



# FREE

INTERMEDIATE

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Fatma Aka  
Ayşenur Alaca  
Semih Can Aktepe

# UNIT 1

# Freedom of Speech



## Unit Objectives

### 1 Line on Free Speech

developing reading comprehension

### 2 Reported Speech

Reporting quoted sentences

### 3 Vocabulary

increasing vocabulary knowledge related to freedom of speech

### 4 Free Tweeting

raising awareness for free speech

### 5 Hate Speech

supporting the arguments in a discussion

### 6 Fun Speech

producing an argumentative paragraph

## Discussion

 There is a quote by Voltaire below. Why did he say such a thing?



*"I disapprove of what you say, but I will defend to death your right to say it."*

*Voltaire*



## 1 Discussion

Discuss the following questions in groups.

▶ *What do people do when they see a view they oppose to?*

▶ *Do you protest the people whose ideas contradict with yours?*

## 2 Reading

### Line on Free Speech

It has happened across the US, at universities: an invited guest is **heckled** or disinvited because of opposing political views. And the incident is followed by a competing chorus of accusations about the rights of free speech versus the need to feel safe and welcome.

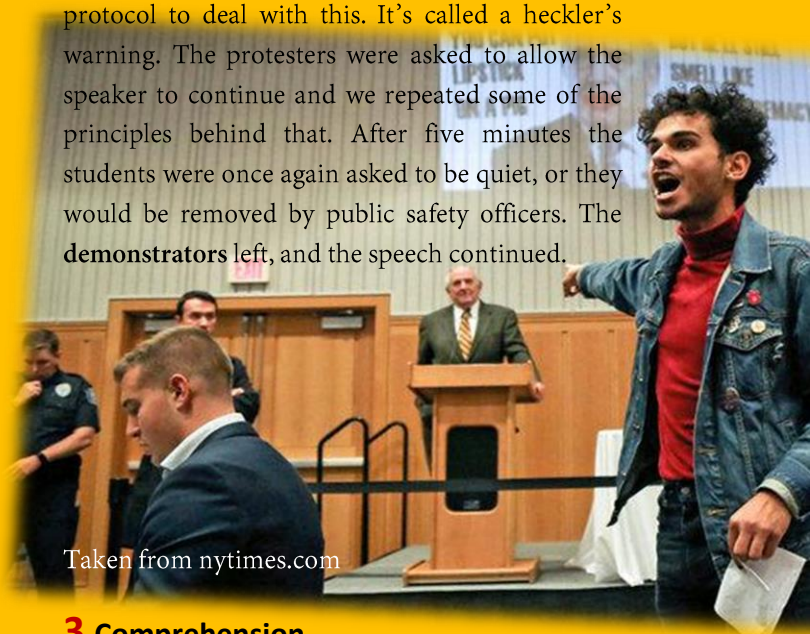
It's something those in higher education have **grappled with** for decades. But after the 2016 presidential election and the increasing **polarization** of the US, the issue has taken on a new resonance. The director of the University of Chicago's Institute of Politics, David Axelrod said the part of the problem is that students now often come to college having rarely — or never — interacted with someone with a different opinion or lifestyle.

One of the most infamous examples of such unrest took place at Middlebury College in Vermont last year when students shouted down Charles Murray, a **conservative** who has been accused of scientific racism for linking socioeconomic status with race and intelligence. The students also pulled fire alarms and began pushing him and **his** faculty interviewer. The event made national headlines and was viewed by conservative commentators as emblematic of a nationwide problem: **liberal** students refusing to hear speech **they** disagreed with. Senator Lamar Alexander said, "It's absurd that a scholar like Charles Murray would have trouble making a speech anywhere. You need to deal with it, **counter** or ignore it or whatever needs

to be done. That's what a good academic experience should be about."

Andrew D. Martin said that it was a different experience at the University of Michigan four months later when Mr. Murray spoke there. The university formed an "*engagement team*" that included academics, student leadership and public safety officers in a dialogue with those who organized the talk. Speaking on a forum panel, Professor Martin said, "We let students know that we were not only fully committed to the right of the speaker to speak, but the audience to hear and the right of those who wanted to express **dissent** to be able to do so in a way that didn't preclude others' rights."

He added that there were protests, but they had a protocol to deal with this. It's called a heckler's warning. The protesters were asked to allow the speaker to continue and we repeated some of the principles behind that. After five minutes the students were once again asked to be quiet, or they would be removed by public safety officers. The **demonstrators** left, and the speech continued.



Taken from nytimes.com

## 3 Comprehension

Read the article and find what the underlined pronouns refer to.

it (para 2): .....

his (para 3): .....

they (para 3): .....

there (para 4): .....

he (para 5): .....

#### 4 True/False

Decide if the statements are true (T) or false (F). Please correct the false ones if any.


