B1+

# An English Course in International Relations & Public Administration I


PREPARED BY

Mustafa Günay Özdemir
Yasser Khazne
Serhan Eyigül



CAPPADOCIA UNIVERSITY PRESS



AN ENGLISH COURSE IN INTERNATIONAL RELATIONS & PUBLIC ADMINISTRATION I

PREPARED BY

Mustafa Günay Özdemir
Yasser Khazne
Serhan Eyigül



CAPPADOCIA UNIVERSITY
2026

Cappadocia University Press: 136
ISBN: 978-625-5463-04-3
DOI: 10.35250/kun/9786255463043
URL: https://hdl.handle.net/20.500.12695/4328



© October 2026



**An English Course in International Relations & Public Administration I**
Prepared by Mustafa Günay Özdemir, Yasser Khazne and Serhan Eyigül



© Copyright, 2026, CAPPADOCIA UNIVERSITY PRESS
Certificate Number: 43348

All rights of the scientific publications in printed, electronic or other formats, symposium papers and course contents published by Cappadocia University Press belong to Cappadocia University. Except for short quotations to be made by citing the source for promotional purposes, the entire publication cannot be printed, published, reproduced or distributed electronically, mechanically or by photocopying without the written permission of Cappadocia University.



Page Layout and Cover Design: Onur Eren
Visual Design: Büşra Başak Altun
Proofreading: Muratcan Bul
Unit Header Design: Esra Kaya



This book is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.



This book was supported by Research Fund of the Cappadocia University. Project Number: KÜN.2024.BAGP.042



Disclaimer
The opinions and comments presented in the book represent the personal views of the individual authors themselves.
The authors are individually responsible for the content of their chapters.



Özdemir, M. G., Khazne, Y., Eyigül, S. (Prepared by). (2026). *An English Course in International Relations & Public Administration I*. Nevşehir: Cappadocia University Press.
162 p.
ISBN: 978-625-5463-04-3
DOI: 10.35250/kun/9786255463043
URL: https://hdl.handle.net/20.500.12695/4328
Keywords: International Relations, Public Administration, Citizen, Democracy, Law, Justice



CAPPADOCIA UNIVERSITY
50420 Mustafapaşa, Ürgüp, Nevşehir
yayinevi@kapadokya.edu.tr
kapadokyayayinlari.kapadokya.edu.tr
(0384) 353 5009
www.kapadokya.edu.tr



AN ENGLISH COURSE IN INTERNATIONAL RELATIONS & PUBLIC ADMINISTRATION I

PREPARED BY

Mustafa Günay Özdemir
Yasser Khazne
Serhan Eyigül

CAPPADOCIA UNIVERSITY
2026


## Table of Content


| | |
|---|---|
| Unit 1 | 2 |
| Unit 2 | 11 |
| Unit 3 | 20 |
| Unit 4 | 29 |
| Unit 5 | 41 |
| Unit 6 | 55 |
| Unit 7 | 68 |
| Unit 8 | 78 |
| Unit 9 | 87 |
| Unit 10 | 96 |
| Unit 11 | 115 |
| Unit 12 | 131 |
| Unit 13 | 145 |
| Unit 14 | 154 |

TARGET VOCABULARY
democracy, dictatorship, citizen, community, democracy, diplomat, discourse, governance, government, institution, international relations, law, negotiation, policy, politics, public policy, sovereignty, state, tribe, warfare



IMAGE MADE WITH GOOGLE AI

**A. Skim the passage below and discuss the questions.**

1. What do you think "politics" means based on your own understanding before reading the text?
2. How do you think politics might affect different levels of society, like families, communities, or countries?

2



IMAGE MADE WITH GOOGLE AI

## What is Politics?

Politics (from Greek: politikos, meaning "of, for, or relating to citizens") is the practice and theory of influencing other people on a civic or individual level. More narrowly, it refers to achieving and exercising positions of governance — organized control over a human community, particularly a state. A variety of methods are employed in politics, which include promoting its own political views among people, negotiation with other political subjects, making laws, and exercising force, including warfare against adversaries. Politics is exercised on a wide range of social levels, from clans and tribes of traditional societies, through modern local governments, companies and institutions up to sovereign states, to international level. A political system is a framework which defines acceptable political methods within a given society. History of political thought can be traced back to early antiquity, with seminal works such as Plato's Republic, Aristotle's Politics and opus of Confucius. Modern political discourse focuses on democracy and the relationship between people and politics. It is thought of as the way we "choose government officials and make decisions about public policy".

3

The word politics comes from the Greek word πολιτικός, from which the title of Aristotle's books Πολιτικά (politika) derives: "affairs of the cities", a dissertation on governing and governments, which was rendered in English in the mid-15th century as Latinized "Polettiques". Thus it became "politics" in Middle English c. 1320s (see the Concise Oxford Dictionary). The singular politic first attested in English 1430 and comes from Middle French politique, in turn from Latin politicus, which is the latinization of the Greek πολιτικός (politikos) meaning amongst others "of, for, or relating to citizens", "civil", "civic", "belonging to the state", in turn from πολίτης (politēs), "citizen" and that from πόλις (polis), "city".

DEVI YUWITA, M.PD, ENGLISH FOR SOCIAL AND POLITICAL SCIENCES 01 SYARIF HIDAYATULLAH JAKARTA

**B. Read the passage above and answer the questions according to the passage.**

1. How has politics changed over time, from ancient times to now?
2. Besides making laws, what are other ways politics affects our daily lives?
3. Why is it important for people to understand how their government works?
4. What are some problems that democracies face when they try to help everyone?
5. How can regular people get involved in politics, and why is this important?

4

**C. Are the sentences True (T) or False (F) according to the passage?**

1. ( ) Politics refers only to making laws and governing a country.
2. ( ) The word **politics** comes from the Greek word meaning **affairs of the cities**.
3. ( ) Plato and Aristotle were ancient Greek philosophers who wrote about politics.
4. ( ) Modern political discourse focuses mainly on dictatorship and tyranny.
5. ( ) Politics can affect societies at different levels, from families to international relations.
6. ( ) Democracy is a form of government where citizens have the power to choose their leaders.
7. ( ) Understanding political systems is important only for government officials.
8. ( ) Negotiation with other political groups is one method used in politics.
9. ( ) Warfare is never used as a political method in international relations.
10. ( ) The term **politics** in English comes from the Latin word **politikos**.

5

**D. Match the words with their definitions.**

| | |
|---|---|
| 1. politics | a) the way that organizations or countries are managed at the highest level |
| 2. governance | b) a rule, usually made by a government |
| 3. negotiation | c) the power of a country to control its own government |
| 4. law | d) ideas and activities relating to how a country or area is governed |
| 5. sovereignty | e) a person who is a member of a particular country and who has rights because of being born there |
| 6. citizens | g) a country or its government |
| 7. state | f) the process of discussing something with someone in order to reach an agreement with them |

6

**E. Fill in the gaps with the words from the table above.**

1. In _____, people participate in activities like voting and campaigning to choose their leaders.
2. _____ refers to the way a country or region is controlled and managed by its government.
3. Diplomats engage in _____ to find common ground and resolve conflicts between nations.
4. Every country has its own set of _____ that citizens must follow to maintain order and justice.
5. _____ is the principle of self-governing and having the authority to make decisions independently.
6. In a democracy, the power ultimately resides with the _____ who elect representatives to make decisions on their behalf.
7. A _____ is a defined territory with its own government and laws.

7

## Language Study: Relative Pronouns

| | | |
|---|---|---|
| Person | who/that | The person **who/that** first had the idea was called Smith. |
| Thing | which/that | The thing **which/that** stops it being a success is the price. |
| Possession | whose | The man **whose** design won was from China. |
| Place | where | The company **where** I work makes a difference in people's lives. |
| Time | when | Early in the morning is the time **when** I have my best ideas. |

We use **Present Simple** to introduce relative clauses.

- Relative clauses tell us more about people, things, places, time, and possessions.
- We use **who** or **that** for people, and **which** or **that** for things.

