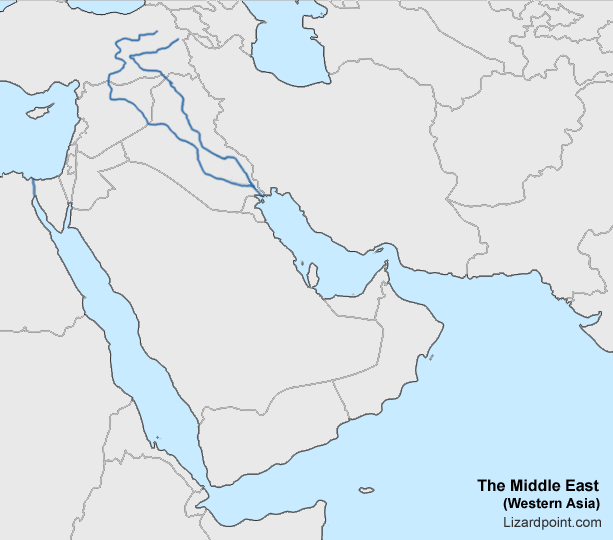
**WORKSHEET no. 1: DICTATORSHIP and UNDEMOCRATIC REGIMES**

1. **QUIZZ** – a) INSERT THE FOLLOWING COUNTRIES:

**SAUDI ARABIA, IRAQ, SYRIA, YEMEN, OMAN, IRAN, THE UNITED ARAB EMIRATES, JORDAN, ISRAEL, LEBANON, KUWAIT, BAHRAIN, QATAR**

b) Take the verbal quiz



1. Features of undemocratic regime

|  |
| --- |
| 1. suppression of individuality 2. persecution 3. ………………… |

1. Attributes you associate with dictators (mentality, personal qualities, physical traits, values,….)

**PAIR WORK – DISCUSS**

1. Exchange the names of dictators (living or dead) and discuss what you know about them
2. Name undemocratic regimes and what makes them undemocratic?
3. Can you think of any similarities between democracies and dictatorships?
4. Can dictatorship ever be justified? Are there countries which are unfit for democratic rules?

**REVISION: VOCABULARY SHEET no.1**

1. Play the Big Wheel – testing Vocabulary Sheet no. 1- go through the vocabulary sheet for 3 minutes and get ready for the game
2. TASK: Complete the gaps below with the following words (they all showed up in the previous Big Wheel game)

|  |
| --- |
| ***INVESTIGATE A PLOT UNDERLING COFFERS***  ***INDUCE DISMAL RIDDLED WITH WATCHDOG TO CRUSH TO HINT DUE PROCESS EXTRADITE RELINQUISH SINISTER STAND FOR LANDMARK ACCOUNTABILITY LIFE IMPRISONMENT*** |

1. All the government was .…………… [corruption](https://dictionary.cambridge.org/dictionary/english/hole).
2. This is why, in my opinion, we must not ……………people to countries where we know they can expect the death penalty.
3. Large public and private companies have long been contributors to the Republican party‘s …………….
4. The Countryside [Commission](https://dictionary.cambridge.org/dictionary/english/commission) was set up as the government's [official](https://dictionary.cambridge.org/dictionary/english/official)……………on [conservation](https://dictionary.cambridge.org/dictionary/english/conservation).
5. This [party](https://dictionary.cambridge.org/dictionary/english/party)……………[low](https://dictionary.cambridge.org/dictionary/english/low) [taxes](https://dictionary.cambridge.org/dictionary/english/tax) and [individual](https://dictionary.cambridge.org/dictionary/english/individual) [freedom](https://dictionary.cambridge.org/dictionary/english/freedom).
6. A federal judge this month ruled that the defendant’s.…………… **rights** had been violated.
7. They [uncovered](https://dictionary.cambridge.org/dictionary/english/uncover) …………… to [destabilize](https://dictionary.cambridge.org/dictionary/english/destabilize) the [government](https://dictionary.cambridge.org/dictionary/english/government).
8. None of these measures could …………… a change of policy.
9. The inability to restructure the national guard had ……………long-term consequences for that military force.
10. [Scotland](https://dictionary.cambridge.org/dictionary/english/scotland) Yard has been called in to ……………the [murder](https://dictionary.cambridge.org/dictionary/english/murder).
11. Among those serving……………there will be many more men with a latent tendency to violence.
12. The invention of the silicon chip was a …………… in the history of the computer.
13. There were [furious](https://dictionary.cambridge.org/dictionary/english/furious) [demands](https://dictionary.cambridge.org/dictionary/english/demand) for [greater](https://dictionary.cambridge.org/dictionary/english/great) [police](https://dictionary.cambridge.org/dictionary/english/police)…………….
14. She [surrounded](https://dictionary.cambridge.org/dictionary/english/surround) herself with ……………who were too [afraid](https://dictionary.cambridge.org/dictionary/english/afraid) of her to [answer](https://dictionary.cambridge.org/dictionary/english/answer) back.
15. He [refused](https://dictionary.cambridge.org/dictionary/english/refuse) to……………[control](https://dictionary.cambridge.org/dictionary/english/control) of his [company](https://dictionary.cambridge.org/dictionary/english/company).
16. He has …………… at the possibility of running for the office.
17. There was something …………… about the way he looked and spoke.
18. The president called upon the army to help …………… the rebellion.

