
 - C. Cultural exclusion
 - D. Institutional discrimination
4. *What does the term “mansplaining” refer to in Elena’s testimony?*
- A. Men dominating group leadership
 - B. Men excluding women from labs
 - C. Men explaining things to women unnecessarily
 - D. Men taking credit for group work
5. *What is Tomasz’s main concern regarding his studies?*
- A. Lack of support from professors
 - B. Negative attitudes from classmates
 - C. Physical access to university buildings
 - D. Digital barriers to course materials
6. *What does Tomasz mean by saying “It’s not about ability”?*
- A. He does not need academic support
 - B. His disability does not define his competence
 - C. Technology is unnecessary for learning
 - D. Professors underestimate him
7. *Why did Amina start experiencing different treatment at work?*
- A. She changed her teaching methods
 - B. She became a teaching assistant
 - C. Media coverage influenced people’s attitudes
 - D. Parents complained about her performance
8. *What stereotype affected how Amina was perceived?*
- A. That religious teachers are less qualified
 - B. That Muslim women reject education
 - C. That wearing a hijab conflicts with national values
 - D. That assistants should not teach languages
9. *What reaction does Alex find most hurtful at work?*
- A. Open hostility
 - B. Being excluded from meetings
 - C. Being mocked by colleagues
 - D. Having their identity ignored
10. *What common theme connects all five testimonies?*
- A. Academic pressure
 - B. Cultural differences in universities
 - C. The gap between formal equality and lived experience
 - D. Generational conflict



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).

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

1. Who should a student first approach when facing discrimination or bullying?

- A) The academic secretary
- B) The rector
- C) The dean, program director, or head of unit
- D) The police

2. What role does the immediate supervisor play in resolving issues?

- A) Conducts formal hearings
- B) Listens to all parties and seeks a solution informally
- C) Issues written decisions
- D) Reports the issue directly to the rector

3. If informal resolution fails, who can a staff member contact next?

- A) Student union
- B) Rector directly
- C) Academic secretary
- D) External arbitrator

4. What action does the academic secretary take upon receiving a formal complaint?

- A) Dismisses the issue
- B) Organizes staff training
- C) Reviews the complaint according to set procedures
- D) Sends it to the government

5. What does the academic secretary do if all parties agree to conciliation?

- A) Starts a criminal investigation
- B) Issues a formal written decision
- C) Focuses on resolving the issue without a formal investigation
- D) Dismisses the complaint entirely

6. How many members must be on the impartial review committee, if one is formed?

- A) Two
- B) Three
- C) Four
- D) Five

7. What is not part of the conciliation procedure?

- A) Focus on peace and resolution
- B) Issuing a formal decision
- C) Agreement from all involved parties



D) No formal investigation

8. Who can a staff member contact if the immediate supervisor cannot resolve the issue?

- A) A colleague
- B) The head of their unit or a senior manager
- C) A local lawyer
- D) The student council

9. Which of the following is true about confidentiality during the complaint process?

- A) Only the academic secretary must remain confidential
- B) Only the accused must maintain confidentiality
- C) All parties are required to keep the proceedings confidential
- D) Confidentiality is optional

10. What is the main difference between an informal resolution and a formal complaint process?

- A) Informal is quicker, formal is more friendly
- B) Formal involves paperwork, informal does not
- C) Informal is based on discussion; formal follows official procedures and may lead to a written decision
- D) There is no real difference

C. Speaking

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

1. To Begin or Introduce a Point

To begin with
Firstly
First
To start with

2. To illustrate

For example
Take this example
Let's consider

3. To Add or Continue a Point

Secondly
Thirdly
Furthermore
Another key measure is
In addition



What's more
Likewise
Also
Next

4. To Contrast or Compare

In contrast
On the other hand
Whereas
However

5. To Emphasize

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

6. To Give Examples

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

7. To Summarize or Conclude

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

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

1. What role can academic leadership play in challenging stereotypes at university? What measures can be taken specifically with regard to awareness training, ensuring inclusive representation and encouraging intergroup dialogue, and offering support to affected students?
2. What is meant by unconscious bias and how does it differ from deliberate discrimination?



3. Dwell on some negative organizational outcomes of failing to address unconscious bias. In particular think about the effects on decision making, staff turnover and student engagement.
4. How do DEI practices impact student success and institutional performance in higher education? Think about specific institutional policies and student performance with regard to graduation and retention rates.
5. What systemic barriers continue to hinder full implementation of DEI in universities? How can such challenges be addressed in terms of hiring policies, scholarships and financial aid, and curriculum design?

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

Lock IV

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

The Question:

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

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

The Puzzle Mechanism:

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

Scrambled Phrases:

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

Clue code: [_ _ _]



D. Writing

Writing a proposal

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

Report findings

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

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

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

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

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

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

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

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

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

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

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



- Supporting peer networks and survivor support groups.

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

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

Police Partnerships: For case management, risk assessment, and legal guidance.

National Health Service and Health Services: Providing mental health and trauma-informed care.

Rape Crisis Centres: Supporting survivors and training university staff.

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

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

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

2. Write the proposal, taking into account the following instructions.

Context:

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

Task:

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

Your proposal should:

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

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

Briefly explain how these measures would make a difference.

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

Structure Guidelines:

Title

Introduction (1–2 sentences)

Proposed Measures (brief description and benefits of each)

Conclusion (1 sentence to summarise expected impact)

Language and Style:

Use formal, concise, and persuasive language.

Focus on clarity, feasibility, and relevance.



MAIN ASSIGNMENT

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

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

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

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

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

Type of challenge: Improving DEI policy and practices at university

Activities: Students will work in three groups of 6 people

Roles: all are students as representatives of the academic community

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

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

DISCUSSION AND REFLECTION

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



Unit 5

Power and protest: Democracy, Activism and Dissent

Intended learning outcomes

Knowledge: • of language and communication related to power, protest, democracy, activism and dissent; • of the world: politics, law, human rights, media	Skills: • autonomous learning skills; • analytical and critical thinking skills; • skills of listening and observing; • flexibility and adaptability; • linguistic, communicative and plurilingual skills; • co-operation skills; • conflict-resolution skills
Attitudes: • respect; • civic-mindedness; • self-efficacy	Values: • valuing human dignity and human rights; • valuing democracy, justice, fairness, equality and the rule of law

Backstory video

Social media's impact on activism (Video script)

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

A government is concerned about the increasing influence of a specific social movement on social media platforms. In response, it has passed a new law that



places restrictions on the type of content that can be posted online, specifically targeting activist groups. The law has drawn widespread criticism from civil society, human rights organizations and global supporters. Activists must now find ways to mobilize support both online and offline, using creative strategies to resist censorship and continue their advocacy efforts.

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

A.I. Reading

1. Pre-reading discussion

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

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

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

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

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

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



In authoritarian regimes, the manipulation is subtle: allow voting, but criminalize protest. Enact laws that narrow acceptable forms of dissent and the ballot becomes symbolic, void of meaning. When citizens can vote but cannot assemble, cannot march and cannot speak freely – democracy withers.

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

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

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

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

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

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

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



To preserve democratic vitality, societies must recognize protest not as a threat, but as a safeguard – a necessary vent, a civic oxygen. In streets, in squares, in workplaces, citizens negotiate democracy in action. Without that negotiation, democracy drifts toward apathy, control and irrelevance.

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

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

1. What is the main argument of the author in the text?

- A) Democracy is solely based on voting.
- B) Democracy is best represented by law enforcement.
- C) Governments should control protests to maintain order.
- D) Protest and dissent are crucial to maintaining a vibrant democracy.

2. According to the text, what happens when governments limit protest and public assembly?

- A) Democracy becomes stronger.
- B) Democracy becomes hollow and weakened.
- C) Governments gain more legitimacy.
- D) Political power becomes more balanced.

3. How does the author view the relationship between democracy and dissent?

- A) Dissent is a flaw in democratic societies.
- B) Democracy thrives when dissent is suppressed.
- C) Democracy is strengthened by dissent and protest.
- D) Dissent is irrelevant to the functioning of democracy.

4. What historical movements are mentioned as examples of rights gained through public protest?

- A) Women's suffrage, civil rights and labour reforms
- B) The abolition of slavery and the civil rights movement
- C) The fall of the Berlin Wall and the Arab Spring
- D) The French Revolution and the rise of communism

5. What does the author say about protest in authoritarian regimes?

- A) Protest is allowed but strictly regulated.
- B) Protest is tolerated and actively encouraged.
- C) Protest is not necessary in authoritarian systems.
- D) Protest is criminalized, but voting is allowed.

6. What does Václav Havel's description of dissent emphasize?

- A) The need for large-scale public protests
- B) The power of individuals to reclaim truth through authenticity
- C) The importance of violent resistance



D) The role of leadership in guiding protests

7. How does Claude Lefort view conflict in democracy?

- A) As fundamental to the functioning of democratic institutions
- B) As a flaw that should be eradicated
- C) As a threat to stability
- D) As a sign of weak governance

8. What role do digital platforms play in modern activism, according to the text?

- A) They hinder the organization of protests.
- B) They have little effect on the effectiveness of protests.
- C) They unite individuals under shared symbols and slogans.
- D) They are used primarily by authoritarian regimes to control protest.

9. What is the significance of visibility in protest, as discussed in the text?

- A) It guarantees success for the protest.
- B) It leads to greater acceptance of protest by governments.
- C) It causes protests to lose their meaning and relevance.
- D) It invites repression but reminds power holders of citizens' demands.

10. According to the author, what is the essential condition for preserving democratic vitality?

- A) Recognizing protest as a necessary and vital component of democracy
- B) Limiting protest to maintain public order
- C) Ensuring that dissent is suppressed in favour of stability
- D) Maintaining constant control over political discourse

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

1. Democracy is only about voting in elections and has no other active components.

- A) true B) false

2. Protest is seen as a threat to democracy in the text.

- A) true B) false

3. In the text, democracy is depicted as a passive concept that does not require citizens' active involvement.

- A) true B) false

4. The text suggests that history has shown that democratic rights were achieved peacefully, without disruption.

- A) true B) false

5. In authoritarian regimes, voting is allowed but protest is heavily restricted or criminalized.

- A) true B) false



6. Dissent is seen as a fundamental flaw in democracy, according to Claude Lefort.

A) true B) false

7. Digital platforms have made activism less effective by limiting access to information and organizing.

A) true B) false

8. The right to strike is considered an essential component of democratic resistance.

A) true B) false

9. The text asserts that when governments tolerate voting but suppress protest, democracy remains strong.

A) true B) false

10. The author concludes that democracy is a living force that depends on ongoing acts of defiance and protest.

A) true B) false

A.II. Vocabulary

1. Match the key terms with their definitions

Terms	Definitions
1. dissent	A. the power or ability to negotiate or demand better terms, often in the context of labour or collective action
2. ossify	B. the act of defying authority or law, often publicly, in a non-violent manner to protest perceived injustice
3. bargaining power	C. a lack of interest, enthusiasm, or concern
4. legitimate	D. the suppression or restriction of rights, especially freedom of expression or protest
5. vitality	E. to become rigid, fixed, or unchangeable, often due to an absence of challenge or opposition
6. civil disobedience	F. a condition or quality of being alive, active and full of energy
7. contestation	G. a disagreement or opposition, especially in a political or social context
8. repression	H. acceptable or justified by law or authority
9. subtle	I. not immediately obvious, requiring careful observation to be understood
10. apathy	J. expressing or engaging in active opposition or competition for power or influence



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

Word Bank

suppression	coercion	repression	resilience
subversion	advocacy	empowerment	legitimacy
	mobilize	consensus	

One common reaction to protest is the use of **(1)** _____, where the authorities attempt to limit or eliminate the voices of opposition, often through legal or extrajudicial means. This can lead to widespread fear and **(2)** _____, as people are discouraged from speaking out due to the threat of punishment.

At times, the government resorts to **(3)** _____, using force or threats to maintain control and prevent any challenge to its authority. These acts of intimidation may seem to preserve stability in the short term, but they often erode the **(4)** _____ of the regime in the eyes of the public.

Despite these challenges, the spirit of dissent is a critical driver of social progress. Movements for civil rights, environmental justice and political freedom often rely on **(5)** _____, as they refuse to accept the status quo and demand more inclusive policies. Through collective action, groups can **(6)** _____ large numbers of people, who then join the cause in solidarity.

In many instances, these movements gain momentum through **(7)** _____, which fosters a sense of community and shared purpose. While **(8)** _____ from power structures may appear overwhelming, the **(9)** _____ of those who protest – whether through legal means or acts of civil disobedience – has proven time and again to be the lifeblood of change.

Finally, the key to a successful movement is often **(10)** _____, which requires not only building a broad coalition, but also ensuring that diverse perspectives are heard and respected.



Lock I

Scenario

You are part of an international civic education project analysing how citizens challenge power in democratic societies. Before accessing a confidential archive on global protest movements, you must unlock a digital vault. The lock has a 4-digit code and each digit corresponds to the correct answer to a key question.

Clues

Clue 1: (Digit 1)

What is the primary role of dissent in a democratic system?

- A) To destabilise governments through constant opposition – 6
- B) To eliminate political authority entirely – 9
- C) To provide a mechanism for holding power accountable – 2
- D) To replace elections with direct action – 8

Clue 2: (Digit 2)

Which factor is most likely to legitimise a protest movement?

- A) The use of disruption regardless of public opinion – 1
- B) Broad public support and clear ethical goals – 4
- C) Strong media sensationalism – 7
- D) Government tolerance of unrest – 9

Clue 3: (Digit 3)

How is activism distinguished from spontaneous protest?

- A) Activism rejects institutional change – 3
- B) Activism is driven primarily by emotion – 6
- C) Activism involves sustained, strategic engagement – 5
- D) Activism is legally prohibited – 8

Clue 4: (Digit 4)

What does suppressing protest in democratic societies lead to?

- A) It increases economic stability – 1
- B) It encourages political apathy – 4
- C) It can radicalise opposition and weaken democracy – 7
- D) It strengthens public trust in institutions – 0

Code box

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

A.III. Listening

1. Pre-listening discussion questions

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



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

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

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

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

1. What was the main purpose of the climate strikes described in the recording?

- A) To raise awareness about global warming
- B) To protest against government corruption
- C) To demand action on climate change
- D) To support renewable energy companies

2. What was a major focus of the protest in Auckland?

- A) Pollution control
- B) Rising sea levels
- C) Deforestation
- D) Renewable energy policies

3. What did the protesters do to block the entrance to Auckland's port?

- A) They stood silently.
- B) They formed a human chain.
- C) They set up tents.
- D) They blocked the road with vehicles.

4. Which generation's actions did one protester express embarrassment over?

- A) The current generation
- B) The older generation
- C) The previous generation
- D) The younger generation

5. How did Greta Thunberg show support for the New Zealand climate strikes?

- A) She attended the protests in person.
- B) She wrote an article in a global newspaper.
- C) She personally addressed the protesters in New Zealand.
- D) She shared posts on Twitter about the strikes.

4. Answer the following questions:

- What do you think motivates such large-scale participation in climate strikes, especially from young people?
- How do you see the role of social media and figures like Greta Thunberg in amplifying climate action globally? Do you think it has been effective in shifting public opinion?



- The protesters demand that the government declares a climate emergency and stops fossil-fuel exploration. What other measures do you believe should be prioritized to address climate change in New Zealand or globally?
- The protests involved both students and adults, some expressing embarrassment about their generation's impact on the planet. How important is intergenerational solidarity in climate activism and how can older generations help or hinder youth-led movements?
- What impact do you think protests like these have on government policies and what role should public pressure play in shaping climate-related legislation?

Lock II

Scenario for students

Your task is to match each element with:

- the correct term
- its definition
- a real-world example

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

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

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

B.I. Reading

1. Pre-reading discussion:



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

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

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

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

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

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

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

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



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

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

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

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

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

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

1. What is the primary role of dissent in a democratic society?

- A) To undermine the government
- B) To express alternative viewpoints and challenge the status quo
- C) To support the decisions of those in power
- D) To avoid conflict within society

2. Which historical movements are mentioned as examples of dissent leading to social change?

- A) The French Revolution and the Industrial Revolution
- B) The Renaissance and the Reformation
- C) The World Wars and their aftermath
- D) The Civil Rights Movement and anti-apartheid protests



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



- A) Power and protest are often in agreement and work together for social order.
- B) Power and protest are always in conflict, with no possibility of resolution.
- C) The tension between power and protest is irrelevant to the democratic process.
- D) The tension between power and protest is a central and evolving aspect of democracy.

B.II. Grammar

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

Word bank

can could might must mustn't
ought to have to needn't would cannot

In democratic systems, citizens (1) _____ challenge authority through peaceful protest, and such dissent is essential to political progress. However, activists (2) _____ recognize that freedom of expression comes with responsibility, especially when their actions affect others.

While a demonstration (3) _____ begin with legitimate demands, it (4) _____ lose public support if it escalates into violence. Protesters (5) _____ damage public property in the name of resistance, as this often weakens their moral position rather than strengthening it.

At the same time, governments (6) _____ respond to dissent in a measured way and (7) _____ restrict protests without clear and lawful justification. In many cases, authorities (8) _____ intervene only when public safety is genuinely at risk, rather than to silence criticism.

Activists (9) _____ always comply with every regulation, but they (10) _____ be prepared to face legal consequences if they deliberately choose civil disobedience as a strategy for change.

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

1. People have the right to protest against unjust laws.
People _____ protest against unjust laws.

2. It is illegal to disrupt public demonstrations in a democracy.
In a democracy, public demonstrations _____ be disrupted.

3. People are permitted to organize protests as long as they follow the law.



People _____ organize protests as long as they follow the law.

4. The authorities have the right to shut down protests if they pose a threat to public order.

The authorities _____ shut down protests if they pose a threat to public order.

5. Individuals are encouraged to express their dissatisfaction with policies they disagree with.

Individuals _____ express their dissatisfaction with policies they disagree with.

6. In a democratic society, citizens are allowed to protest against the government without fear of punishment.

Citizens in a democratic society _____ protest against the government without fear of punishment.

7. The law forbids citizens from organizing unauthorized demonstrations.

Citizens _____ organize unauthorized demonstrations, according to the law.

8. People are not allowed to disrupt public order during protests, as it could lead to legal penalties.

People _____ disrupt public order during protests, as it could lead to legal penalties.

9. The police have the authority to arrest individuals breaking the law.

The police _____ arrest individuals breaking the law.

10. In a democracy, people do not have to fear reprisal for exercising their right to protest.

In a democracy, people _____ fear reprisal for exercising their right to protest.

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

Word bank

innovative	powerful	critics	resilience	inequality
mobilize	disillusionment	repressive	effective	alienation

In many societies, (1) _____ elites often try to maintain control over resources, which can lead to widespread feelings of (2) _____ among the population. This sense of (3) _____ can spark protests, especially when governments fail to address the (4) _____ faced by marginalized groups. However, activists have increasingly adopted (5) _____ methods to engage in social movements, using technology to (6) _____ people on a global scale.



Despite the growing presence of organized resistance movements, some (7) _____ argue that protest does not always lead to (8) _____ change. The use of (9) _____ measures by authorities in many countries only seems to strengthen the resolve of those advocating for justice and democracy. In the face of such opposition, activists often demonstrate incredible (10) _____ in their pursuit of social justice.

Lock III

Fill in the gaps using the correct words from the word bank below. Each word can be used only once.

Word bank

may can need not must cannot will

1. In a healthy democracy, citizens _____ question those in power without fear of retaliation.
2. Acts of civil disobedience _____ sometimes be justified when legal channels for reform are ineffective.
3. In democratic societies, leaders _____ remain accountable to the public they claim to represent.
4. In a functioning democracy, dissenting voices _____ be silenced in order to preserve social stability.
5. In societies where institutions are transparent, public trust _____ be strengthened through active civic participation.
6. A democracy _____ survive in the long term if opposition voices are systematically excluded.

B.III. Listening

1. Pre-listening discussion:

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

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

1. What is implied by the reporter’s comment that “things have settled down at the moment”?

- A) The protests have permanently ended.
- B) The authorities have taken control of the situation.
- C) The earlier unrest was more intense than what is happening now.



D) Protesters are waiting for instructions from leaders.

2. Why do residents oppose the new highway most strongly?

- A) It will reduce property values.
- B) It threatens their rural lifestyle and environment.
- C) It will increase taxes.
- D) It will limit access to local businesses.

3. What does the description of Redford mainly emphasize?

- A) Its economic dependence on agriculture
- B) Its strategic location within the region
- C) Its small size and preference for tranquillity
- D) Its lack of modern infrastructure

4. What can be inferred about the police response to the protests?

- A) The police used force to disperse protesters.
- B) The police were unprepared for the protests.
- C) The police attempted to avoid escalating the situation.
- D) The police strongly supported the protesters.

5. Why does a woman mention the closure of the railroad?

- A) To argue that roads are more reliable than railways.
- B) To show that past infrastructure decisions were misguided.
- C) To explain why businesses oppose the highway.
- D) To highlight the town's resistance to change.

6. What rhetorical strategy does another woman use to strengthen her argument?

- A) Citing expert studies
- B) Appealing to economic logic
- C) Using emotional and irreversible imagery
- D) Referring to legal obligations

7. Why does the reporter say that some comments are "not suitable to broadcast"?

- A) They contain confidential information.
- B) They criticize specific individuals.
- C) They express extreme anger or offensive language.
- D) They are irrelevant to the protest.

8. What condition do protesters set for ending the demonstrations?

- A) Immediate cancellation of the highway
- B) A public apology from the government
- C) The reopening of the railway line
- D) A halt to construction and dialogue with authorities

9. What does the congressman's statement suggest about his position?

- A) He is reconsidering the project.
- B) He sympathizes with protesters and may intervene.
- C) He acknowledges their rights but prioritizes the project.



D) He is unaware of the protest's intensity.

10. What is the overall tone of the report?

- A) Neutral but subtly critical of the protesters
- B) Sympathetic toward the protesters' concerns
- C) Strongly supportive of government policy
- D) Dismissive of environmental arguments

3. Listen to the recording "Thousands of university staff go on strike over pay negotiations" twice and answer the following question:

- How do the university staff justify their demand for an 8% pay rise and what are the key challenges mentioned by both the staff and the university management?

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

1. What is Richard Cookson's political position?

- A) A government minister representing the ruling party
- B) A member of Parliament from the opposition
- C) A local councillor unaffiliated with Parliament
- D) A campaign volunteer for the Social Democrats

2. Why does Anne Glover initially hesitate to commit to a voting decision?

- A) She distrusts all political parties equally.
- B) She lacks basic knowledge of current political issues.
- C) She is still comparing party positions on key issues.
- D) She objects to being approached by politicians directly.

3. What does Cookson mention to support his party's focus on education?

- A) International comparisons with other countries
- B) A recent referendum reflecting public opinion
- C) Long-term economic forecasts
- D) Pressure from teachers' unions

4. How does Cookson respond to the claim that his party wants to raise university fees?

- A) He admits the claim is accurate but necessary.
- B) He avoids answering the question directly.
- C) He reframes the issue as targeted contribution by the wealthy.
- D) He argues that fees will rise under any government.

5. What can be inferred about the advertisement Anne Glover mentions?

- A) It was intended to provoke emotional reactions.
- B) It was officially approved by an independent authority.
- C) It accurately reflected the opposition's policy.
- D) It focused primarily on environmental issues.



6. *What is the National Congress Party's position on environmental policy?*
A) They prioritize local initiatives over international agreements.
B) They oppose binding international environmental treaties.
C) They favour voluntary environmental commitments only.
D) They support global action but have limited local plans.
7. *What does Cookson's response to recycling suggest about his party's approach?*
A) They reject recycling as ineffective.
B) They see it as a low political priority.
C) They intend to introduce it immediately.
D) They consider it the responsibility of local councils only.
8. *How would Anne Glover's household likely be affected by the proposed tax changes?*
A) They would benefit from a tax reduction.
B) Their taxes would remain unchanged.
C) They would probably pay slightly more.
D) They would face a significant increase.
9. *Why does Anne Glover mention the polling data?*
A) To challenge Cookson's confidence.
B) To suggest voters are dissatisfied with all parties.
C) To indicate she has already decided how to vote.
D) To prompt Cookson to comment on his party's prospects.
10. *What best describes Cookson's overall tone throughout the conversation?*
A) Persuasive and cautiously optimistic
B) Defensive and dismissive
C) Aggressive and confrontational
D) Uncertain and evasive

C. Speaking

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

1. Expressing opinion or belief

"I believe that..."

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

"I'm convinced that..."

Example in context:

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

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

2. Asking for clarification

"Could you elaborate on that?"



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

"Can you explain that in more detail?"

Example in context:

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

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

3. Agreeing with an opinion

"I totally agree with you."

"That's exactly how I feel."

"I couldn't agree more."

Example in context:

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

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

4. Disagreeing politely

"I see your point, but..."

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

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

Example in context:

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

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

5. Expressing concern or worry

"I'm concerned that..."

"My worry is that..."

"What if...?"

Example in context:

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

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

6. Providing evidence or examples

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

"Studies have shown that..."

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

Example in context:

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

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

7. Making a suggestion or proposal

"How about we...?"

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

"Perhaps we could..."

Example in context:

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



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

8. Expressing uncertainty or doubt

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

"I'm sceptical about..."

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

Example in context:

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

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

9. Using rhetorical questions

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

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

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

Example in context:

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

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

10. Challenging an argument or perspective

"But have you considered...?"

"What about the fact that...?"

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

Example in context:

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

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

2. Role play

Scenario

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

Participants

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



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

Instructions

1. Opening statement

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

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

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

2. Discussion

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

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

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

3. Possible questions for discussion

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

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

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

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

4. Closing statements



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

Lock IV

The Civic Engagement Committee's report on democratic resilience is stored in a password-protected archive. To unlock it, you must answer one critical question about how democratic institutions can respond constructively to protest and dissent – but the answer is hidden inside a puzzle.