8

Examples from the passage:

- A variety of methods are employed in politics, **which** include promoting its own political views among people, negotiation with other political subjects, making laws, and exercising force, including warfare against adversaries.
- The word politics comes from the Greek word πολιτικός, from **which** the title of Aristotle's books Πολιτικά (politika) derives: 'affairs of the cities', a dissertation on governing and governments, **which** was rendered in English in the mid-15th century as Latinized 'Polettiques'.

9

**A. Choose the correct option.**

1. There are lots of students **which / who** have great ideas.
2. The last century was the time **when / where** technology really progressed.
3. The magazine **who / that** I like best is called New Scientist.
4. Liverpool is the place **where / which** I studied for my degree.
5. I want to find job **that / who** helps others.
6. John is the boy **who / whose** father is a doctor.
7. I don't know anyone **who / which** works in technology.
8. He was born at a time **when / where** computers didn't exist.

**B. Complete the sentences with, which or that.**

1. Economics is a subject _____ I've never understood.
2. I want a mobile phone _____ takes good photos.
3. I work in that big yellow building _____ you can see over there.
4. Meryl Streep is the famous person _____ I'd most like to meet.
5. What's the name of the lady _____ is wearing the blue dress?
6. You need a coat _____ will keep you warm this winter.
7. You're the most beautiful person _____ I've ever seen.

TARGET VOCABULARY

citizenry, cold war, colonialism, contemporary, decolonization, diplomacy, ethnic linguistic, foreign policy, hierarchical, homogeneous, insistence, institutionalization, inter-governmental organizations, interdisciplinary, levels of analysis, medieval



IMAGE MADE WITH GOOGLE AI

**A. Skim the passage below and discuss the questions.**

1. What do you think "international relations" means? How do you think countries interact with each other?
2. Why do you think it's important for countries to have relationships with each other? What benefits do you think they might get from these relationships?

11



IMAGE MADE WITH GOOGLE AI

## International Relations

International relations (IR) is the study of relationships among different countries, the roles of sovereign states, inter-governmental organizations (IGO), international non-governmental organizations (INGO), non-governmental organizations (NGO), and multinational corporations (MNC). International relations is an academic and a public policy field, and so can be positive and normative, because it analyzes and formulates the foreign policy of a given State. As an academic field, international relations dates from the time of the Greek historian Thucydides (ca. 460–395 BC), and, in the early 20th century, became a discrete academic field (No. 1901 in the 4 digit UNESCO Nomenclature) within political science. However, International Relations is an interdisciplinary field of study. The history of international relations based on sovereign states is often traced back to the Peace of Westphalia of 1648, a stepping stone in the development of the modern state system. Prior to this the European medieval organization of political authority was based on a authority hierarchical religious order. Contrary to popular belief, Westphalia still embodied layered systems of sovereignty, especially within the Holy Roman Empire.

12

More than the Peace of Westphalia, the Treaty of Utrecht of 1713 is thought to reflect an emerging norm that sovereigns had no internal equals within a defined territory and no external superiors as the ultimate authority within the territory's sovereign borders. The centuries of roughly 1500 to 1789 saw the rise of the independent, sovereign state, the internationalization of diplomacy and armies. The French Revolution added to this the new idea that not princes or an oligarchy, but the citizenry as a whole, the nation, was sovereign and the defender of sovereign. Such a state in which the nation is sovereign would hence be termed a nation-state (as opposed to a monarchy, or a religious state). The term republic increasingly became its synonym. An alternative model of the nation-state was developed in reaction to the French republican concept by the Germans and others, who instead of giving the citizenry sovereignty, kept the princes and nobility, but defined nation-statehood in an ethno-linguistic terms, establishing the rarely if ever fulfilled ideal that all people speaking one language should belong to one state only. The same claim to sovereignty was made for both forms of nation-state. (It is worth noting that in Europe today, few states conform to either definition of nation-state: many continue to have many ethnicities and hardly any are ethnically homogeneous.) The particular European system supposing the sovereign equality of states was exported to the Americas, Africa, and Asia via colonialism and the "standards of civilization". The contemporary international system was finally established through decolonization during the Cold War. However, this is somewhat over simplified. While the nation-state system is considered "modern", many states have not incorporated the system and are termed "pre-modern". Further, a handful of states have moved beyond insistence on full sovereignty, and can be considered "post-modern". The ability of contemporary IR discourse to explain the relations of these different types of states is disputed. "Levels of analysis" is a way of looking at the international system, which includes the individual level, the domestic state as a unit, the international level of transnational and interregional affairs, and the global level.

DEVI TUNEN, NUTS, ENGLISH FOR SOCIAL AND POLITICAL SCIENCES IV, © SYAMIT HIDAYATULLAH | JAKARTA

13

**B. Read the passage above and answer the questions according to the passage.**

1. How has the idea of sovereignty changed over time, from the Peace of Westphalia to today?
2. How did the French Revolution impact how we think about countries and who has power within them?
3. How do different ways of defining nation-states affect how countries see themselves and each other?
4. How did colonialism and the end of colonial rule affect who has power in different parts of the world?
5. What are some countries today that have different ideas about who has power within their borders, and how does this affect how countries work together?

14

**C. Are the sentences True (T) or False (F) according to the passage?**

1. ( ) International relations study relationships between different countries and organizations.
2. ( ) The study of international relations began in the early 20th century.
3. ( ) The Peace of Westphalia in 1648 helped create the modern system of countries.
4. ( ) The Treaty of Utrecht in 1713 established that sovereigns had no equals within their territories.
5. ( ) The French Revolution introduced the idea that sovereignty should belong to the citizens of a country.
6. ( ) The terms **nation-state** and **republic** mean the same thing.
7. ( ) Today, most European countries follow either the French or German model of nation-states.
8. ( ) The international system was shaped during the Cold War and decolonization.
9. ( ) **Levels of analysis** in international relations include understanding individuals and states.
10. ( ) All countries today follow the same model of sovereignty.

15

**D. Match the words with their definitions.**

| | |
|---|---|
| 1. multinational | a) a policy or system in which a country controls another country or area. |
| 2. colonialism | b) existing or happening now, and therefore seeming modern |
| 3. authority | c) an area that an animal or person tries to control or thinks belongs to them |
| 4. medieval | d) the act of stating or demanding something forcefully |
| 5. territory | e) the power to control or demand obedience from others |
| 6. contemporary | f) a large and powerful company that produces and sells goods in many different countries |
| 7. insistence | g) related to the Middle Ages |

16

**E. Fill in the gaps with the words from the table above.**

1. _____ corporations operate in multiple countries and play a significant role in global economies.
2. European powers engaged in _____ to expand their territories and influence during the Age of Exploration.
3. During the _____ period, political authority in Europe was often decentralized and based on feudal systems.
4. Countries assert their _____ over their defined borders and populations within the international system.
5. In _____ times, international relations are shaped by global trade, diplomacy, and interconnectedness.
6. Some states show strong _____ on maintaining their independence and sovereignty in international affairs.
7. Nations define their _____ through established borders and territories recognized by international law.

17

## Language Study: Prepositions

**During**

- to say when something happens
- during is a preposition which is used before a noun (during + noun)

Examples:

- I will be really busy **during** the next year.
- The children were sleeping **during** the movie.

**While**

- While is used to represent the length of time an action has been happening.
- It is also used when speaking about two actions happening at the same time

Examples:

- **While** I was playing the piano, my husband was doing the dishes.
- **While** we were eating dinner, the radio was playing.

Examples from the passage;

- The contemporary international system was finally established through decolonization **during** the Cold War.
- **While** the nation-state system is considered "modern", many states have not incorporated the system and are termed "pre-modern".

18

**A. Complete the sentences with during or while.**

1. _____ the lecture, the students took notes diligently.
2. She likes to listen to music _____ she exercises at the gym.
3. They met _____ their trip to Europe last summer.
4. The power went out _____ the storm last night.
5. _____ the meeting, everyone paid attention to the speaker.
6. He called his friend _____ he was waiting for the bus.
7. We saw many interesting sights _____ our vacation in Italy.
8. She read a book _____ she was waiting for her flight at the airport.