- 1 The heckling of the guest speakers is an issue at the universities in the US. (T / F)
- 2 According to D. Axelrod, the students come to universities aware of variety of views. (T / F)
- 3 C. Murray supposes that socioeconomic situation of a person is associated with the race and intelligence. (T / F)
- 4 Engagement team consists of the dean, students and private security guards. (T / F)
- 5 Engagement team provides both the speaker and the audience with a balanced free speech environment. (T / F)
- 6 If the protests continue during the speech, the speaker stops talking. (T / F)

#### 5 Deep into the text

Read the article and answer the following comprehension questions.

- 1 When did the heckling concern reach a different dimension?  
.....
- 2 What did the students do to protest C. Murray?  
.....
- 3 What are the liberal students against?  
.....
- 4 Why did the University of Michigan come up with an engagement team?  
.....
- 5 What is the name of the protocol to grapple with the protests?  
.....

#### 6 Discussion

 What are your opinions about engagement team and heckler's warning? Have you ever heard such things in your country?



#### 7 Tip for vocabulary

##### WORD BUILDING suffix *-ion*

We can add *-ion* to the end of the verbs to form a noun denoting an action or a condition.

e.g. *accusation, election, polarization*

Write down the noun forms of the given verbs.

to interact: .....

to tolerate: .....

to compete: .....

to liberate: .....

#### 8 Activity

Look at the article again. Why are quotation marks ("...") used in some sentences?

Now look at the following sentence. Does the noun clause function the same as the quoted sentence?

*Andrew D. Martin said that it was a different experience at the University of Michigan four months later when Mr. Murray spoke there.*

So, what is the difference between the quoted sentence and "that" clause?

## 9 Grammar

### Quoted Speech vs Reported Speech

Quoted Speech
Quoted speech refers to reproducing words exactly as they were originally spoken. Quotation marks (“...”) are used. Comma is also used after the main verb and the first word of the quoted sentence is capitalized.
<i>Professor Martin said, “We let students know that we were not only fully committed to the right of the speaker to speak, but the audience to hear and the right of those who wanted to express dissent to be able to do so in a way that didn’t preclude others’ rights.”</i>
<i>He told me, “We have organized a new community to support the rights of the students in the university.”</i>
Reported Speech
Reported speech refers to using a noun clause to report what somebody has said. No quotation marks are used. If the reporting verb (the main verb of the sentence, e.g., told, said) is in past form, the verb in the noun clause will be in past form, too. Also, the pronoun changes according to the reporter.
<i>He added that there were protests, but they had a protocol to deal with this.</i>
<i>She said that she had dealt with many problems in the past because of her political background.</i>

#### NOTE:



## 10 Language practice

Quoted speech is also called direct speech and reported speech is also called indirect speech. Now convert the following sentence from direct to indirect speech.

1 She said, “You have to start with discussions with students early and often.”

She said that .....

2 I said to Benjamin, “I will always respect others’ views although I don’t approve.”

3 Kenny asked me, “when will the next meeting be held?”

4 He told the dean, “I explain the philosophical and political foundations about why we have free speech because I don’t think students understand that.”

5 Professor Martin said, “We’re not doing a terribly effective job educating our students about what the implications are, not just for their lives on campus, but their lives in general.”





to heckle (v) /'hek.əl/	liberal (adj) /lɪb.ər.əl/	polarization (n) /pəʊ.lə.raɪ'zeɪ.ʃən/	conservative (adj) /kən'sɜː.və.tɪv/
to counter (v) /'kaʊn.tər/	to dissent (v) /dɪ'sent/	demonstrator (n) /'dem.ən.streɪ.tər/	to grapple with (v) /græp.əl/

## 11 Vocabulary

Complete the sentences with the items in the word box.

### WORD BOX

grapple, liberal, counter, demonstrator, dissent, heckle, polarization, conservative

- Today, many Americans still ..... with the issue of race.
- We ..... that our warnings had been ignored.
- Older people tend to be more ..... and a bit suspicious of anything new.
- Anyone wishing to ..... from the motion should now raise their hand.
- Police arrested several of the ..... after the meeting turned into a chaos.
- People with ..... views will welcome changes in policy that do not follow traditional standards.
- The ..... of society into rich and poor can clearly be seen in urban areas.
- A few angry locals started to ..... the speaker.

## 12 Discussion

Can you relate the vocabulary items with the pictures above? What do you think about the people in the illustrations?

## 13 Activity

Match the vocabulary items with their synonyms.

- |                |                   |
|----------------|-------------------|
| 1 heckle       | a protestor       |
| 2 grapple with | b object          |
| 3 demonstrator | c interrupt       |
| 4 dissent      | d deal with       |
| 5 counter      | e protest, resist |

## 14 Pronunciation

In words with two or more syllables, at least one syllable does not have stress. In weak syllables, the weak vowel sound /ə/ is used.

Listen to the words and repeat them.

weak A	away	banana	woman
weak E	garden	paper	under
weak O	police	doctor	correct
weak U	support	figure	colour

Can you spot the /ə/ from the words in part 11?





## 15 Discussion

▶ What do you think about freedom of speech on social media?

▶ Do you think that social media is freer to express yourselves?

## 16 Listening

Listen to the article from *breakingnewsenglish.com* and choose the correct answer for the following questions while listening.