The question

What role can democratic institutions play in responding to protest while protecting democratic values?

Suggest one measure for each of the following:

- Protecting freedom of expression
- Ensuring accountability of power
- Encouraging peaceful civic participation

The puzzle mechanism

There are three scrambled phrases related to these measures. When unscrambled, each phrase reveals a measure. The first letter of each correct measure forms the 3-letter password needed to unlock the archive.

Scrambled phrases

- HEPECS NOITCETORP → (Freedom of expression measure)
- LIPCBU YTILITNABUOCCA → (Accountability measure)
- VCCII NOITAPICITRAP → (Peaceful participation measure)

Clue code: [_ _ _]

Section D. Writing

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

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

1. Ban on “unverified protest information”

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



2. Prohibition of “emotionally-provocative content”

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

3. Ban on “foreign-funded activism”

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

4. Real-name and registration requirement for admins

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

5. Keyword and hashtag blacklisting

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

6. Automated content surveillance

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

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

MAIN ASSIGNMENT

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

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

DISCUSSION AND REFLECTION

1. Introduction

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



2. Main discussion questions

2.1. Power dynamics

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

2.2. Effectiveness of protest

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

2.3. Digital activism

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

2.4. Ethical considerations

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

2.5. Democratic values vs. stability

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

3. Personal reflection

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

4. Conclusion

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



Unit 6

Digital You

Intended learning outcomes

Knowledge:

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

Skills:

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

Attitudes:

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

Values:

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

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 behaviour, you will be



better equipped to act as a responsible digital citizen—protecting yourself, your peers, and the democratic values that underpin safe online communities.

A. READING, VOCABULARY AND LISTENING

A.I. Reading

1. Pre-reading discussion:

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

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

Case Study: The Fake Account on Novaland Connect

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

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

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

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

The problem extended beyond reputation. Some of the posts included links to external websites. At least two of these links redirected to suspicious pages



asking users to enter their email addresses and passwords. Experts later identified these as phishing attempts, designed to steal login information. Students who clicked on the links risked exposing their personal data, not only on Novaland Connect but also across other platforms where they reused passwords.

The university administration received several reports through the platform's *Report a Profile* function. However, because moderation teams are small and often overwhelmed, the fake account remained active for several hours. In that time, it managed to post more misleading updates, including one claiming that a major student event had been cancelled. This caused further confusion as classmates debated whether the announcement was official.

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

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

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

1. *When was the suspicious account created?*

- A) 1 day ago
- B) 3 hours ago
- C) 1 week ago
- D) 2 months ago

2. *What feature made the account look authentic?*

- A) Verified badge
- B) Paid advertisement
- C) Copied real name and photo
- D) Similar writing style

3. *Which post gained the most engagement?*

- A) The first post (welcome message)
- B) The second post (controversial remark)
- C) The third post (event announcement)
- D) None of them

4. *How many followers did the account have after the first hour?*

- A) 100
- B) 500



- C) 50
- D) 274

5. What made the fake account spread further?

- A) Direct invitations
- B) Algorithm pushing high-engagement posts
- C) Official university endorsement
- D) Paid promotions

6. What risk was introduced by the external links?

- A) Lost visibility
- B) Advertising
- C) Phishing attempts
- D) Identity verification

7. Why did some students trust the account?

- A) Teachers shared it
- B) It had no spelling mistakes
- C) It was verified by the university
- D) Social proof from many followers

8. How long did the account remain active before removal?

- A) Several hours
- B) A few minutes
- C) One week
- D) It is still active

9. What false information did the account post?

- A) A scholarship announcement
- B) An event cancellation
- C) A student complaint
- D) New course registration

10. What broader issue does this case illustrate?

- A) The importance of digital literacy
- B) The dangers of paid ads
- C) The speed of university administration
- D) The benefits of multiple accounts

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

1. The fake account was created three hours ago.

- A) true
- B) false

2. The first post received the most engagement.

- A) true
- B) false



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

A.II. VOCABULARY

1. Match the key terms with their definitions.

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



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

Word Bank

malware, firewall, encryption, pseudonym, cyberbullying, spam, algorithm,
password, fake profile, cookie, digital footprint, hacking

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



Lock I

Scenario:

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

Clue 1: (Digit 1)

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

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

Clue 2: (Digit 2)

What is the main danger of oversharing online?

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

Clue 3: (Digit 3)

What is a phishing attempt MOST likely to do?

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

Clue 4: (Digit 4)

Why is digital literacy essential in a democratic society?

- A) It helps people recognize misinformation and protect their online identity – 0
- B) It allows universities to advertise more courses – 5
- C) It reduces the cost of internet subscriptions – 3
- D) It guarantees platforms never misuse data – 7

Code Box

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

A.III. LISTENING

1. Pre-listening discussion

- Why do you think companies collect so much data from users?



- Can privacy settings really protect you, or do you think they are too complicated?

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

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

1. What do companies do with your data profile?

- A) Delete it after 24 hours
- B) Track, sell, and use it for predictions
- C) Use it only for login purposes
- D) Keep it private and secure

2. Why are fake accounts a serious problem?

- A) They take up too much storage
- B) They only waste people’s time
- C) They harm trust and spread misinformation
- D) They help platforms test new features

3. What is the issue with privacy settings?

- A) They are confusing and hidden
- B) They are too easy to use
- C) They are only for older users
- D) They cost extra money

4. What information is always public on platforms?

- A) Passwords
- B) Profile information (name/picture)
- C) Private messages
- D) Search history

5. What solution does Dr Varga emphasize most?

- A) Reporting fake accounts
- B) Using pseudonyms
- C) Avoiding social media completely
- D) Digital literacy

4. Answer the following questions:

- Why might young people underestimate the risks of fake accounts?
- In what ways could platforms make privacy settings clearer?
- How does digital literacy connect to democratic citizenship?
- What responsibilities belong to individuals, and what to companies?
- Which of Dr Varga’s suggestions do you think is most realistic to apply in your own life?



Lock II

Match each term below with its definition. Write the letter of each match in order (1–4) to authorize publication.

Terms	Definitions
1. Firewall	A. When someone uses the internet or digital tools to spread hurtful messages, rumours, or threats about another person
2. Cyberbullying	B. A security system that blocks unauthorized access to a computer or network
3. Hacker	C. A dishonest plan or message designed to trick people into giving money, personal information, or access to their accounts.
4. Scam	D. A person who uses technical skills to access computer systems or networks, sometimes illegally, to steal, change, or test information.

B. Reading, grammar and listening

B.I. Reading

1. Pre-reading discussion

- Do you believe social media companies care more about profit or about user safety? Why?
- Should young people be taught digital responsibility at school or university?

2. Summarize in one paragraph the responsibilities of companies vs. individuals in protecting digital safety.

Digital Responsibility in the Age of Social Media

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

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



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

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

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

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

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

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

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



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

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

1. Why do platforms face criticism?

- A) They fail to protect users
- B) They publish too many ads
- C) They ban political speech
- D) They limit free accounts

2. What is still lacking in privacy policies?

- A) Humour
- B) Grammar
- C) Transparency
- D) Length

3. Why do users overshare information?

- A) They are required by law
- B) They want fame
- C) They trust their friends
- D) They misunderstand policies

4. What makes students vulnerable to impersonation?

- A) Their advanced technical skills
- B) Their age and limited experience
- C) Their distrust of platforms
- D) Their resistance to phishing

5. What problem exists with privacy settings?

- A) They cost money
- B) They are hidden and complex
- C) They are too visible
- D) They do not save automatically

6. What alarming case of misinformation is mentioned?

- A) A cancelled exam announcement
- B) A scholarship scam
- C) A false teacher resignation
- D) A fake sports event

7. What do some analysts propose?

- A) Fewer rules
- B) Total censorship
- C) Stricter regulations
- D) Privatization of platforms



8. What do companies warn about regulations?

- A) They are too short
- B) They reduce advertising
- C) They cost too little
- D) They may limit free expression

9. How did one student describe the feeling of online life?

- A) Safe and exciting
- B) Constant surveillance, no protection
- C) Full of opportunities
- D) Fair and democratic

10. What does digital citizenship require?

- A) Avoiding online activity
- B) Anonymous accounts for all
- C) Company responsibility and individual literacy
- D) More government control only

B.II. Grammar

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:**

This account must ___ (1) because all the posts were uploaded within minutes. It can't ___ (2), because it was created recently. The controversial post must ___ (3), since it received the most reactions. The account already had hundreds of followers, so it can't ___ (4). Experts argue that the statement about the event cancellation can't ___ (5) fully accurate, because it leaves out key details. That kind of wording might ___ (6) the account gain visibility. The high number of comments must ___ (7) strong debate. Some of the reactions may ___ (8) from fake accounts boosting visibility. Reports from students should ___ (9) to alert the platform, but the system didn't ___ (10) quickly.

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

1. Privacy settings **are always** effective.
2. This account **is definitely** fake.
3. The company **guarantees** complete protection.
4. Students **are careless**.
5. The platform **removes** fake accounts immediately.
6. Companies **sell** user data.
7. This post **is true**.
8. The university **will solve** the problem right away.
9. All users **are aware** of the risks.
10. Fake accounts **are harmless**.



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

The rise of fake accounts has increased student (1) __ (anxious). Many students experience (2) __ (confuse) when trying to adjust privacy settings. Experts argue that greater (3) __ (transparent) is needed from companies. Some platforms show little (4) __ (responsible), focusing mainly on profit.

Recent reports highlight the (5) __ (danger) of oversharing information. Even small details can be used for (6) __ (identify) theft. Universities are now offering workshops on digital (7) __ (safe) and ethical online (8) __ (behave). The overall goal is to increase student (9) __ (aware) and make online community more (10) __ (trust).

Lock III

Choose from: might, can't, should, seems, must, could. Use each only once.

1. The suspicious account ____ be fake, since it copied photos from another profile.
2. The high number of followers ____ indicate coordinated activity.
3. The post about exam cancellation ____ have been designed to cause confusion.
4. Privacy settings ____ protect users, but they are often hidden and complex.
5. Some reactions ____ come from bots, given how quickly they appeared.
6. It ____ that students trusted the account because of social proof.

B.III. Listening

1. Pre-listening discussion

- What digital problems do you think are most common at universities?
- Should platforms or individuals do more to solve them?

2. You are going to listen to a short report on the results of a Youth Digital Ethics Summit. As you listen, complete the multiple choice questions below.

1. The student explained that impersonation, or _____, was the most damaging problem she faced online.
A. disclosure
B. imitation
C. exposure
D. rule
2. Another student said she used a pseudonym, also known as an _____, to protect her identity.
A. duty
B. disclosure



- C. violation
D. alias
3. She did this in order to keep her personal life _____.
A. clear
B. private
C. excessive
D. exposed
4. One student described how a data breach was a serious _____ of privacy.
A. rule
B. exposure
C. violation
D. duty
5. Others spoke about the high level of online _____ people experience today.
A. imitation
B. exposure
C. disclosure
D. alias
6. This problem is often made worse by _____ on social media.
A. excessive sharing
B. private use
C. clear rules
D. imitation
7. A student argued that platforms should follow every _____ related to data protection.
A. disclosure
B. duty
C. rule
D. alias
8. Users also deserve more _____ privacy policies that are easy to understand.
A. private
B. clear
C. excessive
D. exposed
9. Sharing personal data without consent is a form of information _____.
A. duty
B. exposure
C. disclosure
D. imitation
10. Finally, a student leader reminded everyone that reporting online problems is a _____.
A. violation
B. alias
C. rule
D. duty

3. Listen to a student's testimony on an online scam and answer the following question.

- What was the subject line of the suspicious email?



- What steps does the student now take to check email safety?
- What broader lesson does this story teach about phishing?

4. Listen to the “Expert Panel Debate on Digital Safety” and choose the correct answer – a, b, c or d.

1. According to Expert 1, who should take responsibility for online safety?

- A) Individuals
- B) Families
- C) Universities
- D) Platforms

2. What reason does Expert 1 give for this responsibility?

- A) Platforms are regulated by governments
- B) Platforms profit from user data
- C) Platforms never sell data
- D) Platforms are non-profit

3. What is Expert 2’s main point?

- A) Governments should ban oversharing
- B) Platforms should remove all ads
- C) Individuals must avoid oversharing
- D) Teachers should monitor students

4. What solution does Expert 3 emphasize?

- A) More user training
- B) Clear regulations from governments
- C) Volunteer student groups
- D) Fewer online platforms

5. Why does Expert 3 believe laws are necessary?

- A) Without laws, platforms will prioritize profit
- B) Laws make users more active
- C) Laws increase the number of platforms
- D) Laws protect companies from taxes

6. What does Expert 1 argue is more important than regulations?

- A) Transparency
- B) Digital literacy
- C) Oversharing
- D) Advertising

7. What is the danger if students lack digital literacy?

- A) They will stop using the internet
- B) No laws will be effective
- C) They will create fake accounts
- D) Platforms will close down



8. *What problem with companies does Expert 2 point out?*

- A) They ban young people
- B) They are too transparent
- C) They hide policies in legal jargon
- D) They make policies too short

9. *What do users need, according to Expert 2?*

- A) More advertising
- B) Greater clarity
- C) Stricter discipline
- D) More entertainment

10. *How does the Moderator summarize the debate?*

- A) Balance is needed between platforms, individuals, and governments
- B) Only governments should take responsibility
- C) Students should stop using social media
- D) Platforms must close fake accounts immediately

C. SPEAKING

C.I. Speech patterns

Study the speech patterns – expressions that can help speakers share their ideas effectively, respond to others, and participate actively in academic or professional discussions.

Expressing an opinion

In my opinion

I believe that

From my perspective

To me

It seems that

Turn-taking / building on another's point

That's a good point, and I'd like to add...

Furthermore

In addition

What's more

Likewise

Making a suggestion / argument

We should consider...

Another key measure is...

To start with...

One possible solution is...

Next...



Using idioms (warning, advice, responsibility, privacy)

Better safe than sorry
Think before you click
Leave no trace
The ball is in your court
At the end of the day

Inviting another's opinion

What do you think about this?
How do you see it?
Would you agree?
Do you share this view?
Could you explain more?

Expressing disagreement

Actually, I disagree because...
On the other hand...
In contrast...
However...
I see it differently...

Structuring an argument

To begin with...
Firstly / Secondly / Thirdly...
Let's consider...
For example...
To illustrate...

Encouraging elaboration

Could you explain that further?
Can you give an example?
Could you clarify what you mean?
Tell me more about that...
How does that relate to your point?

C.II. Answering questions

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

- What is your opinion about the role of social media in students' academic or personal lives, and how can structuring devices (like Firstly, Secondly, Finally) help make your argument clearer?
- How can students respond constructively to their peers in class discussions, and why is it important to invite others to share their views?
- What suggestions would you make to improve online safety and digital responsibility at university, and how could idiomatic expressions (like



“Better safe than sorry” or “Think before you click”) be useful in this context?

- What are respectful ways to disagree with someone in an academic or professional setting, and how can asking follow-up questions (such as “Could you clarify what you mean?”) encourage deeper discussion?
- Based on the discussion, what communication strategies do you think are most effective for creating respectful, inclusive, and persuasive dialogue in academic or professional contexts?

Sum up your answers and suggest what effective academic communication looks like when students use these speech patterns in practice.

Lock IV

Scenario:

The door to the *Cyber Safety Control Room* is locked. To open it, you must solve a puzzle about how students can communicate effectively when discussing online risks.

The Challenge

Good dialogue skills are key to solving digital problems. Unscramble the phrases below to reveal three useful speaking strategies. The first letter of each correct phrase will give you the 3-letter password to unlock the room.

Scrambled Phrases:

PNERSGEISX NIONOPI → (A way to share your viewpoint clearly)

IIVNTNIG POONINI → (A way to bring others into the conversation)

HKINT EFOREB UOY LICKC → (An idiom for giving digital safety advice)

Clue code: [_ _ _]

D. WRITING

Writing Task Practice

Short Essay (250 words): Reflect on how your personal information is currently visible online. What do you share intentionally, and what would you like to change?

MAIN ASSIGNMENT

Read the Novaland Connect case study again (A.I.2).



Write a formal proposal (1000 words) addressed to the Novaland University Digital Safety Committee. Work in pairs of 3-4 individuals. Your proposal should:

Describe the issue: Summarize the risks of fake accounts, phishing, and oversharing.

Explain why the issue matters: Show the impact on students' safety, reputation, and trust in the university.

Suggest at least three concrete measures: e.g., awareness workshops, quicker reporting systems, clearer privacy settings, or peer-to-peer digital safety ambassadors.

Argue why your suggestions would be effective: Link them to principles of digital literacy, responsibility, and democratic participation.

Format guidelines:

Use formal and persuasive language.

Structure your text with clear sections (*Introduction, Problem, Proposed Actions, Conclusion*).

Aim for 1000 words.

Type: Formal proposal (academic writing/advocacy text)

Mode: Oral and written (group discussion, proposal writing, in-class presentation); Group work (3–4 students)

Roles: All are student representatives

Inputs:

Case Study: *The Fake Account on Novaland Connect* (Reading A.I.)

Vocabulary list: impersonation, phishing, privacy settings, visibility, transparency, digital literacy, etc. (Vocabulary A.II.)

Listening transcripts: Dr Varga's testimony, Student Testimony, Expert Panel Debate (Listening A.III & B.III).

Outputs:

Formal written proposal/Oral presentation of the proposal

DISCUSSION AND REFLECTION

After completing your proposal, reflect on the learning experience. Discuss in groups or write short notes on these questions:

- What strategies did you use in this challenge to recognize risks connected to fake profiles and phishing?
- How can digital literacy help students become more responsible democratic citizens?
- Which actors (companies, governments, universities, or individuals) should carry the most responsibility for digital safety, and why?
- How did the writing assignment change the way you think about your own digital footprint and privacy?



- Which RFCDC competences (e.g., critical thinking, responsibility, analytical skills, communication, respect for others) did you practice in this unit, and how can you apply them outside the classroom?



Unit 7

Green Talks: Environmental Citizenship

Intended learning outcomes

Knowledge:

- Knowledge and critical understanding of global environmental issues, such as climate change impacts and bottom-up adaptation and mitigation strategies that could be implemented locally.
- Knowledge of vocabulary related to climate change, grammar related to indirect questions, and English language conventions for designing an interview questionnaire.

Skills:

- Analyse complex written and audio texts on the topic of climate change;
- Communicate powerful messages in English – both in speaking and writing – urging environmentally friendly and climate neutral behaviour.
- Co-design – in a team – an interview questionnaire on climate change awareness and mitigation practices, analyse, interpret and present findings in the form of Infographic in English.

Attitudes:

- Responsibility and civic-mindedness toward impact on human acidity on the environment.

Values:

- Valuing human rights, in particular freedom of opinion and expression.

Backstory

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

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

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



climate-resilient greenery. Small changes across campus – in classrooms, dorms, cafeterias, and outdoor spaces – can strengthen Novaland’s resilience and reduce its carbon footprint.

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

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

A.I. Reading

1. Pre-reading discussion:

- What local signs of climate change have you noticed, for example, in weather, seasons, or nature, in your region over the past few years?

2. Read the text.

- Which impacts of climate change do you think universities and local communities should pay more attention to, and why?

Climate Change Impacts on Health and the Environment in Europe

Climate change is no longer a distant, far-in-the-future threat. It is already reshaping ecosystems, weather patterns, and human well-being across Europe. While each region faces different risks, many trends are clear: more frequent heatwaves and floods, changes in precipitation, increasing droughts in some areas, and shifting seasons. These changes, known as climate change impacts, affect ecosystems, air quality, water supply, food security, and public health.

Europe is warming faster than any other inhabited continent, at roughly twice the global average rate. According to *“The 2024 Europe Report of the Lancet Countdown on Health and Climate Change”*, average temperatures in Europe have risen about 2.2°C above pre-industrial levels, compared with 1.3°C globally. The report warns that southern and central regions are becoming significantly drier, while northern and coastal areas experience heavier rainfall and flooding.

European Environment Agency (EEA) warns that these environmental shifts threaten biodiversity and natural ecosystems. Species that depend on narrow temperature ranges or specific habitats are being displaced, while invasive species spread more easily in milder climates. Forest ecosystems, especially in the Mediterranean, are under growing pressure from heat stress, wildfires, and pests. Water stress already affects nearly one-third of Europe’s land area and



population, reducing freshwater availability, harming aquatic ecosystems, and intensifying competition for water during dry seasons.

The changing environment and more extreme weather have serious consequences for human health. Heatwaves are already one of the deadliest climate hazards in Europe. Between 1980 and 2022, extreme weather events, including heat, floods, and storms, were linked to between 85 000 and 145 000 deaths, with more than 85% of them caused by heat (EEA, 2023). “*The 2024 Lancet Countdown Europe Report*” projects that, without adaptation, heat-related mortality could increase by 30% by 2050. Rising temperatures also intensify cardiovascular and respiratory illnesses, particularly among older adults, children, and people with pre-existing health conditions.

Climate change also worsens air pollution. Higher temperatures and stagnant air increase ground-level ozone (O₃) and fine particulate matter (also known as PM_{2.5} - particles less than 2.5 micrometers in diameter), both of which aggravate asthma, bronchitis, and other respiratory diseases. World Health Organization (WHO) reports that warmer and wetter conditions influence the spread of vector-borne diseases. For example, ticks carrying Lyme disease and mosquitoes transmitting dengue, malaria, chikungunya, or West Nile virus are expanding into new regions, including Europe, as milder winters allow them to survive and reproduce further north or at higher altitudes.

Food and water systems are also under threat. Longer droughts and extreme rainfall events can damage crops and reduce yields. According to the WHO, climate stress on agriculture is expected to lower the nutritional quality of cereals and increase food insecurity for vulnerable populations. Water scarcity and flooding also heighten the risk of contamination of drinking water and the spread of water-borne diseases such as leptospirosis and diarrhoeal infections.

Finally, the mental health effects of climate change are gaining recognition. Communities affected by floods, fires, or heat emergencies often experience trauma, anxiety, and stress. Young people, in particular, report higher levels of eco-anxiety and a sense of helplessness about the future (Lancet Countdown, 2024). Disruption of livelihoods, displacement, or economic losses can compound these effects, especially in already disadvantaged areas.

Climate change impacts in Europe are already visible, interconnected, and growing stronger. They affect natural systems, economies, and people’s physical and mental health. The EEA and WHO Europe emphasize that protecting public health now requires both adaptation strategies, such as heat-health action plans, early warning systems, resilient infrastructure; and mitigation strategies that cut greenhouse-gas emissions and reduce pollution. The choices made today, at local and institutional levels, will shape Europe’s health and environment for decades to come.

(Adapted from the European Environment Agency [2023, 2024]; The Lancet Countdown on Health and Climate Change: Europe Report 2024; and WHO Europe Fact Sheets 2024)



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

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

- A) Europe's temperature rise is slower but more unpredictable.
- B) Europe is warming at about twice the global average rate.
- C) European countries are less committed to emission reductions.
- D) Its mountainous geography prevents effective adaptation measures.

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

- A) It is unaffected by temperature change because of conservation policies.
- B) It is improving in forests but worsening in freshwater ecosystems.
- C) It is declining as native species lose habitats while invasive species expand.
- D) It is stabilizing thanks to increased rainfall in northern areas.

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

- A) People's anxiety about drinking contaminated water.
- B) Local efforts to reduce domestic water use.
- C) Temporary restrictions on irrigation systems during floods.
- D) Conflicts and shortages caused by limited freshwater availability.

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

- A) They may upsurge if adaptation measures are not taken.
- B) They are likely to decline due to better air conditioning and healthcare.
- C) They will mainly affect southern Europe, leaving northern regions safe.
- D) They will remain stable as most countries already have heat plans.

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

- A) Rising humidity helps remove pollutants from the atmosphere.
- B) Air pollution is decreasing in Europe due to stricter industrial regulations.
- C) Higher temperatures worsen air pollution by increasing ozone and particle levels.
- D) Cold winters intensify pollution more than heatwaves.

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

- A) They are spreading mostly through human migration, not climate factors.
- B) They are moving into new regions because milder winters allow insects to survive.
- C) They are declining since mosquito breeding cycles depend on rainfall.
- D) They are limited to southern Europe and cannot thrive further north.

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

- A) Mental health problems are less serious than physical impacts.
- B) Only young people are affected by emotional stress linked to climate change.
- C) Scientists already have complete data on climate-related anxiety.
- D) These effects were long overlooked but are now seen as part of the climate discussion.



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

- A) Each environmental issue develops separately from social consequences.
- B) Environmental and health effects influence each other in complex ways.
- C) Climate problems in Europe are related to those in other continents.
- D) Different types of impacts can be solved independently through technology.

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

- A) Developing heatwave warning systems and climate-neutral buildings.
- B) Promoting walking and cycling to cut carbon emissions.
- C) Switching from coal to renewable energy sources on campus.
- D) Reducing plastic consumption through recycling programs.

10. What overall message does the article convey?

- A) Europe’s climate challenges are exaggerated and mainly short-term.
- B) Environmental change is inevitable, so adaptation efforts are unnecessary.
- C) Climate change in Europe affects both the environment and human health and requires urgent, coordinated responses.
- D) Only large-scale international action can address global warming effectively.