19

3

TARGET VOCABULARY

*age of enlightenment, age of revolution, anthropology, anti-positivism, correlation, economics, empirical approaches, encyclopedia, entity, hard science, industrial revolution, metaphysical speculation, methodological dichotomy, moral philosophy, pioneer*



IMAGE MADE WITH GOOGLE AI

**A. Skim the passage below and discuss the questions.**

1. Have you heard of social sciences before? What subjects do you think are included in social sciences?
2. What do you think "empirical approaches" mean in the context of studying society?

20



IMAGE MADE WITH GOOGLE AI

## Social Sciences

Social science refers to the academic disciplines concerned with society and the relationships among individuals within a society, which often rely primarily on empirical approaches. It is commonly used as an umbrella term to refer to anthropology, economics, political science, psychology and sociology. The history of the social sciences begins in the Age of Enlightenment after 1650, which saw a revolution within natural philosophy, changing the basic framework by which individuals understood what was "scientific". Social sciences came forth from the moral philosophy of the time and was influenced by the Age of Revolutions, such as the Industrial revolution and the French revolution. The social sciences developed from the sciences (experimental and applied), or the systematic knowledge-bases or prescriptive practices, relating to the social improvement of a group of interacting entities. The beginnings of the social sciences in the 18th century are reflected in various grand encyclopedia of Diderot, with articles from Rousseau and other pioneers. The growth of the social sciences is also reflected in other specialized encyclopedias. The modern period saw "social science" first used as a distinct conceptual field.

21

Social science was influenced by positivism, focusing on knowledge based on actual positive sense experience and avoiding the negative, metaphysical speculation was avoided. Auguste Comte used the term "science sociale" to describe the field, taken from the ideas of Charles Fourier, Comte also referred to the field asocial physics. Following this period, there were five paths of development that sprang forth in the Social Sciences, influenced by Comte on other moral philosophy. Comte also took from the ideas of Saint-Simon, in which the social phenomena was identified with and understood, this was championed by figures such as Max Weber. The fourth route taken, based in economics, was developed and furthered economic knowledge as a hard science. The last path was the correlation of knowledge and social values; the anti-positivism and verstehen sociology of Max Weber firmly demanded on this distinction. In this route, theory (description) and prescription were non-overlapping formal dichotomies to subject.

DEMI FUSIANTA, M.PD., ENGLISH FOR SOCIAL AND POLITICAL SCIENCES (A BY EXAMP, HIGHWAY) LAW JAKARTA

**B. Read the passage above and answer the questions according to the passage.**

1. How did the Age of Enlightenment contribute to the development of social sciences?
2. What were some key events that influenced the emergence of social sciences in the 18th century?
3. Who were some influential figures mentioned in the history of social sciences, and what were their contributions?
4. What methods did early social scientists use to study society?
5. Why did positivism play a significant role in shaping the early social sciences?

22

**C. Are the sentences True (T) or False (F) according to the passage?**

1. ( ) Social sciences study how people interact in society.
2. ( ) The Age of Enlightenment occurred before 1650 and focused primarily on natural sciences.
3. ( ) Social sciences began from moral philosophy and were shaped by events like the Industrial Revolution.
4. ( ) Auguste Comte coined the term "social science" and advocated for metaphysical speculation.
5. ( ) Émile Durkheim studied "social facts" as part of sociology.
6. ( ) Max Weber emphasized the importance of studying social behavior through practical research.
7. ( ) Economics played a role in developing social sciences by studying how societies can improve.
8. ( ) Auguste Comte borrowed the term "science sociale" from Charles Fourier.
9. ( ) Social sciences were mainly theoretical until modern times, without practical applications.
10. ( ) The growth of social sciences can be seen in encyclopedias like those edited by Diderot.

23

**D. Match the words with their definitions.**

| | |
|---|---|
| 1. enlightment | a) something that exists apart from other things, having its own independent existence |
| 2. individual | b) a connection or relationship between two or more facts, numbers, etc. |
| 3. interact | c) the period in Europe when many people began to emphasize the importance of science and reason, rather than religion and tradition |
| 4. entity | d) to do or begin to do something, especially something that will take a long time or be difficult |
| 5. pioneers | e) to communicate with someone or react to something |
| 6. undertake | f) a single person or thing |
| 7. phenomenon | g) something that exists and can be seen, felt, tasted, etc., especially something unusual or interesting |
| 8. correlation | h) a person who is one of the first people to do something |

SOURCE: CAMBRIDGE DICTIONARY

24

**E. Fill in the gaps with the words from the table above.**

1. The Age of _____ brought new ideas about reason and science, influencing the development of social sciences.
2. Each person is an _____, with their own beliefs and behaviors, which sociologists study in social sciences.
3. Social scientists study how people _____ with each other within societies to understand social dynamics.
4. An _____ such as a government or corporation plays a role in societal structures studied by social scientists.
5. Rousseau and other thinkers were _____ in shaping early social science theories and methods.
6. Researchers often _____ large-scale surveys to collect data for social science studies.
7. A social _____ like cultural change or economic inequality is a key focus in social science research.
8. Sociologists explore the _____ between different social factors to understand societal patterns.

25

## Language Study: Simple Present Tense

We use the present simple to talk about:

- Something that is true in the present:

**Example:** "He lives in London."

- Something that happens regularly in the present:

**Example:** "I play football every weekend."

- Something that is always true:

**Example:** "The human body contains 206 bones."

| | Positive | Negative |
|---|---|---|
| I / You / We / They | **They love** their house. | **I don't live** in a big city. |
| He/ She/ It | **She loves** her family. | **He doesn't cook** every evening. |

| Question | Positive Short Answer | Negative Short Answer |
|---|---|---|
| **Does he go** to the supermarket? | Yes, **he does.** | No, **he doesn't.** |
| **Do they work** in an office? | Yes, **they do.** | No, **they don't.** |

26

Examples from the passage:

- Social science refers to the academic disciplines concerned with society and the relationships among individuals within a society.
- A third means developed, arising from the methodological dichotomy present.

**A. Rewrite the sentences. Correct the mistakes in bold.**

1. We **works** in an office.

_____

2. She **study** every day.

_____

3. He **don't goes** to school at 8 o'clock.

_____

4. I **buys** sandwiches for lunch every morning.

_____

5. Our dog **watch** TV with us.

_____

6. **Does** you eat dinner at seven o'clock?

_____

27

7. She **live** in New York with her sister.

_____

8. The train **leave** at 10.30 am.

_____

28

# 4

**TOPIC 1 VOCABULARY**

Agency, anarchy, anthropocene, assignment, interdependence, environmental issue, gender inequality, human rights, intervention, nation, social constructivism, sovereign, statehood, structure, superpower, transnational, war

IMAGE MADE WITH KEEDOO.AI

## IR as an Academic Subject

The traditional core of IR has to do with issues concerning the development and change of sovereign statehood in the context of the larger system or society of states. The focus on states and the relations of states helps explain why war and peace is a central problem of traditional IR theory. However, contemporary IR is also concerned with a number of issues that do not directly involve states. These include non-state interactions (interdependence, human rights, transnational corporations, international organizations, the environment, gender inequalities, economic development, terrorism, and so forth. For this reason, some scholars prefer the label *International Studies* to *World Politics*. There are four major theoretical theoretical traditions in IR: realism, liberalism, international Society, and etc.

IMAGE MADE WITH KEEDOO.AI

29

In addition, there is a more diverse group of alternative approaches which have gained prominence in recent years. The most important of these is social constructivism. The main task of this book is to present and discuss all these theories. In this chapter, we shall examine IR as an existing academic subject. IR is a relatively young subject. It has developed out of a number of academic disciplines, such as history and economics. At most times during the twentieth century, there has been a dominant way of thinking about IR and a major body of thought that challenged that way of thinking.

