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Revolution in the Arab World



Activity One – Conditional - we will read some information about the ***conditional tenses***:

The Conditional Tenses in English.

There are four main conditionals that are commonly used in the English language: first conditional, second conditional, third conditional and zero conditional.

First Conditional

The first conditional deals with issues that have a real possibility of occurring
The first conditional uses **the if/then structure and the words will, shall, can or may** to convey the future action being considered. The following sentences are examples of the first conditional:

* If the Algerians start to protest there may be a revolution there too.
* If people start to use twitter and facebook in Libya protests will increase.
* I can read the new on the internet, if my Internet connection gets fixed.
* If there is trouble in Egypt tomorrow, we shall see it on the news.

Second Conditional

The second conditional is a bit more difficult. In some ways it is similar to the first conditional. It uses the same if/then structure, but instead of using the words will, shall, can, or may, the second conditional uses **would, could, or might**. the second conditional deals with *events that are not real possibilities.* In many cases, the events could happen; they are not physical impossibilities. However, they are not real events.

* If I had a million dollars, I would help people in Arab countries to revolt.
* If we lived in Libya, we would take to the streets.
* If I became president, I would not let these countries treat people so badly.

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Third Conditional

While the first two conditionals talk about possible future events, the third conditional deals with the past. Specifically, the third conditional talks about events in the past and the effects of those events not happening.

The third conditional uses the words **would have** to convey these impossible events. The following are examples:

* If Tunisia hadn't had a revolution then nothing would have changed in Egypt.
* If I had been on holiday in Egypt I would have been afraid.
* If I had left Libya her when I had the chance, I would have been free.

Activity Two DISCUSSION. Ask these questions to your partner using the **conditional tenses** in your answers. Then let's discuss your answers.

1. If there were an anti-government protest in your town, would you join in?
2. If everyone took to the streets to try to overthrow the government, would you join in?
3. If you were travelling in Egypt during the time of the revolution would you have been afraid?
4. If you lived in a country where there was no democracy would you try to write about injustice using social media?
5. If you lived Libya during the social unrest, would you dare to protest in the streets?
6. If you had been living in a country like Tunisia would you have taken to the streets to join in the protests?
7. Would you complain or keep a low profile if you knew that the government in your country was corrupt and that they took political prisoners ?
8. Would you have joined in protests in the streets in Egypt?

Activity Three – let's watch some slides and take turns describing what you see and commenting on what it means. Give your opinion using the expressions below:

I think that
I feel that
In my opinion
The way I see it

It seems clear to me that
Obviously
Clearly

http://www.foreignpolicy.com/articles/2011/02/04/signs_of_the_times?page=0,0

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Activity Four – Read the article paying attention to your intonation and stress BY REPEATING AFTER YOUR TEACHER and then answer the comprehension questions. Pay particular attention to the **rising and falling pitch of your voice and to stress on important words.** Listen to your teacher and try to imitate their pitch, intonation and stress.

Facebook and Arab Dignity

Damon Winter/The New York Times ***Published: January 24, 2011***

SIDI BOUZID, TUNISIA — This is where an Arab revolution began, in a small town in the middle of nowhere which never even appeared on the national weather forecast.

The spark was an altercation on Dec. 17, 2010. It involved a young fruit-and-vegetable peddler named Mohamed Bouazizi and a policewoman much older than him called Faida Hamdy. We don't know exactly what happened between them but soon after Bouazizi set himself on fire in front of the modest governor's building. Bouazizi would live another 18 days. By then, a 53 year old Arab dictatorship was under threat. Within another 10 days, it had fallen in perhaps the world's first revolution without a leader.

Or rather, its leader was far away: Mark Zuckerberg, the founder of Facebook. Its vehicle was the youth of Tunisia, able to use Facebook for instant communication and so cyber-inspire their parents.

Castro spent years preparing revolution in the Cuban interior, the Sierra Maestra; Facebook propelled insurrection from the interior to the Tunisian capital in 28 days.

How could an argument over pears in the middle of nowhere turn into a national uprising? No Tunisian newspaper or TV network covered it. The West was busy with Christmas. Tunisia was the Arab world's Luxembourg: Nothing ever happened. Some poor kid's self-immolation could never break a wall of silence. Or so it seemed.

That day, Dec. 17, a dozen members of Bouazizi's enraged family gathered outside the governor's building. They shook the gates and demanded that the governor see them.