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

1. *Over the last four decades, the majority of deaths from extreme weather events in Europe have been caused by flooding.*

- A) true B) false

2. *Droughts and heat stress mainly affect southern and central Europe, while heavy rainfall and floods are more common in northern and coastal areas.*

- A) true B) false

3. *The article highlights that increasing air temperatures have helped reduce certain air pollutants in urban areas.*

- A) true B) false

4. *Water shortages in Europe are limited to agricultural use and have little effect on cities or households.*

- A) true B) false

5. *Climate-related changes in agriculture can reduce not only crop yields but also the nutritional value of food.*

- A) true B) false

6. *According to the WHO, warmer and wetter conditions may enable new disease vectors to survive in parts of Europe where they were previously absent.*

- A) true B) false



7. *Mental health impacts of climate change are rarely discussed because they are less visible and difficult to quantify.*

A) true B) false

8. *The European Environment Agency and WHO Europe both emphasize that protecting health requires focusing exclusively on mitigation.*

A) true B) false

9. *The text suggests that climate impacts in Europe are largely independent, with environmental and social effects occurring separately.*

A) true B) false

10. *Climate change can also threaten people's livelihoods by damaging property, displacing communities, and increasing economic losses.*

A) true B) false

A.II. Vocabulary

1. Match the key terms with their definitions

Terms	Definitions
1. Climate change impacts	A. Harmful substances entering air, soil, or water that make them unsafe for living organisms.
2. Climate change adaptation	B. The release of gases such as carbon dioxide and methane that trap heat in the Earth's atmosphere.
3. Climate change mitigation	C. Lack of regular rainfall over an extended period leading to water shortages.
4. Human wellbeing	D. Adjustments made by societies or ecosystems to cope with current or expected climate effects.
5. Precipitation	E. The variety of living species within ecosystems and their complex interactions.
6. Droughts	F. Overall physical, mental, and social health and life satisfaction of individuals and communities.
7. Biodiversity	G. Climate-related effects on natural systems, human health, and societies.
8. Food & water insecurity	H. Reduced or uncertain access to safe, nutritious food and sufficient clean water.
9. Contamination	I. Efforts to limit or prevent the causes of climate change, especially by cutting emissions.
10. Greenhouse gas emission	J. All forms of water falling from the atmosphere, such as rain, snow, or hail.

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



Word Bank

rising • severe • communities • reduce • pollution • vulnerable
• increase • shortages • disasters • resilient • emissions •
livelihoods • extreme • temperatures • migration

Across the world, the (1) _____ impacts of climate change are becoming more visible every year. In many regions, average (2) _____ are climbing, leading to more frequent heatwaves, droughts, and wildfires. These events threaten not only ecosystems but also human health and daily life.

As rainfall patterns change, some areas face water (3) _____, while others struggle with floods and soil erosion. Coastal (4) _____ are particularly (5) _____ to rising sea levels and storms that destroy homes and local infrastructure. The loss of crops, jobs, and income means that people's (6) _____ are directly affected, forcing some families to move in search of safety or work.

Air (7) _____ and greenhouse gas (8) _____ continue to (9) _____ global warming, creating a dangerous cycle of environmental decline. Unless these (10) _____ weather patterns are limited, the effects on health, nature, and society will grow more serious in the decades ahead.



Lock I

Scenario:

You and your team from the Youth Climate Action Lab are preparing an exhibition called “Our Changing Climate.” Inside the digital lab, a secure vault contains key climate data from your region – but it’s locked! The lock has a **4-digit code**, and each number corresponds to the correct answer to a key question based on the reading text.

Clues

Clue 1: (Digit 1)

While analysing climate maps, your group notices that rainfall patterns across Europe have changed. Which statement best summarizes this regional difference?

- A) All European regions are becoming wetter – 4
- B) Rainfall has decreased everywhere except the mountain areas – 2
- C) Southern and central areas are getting drier, while northern regions face heavier rainfall – 7
- D) Precipitation levels have remained stable over the last decades – 6

Clue 2: (Digit 2)

Your group has conducted a survey. The majority of your respondents worries most about the impact of water scarcity. Which factor from the reading best explains this concern?

- A) Droughts and irregular rainfall increase competition for freshwater – 9
- B) Water stress mainly affects northern Europe, so it’s not a big issue – 1
- C) Water shortages are mainly caused by industrial waste – 3
- D) People in cities have unlimited access to groundwater – 8

Clue 3: (Digit 3)

Your group is designing an infographic on health effects of climate change. Which finding from the article should you include?

- A) Heatwaves are among the deadliest climate hazards in Europe – 6
- B) Cold winters now cause more deaths than heatwaves – 1
- C) Storms are the main reason for increased hospital admissions – 4
- D) Vector-borne diseases are disappearing due to shorter winters – 2

Clue 4: (Digit 4)

The Dean of Novaland asks your group to write a short statement on the mental and social impacts of climate change. Which sentence captures the idea from the reading text accurately?

- A) Climate change only affects physical health, not emotional wellbeing – 3
- B) People may experience anxiety and stress after extreme weather – 5
- C) Mental health impacts are fully understood and easy to measure – 1
- D) Only older people are vulnerable to psychological stress from climate change – 9

Code Box

Enter the code: [_ _ _ _]



A.III. Listening

1. Pre-listening discussion questions

- Who do you think – wealthier or poorer countries – contribute most to climate change and are most affected by climate change, and why? Please consider climate footprint (greenhouse gas emission) of wealthier and poorer countries, available resources, geography, fairness, etc.
- Can you think of an environmental change or event that could reach a “*tipping point*” – when a small climate shift causes a big, irreversible impact? Think about melting ice caps, deforestation, or ocean warming.

2. Listen to the documentary “Climate Change: The Tipping Point”. Reflect on whether we have the power to prevent a climate catastrophe.

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

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

- A) Only poor nations will be affected long-term.
- B) Climate change will eventually impact rich nations as well.
- C) Economic inequality will prevent the rich from suffering.
- D) The effects will remain isolated within developing regions.

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

- A) Scientists disagree on whether warming will occur.
- B) No one knows what future generations will do about emissions.
- C) Models cannot predict temperature rise accurately.
- D) Governments refuse to share emission data.

3. *What does the speaker emphasize about the sea level rise?*

- A) It will have only minor effects on coastal communities.
- B) It will mostly benefit small islands by expanding coastlines.
- C) It will remain stable if industrial emissions stop.
- D) It will create more powerful storm surges and damage cities.

4. *What are tipping points in the climate system?*

- A) Slow, predictable changes in weather patterns
- B) Minor fluctuations that can be easily reversed
- C) Small additional warming that causes irreversible shifts
- D) Sudden drops in global temperature due to cooling

5. *Which example is NOT given as a possible tipping point in the recording?*

- A) Melting of Greenland and West Antarctica
- B) Collapse of the Atlantic Ocean circulation
- C) Transformation of rainforests into savannas
- D) Expansion of Arctic glaciers into Europe



4. Answer the following questions. Pay attention to the vocabulary in bold:

1. The documentary says that the poorest countries, which have contributed least to **greenhouse gas emissions**, are often the first to suffer the consequences. Do you think climate change is also a question of **social justice** and **equality**? Why or why not?
2. Scientists warn that we may be approaching several “**tipping points**” in Earth’s climate system. What do you think makes people act or fail to act when they know something irreversible could happen?
3. The speaker connects environmental change with food shortages, **internal displacement, migration**, and political instability. Can you think of examples (real or hypothetical) where environmental crises might lead to social or economic problems?
4. Many climate impacts described in the recording seem distant (melting ice sheets, rising seas). Yet their effects will eventually reach everyone. How can universities like Novaland help students feel personally connected and responsible for global environmental issues?
5. The documentary ends with the idea that “once you’ve crossed a tipping point, you can’t undo it.” Does this message motivate you to act, or make the problem feel too overwhelming? What kind of message do you think is most effective in inspiring change?



Lock II

Scenario for Students:

The Youth Climate Action Lab at Novaland has received a locked message from the Global Climate Data Centre. In order to open it, you should match each term with:

- its focus,
- question it answers, and
- example that illustrates it

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

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

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

B. I. Reading

1. Pre-reading discussion

- Both mitigation and adaptation aim to reduce the risks of climate change but in very different ways. If your university could take one major climate action, would you focus on mitigation (reducing causes) or adaptation (coping with effects)? Why?



2. Read the article on climate change mitigation and adaptation and explain how these two types of climate action complement each other.

Mitigation and adaptation represent two interconnected strategies for dealing with climate change – one of the most demanding issues facing societies today. Mitigation refers to efforts aimed at cutting the emissions that drive global warming and slowing the rise in global temperatures. Adaptation, by contrast, involves adjusting human systems and environments to the consequences of a changing climate, both now and in the future. Together, these approaches offer a dual line of defence: mitigation aims to prevent climate change from becoming more severe, while adaptation equips communities to handle the impacts that cannot be avoided.

Mitigation: Addressing the drivers of warming

Mitigation focuses on tackling the underlying cause of climate change – the rapid accumulation of heat-trapping gases released by human activity. This can be approached in two main ways: by reducing the sources of emissions or by strengthening natural or technological processes that absorb them.

Reducing emissions is often centred on replacing fossil fuels such as coal, oil, and gas, which account for the majority of global greenhouse gas output, with cleaner energy sources, including renewable and nuclear power. Other measures include safeguarding forests from destruction or capturing methane released from waste sites.

Enhancing “sinks” involves removing carbon dioxide that is already in the air. This can be done by restoring forests or developing technologies like direct air capture. Although such methods offer promise, they are difficult to scale up, costly, and cannot replace the need for substantial emission cuts. Even so, organisations such as the IPCC acknowledge that some level of carbon removal will be essential to avoid the most extreme climate outcomes.

Adaptation: Preparing for consequences

Even if global mitigation efforts eventually succeed in stabilising greenhouse gas levels, the planet will continue to experience the effects of past emissions. Higher temperatures, altered rainfall patterns, and long-term sea level rise are already underway and will persist for centuries.

Adaptation strategies differ widely across regions. In many places, this means upgrading infrastructure, for example, building improved drainage systems to cope with heavier rainfall. Elsewhere, adaptation may rely on ecological solutions such as restoring wetlands, or on behavioural and policy changes, like shifting to crops that can tolerate warmer or drier conditions.

Ideally, adaptation is proactive, strengthening communities before serious climate impacts hit. One example is the port city of Mongla in Bangladesh, which faces severe risks from rising seas and saltwater intrusion. The city is reinforcing embankments, upgrading water systems, improving flood controls, and



promoting local economic development so residents displaced from nearby areas can rebuild their lives. By contrast, places that use reactive adaptation strategy may end up responding only after disasters have already occurred, rebuilding homes and livelihoods in the aftermath of climate-related losses.

Mitigation and adaptation today

The ultimate goal of mitigation is to halt the rise of atmospheric greenhouse gases and eventually reduce their concentration. The 2015 Paris Agreement committed almost all nations to move towards net-zero emissions, with the aim of limiting global temperature increase to well below 2°C, ideally to 1.5°C. However, current global progress falls far short of these targets. Despite rapid advancements in clean energy in some regions, overall emissions continue to climb.

As mitigation lags, the need for adaptation becomes even more urgent. Yet investment remains uneven: the majority of global climate finance is still channelled towards mitigation, while adaptation receives only a small portion, even though the United Nations warns that demand for adaptation support is increasing far faster than the funding available.

Adapted from: Campbel, D., & Krol, A. (2023). Mitigation and Adaptation. MIT Climate Portal. Available at: <https://climate.mit.edu/explainers/mitigation-and-adaptation>

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

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

- A) Mitigation deals with short-term weather changes, while adaptation targets long-term global patterns.
- B) Mitigation reduces greenhouse gas emissions; adaptation helps people cope with the resulting impacts.
- C) Adaptation is about preventing emissions; mitigation involves responding to disasters.
- D) Both primarily address rebuilding after natural catastrophes.

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

- A) Mitigation is only useful once adaptation fails.
- B) Adaptation is optional if mitigation succeeds fully.
- C) They are competing strategies requiring separate funding.
- D) They are complementary approaches that must work together.

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

- A) Expanding fossil fuel use and promoting recycling
- B) Banning industrial development and limiting trade
- C) Reducing emissions and increasing greenhouse gas “sinks”
- D) Cooling the atmosphere with chemical sprays

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

- A) Replacing coal power with renewable energy



- B) Protecting forests from being cut down
- C) Building storm drains to prevent flooding
- D) Capturing methane from landfills

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

- A) Extracting coal and oil from underground reserves
- B) Taking greenhouse gases out of the atmosphere
- C) Filtering pollutants before they are released
- D) Recycling industrial waste into clean energy

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

- A) It requires global political agreement before starting.
- B) It can only be done in tropical regions with dense forests.
- C) It is difficult and expensive to implement at a massive scale.
- D) It permanently eliminates the need to reduce emissions.

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

- A) Even with success, some climate change effects are unavoidable.
- B) Mitigation can reverse all global warming trends.
- C) Mitigation alone can stabilize the planet within a decade.
- D) Mitigation guarantees that sea level rise will stop immediately.

8. *What key difference distinguishes proactive from reactive adaptation?*

- A) Proactive adaptation focuses only on urban environments.
- B) Reactive adaptation always uses nature-based solutions.
- C) Proactive adaptation happens before serious damage occurs.
- D) Reactive adaptation requires less planning and funding.

9. *The example of Mongla, Bangladesh illustrates that:*

- A) Economic growth can replace the need for climate action.
- B) Infrastructure investment is less important than public awareness.
- C) Adaptation is only possible in wealthier countries.
- D) Early planning helps vulnerable areas adapt more effectively.

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

- A) More resources go to adaptation than to emission reduction.
- B) Adaptation receives only a small fraction of total climate funding.
- C) Private investors now prefer adaptation projects over mitigation.
- D) Global adaptation needs are finally being met through the UN.



B.II. Grammar

1. Fill in the gaps using the appropriate preposition or article from the Word Bank below.

Word Bank

against an by for in of on the through to

Many universities worldwide are continuously showing their commitment (1) _____ preparing students for a role in society where they can contribute to climate change mitigation and adaptation. Education plays (2) _____ essential part in changing people's behaviour and attitudes. The university's role in relation to climate change education is critical (3) _____ addressing scientific, environmental, social, and political challenges. Future decision-makers need to base their choices (4) _____ reliable information. (5) _____ this reason, climate change education is of major importance.

(6) _____ actively engaging in efforts to address climate change, universities can provide research-based and educational solutions that help identify (7) _____ most effective ways to manage climate impacts. Universities drive transformational change (8) _____ their engagement in advocacy and activism, including student-led campaigns (9) _____ social, environmental and economic inequality, often including the signing (10) _____ sit-ins, petitions, protests and rallies as well as branding and messaging from international environmental organizations.

2. The Youth Climate Action Lab at Novaland is preparing a report on how the university manages its climate footprint and what measures are being taken to mitigate or adapt to climate change. As student journalists, you will interview university management. To sound polite and professional, you need to use indirect questions rather than direct ones. Rewrite each of the following direct questions as a polite indirect question.

GRAMMAR NOTE:

Direct question	Indirect question	Example
Question word + auxiliary + subject + verb?	Question word + subject + verb (no inversion)	Where does the university invest? → <i>Could you tell me where the university invests?</i>
Yes/No question	If / Whether + clause	Is the plan effective? → <i>Could you tell me if the plan is effective?</i>
Question mark	Indirect questions starting with "I would like to know", "I was wondering", etc. are statements	<i>I would like to know where the university invests.</i>
Key rule: In indirect questions, the word order becomes that of a normal statement, and we remove "do/does/did."		



Example:

What are the university's main sources of greenhouse gas emissions? →

Could you tell me what the university's main sources of greenhouse gas emissions are?

1. Does the university have a strategy for achieving carbon neutrality?

I was wondering _____

2. How much energy does the campus use every year?

Do you happen to know _____

3. When did the university start its climate action plan?

Could you tell me _____

4. Who is responsible for monitoring the university's environmental performance?

I would like to know _____

5. How are students involved in developing sustainability initiatives?

I'd be interested to hear _____

6. What measures has the university taken to adapt to extreme weather events?

Would you mind telling me _____

7. How does the university raise awareness about climate change among staff and students?

Do you know _____

8. Has the university invested in renewable energy projects on campus?

Could you tell me _____

9. What are the university's priorities for reducing waste and water use?

I'd like to ask _____

10. How will the university measure the success of its climate mitigation projects?

I'd be interested to know _____

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

Universities today are becoming key players in the global effort to reduce the impacts of climate change. Many higher education institutions have introduced policies for campus (1) _____ (green) and energy transition. Through innovations in technology, management, and policy, they aim to reduce carbon (2) _____ (emit) and improve environmental (3) _____ (responsible). A growing number of universities have pledged to achieve carbon (4) _____ (neutral) by implementing energy-saving systems and promoting low-emission



transport. Their (5) _____ (commit) is further reflected in actions such as retrofitting old buildings and expanding green areas on campus. In addition to these operational measures, universities contribute to (6) _____ (sustain) development through teaching and research. Climate change education helps students understand global challenges and develop (7) _____ (innovate) solutions. Moreover, internal carbon pricing initiatives encourage more (8) _____ (effect) use of resources and waste management. Governments and international organisations also support these (9) _____ (initiate) by providing financial tools and policy incentives. Ultimately, such collaboration (10) _____ (strengthen) institutional capacity to mitigate and adapt to climate change.

Lock III

The Sustainability Officer prepared an interview with the Dean about the university's climate action plan. Your task is to fill in the gaps in the indirect questions using the words from the Word Bank.

Word Bank

if how many where what who how

1. Can you tell me _____ the university sustainability office is located?
2. Do you know _____ solar panels are installed on the campus rooftops?
3. Could you explain _____ the carbon neutrality project works?
4. I was wondering _____ the university is doing to reduce energy waste?
5. Do you know _____ the university offers courses on sustainable development?
6. Could you tell me _____ is responsible for sustainability planning at university?

B. III. Listening

1. Pre-listening discussion:

- What is the most original or creative climate solution you have heard about? How does it work, and why do you think it could be effective?
- Do you believe climate change will be solved mainly through big, top-down innovations (like government or technological projects), or through small, bottom-up community actions? Explain your view and give an example.

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.

1. *What is the main purpose of the Climate Solutions Show?*



- A) To report on global political conflicts
 - B) To highlight practical and creative solutions to environmental issues
 - C) To analyse failures in international climate negotiations
 - D) To provide scientific lectures on climate modelling
2. *What does the presenter mean by “putting despair in a box”?*
- A) Ignoring scientific warnings about climate change
 - B) Temporarily setting aside pessimism to focus on solutions
 - C) Storing negative emotions to use them later
 - D) Avoiding difficult topics related to sustainability
3. *Why does the presenter mention sea cucumbers and coconuts?*
- A) To show that marine food sources are becoming more important
 - B) To highlight the humorous side of environmental science
 - C) To demonstrate that climate solutions can come from unexpected places
 - D) To argue that traditional methods are always more reliable
4. *According to the speech, why are local community initiatives important?*
- A) They receive more funding than large scientific programmes
 - B) They are more popular than international initiatives
 - C) They replace the need for national climate policies
 - D) They can make a measurable difference even without major resources
5. *What is a defining feature of top-down climate measures?*
- A) They originate from individuals and local groups
 - B) They involve global negotiations and scientific institutions
 - C) They focus only on renewable energy technology
 - D) They are easier to implement than small projects
6. *What characterises bottom-up approaches in the presentation?*
- A) They are led by government ministries
 - B) They always require advanced technology
 - C) They rely on local knowledge and grassroots action
 - D) They prioritize economic growth over sustainability
7. *Why does the presenter argue that both top-down and bottom-up strategies are needed?*
- A) Because both approaches compensate for each other’s weaknesses
 - B) Because one is cheaper while the other is more efficient
 - C) Because local initiatives must always be approved internationally
 - D) Because only top-down action can reduce emissions
8. *What is suggested about everyday people in the speech?*
- A) They lack the skills to create useful climate solutions
 - B) Their actions rarely influence environmental change
 - C) They can contribute meaningful solutions in their own communities
 - D) They should leave climate action to scientists and politicians



9. How does the presenter describe the tone of the *Climate Solutions Show*?

- A) Emotionally dramatic and pessimistic
- B) Strictly academic and formal
- C) Highly critical of government policies
- D) Solutions-focused and hopeful

10. What key question does the programme explore in this episode?

- A) Whether scientific models can predict long-term climate change
- B) Whether governments should take full responsibility for emissions
- C) Whether ordinary people can play a role in addressing the climate crisis
- D) Whether climate negotiations should be held more frequently

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.

1. Why were forests in the Indonesian part of Borneo particularly important in the fight against climate change?
2. What were the main reasons that villagers were cutting down trees before the ASRI project was introduced?
3. What connection did the ASRI founders identify between local healthcare and deforestation?
4. How does the ASRI clinic financially incentivise communities to stop illegal logging?
5. What role do village ID cards play in the healthcare system used by ASRI?
6. How does the seedling-payment system work, and what happens to the seedlings afterward?
7. What signs of ecological recovery have been observed since the ASRI programme began?
8. What social benefits, especially for women and families, have resulted from the ASRI project?
9. Why might a healthcare-based incentive be more effective in reducing logging than punishment or strict enforcement alone?
10. In what ways does the ASRI model illustrate a bottom-up approach to addressing climate change, and what advantages might this have over top-down measures?

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.

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

- A) Using floating panels to generate solar power on bodies of water
- B) Growing plants that produce electricity naturally
- C) Installing solar panels on underwater turbines
- D) Creating solar-powered fishing boats

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



- A) On the Norwegian coast
- B) At a solar farm in Spain
- C) On a lake in Albania
- D) In a floating research lab in Denmark

3. What do the floating circular rings actually hold?

- A) Wind turbines for coastal power
- B) Solar modules resting on flexible membranes
- C) Water purification devices
- D) Plastic barriers to collect waste

4. How powerful is one of these floating platforms at peak sunlight?

- A) Around 200 kilowatts
- B) About 20 megawatts
- C) Nearly two megawatts
- D) Less than one megawatt

5. What advantage of floating solar projects is mentioned compared to land-based solar farms?

- A) They generate energy more efficiently because of cooler air at sea
- B) They use less advanced technology than land panels
- C) They are easier to maintain and cheaper to install
- D) They don't take up farmland or compete with food production

6. What concern about using lakes and seas for solar projects is raised in the discussion?

- A) Possible harm to aquatic ecosystems
- B) The danger of storms destroying the panels
- C) Difficulties in transporting energy to cities
- D) Lack of investor interest in ocean technologies

7. Why are floating wind turbines also seen as an important innovation?

- A) They offer a breakthrough that hasn't been tested
- B) They allow energy generation in deeper, windier waters
- C) They rely entirely on natural tides for power
- D) They can replace traditional wind turbines easily

8. What does the phrase "thinking out of the box – or putting the box away entirely" imply in the discussion?

- A) Returning to traditional sources of energy
- B) Recycling existing technologies for short-term fixes
- C) Limiting innovation to government-approved projects
- D) Rejecting standard solutions and inventing radically new ones

9. Which type of climate action does the innovation of floating solar and wind projects mainly represent?

- A) A bottom-up, community-led approach
- B) A top-down, technology-driven approach



- C) A social awareness campaign
- D) A natural ecosystem restoration plan

10. How could bottom-up initiatives complement technologies like floatovoltaics, according to the programme's broader theme?

- A) By helping communities adopt and adapt new technologies locally
- B) By reducing public involvement in technical projects
- C) By replacing expensive technology with simple awareness campaigns
- D) By preventing governments from investing in renewable energy

C. SPEAKING

1. Storytelling elements

Novaland University has recently joined the BBC's initiative "People Fixing the World" – a programme that shares real stories about creative solutions to global problems. You have been chosen to represent the university and report on climate measures recently introduced on campus. Some of these measures help to adapt to the effects of climate change, while others focus on mitigating its causes.

Study the storytelling elements that will help you prepare a story (report) on one of the university's climate initiatives.

1. Introduction – Setting the Scene

Introduce the measure and explain why it was introduced (context + motivation).

Describe the challenge or problem it responds to.

Functions: Opening, introducing topic, giving background

Length: 2–3 sentences

Speech Patterns:

Our university has recently introduced...

This initiative was launched in response to...

In recent years, we've been facing... (e.g. rising temperatures / frequent floods).

The aim of the project is to...

It's part of a broader plan to make the campus more sustainable.

2. Description – What the Measure Is and How It Works

Give a clear picture of the measure.

Explain what it involves, how it functions, and who participates.

Functions: Description, explanation, process narration

Length: 1 paragraph (5–6 sentences).

Speech Patterns:

The measure involves / consists of / focuses on...

It works by...



The system allows us to...
Students and staff take part by...
It's based on the idea that...

3. Advantages – Positive Impact

Highlight the benefits or achievements of the measure: environmental, social, financial, or educational.

Functions: Evaluation, cause-effect reasoning

Length: 1 paragraph (5-6 sentences).

Speech Patterns:

One of the main advantages is that...
It helps to / contributes to / results in...
As a result...
This has led to a noticeable improvement in...
Another clear benefit is...

4. Drawbacks – Challenges or Limitations

Be realistic: mention what is difficult, expensive, or needs improvement.

Functions: Contrast, balance, critical thinking

Length: 1 paragraph (5-6 sentences).

Speech Patterns:

However, there are still some challenges.
One drawback is that...
It can be quite costly to...
Maintaining the system requires...
Despite these challenges, the results have been positive overall.

5. Conclusion – Reflection and Future Vision

End your story with a hopeful or forward-looking comment. Emphasize continuity and motivation for action.

Functions: Summarizing, inspiring, looking ahead

Length: 1 paragraph (3-4 sentences).

Speech Patterns:

To sum up, this project shows that...
Our next goal is to...
If other institutions followed our example, we could...
Even small local actions can make a big global difference.
This initiative proves that change begins right here on campus.

Tips for an Effective Story

- Use clear transitions (*first, then, as a result, however, finally*).
- Include numbers or evidence if possible (e.g. 20% less energy use).
- Vary your sentence rhythm, i.e. mix short and long sentences for emphasis.
- Maintain neutral, factual tone, as if reporting for the BBC.