**ROBERT JACKSON AND GEORG SORENSEN, INTRODUCTION TO INTERNATIONAL RELATIONS, NEW YORK: OXFORD UNIVERSITY PRESS, 2014, P.3**

## Context Exercises

**A. Choose the correct option.**

1. The traditional core of international Relations (IR) primarily deals with which of the following issues?
   a. Gender inequalities
   b. Economic development
   c. Sovereign statehood and the system of states
   d. Transnational corporations

2. What central problem of traditional IR theory is highlighted in the passage?
   a. Economic interdependence
   b. War and peace
   c. Human rights
   d. Terrorism

30

3. Contemporary IR includes the study of which of the following subjects?
   a. Political relations among states
   b. Human rights and economic development only
   c. A wide range of subjects including economic interdependence, human rights, and environmental issues
   d. None of the above

4. Which label do some scholars prefer instead of **International Relations**?
   a. World Economics
   b. Global Studies
   c. International Studies or World Politics
   d. Transnational Relations

5. How many major classical theoretical traditions in IR are mentioned in the passage?
   a. Two
   b. Four
   c. Five
   d. Six

6. Which of the following is **NOT** one of the classical theoretical traditions in IR mentioned in the passage?
   a. Realism
   b. Liberalism
   c. International Society
   d. Postmodernism

31

7. Which alternative approach to IR has gained prominence in recent years, according to the passage?
   a. Neorealism
   b. Social constructivism
   c. Marxism
   d. Feminism

8. What is the main task of the book mentioned in the passage?
   a. To discuss the history of IR
   b. To present and discuss all the theories of IR
   c. To analyze the role of International organizations
   d. To critique traditional IR theories

9. How has IR thinking developed, according to the passage?
   a. It has been relatively consistent in its way of thinking.
   b. Through distinct phases characterized by specific debates between groups of scholars
   c. By adopting a single dominant theory throughout the twentieth century
   d. Without any significant evolution over time

10. What has characterized most times during the twentieth century in IR, as per the passage?
    a. A complete consensus on IR theories
    b. A dominant way of thinking about IR and a major challenge to that way of thinking
    c. Constant changes without any dominant theories
    d. Focus solely on economic aspects of IR

32

**B. Fill in the blanks with the correct words from the International Relations (IR) passage.**

1. The central focus of traditional International Relations (IR) deals with the _____ and transformation of independent _____ sovereign states within a global context.
2. One of the primary issues in classic IR theory, stemming from the interactions among nations, is the dichotomy of _____ and peace.
3. Modern IR not only covers political interactions between countries but also addresses various topics such as global economic interdependence, _____, _____ rights, multinational corporations, international institutions, environmental concerns, gender disparities, economic growth, and _____.
4. Due to the expansive nature of the subject matter, some academics prefer the term 'International _____ or 'World Politics.'
5. The major traditional theories in IR include realism, _____, _____, and the International Society approach, and International Political Economy (IPE).
6. Recently, a range of alternative theories has become prominent, with the _____ _____ constructivism being particularly significant.
7. The objective of this text is to introduce and analyze these diverse _____ in IR, the chapter will explore the _____ _____ discipline.
8. Throughout its history, IR thought has progressed through different stages, each characterized by specific _____ among scholars.
9. For much of the twentieth century, a predominant perspective on IR existed alongside significant _____ to it.

33

## C. Answer the following questions.

1. What is the traditional core of International Relations (IR) concerned with?
2. Besides political relations between states, name at least three other subjects contemporary IR is concerned with.
3. What are the four major classical theoretical traditions in IR mentioned in the passage?
4. Which alternative approach to IR has gained prominence in recent years?
5. How has IR thinking developed according to the passage?

34

**D. Are the sentences True (T) or False (F) according to the passage?**

1. ( ) The traditional core of International Relations (IR) primarily focuses on gender inequalities.
2. ( ) War and peace is a central problem of traditional IR theory.
3. ( ) Contemporary IR is only concerned with political relations between states.
4. ( ) Some scholars prefer the label **International Studies** or **World Politics** instead of **International Relations**.
5. ( ) There are three major classical theoretical traditions in IR mentioned in the passage.
6. ( ) Social constructivism is an alternative approach to IR that has gained prominence in recent years.
7. ( ) The main task of the book mentioned in the passage is to present and discuss various IR theories.
8. ( ) IR thinking has developed through distinct phases characterized by specific debates between scholars.
9. ( ) Throughout the twentieth century there has been a complete consensus on IR theories with no significant challenges.
10. ( ) Contemporary IR includes the study of subjects such as economic interdependence, human rights, and terrorism.

35

**E. Match the word(s) or terms from the text to their definitions below.**

1. International Relations (IR)
2. Economic interdependence
3. Social constructivism
4. Sovereignty
5. Transnational corporations

1. The condition of being independent and having full self-governing authority, particularly in relation to the governance of a state. _____
2. The interdependence and mutual reliance between countries for goods, resources, information, and services. _____
3. Large companies that operate in several countries and play a significant role in international economics and politics. _____
4. A field of study that involves the relations between nations, including diplomacy, conflict, trade, and international cooperation. _____
5. A major challenge to the traditional ways of thinking about international relations, emphasizing the role of social structures and human agency in the formation of international norms and behaviors. _____

36

## Vocabulary Study

**A. Fill in the missing parts of the table with the correct forms of the words provided. Use use these words to fill in the blanks with the suitable word.**

| Noun | Verb | Adverb | Adjective |
|---|---|---|---|
| Development | Develop | It | |
| Interdependence | | Interdependently | |
| | Alternative | Alternatively | Alternative |
| Cooperation | Incorporate | It | |
| Environment | It | | Environmental |

1. The new policy focuses on _____ sustainability practices to reduce waste and promote eco-friendly initiatives.
2. The company's _____ structure ensures that different departments work closely together to achieve common goals.
3. In modern economies, businesses and ecosystems are often _____, meaning they rely on each other to function properly.
4. The city council proposed an _____ plan for urban development, which included creating more spaces and pedestrian zones.
5. _____ psychology studies the changes and growth that occur throughout a person's life, from infancy to old age.

37

## Language Study

**A. Study this example from the text:**

- **Although** no country has ever granted all its citizens the vote, most countries today hold regular elections."

There are multiple levels of governance, **while** the world is highly interconnected and independent."

"Max between Canada and the United States is unthinkable, perhaps not **because** of their liberal democratic constitutions, but **because** they are allies who share the same international threats."

**CONJUNCTIONS ARE WORDS THAT CONNECT PHRASES, THE SUBCLAUSES OF SIMPLE SENTENCES, AND SENTENCES TO INTERNATIONAL RELATIONS.**

*Although and Though*

- Although and though both mean **in spite of something**. They are subordinating conjunctions. This means that the clause which they introduce is a subordinate clause, which needs a main clause to make it complete.

**Examples:**

- Everyone enjoyed the trip to the food **although we lost the match!**
  (Main clause) (Subordinate clause)
- **Though it was rainy,** we put on our jackets and went for a walk.
  (**Subordinate clause**) (Main clause)

38

**While**

- We can while to show that actions or events happen at the same time in the past, present or future.

**Examples:**

- Can you wait in the car while I run into the shop?
- They were talking while the teacher was explaining the activity.

**Because**

- When we use because, we are focusing on the reason.

**Examples:**

- She spoke quietly because she didn't want Catherine to hear.
- We'll come over on Sunday because David's got to work on Saturday.

- We often put the because clause at the beginning of a sentence, especially when we want to give extra focus to the reason. We use a comma after the because clause.

**Example:**

- Because breathing is something we do automatically, we rarely think about it.

39

**B. Fill in the blanks with the correct subordinating conjunctions, because, although, or while.**

1. _____ _____ the traditional core of IR focuses on state-relations, contemporary IR also addresses economic interdependence and human rights.
2. The book presents various theories, _____ _____ it remains focused on the evolution of IR as an academic subject.
3. _____ _____ the study of IR has evolved significantly, some classical IR concepts still influence current thought.
4. The term 'International Studies' is preferred by some scholars, _____ _____ it covers a broader range of topics beyond traditional IR.
5. _____ _____ _____ the IR theory emphasizes war and peace, modern perspectives also consider gender inequalities and environmental issues.
6. The historical context is crucial for understanding IR, _____ _____ it helps explain why certain theories developed over time.
7. The theories discussed in the book are diverse, _____ _____ they all contribute to the development of IR as an academic subject.
8. _____ _____ no country grants all citizens the vote, most countries hold regular elections based on egalitarian principles.
9. The main task of the book is to present and discuss various theories, _____ _____ it also examines the historical development of IR.
10. _____ _____ the field of IR has many traditional theories, it has also incorporated alternative approaches like social constructivism.

