

# All

## 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

- |                     |                       |                         |
|---------------------|-----------------------|-------------------------|
| 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) 18<sup>th</sup>, (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 21<sup>st</sup> 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*.**