- End with a positive or reflective message.

2. Telling a story “Climate initiatives”

Your task is to choose one picture illustrating a university’s climate initiative, study the keywords, and prepare a short spoken story about it for the BBC’s initiative “People Fixing the World”.

Work in small groups (3–4 students). Choose one picture showing a climate adaptation or mitigation measure. Imagine you are presenting the measure to a BBC correspondent for the *“People Fixing the World”*. Start your story with the given opening line.

Explain:

- what the measure is
- why it was introduced
- how it works
- what its advantages are (mention 2-3 benefits)
- what its possible limitations or drawbacks are

Present your story in 2-3 minutes.

Your goal is to convince your audience that your university is truly “fixing the world,” starting with its own campus.

A. Climate Change Adaptation Measures

1) Green Roofs on Campus Buildings



Key words: heat reduction, insulation, stormwater management, biodiversity, maintenance costs, aesthetics, cooling effect.

Story starter: “Our university has recently introduced green roofs on several buildings...”



2) Flood-Resilient Campus Infrastructure: elevated walkways & permeable pavements



Key words: heavy rain, to absorb rainfall, flooding, drainage, climate resilience, investment cost, safety, student mobility.

Story starter: “Our university has built new flood-resilient walkways and drainage systems to adapt to extreme weather...”

3) Heat-Resistant Outdoor Study Areas



Key words: heatwaves, shade, outdoor learning, student comfort, wellbeing, local materials, microclimate, energy savings.



Story starter: “To help students cope with hotter summers, our university has designed new shaded outdoor learning areas...”

B. Climate Change Mitigation Measures

1) Solar Energy Installation



Key words: renewable energy, solar panels, carbon footprint, cost efficiency, innovation, maintenance, clean electricity.

Story starter: “Our university has recently invested in solar energy to reduce its dependence on fossil fuels...”

2) Zero-Waste Campus Programme





Key words: waste reduction, recycling, colour-coded recycling bins, student-led swap shop, behaviour change, circular economy, student engagement, awareness.

Story starter: “One of our biggest climate actions is the zero-waste campus programme, which aims to change everyday habits...”

3) Sustainable Mobility Project



Keywords: green transport, bicycle parking stations, car-free zones, emissions reduction, air quality, accessibility, incentives, long-term savings.

Story starter: “Our university has recently launched a sustainable mobility project to make transport cleaner and greener...”



Lock IV

To unlock the next section of the challenge, you must solve three riddles. Each riddle describes a feature of a climate action on the Novaland campus (either adaptation or mitigation). For each riddle, choose the correct campus measure from four options (A, B, C, or D). The letters of the correct answers will form a three-letter code.

NOTE: Use your knowledge from the six speaking pictures!

Riddle 1 “Cooling & Comfort”

“This measure reduces building temperatures, improves insulation, supports insects and birds, and creates pleasant study spaces – though it requires regular maintenance and upfront installation costs.”

- A) Solar energy installation
- B) Green roofs on campus buildings
- C) Sustainable mobility (bike lanes)
- D) Zero-waste programme (recycling & composting)

Riddle 2 “Clean Power, Local Impact”

“This intervention directly cuts the campus’ carbon emissions, supplies electricity to campus systems, reduces fossil-fuel dependence, but needs capital investment and ongoing maintenance.”

- A) Green roofs
- B) Sustainable mobility (bike lanes)
- C) Solar energy installation
- D) Heat-resistant outdoor areas

Riddle 3 “Behaviour & Circularity”

“This programme aims to alter daily habits: it reduces landfill, encourages reuse and repair, engages students in campaigns, but its success depends on culture change and continuous awareness work.”

- A) Sustainable mobility
- B) Flood-resilient infrastructure
- C) Solar energy installation
- D) Zero-waste campus programme

Clue code: [_ _]

D. WRITING

Social media post “#ActLocal at Novaland”

1. Context and instructions



As a member of the Youth Climate Action Lab, you are taking part in a university-wide campaign called #ActLocal. The campaign aims to raise awareness and inspire practical action against climate change in your local environment. Your task is to write **a social media post (Instagram, Facebook, or LinkedIn style) in 120-150 words**, using persuasive and inclusive language.

Choose ONE of the three focus options below:

Option 1 – Raise Awareness

- Write a post to raise awareness of how climate change is already affecting your region or campus.
- Describe a visible local impact (e.g. extreme heat, flooding, loss of green space).
- Include a short, evidence-based fact or observation.
- End with a question or call to reflection (What changes have you noticed?).

Option 2 – Promote an Existing Measure

- Write a post to promote a climate adaptation or mitigation measure already implemented at your university or in your community.
- Explain what the measure is and how it helps.
- Emphasize its benefits and the people involved.
- Use positive, engaging language that encourages others to support it.

Option 3 – Inspire Action

- Write a post to inspire your community to introduce a new climate adaptation or mitigation measure.
- Present a clear idea (e.g. tree-planting days, solar panels on dorms, green transport week).
- Explain why it's needed and how it could make a difference.
- Include an empowering call to action (Join us! / Be part of the change!).

Your post should:

- Use inclusive and motivating language (e.g. we, our community, together).
- Include a short, catchy headline or hashtag.
- Combine facts + emotions + action.
- Use 2-3 emojis appropriately (optional).
- Be concise (120–150 words).

2. Study the following example of a social media post. It will give you ideas for writing your own post.

 **#GreenRoofsNovaland – Cooling the Campus, Inspiring Change!**

Did you know that Novaland University's library roof is now covered in living plants? 



Our green roof project keeps classrooms cooler, reduces energy use, and provides a habitat for butterflies and bees. It's a small forest above our heads – and it's making a big difference!

The best part? Students from the Environmental Science Department helped design and maintain it.

This initiative proves that climate mitigation and adaptation can go hand in hand: it reduces emissions while helping us live better in a warming world.

What sustainable ideas would you like to see next on our campus?

Let's keep #ActingLocal for a greener future. 🌍 ✨

(140 words)

MAIN ASSIGNMENT

As members of the Youth Climate Action Lab, your team's mission is to investigate how people at Novaland perceive climate change, what impacts they observe locally, and what actions they take (or would like to take) to make a difference.

You will collect real data through a Google Forms survey, analyse your findings, and present them visually through an infographic that could be shared on the university's social media channels as part of the #ActLocal campaign.

Your Task in Four Steps

1) STEP 1: Design Your Questionnaire

- Create a short, clear, and engaging questionnaire (8-10 questions) to survey members of your university community (students, teachers, and staff).
- Your questionnaire should include questions in the following five areas:
 - Perception of Climate Change (to understand how people view the issue)
 - Observed Local Impacts (to identify real, visible signs of change in your area or on campus)
 - Personal & Collective Actions (to discover what people already do to mitigate or adapt to climate change)
 - Ideas for Community Involvement (to collect creative ideas for local action)
 - Demographic Data – age range & gender (to provide background for interpretation)

Guidelines for question formulation



- Use simple, neutral, and clear language (avoid leading or judgmental wording).
- Combine question types:
 - Multiple choice (quantitative data)
 - Likert scale (e.g. 1–5, from “strongly agree” to “strongly disagree”)
- Short answer or paragraph (qualitative data)
- Keep your total to 8–12 questions to encourage responses.

Include a short introduction in your Google Form explaining:

- the purpose of the survey
- anonymity and confidentiality of responses
- how results will be used (for educational and awareness purposes)

Test your form on one classmate before sharing widely.

2) STEP 2 – Conduct the Survey

- Share your Google Form with classmates, teachers, and staff (minimum 20 responses).
- Collect data over one week.
- Monitor responses and ensure diverse participation across age and gender.

3) STEP 3 – Analyse the Data

- Download your Google Form results (charts, tables, and written responses).
- Identify patterns, trends, and surprises.
- Discuss as a group:
 - What do most people know or believe about climate change?
 - What local impacts are most often noticed?
 - What actions are most common — or missing?
 - What creative ideas came up for university engagement?

Tip: Create a simple summary table of 3-5 key insights to guide your infographic.

4) STEP 4 – Create Your Infographic

- Your final output is a digital infographic (e.g., in Canva, Piktochart, or PowerPoint) titled: “Climate Voices at Novaland University”.

Infographic Guidelines

Your infographic should include:

Section	Content	Tips
Title & Introduction	Name of the project, short description (2–3 lines), date, and survey sample.	Use the campaign hashtag #ActLocalNovaland .
Key Findings (3–5 Data Highlights)	Combine visuals and short texts: percentages, graphs, or icons showing the main results.	Choose 2-3 statistics and 1-2 short quotes from open-ended answers.



Interpretation / Insights	Explain what the data reveals about the Novaland community's awareness, behaviour, or needs.	Use short, clear sentences in a positive tone.
Recommendations / Next Steps	Suggest actions that could help make Novaland more climate-smart.	Write 2-3 practical ideas ("install more bike racks," "launch zero-waste cafés").
Visuals	Use colour, icons, or photos to make your infographic engaging and easy to read.	Keep text minimal; emphasize visuals and numbers.

Design & Language Tips

- Use bold headings and icons or colour coding to separate sections.
- Keep text blocks under 30 words.
- Prefer active, inclusive language (e.g. "We can," "Our campus," "Together we can act.").
- Ensure all information is accurate and based on your survey results.
- Include your group's names and class at the bottom.

Type of challenge: Exploring perceptions of climate change, climate change impacts and measures

Activities: Students will work in groups of 4-6 people

Roles: all are students as representatives of the academic community (Novaland Youth Climate Action Lab)

Inputs: instructions for creating a questionnaire and designing infographics

Outputs:

- A Google Form link to their survey
- A summary of key results (1 page or table)
- A final infographic (PDF or image format) ready to share

DISCUSSION AND REFLECTION

- What new understanding or perspective have you gained about the link between local actions and global climate challenges through the work you did in this unit? (*RF CDC: Responsibility; Analytical and critical thinking*)
- Which activity (e.g. reading, listening, storytelling, survey, or infographic) helped you most to see how communication can influence others to act for the environment, and why? (*RF CDC: Civic-mindedness; Skills of listening and expressing yourself*)
- How did working with your group help you appreciate different viewpoints, experiences, or values related to climate change across cultures at Novaland University? (*RF CDC: Co-operation and openness to cultural otherness*)
- In what ways do you think the skills and attitudes developed in this project – such as critical thinking, civic-mindedness or collaboration – can be applied to other issues in society beyond climate change? (*RF CDC: Responsibility; Analytical and critical thinking*)



- After completing this unit, what specific action (small or big) do you feel motivated to take personally or within your university community to promote sustainability? Why does it matter to you? (*RFCD: Valuing human dignity and human rights; Civic-mindedness*)



Unit 8

Justice in Our Hands: Acting Fairly in Everyday Life

Intended learning outcomes

Knowledge:

- Describe the functions of laws and rules in upholding justice, fairness, and public order in democratic societies.
- Identify key principles related to civic responsibility, the rule of law, and access to justice.

Skills:

- Use English to express, justify, and critically evaluate positions related to justice, law, and civic duties in oral and written form (e.g., debates, reflective essays, campaigns)
- Analyse real-life legal or ethical dilemmas and propose well-reasoned, democratic solutions using appropriate legal and civic vocabulary.

Attitudes:

- Demonstrate openness, fairness, and responsibility when discussing controversial or sensitive issues related to justice, showing respect for diverse opinions and democratic values.

Values:

- Promote and advocate for active citizenship, the rule of law, and equal justice in their university or local community through meaningful civic-oriented actions and communication.

Backstory

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



A. READING, VOCABULARY AND LISTENING

A.I. Reading. How to help students think about justice

1. Pre-reading discussion:

- What does *justice* mean to you?
- Can you think of a time in school when something felt unfair or unjust?
- How could teachers or classmates help make school life more just?

2. Read the text and identify what kind of citizens the author describes and how the school helped – or failed to help – students become justice-oriented thinkers.

How do we move beyond teaching kindness and responsibility to encouraging students to stand up for fairness and equality in society?

It is an integral part of a democracy for citizens to be critical thinkers who question the status quo. Do we want to live in a world where youth passively accept media propaganda, submit to dictator-style leadership, and accept systems that harm their fellow citizens, or would we rather want a world where youth are taught to question why these things are happening?

Various forms of “open” discussion have commonly been used in schools to promote civic education. A few years ago, we studied an elite high school (enrolling privileged, resourced, Ivy League-bound students) that set out to build students’ character by committing to discussion-based learning in every content area. Discussion-based learning can take many forms, such as Socratic discussions, debates, and more; this school emphasized egalitarian relationships between students and teachers, where teachers acted as facilitators and actively listened to one another and guided the conversation.

After observing 50+ classrooms over a year, we were blown away by the consistent sense of community between the teachers and students. We regularly observed classes where teachers facilitated only occasionally while students’ initiative drove the class with insightful perspectives, questions, and encouragement of one another. When two students spoke at once, they would often respectfully cede the floor to each other; when a student hadn’t spoken in a while but seemed primed to speak, classmates would gently invite them into the discussion; peers regularly challenged each other to consider alternate interpretations and approaches, and students readily experimented with these suggestions.

With this form of civic education, students exhibited initiative, risk-taking, care for one another’s thoughts and opinions, authentic open mindedness, the ability to advocate for themselves and each other, and genuine curiosity and love of learning.

But through our research, we noticed a missed opportunity: Although youth were developing a profound sense of obligation to one another (to other youth of privilege), they were falling short of extending this commitment to others beyond their elite institution. In other words, they weren't showing a proper orientation toward justice.

It took such thoughtful and reflective teaching to create this kind of environment, which already isn't easy to achieve. How do we go even further and help students foster compassion for others and commitment to the greater good in the world?

Three types of citizens

Researchers Joel Westheimer and Joseph Kahne posit that there are three types of citizens:

- *Personally responsible*: Citizens who act responsibly in their community (like contributing to a food drive).
- *Participatory*: Citizens who actively organize ways to make their community better (like organizing a food drive)
- *Justice-oriented*: Citizens who critically analyse social and political forces and address injustice through collective strategies (like thinking critically about inequity, investigating the root causes of hunger, and working to alleviate the problem).

We observed classrooms full of personally responsible citizens at the elite high school. Students exhibited upstanding behaviour, were committed to learning, and problem-solving. They even talked about feeling that they had a "moral obligation" to participate in moving classroom discussions forward on more than one occasion. Again, this is something to be celebrated and appreciated. Anyone who teaches knows that creating that kind of community is no small feat, and one that takes time, patience, trust, relationship-building, and thoughtfulness to achieve.

But here is where we can push this classroom further

In his book, *What Kind of Citizen? Educating Our Children for the Common Good*, Westheimer points out that while personally responsible citizens may be kind and law-abiding people, they will not move a democracy forward and could instead exacerbate current inequalities. The students we observed exhibited excellent examples of care and concern but did not yet show signs of justice-oriented citizenship. We documented only two examples of participatory citizens (students participating in a feminist club) and one example that could be categorized as justice-oriented citizenship (one student shared how she spoke up against a prejudiced stereotype when visiting a family friend).

Courage in Education

We see discussion-based, student-driven teaching as having incredible potential – but also falling short of what is needed to foster justice-oriented democratic



citizens who are prepared to tackle an increasingly complex and ever-changing world.

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

1. According to the text, what role should youth play in a democracy?

- A) Passively accept the opinions of adults
- B) Avoid political engagement
- C) Be critical thinkers who question the status quo
- D) Always follow media narratives

2. What type of school was observed in the study?

- A) A rural middle school
- B) An elite high school with privileged, Ivy League-bound students
- C) A small charter school
- D) A vocational technical school

3. How did teachers at the elite high school usually act during discussions?

- A) They dominated the conversation
- B) They avoided student participation
- C) They acted as facilitators and guided conversations
- D) They discouraged debate

4. What behaviour was commonly observed among students in discussions?

- A) Disrespectful interruptions
- B) Silence and lack of participation
- C) Teacher-centred questioning
- D) Respectful turn-taking and encouraging peers to speak

5. Which qualities did students develop through discussion-based learning?

- A) Indifference and conformity
- B) Obedience and silence
- C) Open-mindedness, curiosity, and initiative
- D) Aggressiveness and competitiveness

6. What key limitation did the researchers notice?

- A) Students lacked interest in academics
- B) Teachers were not skilled enough
- C) Students' commitment was limited to their privileged peers, not broader justice
- D) The classroom lacked structure

7. Which type of citizenship did most students demonstrate?

- A) Justice-oriented
- B) Participatory
- C) Personally responsible
- D) Non-citizenship

8. What is an example of a "personally responsible" citizen?



- A) Contributing to a food drive
- B) Organizing a feminist club
- C) Investigating the root causes of hunger
- D) Challenging political leaders

9. According to Westheimer, why are personally responsible citizens not enough for democracy?

- A) They are dishonest
- B) They are lazy
- C) They resist education
- D) They do not address deeper inequalities and systemic issues

10. What was one rare example of justice-oriented citizenship among the students?

- A) Participating in a debate
- B) Speaking up against a prejudiced stereotype
- C) Organizing a food drive
- D) Helping a teacher with classroom management

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

1. The authors argue that teaching kindness and responsibility is sufficient to prepare students to challenge systemic injustice.

- A) true
- B) false

2. The text presents the ability to question the status quo as an essential part of a functioning democracy.

- A) true
- B) false

3. Some people in the community remained silent, while others voiced their opinions on proposals.

- A) true
- B) false

4. Teachers at the observed school always led classroom discussions and rarely allowed students to guide the conversation.

- A) true
- B) false

5. Students in the observed classrooms frequently encouraged classmates who had been silent to join discussions.

- A) true
- B) false

6. According to the authors, the students developed a strong sense of obligation to people beyond their elite institution.

- A) true
- B) false

7. Westheimer and Kahne identify a category of citizens called "justice-oriented" who analyse root causes of social problems and pursue collective strategies.

- A) true
- B) false



8. *The researchers found many clear examples of participatory and justice-oriented citizenship among the students observed.*

A) true B) false

9. *The authors describe discussion-based, student-driven teaching as having promise but also limitations for fostering justice-oriented democratic citizens.*

A) true B) false

10. *One student in the study provided an example of justice-oriented behaviour by speaking up against a prejudiced stereotype.*

A) true B) false

A.II. Vocabulary

1. Match the key terms with their definitions

Terms	Definitions
1. discrimination	A. the principle of moral rightness and fairness in treatment or judgment
2. justice-oriented citizenship	B. unfair or unequal treatment based on characteristics like race or gender
3. transparency	C. active participation in public life and democratic processes
4. conflict resolution	D. the objective analysis and evaluation of an issue
5. binding	E. critically analysing social conditions and working to correct injustice
6. critical thinking	F. the process of resolving disagreements constructively
7. justice	G. being answerable for actions and decisions
8. accountability	H. legally enforceable or obligatory
9. civic engagement	I. the principle that all people and institutions are subject to the law
10. rule of law	J. openness in communication and actions

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

Word Bank

justice • civic engagement • activism • discrimination • accountability • critical thinking • fairness • punishment • conflict resolution • transparency • compassion • rule of law • integrity



1. A fair trial is essential to ensure that everyone is treated with _____.
2. Citizens show their commitment to democracy through active _____ in community life.
3. When people face unfair treatment because of their race or gender, it is called _____.
4. Good leaders must demonstrate _____ by being open and honest in their decisions.
5. The teacher encouraged students to use _____ to evaluate different solutions to the problem.
6. After breaking the law, the man received a strict _____ from the court.
7. Students worked together to practice _____, finding peaceful ways to solve their disagreements.
8. In order to build trust, governments must operate with full _____.
9. Donating food to the poor shows a strong sense of social responsibility and _____.
10. In a democracy, no one is above the law; this principle is known as the _____.



Lock I – Reading

Clue. Understanding Justice

You are given four mini-scenarios of rule-breaking. Read each and determine what type of justice is being applied in the response. **Write the corresponding number (1–4) for each scenario to reveal the code.**

Justice types:

1. **Retributive** – focuses on punishment and enforcing consequences
2. **Restorative** – focuses on repairing harm and restoring relationships
3. **Distributive** – focuses on the fair distribution of resources or opportunities
4. **Procedural** – focuses on fair and transparent processes

Mini-Scenarios

1. A student breaks a window and is asked to meet with the janitor to help fix it and write a letter of apology.

→ Type of justice (1–4): _____

2. A student is caught cheating and automatically receives a zero, as outlined in the school's discipline policy.

→ Type of justice (1–4): _____

3. Two students disagree on who should be the team captain. The teacher holds a class vote to ensure a fair decision.

→ Type of justice (1–4): _____

4. A university decides that all students get free lunch vouchers, especially helping those from low-income families.

→ Type of justice (1–4): _____

A.III. Listening

1. Pre-listening discussion questions

- What does the word *justice* mean to you? Think about school, home, or community.
- Can you think of a situation in everyday life where justice was or was not present?
- What personal qualities do you think a just person should have?

2. Watch and listen to a short lecture on "Justice in Everyday Life: Practicing Fairness, Courage, and Accountability?" Reflect on the following:

- What do you think this short lecture will say about how to practice justice in daily life?
- What personal habits or choices help promote justice, according to the lecture?



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

1. According to the passage, which statement best captures Baha'u'llah's primary reason for valuing justice?

- A) Justice guarantees legal order in society.
- B) Justice is a sign of divine loving-kindness and leads to direct, personal knowledge.
- C) Justice requires strict adherence to religious law.
- D) Justice is primarily about protecting one's own rights.

2. The passage contrasts acting without prejudice with which of the related practices is advocated by Linda Popov?

- A) Relying on legal authorities to inform decisions.
- B) Searching for facts with one's own eyes and ears and thinking independently.
- C) Prioritizing social status when making judgments.
- D) Following cultural traditions unquestioningly.

3. Which phrase from the passage most directly supports the claim that justice requires personal responsibility even when unobserved?

- A) "We stand up not only for our own rights, but for everyone else's rights..."
- B) "Justice means being fair in our actions, even when no one is watching, holding ourselves accountable..."
- C) "Ponder this in thy heart; how it behooveth thee to be."
- D) "Tread ye the path of justice, for this, verily, is the straight path."

4. Which idea in the passage most clearly links individual moral development to address systemic injustice?

- A) The recommendation to act only within legal frameworks.
- B) The assertion that just people think for themselves and are not puppets of injustice.
- C) The claim that justice is only practiced in communities, not by individuals
- D) The suggestion that justice is primarily a theoretical concept explored in the lecture

5. The passage's overall definition of justice emphasizes all of the following EXCEPT?

- A) Acting without prejudice and recognizing inherent human nobility
- B) Taking action to protect the needy and dismantle barriers
- C) Ensuring fairness only when public scrutiny is present
- D) Holding oneself accountable and accepting

4. Answer the following questions:

1. What does the "Virtues Basket" lecture explain about the role of justice in everyday life?
2. Which words of Baha'u'llah about justice are quoted in the video?
3. According to Linda Popov, what steps must we take to practice justice in our daily lives?



4. What examples of systemic injustice does the text encourage us to recognize and fight against?
5. How does the lecture describe people who are truly just in their thoughts and actions?

Lock II – Vocabulary

Scenario for students:

Your group is standing in front of the locked entrance to **Novaland University**. A message flashes on the digital lock: “You can’t enter until you match the four justice-related words with their correct definitions. Connect each word to its definition to unlock the door.”

Word	Definition
1. Equity	A. The responsibility to explain decisions or actions and accept the results or consequences.
2. Rectitude	B. Being fair and not influenced by personal feelings, opinions, or bias when making decisions.
3. Accountability	C. The quality of being honest and having strong moral principles; doing what is right.
4. Impartiality	D. The principle of fairness, especially in the way people are treated and opportunities are provided (often considering different needs).

B. READING, GRAMMAR AND LISTENING. How is Law Different from Justice?

B. I. Reading. How is Law Different from Justice? (Part I)

1. Pre-reading discussion:

- What do you know about law and justice? What is the difference between law and justice, if any?
- Do you think laws always ensure justice? Why or why not? What do you know about the “Lady Justice” symbol?

2. According to the text, what can be inferred about the relationship between law and justice?



How is Law Different from Justice? (Part I)

INTRODUCTION

Many people always misinterpret, misunderstand, and confuse the idea of Law and Justice. Both are somehow similar and interconnected with each other in several ways. But at the same time, they don't share the idea of being similar and identical. Then, what is the Law? What is Justice? How are they different from each other? Do they share any similarities? Are they really interconnected with each other? We first need to understand the meaning of law and justice to know the answer to these questions.

WHAT IS LAW?

The word "Law" derives from the Teutonic word lag, which is 'definite'. Law doesn't have a specific definition. In simple words, law refers to the system or body of rules and regulations created and enforced by governmental authorities to regulate the actions of citizens and the government. Each law is a rule and a binding set of rules designed by governmental authorities. If anyone violates the laws, then that person will be punished by the state as per the law. Every country has its laws. So, the definition and rules of law vary from place to place. An action that is a crime in a country as per law can be a right in another country as per law. But laws must be obeyed by every citizen of every nation. There are different types of laws in each other country. Within the structure of the Indian judicial system, a hybrid legal system with a mixture of civil, common law, customary, criminal law, and religious law is maintained within the legal framework.

WHAT IS JUSTICE?

"Justice" has been derived from the Latin word *'jus, which means 'to bind' together*. It gives the idea of righteousness. Justice is exercising a specific authority that maintains the idea of fairness, equality, and righteousness. Justice is totally based on the concept of ethics and morality. The courts of every country serve justice by using their laws. Every single verdict in the court has to be legally and morally fair and just. Justice is an essential part of the law, which directs the laws to be impartial, equal, and honest to each individual. It doesn't matter from which belief, region, and caste they belong, or what their gender and skin complexion are. Justice must be served to everyone. There should not be any discrimination based on religion, gender, caste, or region.