40

7

TARGET VOCABULARY

confidentiality, armed forces, coercive state, domestic sphere, freedom, international sphere, intimidation, justice, maintenance, military power, national security, order, nations, security, self-defence, self-help, sovereign state, threat, toleration, violence



IMAGE MADE WITH GOOGLE AI

## Security

Security is the condition of being safe from (usually physical) harm; it therefore consists in being free from threat, intimidation and violence. However, a distinction is commonly drawn between the maintenance of security in the domestic sphere and its maintenance in the international sphere. In a domestic context, security refers to the state's capacity to uphold order within its own borders, using the instruments of the coercive state, the police and, at times, the military. In an international context, security refers to the capacity of the state to provide protection against threats from beyond its borders, especially the ability of its armed forces to fight wars and resist military attack. Security is widely viewed as being the deepest and most abiding issue in politics. This is because insecurity and fear make a decent and worthwhile existence impossible.

68

High-sounding values such as **freedom**, **justice** and **toleration** thus only merit attention once domestic security is upheld. However, the issue of security is often complicated by the relationship between its international politics because, while the state's ultimate goal is defence and stability, the very existence of armed forces opens the international sphere to anarchical and dangerous struggles and unstable ups and downs in the balance of power between the different sovereign states. Security in international affairs can and should be upheld, Realists understand security primarily in terms of 'national' security. In a world of self-help, all states are under at least potential threat from all other states, so each state must have the capacity for self-defence. National security therefore places a premium on military power, reflecting the assumption that the more militarily powerful a state is, the more secure it is likely to be. However, this focus on military security draws states into dynamic, competitive relationships with one another, based on what is called the **security dilemma.**

SOURCE: IAN MCKEE, KEY CONCEPTS IN POLITICS AND INTERNATIONAL RELATIONS: SECOND EDITION, LONDON: PALGRAVE, 2018, P. 231

**A. Answer the questions according to the passage.**

1. What does the passage tell us about security? What are the primary elements or components of security?
2. How does the text explain the difference between domestic security and international security?
3. How do the police and military, as mentioned, contribute to a country's security assurance?
4. From an international standpoint, why would you say armed forces are important for state security?
5. Why is security a big issue in international politics?
6. What happens when states focus too much on military power?
7. What is the "**security dilemma**" mentioned in the text?

69

**B. Read each statement below carefully and decide if they are True (T) or False (F) according to the passage.**

1. ( ) Security primarily protects against physical harm and includes freedom from threat, intimidation, and violence.
2. ( ) In the home context, security focuses on a state's ability to provide for the maintenance of order within its borders, usually through the use of police and military forces.
3. ( ) International security means protecting a country from outside threats by having a strong army.
4. ( ) The term **"security"** is used for both inside the country and between countries.
5. ( ) On the domestic ground, security is taken care of only by the police force; no military is involved in it.
6. ( ) International security is not just about economic stability and trade agreements.
7. ( ) The domestic security deals with threats from both outside and inside the country.
8. ( ) Security includes protection from threats not based on physical force, like economic instability and cyberattacks.
9. ( ) International security tries to stop wars and fights between countries.
10. ( ) The police force is primarily responsible for ensuring international security by monitoring and preventing cross-border crimes.

70

**C. Match the words with their definitions.**

| | |
|---|---|
| 1. state | a) the possibility that something unwanted will happen |
| 2. order | b) the condition or right of being able or allowed to do whatever you want to |
| 3. threat | c) protection of a person, building, organization, or country against threats such as crime or attacks by foreign countries |
| 4. intimidation | d) a part of a large country with its own government |
| 5. violence | e) the action of frightening or threatening someone, usually in order to persuade them to do something that you want them to do |
| 6. self-defence | f) the way in which people or things are arranged |
| 7. freedom | g) actions or words that are intended to hurt people |
| 8. justice | h) the practice of tolerating something, in particular differences of opinion or behaviour. |
| 9. toleration | i) the system of laws in a country that judges and punishes people |
| 10. security | j) the process of keeping or continuing something |
| 11. domestic | k) relating to a person's own country |
| 12. maintenance | l) the skill of fighting without weapons to protect yourself |

SOURCE: CAMBRIDGE DICTIONARY

71

**D. Fill in the blanks with the correct words from the box.**

| | | | | | |
|---|---|---|---|---|---|
| domestic | state | self-defence | maintenance | justice | security |
| freedom | threats | order | toleration | intimidation | violence |

1. Representatives are elected from each _____.
2. The names are published in alphabetical _____ order.
3. A lot of viewers complained that there was too much _____ in the film.
4. To make voluntary choices, patients need to be free from _____ or manipulation.
5. He was willing to use violence and _____ to get what he wanted.
6. She goes to _____ classes for women.
7. Being able to vote as you want to is an important democratic _____.
8. The _____ system in this country consists of a series of law courts at different levels.
9. All people should practise _____ and live together in peace.
10. Inflation was blamed for two hours because of a _____ alert.
11. The president's _____ policy has been more successful than his foreign policy.
12. Communication skills also involve establishment and _____ of the relationship.

72

**E. Fill in the table below.**

| Noun | Verb | Adjective | Adverb |
|---|---|---|---|
| maintenance | | | |
| intimidation | | | |
| protection | | | |

**F. Complete each sentence with correct form of a word from the table above.**

1. We have standards to _____.
2. It's easy to be too _____ towards your children.
3. Don't let those bullies _____ you just walk away from them.
4. Surely the function of the law is to _____ everyone's rights.
5. She can be very _____ when she's angry.

73

## Language Study: Passive Voice

We use the passive voice to change the focus of the sentence. This sentence is from the text.

- "Security **is** widely **viewed** as being the deepest and most abiding issue in politics," (passive – focus on security)
- "People widely view security as the deepest and most abiding issue in politics," (active – focus on someone)

| Avatar | was | **directed** by James Cameron. |
|---|---|---|
| 0 | 0 | 0 |
| Object | **be** | **past participle (V3)** |

74

Here are examples of the passive in its most common tenses.

| Tense | Example | Structure |
|---|---|---|
| Present simple | Alioli **is made** from oil, garlic and salt. | **is/are + past participle** |
| Present continuous | The hall **is being painted** this week. | **is/are being + past participle** |
| Past simple | John F. Kennedy **was assassinated** in 1963. | **was/were + past participle** |
| Past continuous | The signs **were being put up** last week. | **was/were being + past participle** |
| Present perfect | Oranges **have been grown** here for centuries. | **has/have been + past participle** |
| Past perfect | When he got home, he found that his flat **had been burgled.** | **had been + past participle** |
| Future simple | The work **will be finished** next week. | **will be + past participle** |

75

**A. Read the question carefully and choose the correct option.**

1. All our lamps _____ from original 1950s designs.
   a. are produced
   b. produce
   c. is produced
2. A lot of time _____ on pointless meetings in this company.
   a. wastes
   b. is wasted
   c. is waste
3. Your application _____ by the end of the month.
   a. will be review
   b. will be reviewed
   c. will review
4. The suspect _____ near the French border.
   a. was caught
   b. were caught
   c. caught
5. Mistakes _____, but we're working on a solution now.
   a. have been make
   b. are been made
   c. have been made

76

**B. Change each sentence to the active or passive voice.**

1. The lion was killed by the hunter.

_____

2. Someone has cleaned the windows.

_____

3. They called off the meeting.

_____

4. He was looked after by his grandmother.

_____

5. They will send him away to school.

_____

77

8 TARGET VOCABULARY

*Adverbs: city-state, common, defend, developed, empire, establish, eventually, feudalism, maintain, political empire, social conditions, sovereign, statehood, steadily, territory, underdeveloped, uphold, welfare*



IMAGE MADE WITH GOOGLE AI

## State System

States and the system of states are territory-based social organizations which exist primarily to establish, maintain, and defend basic social conditions and values, including, particularly, security, freedom, order, justice, and welfare. These are the main reasons for having states. Many states, and certainly all developed countries, uphold these conditions and values at least to minimal standards and often at a higher level. Indeed, they have been so successful in so doing for the past several centuries that standards have steadily increased and are now higher than ever. These countries set the international standard for the entire world. But many states and most underdeveloped countries fail to meet even minimal standards, and as a consequence their presence in the contemporary state system raises serious questions, not only about those states, but also about the state system of which they are an important part."