The protests soon swelled. Participants uploaded cell phone images onto Facebook pages.

"My daughter, Ons, who's 16, started showing me what was going on," said Hichem Saad, a Tunis-based entrepreneur.

Al-Jazeera, the Arab TV network, was alerted through Facebook. When Zine el-Abidine Ben Ali, the now ousted dictator, addressed the nation, as he would three times, Facebook-ferried fury was the response. Ben Ali might have 1.5 million members in his party; he soon faced two million Facebook users.

Hisham Ben Khamsa, who organizes an American movie festival in Tunis, watched with his kids as Ben Ali made his last

speech on Jan. 13. Now, the strongman's confrontational fury had gone. Like the shah of Iran in 1978 — too late — he had "understood." He felt the people's pain. Bread prices would come down.

"He hadn't understood a thing," Ben Khamsa told me. "This was about dignity, not bread. Everyone was live-commenting the speech on Facebook."

The next night, Ben Ali fled after 23 years in power, short of his predecessor's 30 years. It's said the average age of a Tunisian is one dictator and a half. That nightmare is over.

Now the new youth minister, a 33-year-old former dissident blogger, tweets from cabinet meetings. Everyone is talking where everyone was silent. "Every Arab nation is waiting for its Bouazizi," his sister told me.

Some observations: First, the old saying goes that it's either dictators or Islamic fundamentalists in the Arab world because they're the only organized forces. No, online communities can organize and bite.

Second, those communities have no formal ideology but their struggle is to transform humiliation into self-esteem.

Authoritarian regimes can use the internet to identify dissidents; they can try to suppress Facebook. But it's empowering to the repressed, humiliated and distant — and so a threat to the decayed Arab status quo.

Tunisia was a Facebook revolution. But I prefer a phrase I heard in Tunis: "The Dignity Revolution."

Comprehension Questions –

1. How did revolution in Tunisia start ?
2. Who was its real leader according to the author ?
3. How long did the revolution last ?
4. How did the incident in Sidi Bouzid turn into a revolution ?
5. What were kids showing to their parents ?
6. What was the real problem in Tunisia according to Ben Khamsa ?
7. Had the dictator understood this ?
8. What has changed now in Tunisia ?
9. What conclusions does the author reach ?
10. What are other Arab nations waiting for ?

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Activity Five - Debate. **Read the expressions for debate and discussion:**

Personal Point of View

We use these words and phrases to express a personal point of view:

* In my experience...
* As far as I'm concerned...
* Speaking for myself...
* In my opinion...
* Personally, I think...
* I'd say that...
* I'd suggest that...
* I'd like to point out that...
* I believe that...
* What I mean is...

General Point of View

We use these words and phrases to express a point of view that is generally thought by people:

* It is thought that...
* Some people say that...
* It is considered...
* It is generally accepted that...

Agreeing with an opinion

We use these words and phrases to agree with someone else's point of view:

* Of course.
* You're absolutely right.
* Yes, I agree.
* I think so too.
* That's a good point.
* Exactly.
* I don't think so either.
* So do I.
* I'd go along with that.
* That's true.
* Neither do I.
* I agree with you entirely.
* That's just what I was thinking.
* I couldn't agree more.

Disagreeing with an opinion

We use these words and phrases to disagree with someone else's point of view:

* That's different.
* I don't agree with you.
* However...
* That's not entirely true.
* On the contrary...
* I'm sorry to disagree with you, but...
* Yes, but don't you think...
* That's not the same thing at all.
* I'm afraid I have to disagree.
* I'm not so sure about that.
* I must take issue with you on that.
* It's unjustifiable to say that...

Now watch the video on You Tube

Discuss the following points after the video, using the expressions above to present your opinions and react to what other people say.

1. Which countries are affected?
2. What is the domino effect?
3. Who do you think filmed these different images?
4. What's the overall feeling you get about what happened in the Arab world?
5. What do you think will happen in the future months?
6. What is the message of this video?
7. Answer the question you see at the end of the video.
8. Was the Arab revolution made possible by modern technology?
9. Is this revolution a good thing for the people in these countries?
10. Is there are danger that extremism will now spread?

THE ARAB REVOLUTION - DOMINO EFFECT

http://www.youtube.com/watch?v=dvzXVOlWpD4&feature=related