In every country, Justice is often represented by a blindfolded lady with a set of scales in her hand. It is known as the "*Lady Justice*". Often in many countries like the USA, a sword is also seen in her other hand. The blindfold on the lady's eye represents that she cannot be influenced by any person who is being judged. Thus, she does not fall prey to prejudice or corruption. While the scales represent the equality in weighing the claims on her each hand. The sword is represented as a symbol of the court's coercive power. Justice is implemented with the help of courts and laws by punishing the lawbreakers. Every individual is equal in the eyes of law.



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

1. What is the main purpose of the introduction?

- A) To define Lady Justice
- B) To explain types of punishment
- C) To show that law and justice are related but not identical
- D) To describe the Indian legal system

2. Which word is the term law derived from?

- A) Latin jus
- B) Greek nomos
- C) Teutonic lag
- D) French loi

3. What does the word lag mean?

- A) Justice
- B) Freedom
- C) Definite
- D) Morality

4. How is law defined in simple words in the text?

- A) A set of traditions passed down by ancestors
- B) A universal principle of fairness
- C) A system of rules created and enforced by governments
- D) A personal code of ethics

5. What happens if someone violates the law?

- A) They are forgiven by society
- B) They are punished by the state
- C) They can choose to ignore it
- D) They are judged only by religion

6. Which type of legal system is maintained in India?

- A) Only religious law
- B) Only common law
- C) Only civil law
- D) A hybrid system including civil, common, customary, criminal, and religious law

7. From which language is the word "Justice" derived?

- A) Greek
- B) French
- C) Latin
- D) German

8. What does justice primarily represent according to the text?

- A) Wealth and success
- B) Power and control
- C) Fairness, equality, and righteousness



D) Rules and regulations

9. *What do the scales in the symbol of Lady Justice represent?*

- A) Punishment
- B) Authority
- C) Equality in weighing claims
- D) Mercy

10. *What does the blindfold on Lady Justice signify?*

- A) Weakness of the courts
- B) Fear of corruption
- C) Impartiality and freedom from prejudice
- D) Strict obedience to rulers

B.II. Grammar

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

Word bank

moreover; because of; in contrast; consequently; such as; for instance; as a result of; in addition; therefore; in contrast to

Justice, Democratic Citizenship, Law, and Equality

Justice in a democratic society requires citizens to engage critically with law and public institutions; **1**_____ they must balance individual rights with collective responsibilities. **2**_____ simplistic notions that equate justice solely with punishment, contemporary theory emphasizes restorative practices, **3**_____ community-based mediation programs that address harm while repairing relationships. **4**_____, legal frameworks underpinning democratic citizenship — such as constitutions and human-rights statutes — establish procedural protections and substantive guarantees. **5**_____, governments must ensure access to legal resources for marginalized groups **6**_____ historical exclusions that have limited participation. **7**_____, purely formal equality treats everyone the same “on paper,” while substantive equality demands policies that correct unequal starting points, **8**_____ affirmative measures in education and employment. **9**_____, it also requires targeted legal aid that levels the playing field; **10**_____ these interventions, social cohesion can be strengthened and trust in institutions increased, therefore fostering a more resilient and inclusive democracy.

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.



Word Bank

in contrast; consequently; such as; therefore; because of; moreover; for instance;
as a result; in addition; in contrast to

Example:

Laws should be written in clear, accessible language. Citizens may struggle to understand their rights and duties.

Laws should be written in clear, accessible language, ____, citizens may struggle to understand their rights and duties. (*otherwise*)

Answer: otherwise (*Otherwise = shows a negative consequence if the first statement is not true.*)

1. Justice must be applied consistently. Citizens will lose trust in public institutions if it is not.
Justice must be applied consistently; ____, citizens will lose trust in public institutions if it is not.
2. Some people think justice is only about punishment. Modern approaches also focus on repairing harm.
____ the view that justice is only about punishment, modern approaches also focus on repairing harm.
3. Many democratic systems protect citizens' rights through law. A constitution is one example.
Many democratic systems protect citizens' rights through law, ____ through a constitution.
4. Laws define rights and duties. They also set limits on government power.
Laws define rights and duties, and ____ they set limits on government power.
5. Court procedures must be transparent. People are more likely to accept decisions.
Court procedures must be transparent, ____ people are more likely to accept decisions.
6. Many communities distrust the legal system. Past discrimination has shaped this experience.
Many communities distrust the legal system ____ past discrimination.
7. Formal equality treats everyone the same under the law. Substantive equality tries to correct unequal starting points.
Formal equality treats everyone the same under the law; ____, substantive equality tries to correct unequal starting points.
8. Democracies can promote equal access to justice. One way is free legal aid.
Democracies can promote equal access to justice, ____ by providing free legal aid.
9. Voting is a key part of democratic citizenship. Participating in public hearings matters too.
Voting is a key part of democratic citizenship, and ____ participating in public hearings matters too.
10. Citizens learn about their rights and responsibilities. They become more active in protecting democratic values.



Citizens learn about their rights and responsibilities, and ____ they become more active in protecting democratic values.

3. Fill in the Discourse Markers. Read the text below and fill in the gaps (1-10) with the most appropriate discourse marker from the list.

List of Discourse Markers

Addition: moreover, furthermore

Contrast: however, on the other hand, nevertheless

Cause-Effect: therefore, as a result, consequently

Emphasis / Clarification: indeed, actually

INTRODUCTION TO DEMOCRATIC VALUES

Democratic societies rest on principles such as participation, pluralism, rule of law, and protection of individual rights, and **1**_____ these foundations create a framework that encourages citizens to engage in public life; **2**_____, democratic values promote accountability and transparency in governance, which fosters trust between the electorate and institutions. **3**_____, education and access to reliable information are essential for informed decision-making; **4**_____, misinformation and unequal access to resources can weaken civic engagement. **5**_____, strong civil society organizations and independent media can counterbalance those threats and strengthen democratic norms. **6**_____, sustaining democracy requires continuous effort from both leaders and citizens, and **7**_____ institutions must adapt to changing social and technological landscapes. **8**_____ participation and robust institutions, democracies are better positioned to protect rights and resolve conflicts peacefully; **9**_____, social stability and public legitimacy are reinforced. Democratic values are not merely abstract ideals but are **10**_____ lived through everyday practices—voting, deliberation, protest, and compassion—that together sustain a resilient democratic society.

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

List of Discourse Markers

moreover; however; thus; as a result; on the other hand; in fact; consequently;
nevertheless; in contrast; therefore

DIFFERENCE OF LAW AND JUSTICE

Law and Justice are not the same things. **(1)** _____, there are some basic differences between them. Law refers to the system or body of rules and regulations created by governmental authorities to regulate the actions of citizens and the government. **(2)** _____, justice refers to the exercise of authority that maintains fairness, equality, and righteousness based on morals and ethics.



Laws can be modified or changed with time; **(3)** _____, justice is universal in nature and cannot be changed. The law can be a codification of do's and don'ts and is backed by sanctions. **(4)** _____, courts aim to deliver justice through judgments in disputes brought before them. Courts must decide cases impartially; **(5)** _____, they provide fair remedies.

Every country has its own laws, so the concept of law varies from country to country; **(6)** _____, justice remains the same everywhere. Judges often interpret laws differently; **(7)** _____, law is flexible in practice.

Law can't fully regulate the inner domain of personal conduct; justice can. **(8)** _____, justice is based on values inherent to human behaviour. Courts sometimes must enforce laws strictly to maintain order; **(9)** _____, justice requires compassion as well. **(10)** _____, Law and Justice, though connected, are not the same.

Lock III – Grammar

Read the sentences (1-6). Choose the correct discourse marker from the Word Bank. Use each marker once.

Word Bank

therefore; for instance; in addition; because of; in contrast; as a result

1. The court postponed the hearing; _____ the trial could not continue that day.
2. Freedom of speech protects public debate; _____ authoritarian regimes suppress criticism and control the media.
3. The journalist faced intimidation _____ speaking about corruption.
4. The judge ruled the evidence inadmissible, _____ it was obtained unlawfully.
5. Many civic groups promote democratic values; _____ organisations that monitor elections and publish reports.
6. The draft law strengthens judicial independence; _____ it also increases transparency in court appointments.

B. III. Listening

1. Pre-listening discussion:

- Which do you think is harder to achieve – equality or justice? Why?
- What is the main difference between equality and justice?
- Do you think we can have justice without equality? Are these concepts the same in your language?



2. Watch and listen to the lecture "*Equality and Justice: Key Differences and Why They Matter*" and answer the following questions. Only one answer is correct.

1. What primary idea does the lecture give for the meaning of "equality"?

- A) Giving everyone identical outcomes regardless of need
- B) Ensuring the same opportunities and rights for everyone
- C) Prioritizing some groups over others to balance history
- D) Enforcing strict legal punishment for all offenses

2. According to the lecture, which is an example of equality in action?

- A) Courts issuing harsher sentences to deter crime
- B) Laws preventing discrimination in the workplace
- C) Reducing public services to lower taxes for everyone
- D) Encouraging people to compete without rules

3. How does the lecture define "justice"?

- A) Always treating every person exactly the same in every situation
- B) Fairness in treatment and correcting wrongs
- C) Allowing majorities to decide what is best for minorities
- D) Providing identical resources to every community

4. In addition to the legal system, where does the lecture say justice also applies?

- A) Only in academic research
- B) Everyday situations like resolving disputes fairly
- C) Only in historical contexts
- D) Advertising and marketing standards

5. What relationship between equality and justice is described in the lecture?

- A) They are identical concepts with no differences
- B) They conflict and cannot both be achieved
- C) Equality is the foundation; justice corrects inequalities
- D) Justice replaces equality in modern societies

6. Which phrase best summarizes a key point about equality mentioned in the lecture?

- A) "Level playing field for everyone"
- B) "Punitive fairness for offenders"
- C) "Uniform wealth distribution at all times"
- D) "Exclusive rights for select groups"

7. The lecture suggests justice often involves:

- A) Ignoring past harms to move forward
- B) Corrective measures to address unfair practices
- C) Making rules more complicated so fewer can follow them
- D) Centralizing all decision-making in a single institution

8. For whom does the lecture state that understanding equality and justice is especially helpful?



- A) Only political leaders and lawyers
- B) English language learners and anyone trying to understand social dynamics
- C) Professional athletes and entertainers only
- D) People who avoid social interaction

9. Which of the following is NOT listed as an example of equality in the lecture?

- A) Schools providing the same quality of education to all students
- B) Communities supporting freedom of expression for every member
- C) Workplace discrimination protections
- D) Mandatory identical salaries for every worker regardless of role

10. What final encouragement does the lecture offer viewers at the end?

- A) To stop learning about social issues
- B) To stay curious and informed and continue exploring topics
- C) To immediately become lawyers
- D) To vote to end all corrective policies

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

4. Listen to the lecture about “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.

1. According to the text, why is it hard to define “social justice”?

- A) Because it has only one strict definition
- B) Because it is a purely economic concept
- C) Because it can mean anything its champions want it to mean
- D) Because only conservatives use the term

2. Which organizations often claim social justice as part of their mission?

- A) Sports clubs and churches
- B) Labor unions, universities, private foundations, and charities
- C) Military and police institutions
- D) Political parties only

3. What is the mission of the AFL-CIO as cited in the text?

- A) To expand international trade
- B) To improve the lives of working families through economic and social justice
- C) To eliminate taxation
- D) To reduce government programs

4. Which economist strongly criticized the term “social justice”?

- A) John Maynard Keynes
- B) Milton Friedman
- C) Friedrich Hayek
- D) Adam Smith



5. *Why was Hayek troubled by the term “social justice”?*
A) Because it was too conservative
B) Because it was not popular enough
C) Because it implied sacrificing freedom for income redistribution
D) Because it ignored the poor
6. *According to the UN report, how is social justice defined?*
A) As absolute truth and virtue
B) As charity from individuals
C) As the fair distribution of economic growth through redistributive policies
D) As voluntary giving from businesses
7. *What does the text suggest is the ultimate aim of social justice?*
A) To protect freedom of speech
B) To establish more charities
C) To redistribute wealth through government power
D) To reduce government intervention
8. *How does the text contrast compassion and greed?*
A) Compassion is working hard; greed is being lazy
B) Compassion is giving to charity; greed is saving money
C) Compassion is when government gives away your money; greed is when you keep it
D) Compassion is moral truth; greed is moral failure
9. *What danger does the author see in the pursuit of social justice?*
A) It makes people richer
B) It creates too much freedom
C) It undermines a free society by justifying state coercion
D) It eliminates inequality completely
10. *According to the author, who are considered “enemies of social justice”?*
A) Those who donate privately to charity
B) Those who believe truth and justice exist independently of political agendas
C) Those who support labour unions
D) Those who work for the government

C. SPEAKING

C. I.

Objectives:

- You will speak fluently and clearly about justice and fairness.
- You will use idiomatic language and structured examples.
- You will be confident in expressing personal opinions and reflections.



Warm-Up

- What does acting fairly mean to you?
- Why is fairness important in everyday life?

Match the Phrase to Its Meaning

Match each idiom to a short definition:

1. stand up for what is right –
2. treat everyone equally –
3. act fairly in everyday life –
4. speak up against injustice –
5. give someone their due –
6. play by the rules –
7. bend the rules –
8. what goes around comes around –
9. fair doesn't always mean equal –
10. justice starts with you –
11. think for yourself, not through the eyes of others –
12. breaking barriers –
13. be an active agent of change –
14. act without prejudice –
15. build bridges, not walls –

- A. recognize and respect someone's rights or efforts
- B. act outside of strict rules, often ethically questionable
- C. promote understanding, cooperation, and unity among people
- D. develop independent moral judgment
- E. demonstrate justice in routine decisions
- F. people eventually face consequences for their actions
- G. behave impartially, without bias or discrimination
- H. provide the same respect and opportunities to all
- I. overcome limitations or stereotypes
- J. voice opposition to unfair treatment
- K. take initiative to improve unjust situations
- L. defend ethical or just actions
- M. act according to set guidelines or norms
- N. each person has a role in promoting justice
- O. equity may require different treatment for different needs

Prepare bullet-point answers:

Justice example from life: What happened? What did they/you do? Why was it fair?

Fairness quote meaning: What does "being fair when no one is watching" mean? Why is it important?



Answering questions.

Question 1:

What is one example of how you or someone you know showed justice in everyday life? Explain why this example is meaningful to you. Use personal experience; speak for 45 seconds.

Question 2:

Imagine a discussion in your class about fairness at school. The teacher says, "We must ensure that everyone is treated fairly, even when no one is watching."

What do you think this means? Give your opinion and an example. Use it as a prompt for listening or group conversation practice.

How do you understand idioms:

- What goes around comes around
- Play by the rules
- Bend the rules
- The truth will out
- Give someone their due

C. II. Speech recording

Based on all the materials examined, speak and record yourself on the topic, using the above speech patterns.

"My Motto is: Acting Fairly in Everyday Life".

Describe what this motto means to you. Explain how you try to act fairly in everyday situations, such as at school, at home, or in public. Use specific examples to support your answer

Feedback and Reflection

- Did your partner use the required speech patterns in their recording?
- Was their speech clear, well-structured, and easy to follow?
- Did they apply ideas from the materials studied?
- Was the delivery confident and appropriate in tone?
- Be ready to share your favourite phrase or expression you learned from their recording with the class.



Lock IV

Clue: Rules or Rights? (University Edition)

Below are three situations that students may encounter or participate in during their university studies. Decide whether each situation is a **Rule** (a university policy or expected behaviour) or a **Right** (a protected freedom or entitlement under democratic values). Write **R** for *Right* and **U** for *Rule*.

Situation	R / U
A. A student organizes a peaceful protest.	—
B. Students are required to wear uniforms.	—
C. A student uses their phone to contact family during lunch.	—

Clue code: [_ _]

D. WRITING

Write a short action plan.

Objectives:

Develop a structured action plan that logically evaluates the case study on academic misconduct. You will integrate topic-specific vocabulary (e.g., *well-being*, *inclusion*, *disqualification*, *participation*), use discourse markers (cause, contrast, addition), and explore multiple perspectives before presenting your own position on whether the punishment was fair and just.

Read the Case Study: Analyse a cheating incident in a university quiz – was the punishment fair and just?

One student used a second device to look up answers during a university's online quiz competition. The rules clearly state that external help or devices are not allowed. His team won the round. After a teammate reported the incident, the school disqualified the whole team and banned them from future tournaments for one year.

Assignment Steps

1. Case Study Reading & Reflection (Homework or Classwork).

Read the case study carefully. Focus on:

- The rules of the quiz competition.
- The student's action (cheating).
- The school's response (collective punishment).
- Possible arguments for and against the punishment.

2. Planning Your Action Plan.



Outline four sections:

- *Introduction (approx. 50 words)*: Present the case study and why it raises an important question about fairness and justice.
- *Main Analysis (approx. 180–200 words)*: Summarize the incident, evaluate the fairness of the punishment, and compare at least two perspectives (e.g., fairness to innocent teammates vs. strict enforcement of rules).
- *Recommendations / Action Plan (approx. 70–90 words)*: Propose 2–3 concrete actions the university/organizers should take in future cases. For example: clarify rules and consequences before competitions; introduce individual responsibility and proportional sanctions; set a transparent reporting and investigation process; provide an appeals procedure; include an integrity briefing for participants.
- *Conclusion (approx. 50 words)*: State your position clearly and suggest one recommendation for future cases (e.g., individual vs. team responsibility).

3. Writing Guidelines

- Use neutral, formal English (avoid overly emotional language).
- Include at least two contrast connectors (*however, although, whereas, yet*).
- Use topic-specific vocabulary (*disqualification, participation, inclusion, fairness, academic integrity*).
- Support your opinion with logical reasoning and, if possible, real or hypothetical examples.
- Keep the total length close to 300 words ($\pm 10\%$).

4. Final Check

- Proofread for grammar, punctuation, and clarity.
- Make sure each paragraph has one clear main idea.
- Confirm that you have included:
 - at least two contrast connectors,
 - at least three topic-specific terms,
 - one recommendation for future practice.

5. Submission

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

MAIN ASSIGNMENT

Design a public awareness campaign (poster or social media post) that:

- Shows why following fair rules matters in everyday life at university, online, in the community).
- Explains the difference between rules and laws, and why justice needs both.
- Encourages responsible behaviour in your local context using inclusive, empowering language.



Your campaign will be presented in a university-wide “Rule of Law Day” event or shared on the university’s communication platforms and should be based on real-life examples and youth concerns.

Type of challenge:

Awareness campaign

Activities:

Small group work with role distribution (students may choose their own roles). Analysis of sources, writing scripts, creating media content, participating in a final debate.

Roles:

Public Communicator: Crafts the group’s key messages using respectful, inclusive, and persuasive English.

Mediator: Maintains balance and empathy in the campaign message. The Mediator ensures that different perspectives are represented fairly, that emotional and rational appeals are balanced, and that the message promotes peaceful, democratic resolution of conflicts.

Lawyer: Provides legal and ethical grounding for the campaign. The Lawyer analyses the rule or conflict from the viewpoint of justice, legality, and civic responsibility.

Inputs:

Teachers will provide the following materials and scaffolds to support student work on the challenge:

- **General instructions** on the task structure, expected outcomes, and timeline.
- **Role descriptions** for: Public Communicator, Mediator, Legal Advisor.
- **Language support** handouts, including: (Suggested language structures, Useful registers (formal/informal, persuasive, neutral, legal), Connectors and discourse markers for debate and discussion (e.g., however, therefore, in contrast, it is essential to note that...)).
- **Background texts and resources** (Brief readings on law vs. justice, youth rights, rule of law, etc., Infographics and real-life case examples for analysis, Templates for campaign messages (social media post, poster, video script)).

Outputs:

- **Poster.** Topic: *“Why Fair Rules Matter: From Lecture Halls to Local Streets”*.
- **Social Media Post.** Format: Instagram / Facebook (up to 300 words).



DISCUSSION AND REFLECTION

- After reading and analysing different types of justice and democratic values, how has your understanding of 'fairness' changed?
- In the lectures you listened to, young people took initiative in different ways. What did their actions teach you about using your voice or behaviour to promote fairness and responsibility in everyday situations?
- When writing your action plan and case study reflection, how did you make sure your ideas were both fair and realistic?
- While speaking about your motto 'Acting Fairly in Everyday Life,' how did you try to include different viewpoints or experiences?



Unit 9

Worlds Collide: Intercultural Communication and Conflict

INTENDED LEARNING OUTCOMES

Knowledge:

- Understand key concepts of intercultural communication, including conflicts arising from language barriers, cultural norms around politeness and directness, and group inclusion challenges.
- Recognize how grammar functions pragmatically in interactions to avoid sounding blunt or impolite, using modal verbs, hedging expressions, indirect forms, and polite disagreement structures.

Skills:

- Identify intercultural and language-based communication barriers in everyday situations such as markets, clinics, dormitories, and social events.
- Use modal verbs for politeness and mitigation (could, would, might, may, should, have to) appropriately in spoken interactions.
- Employ hedging and softening language (maybe, perhaps, a bit, I was wondering if...) to reduce directness.
- Formulate indirect requests and questions (Do you mind if..., I was wondering if you could...) to maintain politeness.
- Practice disagreeing politely using phrases such as "I see your point, but...", "I'm not sure that...", "Might it be better if...?"
- Apply grammar-pragmatic interface knowledge to use grammar meaningfully and contextually in speaking tasks.

Attitudes:

- Develop openness and empathy towards peers from diverse linguistic and cultural backgrounds facing communication challenges.
- Value patience and resilience when experiencing misunderstanding, embarrassment, or exclusion due to intercultural differences.
- Embrace willingness to learn from mistakes and support others in overcoming language barriers.

Values:

- Commit to fostering an inclusive, respectful, and supportive environment in multilingual communities.
- Prioritize ethical responsibility and mutual understanding in all intercultural communication.



Backstory

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

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

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

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

A. READING, VOCABULARY AND LISTENING: A language conundrum

A.I. Reading

1. Pre-reading discussion

- What challenges might international students face when communicating in a market in a foreign country?
- How can language barriers influence feelings of inclusion or exclusion in everyday exchanges?

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

Elena’s Market Encounter: A Story of Language and Politeness Challenges

Elena, an international student from Bulgaria, had recently arrived in Novaland to begin her studies and was eager to practice her foreign language skills in



everyday settings. One morning, she went to a bustling outdoor market to buy fresh fruit for her dormitory breakfast. She felt enthusiastic but also nervous, aware that she might struggle with the fast pace of the local speakers.

As Elena approached a Cypriot fruit vendor's stall, she greeted him timidly in Greek, "Καλημέρα, θα ήθελα μερικά μήλα, παρακαλώ" (Good morning, I would like some apples, please). The vendor responded quickly in Greek, naming the prices and quantities of fruit he had available. His words rushed by faster than Elena could fully process. She felt her cheeks warm with embarrassment as she struggled to keep up, nodding uncertainly but hesitant to ask him to slow down.

Elena tried to repeat her order, pronouncing the Greek words as well as she could, but the vendor's rapid speech and unfamiliar accent made it difficult for her to be understood. Adding to her discomfort, a local customer nearby overheard the conversation and stepped in to assist. Switching to English, he told the vendor loudly, "She wants three apples and some oranges." Elena was relieved but also upset. She felt her efforts to speak Greek were being overlooked and that using English undermined her desire to integrate and practice the local language.

This encounter left Elena with mixed feelings. On one hand, she appreciated the kindness of the customer who tried to help. On the other, she felt excluded and frustrated that her attempts to use Greek were not fully respected. She wondered if her politeness in speaking Greek was misinterpreted as weakness or incompetence. In her culture, politeness often involves softening requests and avoiding direct commands, but the vendor's more direct style seemed abrupt to her, and she worried that by speaking slowly and hesitating, she sounded unsure or rude.

Later, Elena discussed the incident with classmates from diverse countries. They shared similar stories: Oleksandr, from Ukraine, described confusion at a medical clinic where language barriers and different politeness norms caused misunderstanding about his allergy symptoms. Maria from Romania talked about the challenge of asking for quiet in a shared dormitory without sounding blunt or confrontational in Bulgarian. Kostas from Cyprus explained how, at social events, cultural references and language differences made group activities difficult to follow and participate in.

Together, the students began to understand how directness, politeness, and language choice deeply affect everyday interactions in intercultural settings. For example, modal verbs like "could," "might," and "would" are often used to soften requests in English and Greek, but some languages favour more direct phrasing. Phrases such as "I was wondering if you could..." or "Do you mind if...?" are indirect ways to ask for favours without seeming demanding, a subtlety Elena found hard to master at first.

They also learned about hedging expressions: words such as "maybe," "perhaps," or "a bit"—which help speakers avoid sounding too blunt or certain when



expressing opinions or making requests. Polite disagreement requires careful phrasing, such as saying “I see your point, but...” instead of bluntly saying “You’re wrong.” These patterns reflect cultural values about respect, saving face, and maintaining harmony.

Elena realized that understanding the grammar-pragmatics interface, i.e., how grammar forms are used to convey politeness and manage social relations, is as important as knowing vocabulary. Speaking a language well involves not only correct sentences but also using appropriate modal verbs, softeners, and indirect expressions according to cultural expectations.