1 Blocking Twitter takes away people's right to ...

- A express themselves freely.
- B share posts on Twitter.
- C feel safe and welcome.
- D protest opposite views.

2 Twitter was blocked in Turkey on ...

- A May the 21<sup>st</sup>.
- B May the 25<sup>th</sup>.
- C March the 21<sup>st</sup>.
- D March the 25<sup>th</sup>.

3 The revealed files give information about ...

- A the new law draft.
- B the possible corruption.
- C the plans of military action.
- D president's personal life.

4 Besides Twitter, ... was also banned for a while.

- A Facebook
- B YouTube
- C Instagram
- D Wikipedia

5 After the Twitter ban, its usage was down to ...

- A %20
- B %30
- C %40
- D %50

6 Twitter global public policy team hopes ...

- A its office to be removed.
- B the access to be provided soon.
- C the ban to continue.
- D the website to be restored.

## 17 Comprehension

Listen to the text again and answer the questions.

1 Why did the president Erdogan get angry?

.....

2 Why didn't the Twitter ban work as expected?

.....

3 What did the court and the people agree on?

.....

## 18 Discussion

▶ Should everything be revealed or shared on social media freely?

▶ Is it OK for a government to block social media for such cases?



## 19 Discussion

- ▶ What may the illustration above represent?
- ▶ What might be the metaphor behind it?

## 20 Speaking Skills

When discussing on a topic, we may support or counter the opinions of the people. On doing so, there are some useful phrases that might help you to express yourselves better.

### ▶ SUPPORTING AN ARGUMENT

**To express your opinions, you can use:**

*I believe, In my opinion, I reckon, In my view, I strongly suggest, I agree on etc.*

**To present arguments for, you can use:**

*The important point is, Some argue that, One view in favour of..., It is claimed that, The evidence show that*

**To point out opposing arguments, you can use:**

*The opposite view is that, Many say that ... but..., Those who are against these ideas say that... etc.*

**To refute the opposing idea, you can use:**

*They might be right to a certain extend but that is deceiving in some points, I totally disagree, I do not agree with those, The evidence is clear that this idea is wrong, This argument is irrelevant to the topic, I do not support such a thing etc.*

## 21 Group Debate

- ▶ If you support freedom of speech, does it mean that offensive words are also OK?
- ▶ Is it suitable to show your hate to the people who you don't like or whose ideas are opposite of yours?

### **hate speech** (noun phrase) /heit spi:tʃ/

Public speech that expresses hate or encourages violence towards a person or group based on something such as race, religion, sex, or sexual orientation.

- ▶ Now discuss in groups whether hate speech is free speech. You can use the phrases from the table to support your arguments.

## 22 Quotatives

Quoted speech and reported speech were presented on previous pages, but there are some other structures to quote somebody's words informally. They are called "quotatives". Now listen to the talk and watch out for the quoted sentences.

Did you recognize the uses like the next sentence?

*e.g. I'm like "what's wrong with you."*

*I'm all "just come over and see me later on."*



## 23 Critical Thinking

► We sometimes make fun of the things and make some jokes among us. However, is there a limit to stop making fun?

Now read the article and share your opinions.

### Right to Make Fun of Everything

A Quebec comedian is defending his right to "make fun of everything" after a joke about a young man who suffers from a condition that causes facial disfigurement. In an interview, Mike Ward said, "He's "not a monster." Wand told the reporters, "We all have our limits, but I think we should be allowed to make fun of everything." He continued, "If you're offended, that's your problem, not mine."



He brought up Gabriel, the ill kid, in context as the child who sang for the pope in 2006. He joked he thought he was a terminally ill child, being given a dying wish by a children's foundation. "But five years later, he wasn't dead, he's not dying," he said on stage. "The little bastard, he's just not dying," said he.

He went on saying that Gabriel couldn't be killed — joking that he'd tried to drown him once but couldn't — and that when he looked up the condition Gabriel suffered from online, he found that it was being "ugly."

*Taken from news.vice.com*

► What do you think about the comedian?

Does he have point or do you disagree with him?

## 24 Writing Skills

To present your ideas on a controversial topic and to persuade the people to think the way you do, you can write an argumentative paragraph.


### TIPS FOR ARGUMENTATIVE PARAGRAPH

- Decide if you are "for" or "against" the idea.
- Brainstorm to support your opinion
- Explain the controversy with the topic at the very beginning.
- Then begin with your arguments.
- Provide rationales and examples etc. to support your arguments more.
- Mention the problems with the opposite view.
- Present counter arguments and try to refute the arguments of the opposite side.
- Conclude your paragraph
- NOTE that you can use the phrases on the previous page in your paragraph. (see p.7)

## 25 Your Turn

► Now write an argumentative paragraph about the statement "One can make fun of everything."

NOTE: You can use the outline template to organize your arguments.

	Argumentative Paragraph Outline
Thesis Statement	
Major 1: Supporting Argument	
Minor 1:	
Minor 2:	
Major 2: Counter Argument	
Minor 1:	
Minor 2:	
Conclusion	

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