**KEY:**

|  |  |  |
| --- | --- | --- |
| **a. RIDDLED WITH** | **g. A PLOT** | **m. ACCOUNTABILITY** |
| **b. EXTRADITE** | **h. INDUCE** | **n. UNDERLINGS** |
| **c. COFFERS** | **i. DISMAL** | **o. RELINQUISH** |
| **d. WATCHDOG** | **j. INVESTIGATE** | **p. HINTED** |
| **e. STANDS FOR** | **k. LIFE IMPRISONMENT** | **q. SINISTER** |
| **f. DUE PROCESS** | **l. LANDMARK** | **r. CRUSH** |

**DICTATORSHIP/UNDEMOCRATIC REGIME VOCABULARY BUILD-UP**

*1. Define in your own words the following expressions:*

1. AUTOCRACY
2. MILITARY JUNTA
3. PUTSCH/COUP
4. MARTIAL LAW
5. RIOTS
6. SUBVERSION
7. CURFEW
8. LOOTING

2. *Which word from the previous task is being defined?*

* 1. \_\_\_\_\_\_\_\_\_\_ to engage in robbing or plundering, especially in war
  2. \_\_\_\_\_\_\_\_\_\_ a systematic attempt to overthrow or undermine a government or political system by persons working secretly from within
  3. \_\_\_\_\_\_\_\_\_\_ the law applied in occupied territory by the military authority of the occupying power
  4. \_\_\_\_\_\_\_\_\_\_ an order or law that requires people to be indoors after a certain time at night
  5. \_\_\_\_\_\_\_\_\_\_ a military group controlling a government after taking control of it by force
  6. \_\_\_\_\_\_\_\_\_\_ a secretly plotted and suddenly executed attempt to overthrow a government
  7. \_\_\_\_\_\_\_\_\_\_ government in which one person possesses unlimited power
  8. \_\_\_\_\_\_\_\_\_\_ a situation in which a large group of people behave in a violent and uncontrolled way

3. Add 2 words that relate to our today’s topic, starting with the following letters:

**H**… 1) 2)

**U**… 1) 2)

**M**… 1) 2)

**A**… 1) 2)

**N**… 1) 2)

**I**… 1) 2)

**T**… 1) 2)

**Y**… 1) 2)

**MOVIE: THE DICTATOR (1940)**

1. https://www.youtube.com/watch?v=WX5L-JcGjEE&list=PLp-prXL2m\_cyPtF6adJoWqd3Crfw7Fr5T **(a trailer)**

The Great Dictator was a political satire, condemning Hitler, Mussolini, the Nazis, and anti-Semitism. It was Chaplin’s first full-sound production and was nominated for five Academy Awards. The film tells the story of a Jewish barber (Chaplin) who is mistaken for a dictator he resembles and is asked to take his place. At the film’s conclusion, he rejects his position as emperor and gives an impassioned speech that has become one of the most famous in film history.

**2. The Great Dictator – Final speech – year 1940**

*TASK:* Complete the gaps (https://www.youtube.com/watch?v=J7GY1Xg6X20&t=4s)

I’m sorry, but I don’t want to be an (1)……….. That’s not my business. I don’t want to rule or (2)……….. anyone. I should like to help everyone - if possible - Jew, Gentile - black man - white. We all want to help one another. Human beings are like that. We want to live by each other’s happiness - not by each other’s (3)………... We don’t want to hate and (4)……….. one another. In this world there is room for everyone. And the good earth is rich and can provide for everyone. The way of life can be free and beautiful, but we have lost the way.