Reflecting on her market experience, Elena decided to keep practicing Greek not only by expanding her vocabulary but also by paying attention to these subtleties. She understood that communication is a two-way street that depends on cooperation, patience, and cultural sensitivity. Although it was challenging, each interaction was an opportunity to learn and connect despite language and cultural barriers. (646 words)

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

1. Where is Elena from?

- A) Cyprus
- B) Bulgaria
- C) Romania
- D) Ukraine

2. What was Elena trying to buy at the market?

- A) Bread and butter
- B) Vegetables, specifically carrots and onions
- C) Fruit, specifically apples and oranges
- D) Flowers

3. What language did Elena try to use with the vendor?

- A) English
- B) Bulgarian
- C) Greek
- D) Romanian

4. Why did Elena feel embarrassed during the interaction?

- A) She didn't know the price
- B) She struggled to understand the fast-speaking vendor
- C) She forgot her wallet
- D) The vendor ignored her

5. What did a local customer do to help Elena?

- A) Gave her money
- B) Switched to English to speak for her
- C) Told her to leave
- D) Called the police



6. *How did Elena feel about the local customer's help?*

- A) Grateful but also excluded
- B) Angry and frustrated
- C) Indifferent
- D) Confused but happy

7. *According to Elena's culture, politeness usually involves:*

- A) Being very direct
- B) Softening requests and avoiding bluntness
- C) Giving commands
- D) Ignoring others

8. *What kind of language patterns help avoid sounding too blunt?*

- A) Strong commands
- B) Hedging and softeners like "maybe" and "perhaps"
- C) Silence
- D) Shouting louder

9. *Which of the following is an example of an indirect request?*

- A) "Give me that."
- B) "Do you mind if I sit here?"
- C) "Move out of my way."
- D) "Please stop talking."

10. *What did Elena realize after discussing with classmates?*

- A) Language proficiency is the only important factor in communication
- B) Knowing grammar is enough to communicate
- C) Using appropriate politeness strategies and understanding cultural differences is important in communication
- D) It's better to avoid conversations to prevent misunderstandings

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

1. *Elena is from Cyprus.*

- A) true
- B) false

2. *Elena was trying to buy fruit at the market.*

- A) true
- B) false

3. *The vendor spoke slowly to help Elena.*

- A) true
- B) false

4. *A local customer helped by translating Elena's order into English.*

- A) true
- B) false

5. *Elena felt completely comfortable during the interaction.*



A) true B) false

6. *In Elena's culture, politeness often means avoiding blunt requests.*

A) true B) false

7. Hedging words help make communication sound more direct.

A) true B) false

8. *Polite disagreement can be expressed by saying "I see your point, but..."*

A) true B) false

9. *Elena believed grammar alone was sufficient for good communication.*

A) true B) false

10. *The story highlights the importance of cultural sensitivity in communication.*

A) true B) false

A.II. Vocabulary

1. Match key terms with their definitions

Terms	Definitions
1. Politeness	A. Using words like "maybe" or "perhaps" to soften statements and avoid sounding too direct.
2. Hedging	B. Difficulty in communication due to different native languages or lack of common vocabulary.
3. Indirect request	C. Shared rules or expectations about behaviour within a cultural group.
4. Modal verbs	D. The way people express respect and consideration in communication to avoid offending others.
5. Language barrier	E. Verbs such as could, would, might used to express politeness or possibility in requests.
6. Cultural norms	F. A polite way of asking for something without directly commanding.
7. Directness	G. Understanding between people from different cultures to share ideas and respect differences.
8. Inclusion	H. Communicating clearly and explicitly, sometimes perceived as blunt or rude in some cultures.
9. Misunderstanding	I. Failure to correctly interpret messages due to language or cultural differences.
10. Intercultural communication	J. Making sure everyone feels involved and respected in a group or conversation.



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

Word Bank

hedging • tone • indirect request • modal verbs • language barrier • cultural norms • stereotypes • communication • directness • inclusion • politeness • misunderstanding

1. Different cultural expectations about _____ can cause challenges in communication and lead to discomfort or confusion.
2. Using words like “maybe” to sound less confident is an example of _____.
3. Saying “*I was wondering if you could help me*” is an example of an _____.
4. _____ such as *could*, *would*, and *might* are used to make requests more polite.
5. Elena wanted to respect the _____ of the local culture by speaking Greek rather than English.
6. When speakers from different cultures have different expectations, _____ can arise.
7. Some cultures value _____ more, while others prefer indirect communication.
8. Feeling accepted and valued in a conversation relates to the idea of _____.
9. The difficulty caused by not sharing a common language is called a _____.
10. Using politeness strategies can help smooth _____.



Lock I

Scenario: A locked file titled “Intercultural Encounters: Misunderstanding or Insight?” is protected by a 4-digit code. Each correct answer reveals one digit.

Clue 1 (Digit 1)

Which of the following best describes politeness in intercultural communication?

- A) A universal set of fixed rules – 3
- B) A culture-specific way of showing respect – 8
- C) Always using formal language – 5
- D) Avoiding disagreement completely – 2

Clue 2 (Digit 2)

In which situation is a cross-cultural misunderstanding most likely to occur?

- A) When participants share similar assumptions about communication – 6
- B) When people interpret indirectness or silence differently – 9
- C) When everyone uses literal meanings only – 1
- D) When both speakers use visual aids – 4

Clue 3 (Digit 3)

According to research, what helps prevent intercultural conflicts?

- A) Stereotyping groups to predict behaviour – 3
- B) Showing ethnocentrism – 2
- C) Developing intercultural empathy and awareness – 7
- D) Avoiding intercultural contact – 5

Clue 4 (Digit 4)

Which of the following is an example of positive politeness?

- A) Ignoring someone’s opinion to avoid conflict – 6
- B) Showing interest and using inclusive language – 4
- C) Remaining silent during group discussions – 8
- D) Criticizing someone directly in public – 1

Code Box:

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

A.III. Listening

1. Pre-listening discussion questions

- Can you think of a situation where a difference in communication styles caused a conflict or misunderstanding?
- Why do you think directness is appreciated in some cultures but seen as rude in others?



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

1. What is one reason intercultural communication can lead to conflict?

- A) Everyone speaks the same language
- B) Different communication styles and expectations
- C) People always agree on everything
- D) Conflicts never happen between cultures

2. How might directness be perceived in some cultures?

- A) As rude or confrontational
- B) As the only respectful way to communicate
- C) As very polite and friendly
- D) As confusing and unclear

3. What is a common politeness strategy used to reduce tension in intercultural conflicts?

- A) Using blunt commands
- B) Avoiding communication altogether
- C) Ignoring the conflict
- D) Using hedging phrases like “perhaps” or “maybe”

4. In the example of the apartment roommates, one student feels the other’s direct comment is:

- A) Helpful and clear
- B) Rude and confrontational
- C) Funny and light-hearted
- D) Polite and respectful

5. What is one important skill for resolving conflicts in intercultural communication?

- A) Avoiding conversations to prevent conflict
- B) Expressing opinions loudly to be heard
- C) Showing empathy and patience to understand others' perspectives
- D) Speaking only in your native language

3. Answer the following questions:

- Can you share an experience where a difference in communication style caused a misunderstanding or conflict?
- How do you think language proficiency affects intercultural communication conflicts?
- Why is it important to use politeness strategies in intercultural interactions?
- How can hedging and modal verbs help when disagreeing or making requests politely? Can you give some examples?
- In your opinion, how can people develop better emotional awareness to handle intercultural conflicts more effectively?



Lock II

Scenario: You've unlocked the theory file, but to access the Case Studies on Cultural Misunderstandings, you must correctly match each situation with: the key concept, its definition, and an appropriate interpretation or response.

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

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

B. READING, GRAMMAR, AND LISTENING

B.I. Reading

1. Pre-reading discussion

- How do people in your culture usually show politeness or disagreement in conversations? Do you think these ways are the same everywhere?

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

Daryna's Intercultural Journey in University

When Daryna stepped off the train in Novaland, the crisp autumn air carried both promise and uncertainty. She had imagined this moment for months:



beginning a new chapter in a foreign land, surrounded by languages, faces, and ideas she had only glimpsed online. Her parents had hugged her goodbye with pride and a trace of worry.

For Daryna, studying abroad was supposed to mean lectures, essays, and long nights in the library. But she soon discovered that university life in Novaland was as much about learning how to communicate as it was about absorbing knowledge. It demanded not only intellectual effort but also emotional intelligence — the capacity to interpret silence, tone, and gesture in ways she had never needed before.

Her first seminar provided a gentle shock. The students of Novaland were astonishingly outspoken. They challenged their professors, interrupted one another mid-sentence, and occasionally laughed during serious debates. Back in Ukraine, Daryna had learned that respectful listening and careful agreement were signs of intelligence and courtesy. Here, disagreement was not confrontation but participation. When one student declared, *“I think we should completely change the project focus,”* Daryna froze. She wanted to protest — the original idea seemed perfectly fine — but she was unsure how to do so without sounding abrupt.

After class, she rehearsed a gentler version of her thought. Catching a groupmate by the door, she said tentatively, *“I was wondering if maybe we could consider keeping some parts of the original plan?”* The student smiled, nodded, and replied, *“That’s a good point. Let’s think about it.”* Daryna felt a quiet surge of relief. She had spoken — politely, cautiously — and had been heard.

A few evenings later, her classmates invited her to a social gathering at a student café. The atmosphere was lively, even chaotic: people switched fluidly between native languages and English, told jokes, and interrupted each other constantly. The conversation seemed to dance around her, too fast and too loud to join. She hesitated. *Would speaking up seem intrusive? Would her accent mark her as an outsider?* Finally, she leaned forward and offered, *“Perhaps this topic is interesting from another angle...”* Her voice trembled slightly, but the group quieted and listened. Someone responded enthusiastically, *“Yes! Go on.”* The warmth of their reaction melted her reserve.

Despite such encouraging moments, misunderstandings still occurred. Once, during a group project, Daryna misinterpreted the instructions and wrote the wrong section of a report. Embarrassed but determined to fix the problem, she asked, *“Would it be possible to confirm the deadline and who’s responsible for each part?”* Her phrasing — cautious, indirect, but clear — defused potential tension. The others appreciated her tact and quickly clarified the task. That day, Daryna understood that asking for clarification was not a sign of weakness but of professionalism.

As the semester progressed, she became fascinated by the subtle choreography of communication. She observed that some students spoke with bold directness



— “*That doesn’t make sense*” or “*You’re wrong there*” — while others softened their views with modal verbs and hedging expressions: “*I might be mistaken, but...*” or “*Could we perhaps consider...*” The second approach resonated with her, not only linguistically but culturally. It allowed room for disagreement without loss of respect.

One particular meeting tested her progress. A teammate proposed an overly ambitious plan that Daryna doubted would work. Taking a breath, she said calmly, “*I see where you’re coming from, but might we try a different method to make it clearer?*” The tone was diplomatic but firm. The group agreed to her suggestion, and the discussion moved forward harmoniously. For the first time, Daryna felt she had mastered the balance between assertiveness and politeness.

Gradually, she also became attuned to the non-verbal grammar of Novaland: the confident eye contact, the humour that softened critique, the open body language that invited exchange. At first, these felt exaggerated; later, she found herself adopting them naturally. Through imitation and adaptation, she built a small bridge between her own communicative habits and those of her peers.

By the end of the semester, Daryna realized that intercultural communication was not a single skill but a constellation of competences: empathy, patience, linguistic flexibility, and cultural curiosity. It demanded the courage to make mistakes and the humility to learn from them. (704 words)

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

1. *What emotion best describes Daryna’s state of mind when she first arrived in Novaland?*

- A) Pure excitement without any fear
- B) Nervousness mixed with excitement and curiosity
- C) Disappointment and homesickness
- D) Indifference toward her new environment

2. *What unexpected aspect of university life in Novaland did Daryna discover early on?*

- A) The lectures were much easier than she expected.
- B) Academic life focused heavily on exams rather than communication.
- C) Success required emotional intelligence and intercultural communication.
- D) Most classes were conducted entirely in her native language.

3. *In her first seminar, Daryna was surprised because students in Novaland...*

- A) avoided interrupting and waited patiently to speak.
- B) openly questioned professors and spoke freely.
- C) were mostly silent and respectful.
- D) preferred to communicate only in their native languages.

4. *Why did Daryna hesitate to disagree during her first seminar?*

- A) She didn’t understand the topic.
- B) She believed disagreeing with others was impolite.



- C) She was afraid the professor would penalize her.
- D) She had not yet learned enough Novish to express herself.

5. How did Daryna successfully express her opinion after the class?

- A) By openly challenging her classmate's idea
- B) By using an indirect and polite expression
- C) By writing an email to the professor
- D) By avoiding the discussion altogether

6. What does Daryna's experience at the student café reveal about her?

- A) She prefers to observe rather than participate in social situations.
- B) She dislikes informal communication and humour.
- C) She can overcome hesitation when given a supportive response.
- D) She feels more comfortable communicating only in English.

7. When Daryna made a mistake in her group project, how did she handle it?

- A) She ignored the problem and rewrote the report alone.
- B) She blamed her teammates for unclear instructions.
- C) She politely asked for clarification to fix the misunderstanding.
- D) She apologized repeatedly but didn't seek clarification.

8. What communication strategy did Daryna find most effective for expressing disagreement?

- A) Being direct and using strong statements
- B) Using hedging and modal verbs to soften her opinions
- C) Remaining silent to avoid conflict
- D) Switching languages during disagreement

9. What did Daryna learn from observing the "non-verbal grammar" of Novaland?

- A) Non-verbal cues such as eye contact and humour were essential for connection.
- B) Novalandian students avoided humour in serious discussions.
- C) Body language had little effect on communication.
- D) Non-verbal gestures were confusing and disrespectful.

10. By the end of the semester, what was Daryna's main realization about intercultural communication?

- A) It is mostly about mastering grammar and vocabulary.
- B) It is a single skill that can be learned quickly.
- C) It requires empathy, flexibility, and the willingness to learn from mistakes.
- D) It depends primarily on fluency in English.

B.II. Grammar

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



Choose from:

should not, could potentially, may have been, need to, might, should / ought to, likelihood, is likely to, potentially, should / ought to.

In professional and intercultural contexts, minor differences in expression (1) _____ generate misunderstandings that may affect relationships or workflow. Statements that appear neutral in one cultural framework (2) _____ be interpreted as confrontational or disrespectful in another. Therefore, communicators frequently recognize that they (3) _____ carefully evaluate how their words might be perceived before responding.

Written communication, such as emails or reports, (4) _____ introduce ambiguity if the phrasing or structure is not sufficiently explicit. To reduce the risk of misinterpretation, writers definitely (5) _____ add clarifying information or rephrase statements to make their intent clearer.

During group discussions, speeches (6) _____ overlap. This will (7) _____ provoke tension if participants follow different expectations regarding turn-taking.

Even when all participants act in good faith, there is a (8) _____ of misunderstandings if assumptions about meaning remain unchecked. If you feel that conversation has reached a dead-end, it (9) _____ caused by such past misunderstanding. In such contexts, communicators (10) _____ confirm understanding, request clarification, and adjust their phrasing to ensure mutual comprehension.

2. Study the following ways of expressing politeness in English. Then rephrase the sentences 1-10 practicing language of politeness. Include the word(s) suggested in brackets. One is done for you as an example.

How to express politeness:

Could I (possibly) ask...

Can I...

Would you mind....

Would it be possible...

Might I suggest...

It might be beneficial / preferable to...

It would be advisable to...

Can you do me a favour...

I would say / think

I kind of agree, but...

I was wondering if...

I was going to ask...

I would appreciate / be grateful if...

1. Can you send me the report by Friday? (WONDERING)

2. Why didn't you attend the seminar yesterday? (COULD I)



3. Give me your opinion on this proposal. (APPRECIATE)
4. You must complete the task before the meeting. (ADVISABLE)
5. Can we meet tomorrow to discuss this issue? (WOULD IT)
6. Do this immediately. (PREFERABLE)
7. I need more details to make a decision. (WONDER)
8. Please explain why the project was delayed. (GRATEFUL)
9. You should review the guidelines before starting. (MIGHT)
10. Could you fix this problem immediately? (PREFERABLE)

Example: *I was wondering if you could send me the report by Friday.*

3. Complete the text using words from the word bank:

awareness, communication, confusion, difficulties, different, frustration, heritage, misunderstandings, offensive, patience.

Intercultural communication can sometimes lead to (1) _____ when people with different cultural (2) _____ try to share ideas. A common cause of (3) _____ is the use of gestures. For example, a hand signal that is polite in one country may be (4) _____ in another. Language can also create (5) _____. Even if people speak the same language, they may use words with (6) _____ meanings. This often results in (7) _____ and, in some cases, conflict. However, such problems also give us the chance to develop (8) _____ and (9) _____. Learning how to manage these situations is an important skill for anyone who works or studies in an international environment. Good preparation helps people avoid unnecessary conflict and build stronger relationships across cultures. It also improves their (10) _____ skills, which are essential in international teamwork.



Lock III

Scenario: A secret guide on cross-cultural communication strategies is locked. To unlock it, choose the correct strategy from the word bank and match it to each description. Use each strategy only once.

Choose from:

active listening, direct feedback, pragmatic awareness, indirect request, clarifying questions, cultural awareness

1. A communication strategy that clearly points out errors or suggestions without ambiguity is _____.
2. A strategy that hints at what should be done without stating it openly, often used to maintain politeness, is _____.
3. A strategy that involves paying close attention, showing understanding, and responding appropriately is _____.
4. A broader competence that involves recognising and adapting to different communication norms across cultures is _____.
5. A strategy that involves asking questions to ensure correct understanding and avoid misinterpretation is _____.
6. A strategy that involves being mindful of tone, silence, and non-verbal cues when interacting across cultures is _____.

B.III. Listening

1. Pre-listening discussion

- How do you think cultural differences influence how people interpret gestures or facial expressions during conversations?
- Can you think of a time when a cultural habit or social norm surprised you in an interaction? How did you respond?

2. Listen to the audio about intercultural communication. Then, choose the best answer – A, B, C or D.

1. According to the audio, why can the same words have different meanings across cultures?

- A. Because languages change quickly
- B. Because meaning depends on cultural context
- C. Because grammar rules differ
- D. Because accents affect understanding



2. Which element of communication is highlighted as culturally influenced in the audio?
- A. Non-verbal behaviour
 - B. Sentence length
 - C. Spelling conventions
 - D. Writing style
3. What is a common cause of intercultural misunderstanding mentioned in the audio?
- A. Lack of intelligence
 - B. Speaking too slowly
 - C. Assuming one's own norms are universal
 - D. Limited vocabulary
4. What strategy does the audio suggest for improving intercultural communication?
- A. Avoiding sensitive topics
 - B. Asking clarifying questions
 - C. Correcting others directly
 - D. Memorising cultural stereotypes
5. Which example best shows communication affected by cultural differences?
- A. Forgetting a word in a foreign language
 - B. Misinterpreting silence as agreement
 - C. Making a spelling mistake
 - D. Speaking with an accent
6. According to the audio, why can gestures lead to misunderstandings across cultures?
- A. They are rarely used in communication
 - B. They always have universal meanings
 - C. Their meanings can vary from culture to culture
 - D. They replace spoken language
7. What attitude does the audio suggest is important for effective intercultural communication?
- A. Confidence in one's own culture
 - B. Speed in responding
 - C. Openness to different perspectives
 - D. Strict adherence to rules
8. What problem may arise if someone ignores cultural differences in communication?
- A. Conversations become shorter
 - B. Grammar accuracy decreases
 - C. Vocabulary becomes limited
 - D. Misunderstandings may occur



9. *What role does culture play in communication, according to the audio?*

- A. It only affects formal language
- B. It shapes how messages are interpreted
- C. It determines language difficulty
- D. It controls pronunciation rules

10. *What is one way to reduce misunderstandings in intercultural interactions mentioned or implied in the audio?*

- A. Using complex language
- B. Relying on stereotypes
- C. Being aware of cultural differences
- D. Avoiding communication altogether

3. Listen to text “An International Fair on Campus” and answer the following questions:

- 1. Where did the main event in the story take place?
- 2. What did the students prepare for the international fair?
- 3. What happened when the narrator first tried to speak at one of the stands?
- 4. Why did the student at the stand look confused?
- 5. What did the narrator do to solve the misunderstanding?
- 6. How did the student at the stand react after understanding the narrator?
- 7. What did the two students discover when they compared their dishes?
- 8. How did the narrator feel after this short exchange?
- 9. According to the narrator, what was the main lesson learned from the experience?
- 10. Can you think of another situation where adjusting the way you speak could help communication? Give an example.

4. As you listen to the program on polite communication, choose the correct answer – A, B, C or D.

1. *Where did the narrator volunteer last week?*

- A. At a library study session
- B. At a student-led international conference
- C. At a university cafeteria
- D. At a group project meeting

2. *What problem did the narrator face during the Q&A session?*

- A. They didn't understand a speaker's question
- B. They forgot their notes
- C. They arrived late
- D. They disagreed with the speaker

3. *What was the first strategy the narrator used to deal with the misunderstanding?*

- A. Guessing the meaning
- B. Asking for clarification politely



- C. Ignoring the question
- D. Responding quickly

4. How did the narrator ask for clarification?

- A. "I don't understand this at all."
- B. "Could you explain your question in a different way?"
- C. "Why did you ask that?"
- D. "I already know the answer."

5. Which type of language did the narrator use when answering the question?

- A. Direct commands
- B. Informal slang
- C. Soft language with modals
- D. Technical jargon

6. Which modal verb did the narrator use in their response?

- A. Must
- B. Could
- C. Should
- D. Shall

7. Why did the narrator paraphrase the speaker's question?

- A. To make it longer
- B. To check if they understood it correctly
- C. To correct the speaker
- D. To ask for a break

8. What was the result of using these strategies?

- A. The session became confusing
- B. Everyone stopped asking questions
- C. Communication became smoother and more comfortable
- D. The narrator left the session

9. What lesson did the narrator learn from this experience?

- A. Speaking quickly is always better
- B. Misunderstandings cannot be avoided
- C. Using small strategies can prevent misunderstandings and show respect
- D. Modals should never be used in formal situations

10. Which of the following is not a strategy mentioned in the text?

- A. Pausing before responding
- B. Paraphrasing
- C. Asking for clarification
- D. Avoiding eye contact



C. SPEAKING

1. Before role-playing:

- Review useful phrases for politeness, hedging, modal verbs, and turn-taking.
- Focus on clear articulation of problems encountered in the scenario, not just solving the conflict.
- Encourage empathetic listening and patience, acknowledging different cultural communication styles.

2. Role-Playing Scenarios:

Scenario 1: Market Misunderstanding

Context: A group of international students encounter difficulty communicating with a local vendor due to language barriers and different politeness norms. One student's hesitant attempt to speak in the local language leads to a misunderstanding; another student tries to help by intervening in English, which upsets the first student.

Task Instructions:

Role assignment: One student plays the hesitant buyer, another the local vendor, and a third the well-meaning helper. Other students observe.

In role, do the following:

- Identify the communication problems that occurred.
- Express opinions about how language choice and politeness affected the interaction.
- Use modal verbs and hedging to politely suggest how to improve communication in the future (e.g., "Perhaps it would be better if we..."; "I was wondering if you could slow down a bit...").
- Practice turn-taking and polite disagreement (e.g., "I see your point, but maybe we could try...").

Observers provide feedback on the use of politeness strategies and problem analysis.

Scenario 2: Dormitory Conflict

Context: Two students from different cultures have a conflict about noise levels in their shared dormitory. One prefers direct communication, the other finds it rude and prefers indirectness.

Task Instructions:

Students role-play the two roommates and a mediator (another student).

- Express disagreement politely (e.g., "I understand your concern, but might I suggest...").
- Analyse the root cause of the conflict: cultural norms about directness vs. indirectness.
- Propose and negotiate solutions using hedging and modal verbs to soften requests and disagreements (e.g., "Would you mind keeping the noise down a bit after 10 pm?").

The mediator summarizes the problem and helps both parties reach a respectful agreement.



Scenario 3: Group Project Discussion at University

Context: International students in a group project disagree about the project focus. One student is used to deferential listening (showing respect and attentiveness), while others are more outspoken. Disagreement arises over the best approach.

Task Instructions:

Role-play the group discussion with students taking different viewpoints. Each student must use indirect requests and polite disagreement phrases to express their opinions (e.g., “I was wondering if we might consider...”; “I see your point, but perhaps...”).

- Identify misunderstandings arising from different communication styles and analyse how these impact group harmony.
- Use problem-solving language to propose ways to overcome barriers and foster inclusion (e.g., “Maybe we could agree on some common goals...”).
- Conclude with a reflective moment where participants discuss how politeness and pragmatics helped the discussion.

3. After role-playing:

- Hold a group discussion reflecting on language strategies used and what was effective.
- Use reflective questions such as:
 - What communication problems did you notice?
 - How did strategies help or hinder the discussion?
 - What are your views regarding turning problems into shared challenges? How can this affect your interaction?



Lock IV

Intercultural Concepts Puzzle

Scenario: To unlock the “Intercultural Communication Guide”, you must solve this puzzle. Each correct answer gives one letter.

Instructions: Below are concepts and their definitions/examples. Match each concept to the correct letter (definition/example). The code is formed by the order of the concepts listed.

Concepts	Definitions / Examples
1. Active listening	A. Expressing disagreement without offending or imposing
2. Indirect communication	B. Paying close attention and showing understanding
4. Polite disagreement	C. Communicating ideas in a subtle, non-explicit way

Clue code: [_ _ _]

D. WRITING

Reflective essay on intercultural communication and conflict resolution

Task Description:

- Write a reflective essay exploring a personal or hypothetical intercultural communication experience that involved conflict or misunderstanding.
- Analyse the role of politeness strategies, language choices, and cultural norms in managing or escalating the conflict, and suggest ways to improve future communication.

Instructions:

- Choose an experience or create a scenario where intercultural communication led to a misunderstanding or conflict. It could be based on personal experience, or a hypothetical situation inspired by the unit content (e.g., challenges caused by cultural and linguistic differences).
- Describe the context and the characters involved.
- Analyse the communication problem using concepts from the unit: language barriers, cultural norms, politeness strategies, indirectness vs. directness, and pragmatics.
- Reflect on the emotions and attitudes involved (e.g., frustration, empathy, patience).