78

People have not always lived in sovereign states. For most of human history, they have organized their political lives in different ways – the most common being that of political empire such as the Roman Empire or the Ottoman (Turkish) Empire (Box 1.3). In the future, the world may not be organized into a state system either. People may eventually give up on sovereign statehood and abandon the institution. People throughout history have abandoned many other ways of organizing their political lives, including city-states, feudalism, and colonialism, to mention a few.

ROBERT JACKSON AND GEORG SORENSEN, INTRODUCTION TO INTERNATIONAL RELATIONS, NEW YORK, OXFORD UNIVERSITY PRESS, 2019, P.8.

**A. Answer the questions according to the passage.**

1. Why do states exist, according to the passage?
2. What are the basic social conditions and values that states try to establish?
3. How do developed countries perform in maintaining these conditions and values?
4. What examples of political empires are mentioned in the passage?
5. What are some ways people have organized their political lives in the past?
6. How do underdeveloped countries affect the contemporary state system?

79

**B. Read each statement below carefully and decide if they are True (T) or False (F) according to the passage.**

1. ( ) States are territory-based social organizations.
2. ( ) The primary purpose of states is to defend basic social conditions and values.
3. ( ) Security and freedom are not considered important values for states.
4. ( ) All developed countries fail to uphold basic social conditions and values.
5. ( ) Standards for maintaining social conditions and values have increased over the past several centuries.
6. ( ) Underdeveloped countries always meet the minimal standards set by developed countries.
7. ( ) People have always lived in independent states.
8. ( ) The Roman Empire and the Ottoman Empire are examples of political empires.
9. ( ) The passage suggests that in the future, the world may no longer be organized into a state system.
10. ( ) City-states, feudalism, and colonialism are mentioned as past ways of organizing political lives.

80

**C. Match the definitions (a-l) with the vocabulary (1-12).**

1. empire — a) help/ given, esp. money, by a government to people who are poor and who do not have jobs
2. common — b) a city and its surrounding territory that together make an independent state
3. statehood — c) having little or no modern industry, few modern services, and a weak economy
4. abandoned — d) having the highest power or being completely independent
5. feudalism — e) left behind, or left without care and protection
6. medieval — f) the condition of being a country or a part of a large country that has its own government
7. underdeveloped — g) a group of countries ruled by a single person, government, or country
8. welfare — h) a fact that everyone knows
9. city-state — i) the social system that developed in western Europe in the eighth and ninth centuries
10. eventually — j) related to the Middle Ages (= the period in European history from about AD 600 to AD 1500)
11. sovereign — k) in the end, especially after a long time or a lot of effort, problems, etc.
12. establish — l) to start a company or organization that will continue for a long time

81

**D. Fill in the blanks with the correct words from the box.**

common | underdeveloped | sovereign | welfare | eventually | statehood | abandoned | medieval | feudalism | city-state | empire | establish

1. It's in the poorer, _____ eastern region of the country that the biggest problems exist.
2. She is a single parent on _____.
3. Algeria was a colony but now is a _____ nation.
4. Ottoman _____ created by Turkish tribes that grew to be one of the most powerful states in the world in the 15th and 16th centuries.
5. "_____ was the process by which individuals gave up their personal liberties in return for protection.
6. This tradition dates back to _____ times.
7. It's _____ knowledge that they live together.
8. Although she had been ill for a long time, it still came as a shock when she _____ died.
9. Both Alaska and Hawaii achieved _____ in 1959.
10. It represents the majority of the 3000 employees who work in the _____.
11. Shutters are full of _____ pets.
12. The firm was _____ in 1822.

82

**E. Fill in the table below.**

| Noun | Verb | Adjective | Adverb |
|---|---|---|---|
| | | developed | X |
| | fail | | X |
| institution | | | |

**F. Complete each sentence with correct form of a word from the table above.**

1. The country is _____ weak.
2. Their attempt to climb Everest ended in _____.
3. A good diet and lots of exercise are essential for a child's healthy growth and _____.
4. A lot of people _____ their driving test the first time.
5. This exercise is designed to _____ the shoulder and back muscles.

83

## Language Study: Present Perfect Tense

This sentence is from the text:

- "For most of human history, they **have organized** their political lives in different ways."

(This sentence highlights the **continuous** and **ongoing** nature of the action of organizing political lives **from ancient times until now.**)

| | Positive | Negative |
|---|---|---|
| I / You / We / They | have + past participle (V3) | haven't + past participle (V3) |
| He / She / It | has + past participle (V3) | hasn't + past participle (V3) |

**We use the present perfect:**

- for something that **started in the past** and **continues in the present.**
- when we are talking about our experience **up to the present.**

84

**A. Complete the sentences with the present perfect of the verbs in brackets ( ).**

1. Sophie and I (know) _____ each other since we were at school together.
2. I (play) _____ tennis since I was eight years old.
3. Alain (be) _____ in hospital three times this year.
4. I (want) _____ to be an actor for as long as I can remember.
5. My uncle (smoke) _____ 40 cigarettes a day for 40 years – and he's a doctor!

**B. Choose the correct option to complete the sentence.**

1. That's the worst film I _____ in my life!
   a. saw
   b. 've seen
2. I _____ a chance to call him back yet.
   a. haven't had
   b. don't have
3. They ___ the documents I sent them! Now I have to send them all again.
   a. lose
   b. have lost

85

**C. Write the sentences using present perfect tense.**

1. I / not text / you.

_____

2. She / create / a great webpage.

_____

3. He / not study / English.

_____

4. We / use / a smartphone.

_____

5. It / not save / the files.

_____

86

TARGET VOCABULARY
balanced, construct, dominate, era, exclusively, global state, indicate, interstate relations, intrastate, ongoing, outward-control, overseas empire, political communities, proper, succeed, scope, vast, world economy



IMAGE MADE WITH GOOGLE AI

## Global State System

While Europeans created a state system in Europe, at the very same time they also constructed vast overseas empires and a world economy by which they controlled most non-European political communities in the rest of the world. The Western states that could not dominate each other succeeded in dominating much of the rest of the world both politically and economically. That outward control of the non-European world by Europeans began at the start of the early modern era in the sixteenth century, at the same time that the European state system was coming into existence.

ROBERT JACKSON AND GEORG SORENSEN, INTRODUCTION TO INTERNATIONAL RELATIONS, NEW YORK, OXFORD UNIVERSITY PRESS, 2015, P. 35

87

"Many important questions in the study of IR are connected with the theory and practice of sovereign statehood which, as indicated, is the central historical institution of world politics. But there are other important issues as well. That has led to ongoing debates about the proper scope of IR. At one extreme, the scholarly focus is exclusively on states and interstate relations; but at another extreme, IR includes almost everything that has to do with human relations across the world. It is important to study these different perspectives if we hope to have a balanced and rounded knowledge of IR."

ROBERT JACKSON AND GEORG SORENSEN, INTRODUCTION TO INTERNATIONAL RELATIONS, NEW YORK, OXFORD UNIVERSITY PRESS, 2015, P. 22

**A. Answer the questions according to the passage.**

1. What did Europeans create in Europe during this time?
2. How did Europeans control non-European political communities?
3. Why were Europeans able to dominate much of the rest of the world?
4. Why is it important to study different perspectives in IR?
5. What is a central idea in the study of IR?

88

**B. Read each statement below carefully and decide if they are True (T) or False (F) according to the passage.**

1. ( ) Europeans created a state system in Europe in the sixteenth century.
2. ( ) Europeans did not control any non-European political communities.
3. ( ) Western states could dominate each other easily.
4. ( ) The early modern era began in the fifteenth century.
5. ( ) Europeans built overseas empires while creating the state system in Europe.
6. ( ) The study of International Relations (IR) only focuses on states and interstate relations.
7. ( ) Sovereign statehood is an important concept in the study of IR.
8. ( ) There are no debates about the proper scope of IR.
9. ( ) The passage suggests studying different perspectives in IR for balanced knowledge.
10. ( ) European control over the non-European world started in the sixteenth century.