(5)……….. has poisoned men’s souls, has barricaded the world with hate, has goose-stepped us into misery and (6)………... We have developed speed, but we have shut ourselves in. Machinery that gives abundance has left us in want. Our knowledge has made us (7)………... Our cleverness, hard and unkind. We think too much and feel too little. More than machinery we need (8)………... More than cleverness we need kindness and gentleness. Without these qualities, life will be violent and all will be lost.

The aeroplane and the radio have brought us closer together. The very nature of these inventions cries out for the goodness in men - cries out for universal (9)……….. - for the unity of us all. Even now my voice is reaching millions throughout the world - millions of despairing men, women, and little children - victims of a system that makes men (10)……….. and imprison innocent people.

To those who can hear me, I say - do not (11)………... The misery that is now upon us is but the passing of greed - the bitterness of men who fear the way of human (12)………... The hate of men will pass, and dictators die, and the power they took from the people will return to the people. And so long as men die, liberty will never (13)………...

Soldiers! don’t give yourselves to brutes - men who despise you - (14)……….. you - who regiment your lives - tell you what to do - what to think and what to feel! Who drill you - diet you - treat you like cattle, use you as cannon fodder. Don’t give yourselves to these (15)……….. men - machine men with machine minds and machine hearts! You are not machines! You are not cattle! You are men! You have the love of humanity in your hearts! You don’t hate! Only the unloved hate - the unloved and the unnatural! Soldiers! Don’t fight for (16)………..! Fight for (17)………..!

In the 17th Chapter of St Luke it is written: “the Kingdom of God is within man” - not one man nor a group of men, but in all men! In you! You, the people have the power - the power to create machines. The power to create (18)………..! You, the people, have the power to make this life free and beautiful, to make this life a wonderful adventure.

Then - in the name of (19)……….. - let us use that power - let us all (20)………... Let us fight for a new world - a decent world that will give men a chance to work - that will give youth a future and old age a security. By the promise of these things, brutes have risen to power. But they (21)………..! They do not fulfill that promise. They never will!

Dictators free themselves but they enslave the people! Now let us fight to fulfill that promise! Let us fight to free the world - to do away with national (22)……….. - to do away with greed, with hate and (23)………... Let us fight for a world of reason, a world where (24)……….. and progress will lead to all men’s happiness. (25)………..! in the name of democracy, let us all unite!

3. **WORDS ANALYSIS**

List 5 positive words from the text:

|  |
| --- |
|  |

List 5 negative words from the text:

|  |
| --- |
|  |

1. **SUMMARIZE IN YOUR OWN WORDS:**

a) Chaplin’s humanistic worldview:

b) Chaplin’s message to the soldiers:

c) Chaplin’s view of dictators:

1. Highlight in the text a passage that you yourself consider most powerful and discuss it in pairs
2. Comment on:

“We think too much and feel too little. More than machinery we need humanity. More than cleverness we need kindness and gentleness. Without these qualities, life will be violent and all will be lost.“

1. **PERSONAL QUESTIONS/PERCEPTIONS:**

a) what can poison our souls

b) what constitutes a decent world

c) what is your notion of human beings

d) how do you perceive universal brotherhood

|  |
| --- |
| **REMEMBER:**   * **Start studying the Glossary of International Relations II found in our SIS files as we will begin reviewing it in our upcoming class. The glossary will be part of our mid-term test.** |

**HOME ASSIGNMENT**

**(will be reviewed in our upcoming class)**

**1. DISCUSS CUT-OUTS on Charter 77**

2. **An Excerpt from Charter 77**

*TASK:*

1. place the words (6 verbs and 6 nouns) below back into the text
2. define the underlined words/expressions and self-study them

**VIOLATED CONDEMNED ENDOWED CURTAILED SENTENCED SIGNATORIES MORALE PHENOMENA**

**REMEDIES CONVICTIONS PENALTIES HARASSED**

The right to freedom of expression is in our case purely illusory. Tens of thousands of our citizens are prevented from working in their own fields for the sole reason that they hold views differing from official ones, and are discriminated against and **1……………** in all kinds of ways by the authorities and public organizations.

Hundreds of thousands of other citizens are **2……………** to the constant risk of unemployment or other **3……………** if they voice their own opinions.

Countless young people are prevented from studying because of their own views or even their parents'. Innumerable citizens live in fear of their own or their children's right to education being withdrawn if they should ever speak up in accordance with their **4…………**

Freedom of public expression is inhibited by the centralized control of all the communication media and of publishing and cultural institutions; no open criticism can be made of abnormal social **5…………….**

Freedom of religious confession is continually **6……………** by arbitrary official action, by interference with the activity of churchmen, by constraints on religious education.