- Suggest what could have been done differently, particularly highlighting the use of specific language strategies such as modal verbs, hedging, or polite disagreement phrases, to foster understanding and resolution.
- Conclude with a brief reflection on the importance of intercultural awareness and pragmatic language use in conflict management and fostering inclusion.

Writing Guidelines:

- Aim for 300–500 words.
- Use formal, clear, and respectful language.
- Incorporate key vocabulary and phrases from the unit (e.g., “I was wondering if...,” “Perhaps it would be better if...”).
- Structure your essay with an introduction, main body (problem analysis and reflection), and conclusion.
- Pay attention to coherence, paragraphing, and accuracy in grammar and vocabulary.

Optional Extension:

Draft a message or email responding to a peer or instructor about an intercultural communication issue, demonstrating polite and pragmatic language strategies learned in the unit.

MAIN ASSIGNMENT

Watch the introductory video again to refresh your understanding of the context, key concepts, and challenges related to intercultural communication and conflict as presented in Unit 9.

Background:

You are part of a diverse international student community facing everyday intercultural communication challenges. The University of Novaland is committed to building an environment where all members of its academic community—local and international—can participate fully, respectfully, and effectively. However, recent experiences have shown that communication barriers, differing cultural expectations, and linguistic diversity can lead to misunderstandings and exclusion. These challenges include misunderstandings due to language barriers, cultural differences, and group inclusion difficulties.

Your Task:

As members of the University of Novaland’s academic community, you are invited to write a strategy proposal on how to make communication at the university more inclusive and respectful.

In your **proposal (400–600 words)**, identify key communication challenges that arise in a multicultural and multilingual environment, and suggest practical ways to promote understanding, empathy, and equality in everyday academic life. Show how your ideas support democratic values such as openness, respect



for diversity, and responsibility in interaction. Use a clear, formal, and persuasive tone — your proposal should sound ready to present to university decision-makers.

Assignment Steps:

- **Identify the Problem:** Discuss and define one specific communication challenge your group wants to focus on (e.g., managing politeness differences in a dormitory conflict, resolving misunderstandings at a market, improving group project discussions).
- **Analyse Causes:** Consider language barriers, cultural norms, and pragmatic language use that contribute to the problem. Use terms and concepts from the unit (modal verbs, hedging, indirect requests, polite disagreement).
- **Develop Strategies:** Propose concrete communication strategies and language solutions to overcome the identified problem. Include examples of phrases, interaction patterns, or attitudes that promote inclusiveness, respect, and effective communication.
- **Justify Your Proposal:** Explain why your strategies would work in intercultural settings, referencing key ideas from the unit (e.g., grammar-pragmatic interface, empathy, language choice).
- **Prepare a Written Proposal:** Compile your analysis and strategies into a clear, structured writing piece (400–600 words). Use formal and polite language, incorporating unit vocabulary and pragmatic structures.
- **Present Your Proposal:** Optionally, prepare a short oral presentation or role-play scenario demonstrating how your strategy can be implemented in practice.

Indicative structure of the strategy proposal:

Title Page / Heading; students' names, department, date

1. Executive Summary / Introduction (introduce the purpose of the proposal, explain the role of inclusive communication in a diverse academic community, mention the main challenges the strategy addresses).
2. Context and Rationale (Describe the current situation at the University of Novaland, identify specific issues observed, explain how these affect students, staff, and the learning environment).
3. Objectives of the Strategy (e.g., promote intercultural understanding, reduce miscommunication, support respectful dialogue).
4. Proposed Actions / Recommendations (suggest concrete measures for improvement, such as: communication workshops or intercultural dialogue sessions, guidelines for inclusive classroom interaction, peer mentoring or language support initiatives, staff training on intercultural communication). Explain how these actions contribute to inclusivity and mutual respect.
5. Implementation and Support (assignment of tasks, timeline)
6. Expected Outcomes / Impact
7. Conclusion

Outcome:



The final strategy proposal should show your group's ability to critically analyse intercultural communication challenges and to design practical, linguistically informed solutions that foster respectful and inclusive interactions among diverse speakers.

This main assignment encourages collaboration, critical thinking, application of unit knowledge, and skilful use of pragmatic language, culminating in a tangible, useful product that directly addresses intercultural communication issues.

DISCUSSION AND REFLECTION

- What kinds of intercultural misunderstandings did you observe or experience in the scenarios?
- How did using modal verbs, hedging, or indirect requests influence how polite or effective the communication felt?
- In what ways did cultural expectations about politeness and directness shape interactions?
- What strategies helped you avoid sounding too direct or blunt in your communication?
- How can you apply your knowledge of the language to enhance your communication in multilingual settings?



Unit 10

Your Voice, Your Power

Intended learning outcomes

Knowledge:

- Understand the key principles of civic debate, fair argumentation, and respectful disagreement.
- Distinguish between facts, opinions, and fallacies in public discourse and civic communication and evaluate them critically.

Skills:

- Develop and deliver clear, structured public speeches on civic and socially relevant topics using effective rhetorical strategies, discourse markers, and voice modulation.
- Participate in structured civic debates in English, using argumentation techniques to present and defend a point of view persuasively and respectfully.

Attitudes:

- Demonstrate civic-mindedness, empathy, and openness to diverse perspectives during discussions and debates.
- Show tolerance of ambiguity and readiness to engage in constructive dialogue across differences.

Values:

- Recognise the importance of public voice and fair communication in promoting social responsibility, democratic values, and meaningful societal change.

Backstory

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

A. READING, VOCABULARY AND LISTENING.

A.I. Reading. Speaking as Civic Engagement

1. Pre-reading discussion:



- Have you ever spoken in public to support an idea or change (e.g., at school, in your community)? What was it about?
- What comes to your mind when you hear the word advocacy?
- Why do you think public speaking might be important in a democratic society?

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

The very foundation of public speaking is rooted in advocacy and civic engagement. Aristotle framed public speaking, or rhetoric as it was called at the time, as the art of persuasion. He said the early study of it would lead a rhetorician to discover all means of persuasion within a given case. It was so important that rhetoric became a discipline of study necessary to take part in the civil society of Athenian Greece.

Today's form of civic engagement involves seeking out and creating opportunities to listen as well as to be heard, whether speaking at your local city council meeting, PTA, or even in front of Congress.

When we learn to speak up and speak out, we increase our civic agency, which can be defined as the capacity of members of a society "to work collaboratively across differences like partisan ideology, faith traditions, income, geography, and ethnicity to address common challenges, solve problems, and create common ground." According to political theorist Danielle Allen, civic agency entails three core tasks:

First is disinterested deliberation around a public problem. Here the model derives from Athenian citizens gathered in the assembly, the town halls of colonial New Hampshire, and public representatives behaving reasonably in the halls of a legislature. Second is prophetic work intended to shift a society's values; in the public opinion and communications literature, this is now called "frame shifting." Think of the rhetorical power of nineteenth-century abolitionist Harriet Beecher Stowe, of Martin Luther King, Jr., or of Occupy Wall Street activists with their rallying cry of "we are the 99 percent." Finally, there is transparently interested "fair fighting," where a given public actor adopts a cause and pursues it passionately. One might think of early women's rights activists such as Elizabeth Cady Stanton, Susan B. Anthony, and Matilda Joselyn Gage.

Allen organizes the three elements of civic agency along a continuum of interest – the degree to which one is personally invested in or affected by a given issue. When I attend a meeting about improving traffic flow in my city, I may be doing so from a fairly disinterested standpoint. Regardless of my feelings about traffic, I don't have any greater or lesser personal stake in it than anyone else. However, if the issue under discussion is whether to knock down my apartment building to put in a new freeway, I might have a more interested view of the subject, and I



might advocate a different solution, such as improved public transportation. This public advocacy is what Allen calls the civic task of “fair fighting”: speaking up for a cause.

When we ask an audience to consider our ideas, take action, find solutions, or support a policy, we are advocating. Most importantly, advocacy demands that you identify what you hope to accomplish. Wanting change is where advocacy begins, but it requires that we identify the specific changes that we are advocating for. Otherwise, we cannot prescribe behavioural calls to action.

Civic engagement demands that we move beyond our social circles to consider what an oppositional or undecided audience believes, feels, and values. A skilled public speaker then shapes arguments and uses examples and support that will resonate with that audience to deliver a powerful, well-executed, and meaningful speech.

Civic engagement through public speaking is not merely about expressing personal opinions; it is about fostering dialogue, building community, and encouraging collective action. By developing our rhetorical skills and understanding the diverse perspectives within our society, we become more effective agents of change who can inspire others to participate in shaping a more just and inclusive world.

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

1. According to Aristotle, what was rhetoric?

- A) The study of poetry
- B) The art of persuasion
- C) The practice of law
- D) The science of ethics

2. Why was rhetoric considered essential in Athenian Greece?

- A) It was a form of entertainment
- B) It helped citizens succeed in business
- C) It was necessary to participate in civil society
- D) It was part of religious rituals

3. Which of the following is an example of today's civic engagement?

- A) Reading privately at home
- B) Speaking at a city council meeting
- C) Practicing rhetoric in school only
- D) Writing personal diaries

4. What is “civic agency” as defined in the text?

- A) The ability to vote in elections
- B) The capacity to work collaboratively across differences to address challenges
- C) The skill of writing persuasive essays
- D) The practice of debating for entertainment



5. Which of the following is described as disinterested deliberation?

- A) Advocating passionately for women's rights
- B) Frame-shifting public opinion
- C) Citizens in a legislature debating reasonably
- D) Campaigning for personal financial gain

6. What is "frame shifting" according to the text?

- A) Changing how society views and values issues
- B) Moving furniture to change a room's design
- C) Switching sides during a debate
- D) Explaining complex statistics in simple terms

7. Which historical figure is mentioned as an example of "prophetic work"?

- A) Aristotle
- B) Elizabeth Cady Stanton
- C) Martin Luther King, Jr.
- D) Susan B. Anthony

8. What is "fair fighting" in civic agency?

- A) Attending meetings without personal involvement
- B) Advocating passionately for a cause that directly affects you
- C) Avoiding disagreements in public
- D) Voting anonymously in elections

9. Why is identifying specific goals important in advocacy?

- A) It makes speeches longer
- B) It helps to prescribe clear calls to action
- C) It impresses the audience with statistics
- D) It prevents criticism

10. What is the ultimate goal of civic engagement through public speaking, according to the text?

- A) To express personal opinions
- B) To build community, foster dialogue, and encourage collective action
- C) To win arguments in public debates
- D) To increase individual fame and recognition

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

1. Aristotle defined rhetoric as the art of persuasion.

- A) true
- B) false

2. In Athenian Greece, rhetoric was considered unnecessary for civic life.

- A) true
- B) false

3. Modern civic engagement can include speaking at a PTA or city council meeting.

- A) true
- B) false



4. Civic agency means the ability to work only with people who share the same opinions.

A) true B) false

5. Disinterested deliberation refers to debating public problems without strong personal stakes.

A) true B) false

6. "Frame shifting" is about changing how society views and values certain issues.

A) true B) false

7. Martin Luther King, Jr. is mentioned as an example of disinterested deliberation.

A) true B) false

8. "Fair fighting" happens when someone advocates passionately for an issue that personally affects them.

A) true B) false

9. Advocacy begins with wanting change but also requires identifying specific goals.

A) true B) false

10. According to the text, civic engagement through public speaking helps build community and collective action.

A) true B) false

A.II. Vocabulary

1. Match the key terms with their definitions

Terms	Definitions
1. Advocacy	A. The right to express one's opinions publicly without censorship
2. Civil discourse	B. Understanding the values and needs of listeners
3. Plagiarism	C. Challenging dominant narratives by offering visionary alternatives
4. Credibility	D. Presenting ideas in a straightforward, comprehensible way
5. Frame shifting	E. Public support for or recommendation of a cause or policy
6. Fair fighting	F. Trustworthiness and authority of a speaker
7. Audience awareness	G. How something is said (emotion, pacing, volume)
8. Tone and delivery	H. Using another's words or ideas without giving credit



9. Free speech	I. Resolving disagreements constructively and ethically
10. Message clarity	J. Respectful conversation aimed at mutual understanding

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

Word Bank

democratic citizenship, free speech, constructive dialogue, respectful disagreement, epistemic injustice, ideological echo chambers, authenticity, manipulative tactics, message clarity, cultural sensitivity

1. Students showed _____ during the debate by listening carefully and responding politely.
2. The activist defended the right to _____, even when the opinion challenged authority.
3. Effective leaders demonstrate _____ by being genuine and transparent in their communication.
4. Working across cultures requires _____ to avoid stereotypes and misunderstandings.
5. The professor encouraged _____ so that classmates could cooperate and solve problems.
6. Lack of recognition for women scientists is an example of _____ in academia.
7. Advertisements often rely on _____ to pressure people into buying products.
8. Social media platforms can create _____ where users only see views like their own.
9. Voting in student council elections is an important practice of _____.
10. Teachers emphasize _____ so that instructions are clear and easy to follow.



Lock I – Reading

Clue: *Values vs. Positions*

Match each value to the argument position it most likely supports. Write the **code number (1–4)** next to each value.

1. AI tools support equal rules
2. AI tools limit student voice
3. AI helps prevent misconduct
4. Students must know how tools work

Value	Argument Position (Code Letter)
Academic responsibility	
Transparency	
Fairness	
Freedom of expression	

How to get the clue code:

Write the four code numbers in the same order as the values listed above (Academic responsibility → Transparency → Fairness → Freedom of expression).

Clue code: _ _ _ _

A.III. Listening

1. Pre-listening discussion questions

- Have you ever had to speak in public (e.g., in class, at an event, during a presentation)?
- What did you feel before and during your speech?
- Why do you think public speaking is considered difficult or stressful for many people?
- What do you think makes someone a confident speaker?

2. Listen to a short lecture on “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.

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

1. What does the “Triple P” method stand for?

- A) Prepare, Posture, Pander
- B) Practice, Posture, Presentation
- C) Prepare, Perform, Perfect
- D) Pause, Plan, Present



2. In Step One, what should you do to be fully prepared?

- A) Read a long script word-for-word
- B) Memorize your speech completely
- C) Know your subject and how you will present it
- D) Avoid writing down any notes

3. What is the purpose of bringing a bottle of water on stage?

- A) To avoid eating before the speech
- B) To sip, keep the voice natural, and regain composure
- C) To share with the audience
- D) To look professional

4. According to the script, what should a strong introduction do?

- A) Confuse the audience
- B) Start with statistics only
- C) Hook the audience with a fact or anecdote
- D) Skip directly to the conclusion

5. What is one way to “pander to your audience”?

- A) Read directly from your cards the entire time
- B) Keep a natural tone, pace, and add a joke when appropriate
- C) Avoid eye contact to reduce nervousness
- D) Stay completely serious regardless of the occasion

4. Answer the following questions:

1. According to the text, what percentage of people suffer from glossophobia, the fear of public speaking?
2. What two things are necessary to be fully prepared for a speech, according to Step One?
3. How does the text compare giving a speech to a boxing match?
4. What posture advice does the text give for reducing anxiety while speaking?
5. What does the text recommend doing if silence occurs during a speech?



Lock II

Speech Quard: Logos-Pathos-Ethos-Kairos

Task: Match each rhetorical strategy to the correct example. Then write the **4-number clue code** in the order of the strategies **as they appear in the table** (top to bottom).

Strategy	Example
1. Pathos (emotion)	A. "According to national data, 1 in 4 students experience..."
2. Kairos (timing/urgency)	B. "Right now, with exams approaching, we must act before..."
3. Logos (logic/facts)	C. "I remember when my best friend left school because of..."
4. Ethos (credibility/values)	D. "As a student representative, I've seen how..."

B. READING, GRAMMAR AND LISTENING: civil discourse

B.I. Reading.

1. Pre-reading discussion

- Where do you usually hear or see public discussions or debates (e.g., online, at school, in the news)?
- What does it mean to "disagree respectfully"? Have you ever had to do that?
- Why might respectful discussion be important in a democracy?

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

What is this text mainly about?

- A) How to become a social media influencer
- B) Why political debates are dangerous
- C) How civil discourse promotes democracy
- D) The history of written communication?

Civil discourse

Civil discourse is the practice of discussing public issues with the goal of expanding knowledge and fostering mutual understanding. The term "civil" relates to civic life and responsible participation in democracy, while "discourse" refers to written or spoken communication. Civil discourse goes beyond



politeness – it involves respectful disagreement, active listening, and seeking common ground, even amid deep differences.

As a core part of democratic citizenship and free speech, civil discourse helps create more inclusive and effective public policies. In 2011, the U.S. Supreme Court described it as “robust, honest, frank, and constructive dialogue” aimed at advancing the public good. It is grounded in reason and evidence, guided by respectful behaviour. In contrast, uncivil discourse involves insults, contempt, and baseless accusations.

Key values of civil discourse include:

- Self-awareness and mindfulness;
- Active listening and being fully present;
- Openness and peaceful engagement during disagreement.

A common misconception about civil discourse is that it avoids conflict or requires excessive politeness. In reality, civil discourse encourages respectful engagement with differing opinions, promoting understanding through critical thinking and honest feedback. While it avoids personal attacks and combative responses, it values constructive disagreement and standing one’s ground respectfully.

As a key aspect of democratic citizenship, civil discourse is promoted in forums and universities, where open exchange of ideas, freedom to learn, and analytical thinking are foundational. In educational settings – especially online and hybrid formats—structured discussions with clear rubrics and feedback help students engage meaningfully with complex topics. Libraries also support civil discourse by ensuring equal access to information, promoting informed discussion across diverse communities.

Civil discourse requires individuals to be mature, rational, and capable of independent thought. It involves critically examining one’s own values and beliefs, especially when they may conflict with the public good. By engaging in respectful and reflective dialogue, individuals can broaden their perspectives, better understand others, and adopt beneficial ideas. This practice is a shared social responsibility that helps dismantle oppressive thinking and promotes a more inclusive, thoughtful society.

In democracies, civil discourse is essential for shaping policies that reflect the will and welfare of the majority. While its value may vary in non-democratic nations, civil discourse remains important for addressing societal issues at the community level. History shows the dangers of suppressing open dialogue, as seen in authoritarian regimes like Nazi Germany, the Soviet Union, and Maoist China. Even in democratic contexts like the U.S. during McCarthyism, restricting civil discourse led to fear, censorship, and the marginalization of controversial topics.



Challenges to civil discourse include epistemic injustice, intolerance, and censorship. Epistemic injustice, as defined by Miranda Fricker, refers to the unequal distribution of knowledge and access to information. This inequality is worsened by social media algorithms and targeted advertising, which limit exposure to diverse perspectives. Intolerance of differing ideas can also undermine civil discourse by prompting personal attacks and discouraging open dialogue.

Censorship, especially in its authoritarian forms, suppresses dissent and distorts public perception by misrepresenting the true diversity of opinions in society. Philosopher Herbert Marcuse cautioned that unchecked tolerance can enable oppression by allowing harmful ideologies to go unchallenged. While macrocensorship poses broad systemic threats to discourse, microcensorship – more localized and institutional – can sometimes avoid such extremes but still requires vigilance to prevent the silencing of critical voices.

As digital communication has become central to public life, the importance of civil discourse has grown. Technology has fostered greater global interaction and opportunities for self-expression, but it has also introduced challenges like misinformation, disinformation, and ideological echo chambers. Civil discourse now plays a vital role across domains such as government, ethics, science, education, and art, providing a framework for respectful and informed engagement with complex political and social issues.

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

1. What is the primary goal of civil discourse?

- A) Winning arguments
- B) Expanding knowledge and fostering mutual understanding
- C) Avoiding conflict at all costs
- D) Promoting personal opinions only

2. According to the U.S. Supreme Court (2011), civil discourse should be:

- A) Polite but limited
- B) Avoidant of disagreement
- C) Robust, honest, frank, and constructive dialogue
- D) Strictly formal and legalistic

3. Which of the following is a key misconception about civil discourse?

- A) It requires respectful engagement
- B) It values constructive disagreement
- C) It avoids conflict or requires excessive politeness
- D) It promotes understanding through honest feedback

4. Where is civil discourse especially promoted, according to the text?

- A) Sports arenas
- B) Forums, universities, and libraries
- C) Courts of law only
- D) Business corporations



5. *What is epistemic injustice, as mentioned in the text?*
A) Using false evidence in arguments
B) Suppressing religious views in public spaces
C) Unequal distribution of knowledge and access to information
D) Excessive tolerance of harmful ideologies
6. *Which philosopher warned that unchecked tolerance can enable oppression?*
A) Aristotle
B) Herbert Marcuse
C) John Locke
D) Friedrich Hayek
7. *What does the text identify as a challenge to civil discourse in the digital age?*
A) Stronger civic engagement
B) Increased self-awareness
C) Misinformation, disinformation, and echo chambers
D) Equal access to diverse perspectives
8. *How does civil discourse differ from uncivil discourse?*
A) Civil discourse involves respectful disagreement, uncivil discourse relies on insults and contempt
B) Civil discourse avoids all disagreements, uncivil discourse embraces them
C) Civil discourse uses emotional attacks, uncivil discourse uses evidence
D) Civil discourse focuses only on politeness, uncivil discourse focuses on solutions
9. *Which historical examples does the text give to show the dangers of suppressing civil discourse?*
A) Ancient Athens and Rome
B) Nazi Germany, the Soviet Union, Maoist China, and McCarthy-era U.S.
C) French Revolution and American Civil War
D) Cold War and Vietnam War
10. *What role does civil discourse play in democratic societies?*
A) It entertains the public
B) It shapes policies reflecting the will and welfare of the majority
C) It prevents disagreement in politics
D) It ensures governments never make mistakes

B.II. Grammar

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

Note: The connectors may be used in a different order from the list.

Connectors: *therefore | however | for example | nevertheless | because | in particular | indeed | as well | moreover | in other words*



THE POWER OF A DEMOCRATIC VOICE

A democratic society thrives when citizens speak up and participate; 1____, voting, protesting, and engaging in public debate are essential mechanisms for change, and 2____ these actions translate values into policies, 3____ the abstract principles of democracy become real only through active involvement, 4____ such participation must be informed and respectful to be effective, 5____ education and access to reliable information play a crucial role, 6____, misinformation can undermine collective decision making; 7____ people who study, listen, and deliberate are better equipped to influence outcomes, 8____ I, 9____, emphasize the need for inclusive spaces where marginalized voices are heard, 10____ sustaining democracy requires ongoing commitment from individuals and institutions alike.

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.

Example :

Equal access to education is essential. Scholarships can help students from low-income backgrounds.

Equal access to education is essential; *for example*, scholarships can help students from low-income backgrounds.

Answer: *for example* (introduces a specific illustration)

Word bank (use each once)

meanwhile; in other words; nevertheless; specifically; consequently; on the one hand; in fact; therefore; however; as a result

1. Equality depends on equal access to opportunities. Without access, “equal rights” remain only words.
Equality depends on equal access to opportunities, ____ “equal rights” remain only words.
2. Some people believe democracy is just voting. Democracy also requires everyday participation.
____ some people believe democracy is just voting, democracy also requires everyday participation.
3. Citizens can strengthen justice by speaking up. Reporting abuse is one way.
Citizens can strengthen justice by speaking up, ____ reporting abuse is one way.
4. Equality means treating people fairly, not always identically. The goal is to remove unfair barriers.
Equality means treating people fairly, not always identically; ____ the goal is to remove unfair barriers.
5. Citizens learn about their rights and responsibilities. They become more active in protecting democratic values.



- Citizens learn about their rights and responsibilities, ____ they become more active in protecting democratic values.
6. Disinformation spreads quickly online. Responsible citizens verify sources before sharing.
Disinformation spreads quickly online; ____ responsible citizens verify sources before sharing.
 7. A peaceful protest can raise awareness. It may also push institutions to respond.
A peaceful protest can raise awareness, ____ it may also push institutions to respond.
 8. Some voices are often ignored in public debates. They still deserve to be heard.
Some voices are often ignored in public debates; ____ they still deserve to be heard.
 9. Citizens demand transparency from institutions. Institutions must protect personal data at the same time.
Citizens demand transparency from institutions; ____ institutions must protect personal data at the same time.
 10. Democracy offers freedom to express opinions. That freedom comes with responsibility.
Democracy offers freedom to express opinions; ____ that freedom also comes with responsibility.

3. Fill in the Discourse Markers. Read the text and fill in gaps (1–10) with the most appropriate discourse marker from the list. Note: Each marker is used once.

CIVIC POWER: EQUALITY, VOICE, AND JUSTICE

for example as a result for a start in short then in contrast
moreover for instance by contrast finally

(1) _____, recognize that equality underpins democratic participation: when citizens have equal access to information and voting, institutions reflect collective interests, (2) _____ when marginalized communities gain representation; (3) _____, a commitment to justice ensures that laws are applied fairly, so legal remedies correct harms and build trust in public processes, and (4) _____ citizens are more likely to engage civically; (5) _____, exclusion and unequal treatment erode that trust and depress participation, and (6) _____, inclusive policies stimulate civic creativity and problem solving; (7) _____, community forums that elevate diverse voices produce better policy outcomes and stronger accountability, and (8) _____ those communities experience more equitable resource distribution; (9) _____, exercising your voice is not merely symbolic but a practical source of power that shapes democratic life, and (10) _____, sustained engagement—grounded in demands for equality and justice—transforms individual expression into collective change.



4. Insert the correct discourse marker.

Instructions: Choose the most appropriate discourse marker from the box and insert it into each blank space in the sentences below. Each marker should be used only once.