89

**C. Match the definitions (a-j) with the vocabulary (1-10).**

| | |
|---|---|
| 1. construct | a) within one state, especially in the US |
| 2. dominate | b) to build or create something in a detailed and organized way |
| 3. interstate | c) involving two or more US states a part of a large country with its own government |
| 4. succeed | d) containing an equal amount or number of similar things or people |
| 5. indicate | e) to have control over a place or person. |
| 6. intrastate | f) extremely big |
| 7. balanced | g) fitting or right for a particular situation; suitable |
| 8. vast | h) to achieve something that you have been aiming for |
| 9. ongoing | i) continuing to exist or develop, or happening at the present moment |
| 10. proper | j) to show, point, or make clear in another way |

90

**D. Fill in the blanks with the correct words from the box.**

| | | | | | |
|---|---|---|---|---|---|
| construct | succeed | vast | interstate | balanced | intrastate |
| | indicate | dominate | ongoing | proper | |

1. With _____, treatment she should recover completely.
2. The committee is evenly _____ with six members from each party.
3. The engineers worked together to _____ a new bridge over the river.
4. Discussions between local residents and the developers of the new shopping centre are _____.
5. The _____ majority of our students – nearly 90 percent – graduate within four years.
6. The report _____ that the new car market has increased by 1.4%.
7. She's been trying to pass her driving test for years and she finally _____.
8. The company delivers packages to many cities within the same state. This is called _____ delivery
9. The new highway connects different states, so it's called an _____ road.
10. They work as a group - no one person is allowed to _____.

91

**E. Fill in the table below.**

| Noun | Verb | Adjective | Adverb |
|---|---|---|---|
| | construct | | X |
| | dominate | | |
| | | connected | |

**F. Complete each sentence with correct form of a word from the table above.**

1. The bridge is a marvellous work of engineering and _____.
2. She was a _____ figure in the movement for constitutional reform.
3. Can I _____ my printer to your computer?
4. There have been decades of U.S. military _____ in the region.
5. English is spoken _____ in many countries around the world.

92

## Language Study: Relative Clause / Pronouns

We use relative pronouns to introduce relative clauses. Relative clauses tell us more about people and things:

- Noun, subject of the main clause
- Relative pronoun
- Verb + rest of relative clause
- Verb + rest of main clause

These sentences are from the text:

- "The Western states **that** could not dominate each other succeeded in dominating much of the rest of the world both politically and economically."
- "Many important questions in the study of IR are connected with the theory and practice of sovereign statehood **which**, as indicated, is the central historical institution of world politics.

93

We use:

- **who** for people
- **which** for things
- **that** for people or things.

There are two kinds of relative clause:

1. We use relative clauses to make clear which person or thing we are talking about.
   - Marie Curie is the woman **who** discovered radium.
   - This is the house **which** Jack built.
2. We can use **that** instead of **who** or **which.**
   - Marie Curie is the woman **that** discovered radium.
   - This is the house **that** Jack built.

94

**A. Complete the sentences with the relative pronouns (which, who, that).**

1. Economics is a subject _____ I've never understood.
2. Meryl Streep is the famous person _____ I'd most like to meet.
3. I work in that big yellow building _____ you can see over there.
4. Lee Harvey Oswald is the man _____ shot John F. Kennedy.
5. I want a mobile phone _____ takes good photos.

**B. Write the sentences using relative clause/pronouns.**

1. You saw the girl at the disco. It was Susan.
   The girl _____ was Susan.
2. I gave you the phone number. It was correct.
   The phone number _____ was correct.
3. A waiter works in a restaurant.
   A waiter is someone _____ in a restaurant.
4. I bought a house. It was advertised in the local paper.
   I bought a house _____.
5. Helen has just arrived. She had a car accident.
   Helen, _____, has just arrived.

95

TARGET VOCABULARY

academic subject, casualty, catastrophic mistake, decisive push, determination, human suffering, industrial states, inflicting mass destruction, mechanized armies, scale, total warfare, utopian liberalism, World War I (WWI)



IMAGE MADE WITH GOOGLE AI

## Utopian Liberalism: The Early Study of IR

The decisive push to set up a separate academic subject of IR was occasioned by the First World War (WWI) (1914-18), which produced millions of casualties; it was driven by a widely felt determination never to allow human suffering on such a scale to happen again. That desire not to repeat the same catastrophic mistake required coming to grips with the problem of total warfare between the mechanized armies of modern industrial states which were capable of inflicting mass destruction.

ROBERT JACKSON AND GEORG SORENSEN, INTRODUCTION TO INTERNATIONAL RELATIONS, NEW YORK, OXFORD UNIVERSITY PRESS, 2019, P. 35.



**A. Answer the following questions.**

1. What historical event occasioned setting up a separate academic subject of International Relations?
2. What was the main reason behind the decision to set up a separate academic subject of International Relations?
3. When did the First World War take place?
4. How many casualties did the First World War produce?
5. What kind of states were capable of inflicting mass destruction?

**B. Are the statements True (T) or False (F)? Correct the false ones.**

1. ( ) The First World War started in 1918.
2. ( ) IR was a separate academic subject before the First World War.
3. ( ) The First World War caused millions of casualties.
4. ( ) Every state was capable of mass destruction.
5. ( ) The First World War caused human suffering on a small scale.



**C. Ask questions for the underlined parts in the given answers.**

1. **The decisive push to set up a separate academic subject of IR** was occasioned by the First World War.

_____?

2. The decisive push to set up a separate academic subject of IR was occasioned by **the First World War.**

_____?

3. The First World War caused **millions of casualties.**

_____?

4. Modern industrial states were capable of **mass destruction.**

_____?



**D. Find the words in the text which have the definitions below.**

1. Strongly affecting how a situation will progress or end. _____
2. A big effort to achieve something. _____
3. To establish. _____
4. People who are injured or killed in a war. _____
5. A quality that makes someone continue trying to do something, although it is very difficult. _____
6. Experiences such as pain or unpleasant emotions. _____
7. A strong feeling that you want something. _____
8. Able to do things effectively and achieve results. _____
9. Involving a lot of people. _____
10. The size or level of something. _____



**E. Match the words with their meanings.**

| | |
|---|---|
| 1. Separate | a) causing a lot of suffering |
| 2. Catastrophic | b) the process of destroying something |
| 3. Require | c) a country |
| 4. State | d) not joined |
| 5. Destruction | e) to need or demand something |

**F. Match the words with their opposites from the text.**

| | |
|---|---|
| 1. Limitedly | a) total |
| 2. Always | b) same |
| 3. Different | c) never |
| 4. Solution | d) widely |
| 5. Partial | e) problem |



**G. Fill in the table below.**

| Noun | Verb | Adjective | Adverb |
|---|---|---|---|
| | decisive | | |
| | | | widely |
| destruction | | | |

**H. Fill in the blanks with the words from the table above.**

1. We all argued about it for hours and eventually arrived at a _____.
2. I can't _____ what to do.
3. The river was deep and _____.
4. Many people are concerned about the _____ of the rain forests.
5. Waves are beautiful to look at, but they can _____ ships at sea.



## Language Study: Past Simple Passive

The past simple passive is formed by using 'was' or 'were' plus the past participle. The passive is used when the person or thing that did the action is unknown, unimportant or not the focus of our interest. We use 'by' with the passive if we want to identify who or what did the action.

- Notice that the underlined parts from the text are in the past simple passive.
- The decisive push to set up a separate academic subject of IR **was occasioned** by the First World War (WWI) (1914-18), which produced millions of casualties; it **was driven** by a widely felt determination never to allow human suffering on such a scale to happen again.