Investigative and judicial organs violate the rights of those charged and those defending them. The prison treatment of those **7……………** is an affront to their human dignity and a menace to their health, being aimed at breaking their **8…………….**

Responsibility for the maintenance of rights in our country naturally devolves in the first place on the political and state authorities. Yet not only on them: everyone bears his share of responsibility for the conditions that prevail. It is this sense of co-responsibility that led us to the idea of creating Charter 77.

Charter 77 is a loose, informal and open association of people of various shades of opinion, faiths and professions united by the will to strive individually and collectively for the respecting of civic and human rights in our own country and throughout the world.

Charter 77 is not an organization; it has no rules, permanent bodies or formal membership. It embraces everyone who agrees with its ideas and participates in its work. It seeks to promote the general public interest.

Charter 77 does not aim, then, to set out its own platform of political or social reform or change, but within its own field of impact to conduct a constructive dialogue with the political and state authorities, particularly by drawing attention to individual cases where human and civic rights are **9……………**, to document such grievances and suggest **10………..**

As **11……………**, we hereby authorize Professor Dr. Jan Patocka, Dr. Vaclav Havel and Professor Dr. Jiri Hajek to act as the spokesmen for the Charter. These spokesmen are **12……………** with full authority to represent it vis-à-vis state and other bodies.

Prague,

1 January 1977

**KEY:**

|  |  |  |  |
| --- | --- | --- | --- |
| **1 HARASSED** | **4 CONVICTIONS** | **7 SENTENCED** | **10 REMEDIES** |
| **2 CONDEMNED** | **5 PHENOMENA** | **8 MORALE** | **11 SIGNATORIES** |
| **3 PENALTIES** | **6 VIOLATED** | **9 CURTAILED** | **12 ENDOWED** |

**ROUND ROBIN DISCUSSION**

1. ***“How to Topple Undemocratic Regimes”***
2. ***“Human Rights Abuses”***
3. ***“Features of Undemocratic Regimes”***
4. ***“Undemocratic Regimes-related Terms”***

**ACADEMIC GRAMMAR: PARAPHRASING**

**PAIR DISCUSSION - discuss**

1) what paraphrasing is, what a quotation is

2) advantages of paraphrasing (you can find some suggested answers under the key for the following exercise)

3) your experience with paraphrasing (what subject, topic, struggles, …)

**TASK 1:** There are 5 steps to good paraphrasing. Complete individual steps with the following ideas:

|  |  |  |
| --- | --- | --- |
| RELEVANT | DETAILS | MORE DETAIL |
| NOTES | GENERAL MEANING | CUT |
| WORDS AND EXPRESSIONS | SOURCE TEXT | TWO OR MORE SENTENCES |

**STEP 1:** *Read the text for* (1) …………………………….. .

**STEP 2:** *Read the text again in* (2) …………………………….. .

**STEP 3:** *Write notes on the main points that are* (3) *…………………………….. to your work, and look for more information that can be* (4) *…………………………….. .*

**STEP 4:** *Write a paraphrase based on your* (5) *…………………………….. . Make sure there is an appropriate reference to the* (6) *…………………………….. . .*

**STEP 5:** *Revise the paraphrase: change* (7) *…………………………….. that appeared in the original text, cut* (8) *…………………………….. where possible, and combine* (9) *…………………………….. into one.*

**KEY:**

|  |  |  |  |
| --- | --- | --- | --- |
| (1) GENERAL MEANING | (2) MORE DETAIL | (3) RELEVANT | (4) CUT |
| (5) NOTES | (6) SOURCE TEXT | (7) WORDS and EXPRESSIONS | (8) DETAILS |
| (9) TWO or MORE SENTENCES |

**ADVANTAGES OF PARAPHRASING – suggested answers:**

1. Paraphrasing usually makes the original shorter and clearer.
2. It shows more clearly that you’ve read about the subject and that you have understood what you’ve read.
3. It helps to avoid plagiarism.
4. It can help you to understand what you read.
5. It makes it easier to include in your own text what others have said and to synthesize different sources.

|  |
| --- |
| **MOODLE – WRITING ASSIGNMENT**  **PARAPHRASING**  **Essay requirements:**   * **Check our SIS document “WRITING ASSIGNMENT-PARAPHRASING” for further details** |