Discourse Marker Bank

although in contrast therefore in addition for example however
as a result meanwhile on the other hand finally

1. The speaker was nervous during the first few minutes. _____, she gained confidence and delivered a strong conclusion.
2. Public speaking is a valuable skill. _____, it can improve your career opportunities and help you express ideas clearly.
3. The presenter gave several helpful tips; _____, he demonstrated each one with a real-life story.
4. She had practiced for hours; _____, her speech was clear and confident.
5. He was well-prepared for his presentation. _____, his slides were not well-organized and hard to follow.
6. The main speaker was giving a presentation. _____, the audience was taking notes and asking questions.
7. He forgot to bring his notes; _____, he struggled to remember the key points.
8. She made a few mistakes during her speech. _____, she remained calm and continued confidently.
9. The first speaker was calm and relaxed. _____, the second one was clearly nervous and hesitant.
10. _____, remember to thank your audience at the end of your talk.



Lock III

Read sentences 1-6. Insert the correct discourse marker from the Word Bank into each blank. Use each marker once.

Word Bank

however, in addition, so that, in order to, as a result, because of

1. Civil discourse encourages open discussion of public issues; _____, it does not mean avoiding disagreement.
2. Universities promote respectful dialogue and active listening; _____, students learn to engage with different opinions constructively.
3. Public debates often become hostile _____ misinformation and intolerance.
4. Structured discussions are used in education _____ support respectful and meaningful exchange of ideas.
5. Participants practice active listening _____ everyone feels heard and understood.
6. Civil discourse values evidence-based argumentation; _____, it emphasizes openness to different perspectives.

B.III. Listening

1. Pre-listening discussion. Answer the questions below individually, in pairs, or as a group discussion.

- Have you ever given a public presentation or talk in English? How did it go?
- What makes some presentations memorable while others are boring?

2. Listen to the lecture “Top 10 Tips to Become a Better Presenter” and answer the following questions. Only one answer is correct.

1. According to tip number one, what should be the main focus of a presentation?

- A) The presenter’s performance
- B) The audience’s needs and benefits
- C) The quality of the slides
- D) The venue and crew

2. What is suggested about using text-heavy slides?

- A) They help presenters remember their notes
- B) They encourage audiences to stay focused
- C) They cause audiences to lose interest and daydream
- D) They make presentations more professional

3. What principle is emphasized in tip number three?

- A) Include as much information as possible



- B) Always use complex vocabulary
- C) Keep it simple and cut unnecessary material
- D) Focus on technical details only

4. What is described as the single biggest factor that improves performance?

- A) Dressing to impress
- B) Rehearsing
- C) Making friends with the crew
- D) Standing still

5. Why is it important to make friends with the crew at an event?

- A) They may give you more speaking time
- B) They can help with technical aspects and boost your confidence
- C) They will write your notes for you
- D) They decide how the audience reacts

6. What is the advice given regarding dress code?

- A) Dress casually to look more relatable
- B) Follow your personal style, no matter the event
- C) Dress smarter if in doubt
- D) Avoid focusing on appearance

7. What does tip number seven suggest about authenticity?

- A) Use big words to sound professional
- B) Hide your accent to seem credible
- C) Be your real self, authentic and unique
- D) Copy other successful presenters' style

8. What is the problem described as "weaving" during a presentation?

- A) Speaking too fast
- B) Moving constantly due to adrenaline
- C) Forgetting the script
- D) Using too many hand gestures

9. Why does the speaker recommend telling stories?

- A) To avoid preparing slides
- B) Because audiences remember stories better than data-heavy slides
- C) To impress the crew
- D) To shorten the presentation

10. According to the final tip, what quality is most infectious and helps win the audience's trust?

- A) Humour
- B) Enthusiasm
- C) Confidence
- D) Knowledge



3. Listen to the lecture “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.

4. Listen to the lecture “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.

1. What is the first “don’t” mentioned in the lecture?

- A) Don’t fidget
- B) Don’t ramble and get long-winded
- C) Don’t read slides aloud
- D) Don’t use a soft voice

2. What is suggested as the “do” version of not rambling?

- A) Keep slides short
- B) Use gestures with your hands
- C) Give an organized and concise message with clear structure
- D) Speak loudly to the back of the room

3. According to the speaker, how should eye contact be made?

- A) By scanning the entire audience quickly
- B) By looking over people’s heads
- C) By staring at one person throughout the talk
- D) By finishing one thought with one person’s eyes, then moving to the next

4. What problem happens if notes are overloaded with details?

- A) The speaker forgets information
- B) The speaker may end up reading stiffly and not connecting with people
- C) The audience becomes more engaged
- D) The slides appear more professional

5. What is recommended instead of detailed notes?

- A) Full paragraphs to read aloud
- B) Talking points, like a grocery list, to encourage a conversational style
- C) Relying only on memory
- D) Highlighting every word

6. What does the speaker say about slides for beginners?

- A) Use many slides with animations
- B) No more than a couple of simple, clear slides
- C) Slides should be read word-for-word
- D) Slides must have as much detail as possible

7. What is the advice regarding fidgeting?

- A) Move constantly to release nervous energy
- B) Keep hands in pockets to avoid distraction



- C) Stand confidently and move with purpose when needed
- D) Sit down during presentations

8. *How should gestures be used, according to the lecture?*

- A) Avoid them completely
- B) Use them to emphasize ideas naturally
- C) Only point at the slides
- D) Keep hands behind the back at all times

9. *What is a key recommendation about using your voice?*

- A) Speak softly to sound calm
- B) Use “um” and “ah” to fill pauses
- C) Speak loudly enough for the back of the room and pause after key ideas
- D) Speak quickly to avoid losing attention

10. *According to the speaker’s final advice, what should you do instead of filling silence with “um,” “ah,” or “so”?*

- A) Keep talking without stopping
- B) Pause silently after a key idea
- C) Look down at your notes to avoid silence
- D) Add more details to your slides

C. SPEAKING

C.I. Warm-Up: Think-Pair-Share

Instructions:

Think about the following questions. Write brief answers, then discuss with a partner or small group.

- Have you ever participated in a public discussion, debate, or youth event? What was it about?
- Why do you think youth voices are sometimes ignored in serious decisions?
- Do you believe young people can influence political or social change? Give one example.

Match the idioms below with their meanings.

Idiom	Meaning
1. Speak your mind	A. Take your turn to speak in a formal setting
2. Raise your voice	B. Say exactly what you think or believe
3. Hold your ground	C. Express your opinion more strongly, often to protest
4. Get your point across	D. Defend your opinion even when challenged
5. Take the floor	E. Explain your idea clearly and be understood

**Follow-up:**

Which of these idioms could describe how young people act in public life? Use one in a sentence.

Language Focus: Useful Phrases for Speaking

Use these sentence starters to help organize your speech:

- In my opinion, young people today...
- One area where youth can make a big difference is...
- For example, many teenagers have...
- This shows that...
- In conclusion, the voice of youth is essential because...

Speaking Purpose

As you prepare to speak, ask yourself:

- Do I have 1–2 clear points to explain?
- Do I have an example to support my idea?
- Can I speak confidently and clearly for 45–60 seconds?
- Can I use one idiom appropriately?

Group brainstorm: “5 features of a strong public argument”**Directions:**

- In this task, you will work as a group to generate ideas on the topic: “What are five important features of a strong public argument?”
- You will have 10 minutes to discuss and brainstorm. Your group should create a list of 5 key features that make a public argument persuasive, credible, and effective.
- While brainstorming, consider the following guiding questions:
 - What makes an argument convincing to a wide audience?
 - How can a speaker maintain credibility and logical structure?
 - What role does evidence, tone, or clarity play in public speaking?
 - What makes some arguments memorable and others forgettable?
- Each group member should contribute at least one idea. Be prepared to share your list with the class and briefly explain your choices.

C.II. Recording a speech

Based on all the materials examined, speak for 2 minutes and record yourself on the topic: “The Power of Youth Voice in Today’s World”.

Directions:

- In this task, you will speak about the topic: “The Power of Youth Voice in Today’s World.”
- Think about the role young people play in today’s society. What impact do their opinions, actions, and creativity have on communities, politics, education, or global change?



- Try to stay focused on one or two strong ideas and give specific examples or reasons to support your opinion.
- Speak clearly and confidently.

Lock IV

Clue 4: *Speak with Respect*

Choose 3 out of 5 statements that reflect democratic, respectful speaking. Write the **letters** of your three choices in order to form the **clue code**.

- A. "Only an idiot would disagree with this."
- B. "We respect other views, but here's why we differ."
- C. "You're just wrong."
- D. "Let's focus on solutions, not blame."
- E. "This issue affects us all – let's find a fair way forward."

Clue code: [_ _ _]

D. WRITING

Objectives:

Develop a **persuasive speech** and **short written response** that logically evaluate the case study on AI-detection in higher education. You will integrate topic-specific vocabulary (e.g., fairness, integrity, privacy, accountability), use discourse markers (cause, contrast, addition, time), and present multiple perspectives before stating your own stance on whether AI-detection should be mandatory.

Case Study: AI-Detection in Higher Education – Balancing Integrity and Freedom

At **Novaland University**, the administration has proposed the mandatory use of an AI-detection tool (e.g., Turnitin's AI checker or GPTZero) for all written assignments. The policy aims to uphold academic honesty but has sparked debate about fairness, privacy, and student rights.

Assignment Steps

Case Study Reading & Reflection (Homework or Classwork)

- Read the case study carefully. Focus on:
 - The university's proposal and its purpose.
 - The potential benefits for academic integrity and fairness.
 - The possible risks for students' privacy, autonomy, and creativity.
 - Stakeholders: Who is affected (students, faculty, administration)?

Planning Your Speech and Short Response

- Prepare two parts:



- Persuasive Speech (approx. 300 words): Take a clear stance for or against mandatory AI-detection. Include 2–3 strong arguments, examples, and a short rebuttal to the opposing view. End with a firm conclusion.
- Short Response (5–7 sentences): Answer: Who is affected and how? Which democratic principles are at stake (e.g., fairness, freedom of expression, privacy, academic integrity)? Use phrases like “*This issue affects...*” and “*A democratic principle at stake is...*”.

Writing Guidelines

- Use neutral, formal English.
- Include at least two contrast connectors (*however, whereas, yet, although*).
- Apply academic connectors (*therefore, in addition, for example*) to structure your arguments.
- Use topic-specific terms: fairness, privacy, academic integrity, accountability, transparency.
- Keep your speech close to 300 words ($\pm 10\%$).

Final Check

- Proofread for grammar, clarity, and logical flow.
- Ensure your speech has a clear introduction, main body, and conclusion.
- Confirm you have:
 - at least two contrast connectors;
 - at least three topic-specific terms;
 - one clear recommendation or reflection.

Submission

- Submit your speech by the deadline.
- Be prepared to share a short highlight (1–2 sentences) from your speech during class discussion.

MAIN ASSIGNMENT

Prepare and deliver a 2–3-minute persuasive speech on a real-life issue related to civic responsibility. You will respond to a fictional case or local example provided by the instructor.

Your speech should:

- Define the issue and explain why it matters to your community or generation.
- Present a clear, structured argument supported by facts, civic values, and democratic principles.
- Acknowledge counterarguments and respond with thoughtful, respectful rebuttals.
- Use appropriate rhetorical strategies to engage your audience and communicate your message with clarity and conviction



Type of challenge:

Public Speech Showcase (delivered in a simulated Civic Debate Forum)

Activities:

- Individual research and speech preparation
- Drafting and revising speech text
- Peer review and rehearsal
- Final speech performance (in class or recorded)

Roles:

Speaker. You are a student civic advocate using your voice to influence public opinion and promote democratic dialogue. Your goal is to craft and deliver a persuasive speech that reflects democratic values and civic responsibility.

Moderator. You guide the simulated Civic Debate Forum, ensuring that all participants are heard, the discussion remains respectful, and time limits are observed. You introduce speakers, manage transitions, and pose clarifying questions when needed.

Fact-Checker / Analyst. You listen critically to the speeches and provide feedback based on the accuracy of facts, strength of arguments, and clarity of reasoning. You identify any fallacies or unsupported claims and offer constructive suggestions for improvement.

Inputs:

Teachers will provide the following materials and scaffolds to support student work on the challenge:

- A case study or localized civic scenario (e.g., youth protest, school regulation conflict, online misinformation, environmental action).
- A Civic Communication Toolkit, including:
 - Key terms: argument, rebuttal, stance, civic values, bias, fallacy
 - Language functions: expressing opinion, supporting ideas, disagreeing respectfully
 - Rhetorical devices: ethos, pathos, logos, repetition, contrast, rhetorical questions
 - Discourse markers: however, in contrast, in fact, furthermore, therefore
- Language support handouts, including: (Suggested language structures, Useful registers (formal/informal, persuasive, neutral, legal), Connectors for debate and discussion (e.g., however, therefore, in contrast, it is essential to note that...).
- Background texts and resources (Model speeches by youth activists and civic leaders. A persuasive speech writing template (1-page max). Assessment rubric and feedback criteria (for self and peer evaluation). Classroom practice time and optional recording tools).

Outputs:

- Oral performance: 2–3-minute persuasive speech delivered live or recorded



- *Written product:* concise speech draft (max 1 page, to be submitted and evaluated).

DISCUSSION AND REFLECTION

- What makes a public speech or argument feel convincing, fair, and respectful of different viewpoints? Can you share any examples from your preparation or speeches you heard?
- How did you structure your own speech to appeal to logic, values, and emotions? Were there moments when you changed your wording to avoid conflict or include more perspectives?
- How do you usually feel when someone challenges your opinion respectfully? In your view, what's the difference between "winning an argument" and "persuading an audience"?
- What issues or ideas from this challenge made you want to speak up or take action? In what ways can student voices realistically influence decisions in a university or community?



Bibliography

Unit 1

1. CrashCourse. (n.d.). Free speech: Crash course government and politics #25 [Video]. YouTube. <https://www.youtube.com/watch?v=Zeeq0qaEaLw> (Accessed September 1, 2025)
2. CrashCourse. (n.d.). Free speech: Crash course government and politics #25 [Transcript]. Nerdfighteria. <https://nerdfighteria.info> (Accessed September 2, 2025)
3. Volokh, E., Lemley, M., & Henderson, P. (2023). Freedom of speech and AI output. arXiv. <https://arxiv.org/abs/2308.08673> (Accessed September 11, 2025)
4. Volokh, E., Lemley, M., & Henderson, P. (2023). Freedom of speech and AI output (CC BY 4.0). arXiv. <https://arxiv.org/abs/2308.08673> (Accessed September 11, 2025)

Unit 2

1. Masaar – Technology for Human Rights. (n.d.). Fake news verification techniques and initiatives. Springer. <https://link.springer.com/article/10.1007/s42001-021-00118-8>
2. Times Higher Education. (n.d.). Navigating crisis communications in higher education: Strategies for an effective response. <https://www.timeshighereducation.com/campus/navigating-crisis-communications-he-strategies-effective-response>
3. Aral, S. (n.d.). How we can protect truth in the age of misinformation [Video]. TED Conferences. https://www.ted.com/talks/sinan_aral_how_we_can_protect_truth_in_the_age_of_misinformation
4. Communications Jobs. (n.d.). What role do crisis communication strategies play in managing misinformation? [Video]. YouTube. <https://www.youtube.com/watch?v=bF5S5pMhu44>
5. Language and Philosophy. (n.d.). What is media literacy? [Video]. YouTube. <https://www.youtube.com/watch?v=x6H8jpbcl0U>
6. Hofstra University. (n.d.). Crisis communication—The golden hour and how to immediately respond to a crisis [Video]. YouTube. <https://www.youtube.com/watch?v=IXDR3P-pGEI>

Unit 3

1. European Commission. (2023, August 30). Understanding youth engagement in Europe through open data. data.europa.eu. <https://data.europa.eu/en/publications/datastories/understanding-youth-engagement-europe-through-open-data> (European Data Portal)
2. Volokh, E., Lemley, M., & Henderson, P. (2023). Freedom of speech and AI output (arXiv:2308.08673) [Preprint]. arXiv. Retrieved September 1, 2025, from <https://arxiv.org/abs/2308.08673> (arXiv)



3. CrashCourse. (2015, July 31). Freedom of speech: Crash course government and politics #25 [Transcript]. Nerdfighteria Wiki. Retrieved September 2, 2025, from <https://nerdfighteria.info/v/Zeeq0qaEaLw/> (nerdfighteria.info)

Unit 4

1. CNN. (2023, February 9). *Black students are less likely to attain college degrees because of discrimination and external responsibilities, study finds*. CNN. <https://edition.cnn.com/2023/02/09/us/black-student-college-degree-completion-reaj>
2. Columbia University (2024). *Anti-discrimination and discriminatory harassment policy and procedures for students*. <https://universitypolicies.columbia.edu/content/anti-discrimination-and-discriminatory-harassment-policy-and-procedures-students> (Accessed: 17 August 2025).
3. Commission des droits de la personne et des droits de la jeunesse. (2019). *Discrimination*. <https://www.cdpcj.qc.ca/en/your-obligations/prohibited-practices/discrimination> (Accessed: 17 August 2025).
4. De Langhe, B., & Fernbach, P. (2019). The dangers of categorical thinking. *Harvard Business Review*. <https://hbr.org/2019/09/the-dangers-of-categorical-thinking>
5. Firstup. (2025, July 10). *15 ways to improve diversity and inclusion in the workplace*. <https://firstup.io/blog/15-ways-to-improve-diversity-and-inclusion-in-the-workplace> (Accessed: 17 August 2025).
6. Galos, D. R., Strauss, S., & Hinz, T. (2024). Discrimination or a competitive climate? Why women cannot translate their better high school grades into university grades. *Research in Higher Education*, 65(8), 1804–1825. <https://doi.org/10.1007/s11162-024-09815> (Accessed: 17 August 2025).
7. Gibson, K. (2022, September 20). *How to overcome stereotypes in your organization*. Harvard Business School Online. <https://online.hbs.edu/blog/post/how-stereotypes-affect-an-organization> (Accessed: 17 August 2025).
8. Harvard Graduate School of Education. (n.d.). *Diversity, equity, and inclusion*. Harvard Graduate School of Education. <https://www.gse.harvard.edu/community/diversity-equity-and-inclusion>
9. Law Reform Commission. (2021). *Equal Status Act 2000* (Revised, incorporating amendments up to 2018). <https://revisedacts.lawreform.ie/eli/2000/act/8/revised/en/html> (Accessed: 17 August 2025).
10. Murphy, N. (2025, January 15). *Embracing equality: The importance of inclusivity in modern society*. CPD Online. <https://cpdonline.co.uk/knowledge-base/business/embracing-equality-importance-inclusivity-modern-society/> (Accessed: 17 August 2025).
11. Smail, A. (2019). *Changing the culture: Tackling gender-based violence, harassment and hate crime: Two years on*. Universities UK. <https://dera.ioe.ac.uk/id/eprint/34600> (Accessed 17 August 2025).
12. Team Asana. (2025, January 4). *19 unconscious biases to overcome and help promote inclusivity*. Asana. <https://asana.com/resources/unconscious-bias-examples> (Accessed: 17 August 2025).



13. Yanikoglu, Ø. (2025). Decoding diversity, equity, and inclusion (DEI) in higher education: A linguistic and theoretical exploration. *Educational Academic Research*, 57, 146–159. <https://doi.org/10.33418/education.1560565> (Accessed: 17 August 2025).

Unit 5

1. Cambridge Dictionary. (n.d.). Cambridge Dictionary. <https://dictionary.cambridge.org/>
2. ESL Lounge. (n.d.). Listening practice. <https://www.esl-lounge.com/student/listening.php>
3. Newshub. (6 October 2022). Thousands of university staff go on strike over pay negotiations [Video]. <https://www.youtube.com/watch?v=2VA46qnUA8o&t=130s>
4. Newshub. (27 September 2019). Climate change strikes across New Zealand [Video]. <https://www.youtube.com/watch?v=YuQm8tGWKYY&t=1s>

Unit 7

1. BBC Earth. (2019) *The Tipping Point: Climate Change – The Facts* [video]. YouTube, 11 April. Available at: <https://www.youtube.com/watch?v=febBRv2Vftk&t=36s> (Accessed: 5 October 2025).
2. BBC News | World Service. (2024) The Climate Question meets People Fixing The World [podcast episode]. Available at: <https://www.bbc.co.uk/programmes/w3ct5wrz> (Accessed: 8 October 2025).
3. European Environment Agency (EEA). (2024) *Trends and projections in Europe 2024*. Copenhagen: EEA. Available at: <https://www.eea.europa.eu/en/analysis/publications/trends-and-projections-in-europe-2024> (Accessed: 3 October 2025).
4. European Environment Agency (EEA). (2025) *Climate change impacts, risk and adaptation*. EEA Website. Available at: <https://www.eea.europa.eu/en/topics/in-depth/climate-change-impacts-risks-and-adaptation> (Accessed: 3 October 2025).
5. van Daalen, Kim R et al. (2024) *The 2024 Europe report of the Lancet Countdown on health and climate change: unprecedented warming demands unprecedented action*. The Lancet Public Health, Volume 9, Issue 7, e495 - e522. Available at: [https://www.thelancet.com/journals/lanpub/article/PIIS2468-2667\(24\)00055-0/fulltext](https://www.thelancet.com/journals/lanpub/article/PIIS2468-2667(24)00055-0/fulltext) (Accessed: 2 October 2025).
6. IPCC (2023) Sections. In: *Climate Change 2023: Synthesis Report. Contribution of Working Groups I, II and III to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change* [Core Writing Team, H. Lee and J. Romero (eds.)]. IPCC, Geneva, Switzerland, pp. 35-115, doi: <https://10.59327/IPCC/AR6-9789291691647>
7. Campbell, D., & Krol, A. (2023). Mitigation and Adaptation. MIT Climate Portal. Available at: <https://climate.mit.edu/explainers/mitigation-and-adaptation> (Accessed: 8 October 2025).



8. Leal Filho, W., Weissenberger, S., Luetz, J.M. *et al.* Towards a greater engagement of universities in addressing climate change challenges. *Sci Rep* 13, 19030 (2023). <https://doi.org/10.1038/s41598-023-45866-x>
9. Images are AI-generated in www.canva.com

Unit 8

1. Clark, Sh., & Soutter, M. Center. (2024, March 17). How to help students think about justice. *Greater Good Science*.
<https://greatergood.berkeley.edu/article/item/how-to-help-students-think-about-justice>
2. Westheimer, J., & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. *American Educational Research Journal*, 41(2), 237–269. <https://doi.org/10.3102/00028312041002237>
3. Corpus, J. (2022, February 2). How is law different from justice? *Jus Corpus*.
<https://www.juscorpus.com/how-is-law-different-from-justice/>
4. The Judicial Learning Center. (2025, August 19). *Why do we need laws?*
<https://judiciallearningcenter.org/law-and-the-rule-of-law/>
5. Bahai.teaching.org. (2021, August 14). *How do we achieve justice?* [Video]. YouTube. <https://www.youtube.com/watch?v=YtfZEBa2T-A>
6. Words and Meanings Explained. (2024, March 21). *Understanding equality and justice in everyday life* [Video]. YouTube.
<https://www.youtube.com/watch?v=t76C6KAoI9k>
7. Office of Justice Programme. (2017, June 8). *Changing Minds: Unique's story* [Video]. YouTube. <https://www.youtube.com/watch?v=XewiONIQwM>
8. PragerU. (2014, March 24). *What is social justice?* [Video]. YouTube.
<https://www.youtube.com/watch?v=rtBvQj2k6xo>

Unit 9

1. Byram, M. (2021). *Teaching and assessing intercultural communicative competence: Revisited* (2nd ed.). Multilingual Matters.
2. Council of Europe. (2018). *Reference framework of competences for democratic culture: Volume 1, Context, concepts and model*. Council of Europe Publishing. <https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture>
3. Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment - Companion volume*. Council of Europe Publishing. <https://www.coe.int/lang-cefr>
4. Holliday, A. (2021). *Intercultural Communication: An advanced resource book for students* (4th ed.). Routledge. <https://doi.org/10.4324/9780367482480>
5. Ishihara, N., & Cohen, A. D. (2021). *Teaching and learning pragmatics: Where language and culture meet*. Routledge.

Unit 10

1. Lumen Learning. (n.d.). *Speaking as civic engagement*.
<https://courses.lumenlearning.com/wm-publicspeaking/chapter/speaking-as-civic-engagement>
2. Wikipedia contributors. (2025, September 7). Civil discourse. *Wikipedia*.
https://en.wikipedia.org/wiki/Civil_discourse



3. Leon, M. (2023, April 15). *Ethics in public speaking. Public speaking as performance.*
<https://opentext.ku.edu/publicspeakingperformance/chapter/ethics-in-public-speaking>
4. Pearson Higher Education. (n.d.). *Democratic Citizenship and the Ethics of Public Speaking.*
<https://www.pearsonhighered.com/assets/samplechapter/0/2/0/5/0205953956.pdf>
6. WatchWellCast. (2012, December 14). *Be a more confident public speaker.* [Video]. YouTube. https://www.youtube.com/watch?v=tShavGuo0_E
7. Terry McDougall (2025, May 12). *Give me 6 min, and I'll Improve Your Speaking Skills as a Leader.* [Video]. YouTube.
<https://www.youtube.com/watch?v=Ww59EuOrG0s>
8. Rachel Wills. (2011, May 19). *Presenting and public speaking tips.* [Video]. YouTube. <https://www.youtube.com/watch?v=Q5WT2vweFRY>



Digitally-Enhanced Foreign Language Education
For Active European Citizenship and Democratic
Culture

Project No. 2024-1-RO01-KA220-HED-000249951



GEORGE EMIL PALADE
UNIVERSITY OF MEDICINE,
PHARMACY, SCIENCE, AND
TECHNOLOGY OF TARGU MURES



UNIVERSITY
of NICOSIA



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by
the European Union