

AII

SEMINAR 8 – Answer Key International Relations

Task 1

- 1a) **North Atlantic Treaty Organisation** 1b) **C) 1949** 2) **C) New York** 3) **C) 732**
4) **International Monetary Fund** 5) **B) India** 6) **D) 25** 7) **A) Finland** 8) **A) Russia**
9) **Iran, Kuwait, Saudi Arabia, Jordan, Syria, Turkey** 10) **A) Iraq**

Task 2

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|---------------------|-----------------------|-------------------------|
| Amnesty - b | International Law - h | Equal Opportunities – f |
| Red Herring – g | Internationalism – e | Comity – c |
| Civil Liberties – a | Keynote – d | |
| Liberty – j | Welfare – i | |

Task 3

The purpose of the International Relations major is to provide students with both the foundational skills and specific **knowledge** necessary to analyze the behavior of **contemporary** countries.

The focus is on the study of the changing **relations** among nation-states – political, economic, and **cultural**. Majors pursue a course of study in world politics that includes classes in political science, economics, history and languages, focusing on a **range** of issues including international security, international political economy, political and economic **development** and the politics of the **transition** to democracy.

International Relations majors are also **required** to complete at least one quarter of study abroad, and at least two years in a foreign **language**. The major prepares students for a variety of **careers** in government, non-governmental organizations (NGO), and business, both **domestic** and international, as well as for **graduate** school in law, business, economics or political science.

Task 4 – Based on class discussion

Task 5 – Listening – Gap Fill

(1) minorities, (2) imported, (3) items, (4) efficiently, (5) commerce, (6) advanced, (7) women, (8) Turkish, (9) education, (10) rights, (11) task, (12) half, (13) 18th, (14) bad, (15) access, (16) damage, (17) wrong, (18) 300, (19) Egypt, (20) Arabic, (21) Response.

Listening questions

1. What was the “turning point” for Islam and where did it happen? **The Ottoman Turks were defeated in their siege of Vienna by the Christian European states**
2. What is the name of Bernard Lewis’ book? **What Went Wrong: Western Impact and Middle Eastern Response**
3. Where did coffee come from originally? **Ethiopia** Sugar? **Iran, perhaps ultimately from India**
4. What did the Europeans learn to do better than the Arabs? **They learnt how to grow sugar and coffee more efficiently and cheaply (in their plantations)**
5. What was “lost” in the Islamic world? **A capacity for innovation**
6. The most **advanced**, the most **creative**, the most **inventive**.
7. What made a huge impression on the Arab World? **The status of women**

8. What are the four main aspects of “Western progress”? **Military Economic Political Scientific**
9. What did the Turkish writer in 1868 suggest? **That women had been neglected**
10. What did Attaturk campaign for? **Women’s’ rights – equal, particularly political**
11. a) What is the difference between corruption in the West and in the East? **In the West people make money and then buy power; in the East people seize power and then make money**
b) In the author’s opinion, which does more damage? **The Eastern model**
12. According to the author, what is the key question? **What is going wrong?**
13. What is another term for “conspiracy theory”? **The blame game**
14. What is one of the biggest problems in the Muslim Middle East? **The lack of freedom of discussion (or freedom of speech)**

Task 6 – Grammar – Practice with Conjunctions and Linking Words

- 1) We are planning a series of conferences; *however/therefore* there will be a weekend devoted to International Relations in the 21st Century.
- 2) I failed my exam precisely *although/because* I didn’t have time to study.
- 3) There is no record of the transaction in our files, *but/so* there is no proof that it ever took place.
- 4) The speaker is ill and will *therefore/because* be unable to lecture today.
- 5) John, *as/although* you speak French, I wonder if I could ask you about some words?
- 6) Some people believe that the politician died *because/since* he was poisoned.
- 7) Jerome Smith has ambitions in politics; *or/consequently* he is interested in the media.
- 8) **Since/Because** we have not heard from you, we assume that you have no objections to the proposal.
- 9) Everyone had arrived, *because/consequently* the meeting could begin.
- 10) **Since/However** everyone agreed, we went ahead with the proposal.

Grammar Notes

Because brings out the **importance** of the reason. We could also use *as* or *since*, but they give less emphasis.

e.g. *Because* I lived further from school than any other student, I was often the last to arrive.

Because shows that the reason is the **main point** of the sentence; *since* or *as* would be impossible.

e.g. He is only helping me *because* he knows my father.

Since/As are used when the reason is **obvious** to the listener and *because* would give the reason too much emphasis.

e.g. *Since/As* you’ve already met each other, I don’t need to introduce you.

Since can sound a little more formal than *as*, but the difference between *as* and *since* is more of a personal style.

Do not use *since/as* if there is any confusion with their other meanings of *from* or *while*.