Compare the past simple sentences in active voice and passive voice below:

- JK Rowling **wrote** Harry Potter. (Active)
- 'Harry Potter' **was written** in English. (Passive)
- Picasso **painted** in many different styles. (Active)
- 'Guernica' **was painted** by Picasso in 1937. (Passive)
- The police **found** the man who **stole** the car last week. (Active)
- My camera **was stolen** while I was on holiday. (Passive)
- They **built** their own house with the help of some friends. (Active)
- The house **was built** during the 19th Century. (Passive)



**A. Decide if the sentences are active (A) or passive (P).**

1. Kate prepared the salad. _____
2. The rice was prepared before midday. _____
3. Dinosaurs existed millions of years ago. _____
4. Anna's car was stopped by the police. _____
5. The children were told to be quiet. _____

**B. Change the active to passive.**

1. Shakespeare wrote that play.

_____

2. The teacher explained the topic.

_____

3. Two horses pulled the farmer's wagon.

_____

4. Jim didn't send that note.

_____

5. Alex prepared all the reports.

_____



**C. Change the passive into active.**

1. The speech was given by Arthur.

_____

2. Our assignments were corrected by the teacher.

_____

3. Was the electric light bulb invented by Thomas Edison?

_____?

4. The thief wasn't caught by the police.

_____

5. The winning goal was scored by Jack.

_____

TARGET VOCABULARY

Academics: authoritarian regime, classical realism, expansionist, idealist, interdependence, international relations, interwar period, produce, vocabulary of power.

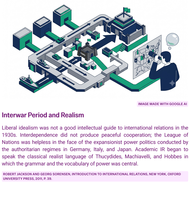


IMAGE MADE WITH GOOGLE AI

## Interwar Period and Realism

Liberal idealism was not a good intellectual guide to international relations in the 1930s. Interdependence did not produce peaceful cooperation; the League of Nations was helpless in the face of the expansionist power politics conducted by the authoritarian regimes in Germany, Italy, and Japan. Academic IR began to speak the classical realist language of Thucydides, Machiavelli, and Hobbes in which the grammar and the vocabulary of power was central.

ROBERT JACKSON AND GEORG SORENSEN, INTRODUCTION TO INTERNATIONAL RELATIONS, NEW YORK, OXFORD UNIVERSITY PRESS, 2015, P. 25.

154

**A. Answer the following questions.**

1. What wasn't a good intellectual guide to international relations in the 1930s?
2. What didn't produce peaceful cooperation?
3. What countries had authoritarian regimes?
4. What authors started to be more important for academic IR?
5. What was central in the works of those authors?

**B. Are the statements True (T) or False (F)? Correct the false ones.**

1. ( ) Liberal idealism was a good guide to IR in the 1930s.
2. ( ) Interdependence produced peaceful cooperation.
3. ( ) The League of Nations was helpless against democratic regimes.
4. ( ) Germany, Italy and Japan had authoritarian regimes.
5. ( ) The grammar was unimportant for Thucydides.

155

**C. Ask questions for the underlined parts in the given answers.**

1. Liberal idealism wasn't a good intellectual guide to IR **in the 1930s.**
_____ ?
2. Interdependence didn't produce **peaceful cooperation.**
_____ ?
3. Academic IR began to **speak the classical realist language of Thucydides, Machiavelli, and Hobbes.**
_____ ?
4. **The vocabulary of power** was important for Machiavelli.
_____ ?
5. The grammar was important for **Thucydides.**
_____ ?

**D. Find the words in the text which have the definitions below.**

1. Belief in principals. _____
2. Relating to your ability to think and understand things. _____
3. Involving more than one country. _____
4. The fact of depending on each other. _____
5. A group of countries who join together. _____

156

**E. Match the words with their meanings.**

1. Expansionist — a) demanding that people obey completely
2. Authoritarian — b) the rules about a language
3. Academic — c) related to increasing the amount of land ruled by a country
4. Grammar — d) relating to schools, colleges, and universities
5. Vocabulary — e) all the words in a language

**F. Match the words with their opposites from the text.**

1. Liberal — a) warring, hostile
2. Peaceful — b) democratic
3. Helpless — c) conservative
4. Authoritarian — d) unimportant
5. Central — e) effective

157

**G. Fill in the table below.**

| Noun | Adjective | Verb | Adverb |
|---|---|---|---|
| | helpless/helpful | | |
| | | produce | |
| cooperation | | | |

**H. Fill in the blanks with the words from the table above.**

1. You can work either competitively or _____ as you choose.
2. Can you _____ me with the bags?
3. The _____ is so good it sells itself.
4. Do you need any _____ with those boxes?
5. Turkey, Greece, Italy and Spain _____ a lot of olives.

158

## Language Study: Past Tense - Was/Were

**Past simple – verb "to be"**

- We can use the past simple of the verb to be to talk about situations and states in the past.

- I **was** at my grandparents' house yesterday.
- She **was** with her friends last Saturday.
- We **were** happy yesterday.

Use was for I, he, she and it. Use were for you, we and they.

- I **was** hungry this morning.
- You **were** in the garden yesterday.
- It **was** sunny yesterday.
- They **were** at the beach last weekend.

For negatives, use not. We can contract not and the verb, especially when we're speaking.

- I **was not** late for school this morning. = I **wasn't** late for school this morning.
- He **was not** at home last Saturday. = He **wasn't** at home last Saturday.
- We **were not** cold yesterday. = We **weren't** cold yesterday.

159

For questions, change the order of was or were and the person.

- **Were you** tired this morning? Yes, I was.
- **Was she** at the park last Sunday? No, she wasn't.
- Where **was he** yesterday?

Notice that the underlined parts from the text use past simple form of the verb 'to be'.

Liberal idealism **was** not a good intellectual guide to international relations in the 1930s. Interdependence did not produce peaceful cooperation; the League of Nations **was** helpless in the face of the expansionist power politics conducted by the authoritarian regimes in Germany, Italy, and Japan. Academic IR began to speak the classical realist language of Thucydides, Machiavelli, and Hobbes in which the grammar and the vocabulary of power **was** central.

160

**A. Complete the sentences with was or were.**

1. Wow! That programme _____ amazing!
2. TVs _____ really expensive in the 1950s.
3. _____ Yuki there on Sunday?
4. There _____ a lot of people at the party.
5. Where _____ you last night?
6. The tickets _____ really expensive.
7. _____ there any traffic?
8. My friends _____ at home last night.
9. Tim and I _____ busy yesterday.
10. _____ Pete and Paul with you?

161

**B. Complete the text with was, were, wasn't, and weren't.**

Sarah Breedlove McWilliams Walker _____ the first American female self-made millionaire. However, before she became a millionaire, life _____ easy for young Sarah. Her parents died, and Sarah _____ an orphan at the age of seven. For a time, Sarah and her sister _____ cotton pickers. By the age of 14, Sarah _____ already married. Her husband died two years later, and she went to live with her brothers. They _____ barbers.

In the 1890s, Sarah lost some of her hair. At that time, there _____ no good products in the stores for this problem. In fact, there _____ a lot of hair care products for African Americans in those days. Sarah saw that there _____ an opportunity for a new business, so she invented "Madam Walker's Wonderful Hair Grower." The business grew. Soon there _____ other "Madam Walker" products, such as shampoos and cosmetics. She _____ very successful and eventually became a millionaire.

162

The Content-Based Language Teaching Approach—one of the effective methods frequently used in English for Specific Purposes (ESP) courses—and, in particular, the Topic-Based Teaching Model, aim to develop students' language skills in professional and academic contexts by focusing on situations they will encounter in the real world. This approach assumes that language teaching must be tailored to the specific language and communication needs of individual students and that particular attention must be paid to the context in which they use English.

The series of subject-specific English textbooks produced by the School of Foreign Languages at Cappadocia University has been developed to support students' English reading skills—which they will need in their academic and professional lives—through reading passages adapted to their respective fields.

The reading texts, vocabulary exercises, practical activities and key language structures provided for revision in the book are designed to develop students' reading, comprehension, interpretation and communication skills in tandem. The numerous text analyses and vocabulary exercises enable students to understand the academic terminology and reading passages they encounter in their current academic lives.

These books aim to serve as a guide for students and can be used as a reliable reference both during their university studies and after graduation.

CAPPADOCIA UNIVERSITY

**Nevşehir Campuses:**

Mustafapaşa - Uçhisar - Ürgüp

Tel: 0384 353 5009 (pbx) Fax: 0384 353 5125

**Sabiha Gökçen Campus:**

Şeyhli, Bol Ahenk Sk. No:2, 34912 Pendik

Tel: 0216 588 0010 (pbx) Fax: 0216 588 0012

**info@kapadokya.edu.tr**

9 786255 463043