B1+

An English Course in International Relations & Public Administration II

PREPARED BY

Yeşim Türker

CAPPADOCIA UNIVERSITY PRESS

AN ENGLISH COURSE IN INTERNATIONAL RELATIONS & PUBLIC ADMINISTRATION II

PREPARED BY

Yeşim Türker

CAPPADOCIA UNIVERSITY

2026

Cappadocia University Press: 137
ISBN: 978-625-5463-03-6
DOI: 10.35250/kun/9786255463036
URL: https://hdl.handle.net/20.500.12695/4329

© October 2026

An English Course in International Relations & Public Administration II
Prepared by Yeşim Türker

© 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.

Türker, Y. (Prepared by). (2026). *An English Course in International Relations & Public Administration II*. Nevşehir: Cappadocia University Press.
153 p.
ISBN: 978-625-5463-03-6
DOI: 10.35250/kun/9786255463036
URL: https://hdl.handle.net/20.500.12695/4329
Keywords: International Relations, Public Administration, Government, Political, Capitalism

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 II

PREPARED BY

Yeşim Türker

CAPPADOCIA UNIVERSITY

2026

Table of Content

Unit 1	2
Unit 2	10
Unit 3	21
Unit 4	28
Unit 5	34
Unit 6	42
Unit 7	50
Unit 8	58
Unit 9	72
Unit 10	87
Unit 11	104
Unit 12	115
Unit 13	131
Unit 14	141

1

TARGET VOCABULARY

abnormal, aggression, concede, counter-argument, defeat, disappear, first debate, peace, pessimistic, political-military alliance, post-war period, realism, refuse, soviet union, struggle, united nations, utopian liberalism, victory, worldview



IMAGE MADE WITH GOOGLE AI

First Major Debate in IR

The utopian liberalism of the 1920s and the realism of the 1930s–1950s represent the two contending positions in the first major debate in IR. The first major debate was clearly won by Carr, Morgenthau, and the other realist thinkers. Realism became the dominant way of thinking about international relations, not only among scholars, but also among politicians and diplomats. Morgenthau's summary of realism in his 1948 book became the standard introduction to IR in the 1950s and 1960s. Yet it is important to emphasize that liberalism did not disappear. Many liberals conceded that realism was the better guide to international relations in the 1930s and 1940s, but they saw this as an extreme and abnormal historical period.

2

Liberals of course rejected the deeply pessimistic realist idea that humans were 'plain bad', and they had some strong counter-arguments to that effect. Finally, the post-war period was not only about a struggle for power and survival between the United States and the Soviet Union and their political–military alliances. It was also about cooperation and international institutions, such as the United Nations and its many special organizations. Although realism had won the first debate, there were still competing theories in the discipline that refused to accept permanent defeat.

ROBERT JACKSON AND GEORG SORENSEN, INTRODUCTION TO INTERNATIONAL RELATIONS, NEW YORK, OXFORD UNIVERSITY PRESS, 2015, P. 42.

A. Answer the questions according to the passage.

1. What is the main idea of the passage about international relations?
2. Who were the key figures that represented realism in the debate?
3. Why did realism become the dominant way of thinking about international relations?
4. How did liberals view realism during the 1930s and 1940s?
5. What role did the United Nations play in the post-war period?

3

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

1. ( ) The first major debate in international relations was between utopian liberalism and realism.
2. ( ) Realism did not become popular among politicians and diplomats.
3. ( ) Hans Morgenthau's book in 1948 was not influential in international relations.
4. ( ) Liberalism completely disappeared after realism became dominant.
5. ( ) Many liberals thought that the 1930s and 1940s were a normal historical period.
6. ( ) Liberals agreed with the realist idea that humans were 'plain bad.'
7. ( ) The post-war period was only about a struggle for power and survival.
8. ( ) The United Nations is an example of international cooperation mentioned in the passage.
9. ( ) Realism was the only theory in international relations after the first debate.
10. ( ) Competing theories in international relations refused to accept permanent defeat after the first debate.

4

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

1. Concede	a) a way of thinking and acting based on facts and what is possible, rather than on hopes for things that are unlikely to happen
2. Aggression	b) to admit, often unwillingly, that something is true
3. Peace	c) to no longer exist
4. Pessimistic	d) thinking that bad things are more likely to happen or emphasizing the bad part of a situation
5. Realism	e) to say that you will not do or accept something
6. Disappear	f) spoken or physical behaviour that is threatening or involves harm to someone or something
7. Abnormal	g) different from what is usual or average, especially in a way that is bad
8. Struggle	h) freedom from war and violence, especially when people live and work together happily without disagreements
9. Refuse	i) a very difficult task that you can do only by making a great effort
10. Defeat	j) the fact of losing against someone in a fight or competition, or when someone or something is made to fail

5

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

concede | pessimistic | agression | realism | refuse | disappear | struggle | abnormal | defeat | peace

1. After their _____ in battle, the soldiers surrendered.
2. _____ is also a style of writing, art, or film that shows things as they are in life.
3. Pitbulls are not aggressive by nature, but _____ can be caused by living in inadequate conditions.
4. Some infections _____ without treatment.
5. A _____ soon took place between Henry and Charles III., the Simple, king of France, for the possession of Lorraine.
6. I can't stand being around _____ people for too long, they really bring me down.
7. Now that the war is over may there be a lasting _____ between our nations.
8. Officials _____ that the plan isn't the best one.
9. Tests revealed some _____ skin cells.
10. It was hard for me to _____ his request.

6

E. Fill in the table below.

Noun	Verb	Adjective	Adverb
survival			X
defeat			X
	reject		

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

1. Listed below are the top 10 banned and _____ books from history.
2. These plants cannot _____ in very cold conditions.
3. Can Ireland _____ New Zealand in this high-stakes match?
4. I applied for ten jobs and got ten _____.
5. Air crashes are becoming more _____.

7

Language Study: Common Subordinating Conjunctions

Time-related Conjunctions	after, as soon as, as long as, before, once, still, until, when, whenever, while
Concession and Comparison Conjunctions	although, as though, even though, just as, though, whereas, in contrast to
Cause Conjunctions	as, because, in order that, since, so that
Condition Conjunctions	even if, if, in case, provided that, unless
Place Conjunctions	where, wherever, whereas

Here's a sentence from the text:

- "Although realism had won the first debate, there were still competing theories in the discipline that refused to accept permanent defeat."
  - Independent Clause: "... there were still competing theories in the discipline."
    - This part of the sentence can stand alone as a complete thought.
  - Dependent Clause: "Although realism had won the first debate, ..."
    - This part cannot stand alone because it starts with "Although," which makes it dependent on the independent clause for its full meaning.

8

- Independent Clause: This is a complete sentence that makes sense on its own.
  - Example: "I went to the store."
- Dependent Clause: This is not a complete sentence by itself. It depends on the independent clause to make sense.
  - Example: "Because it was raining."

A. Underline the subordinate clause in each sentence.

1. He never comes over though I often invite him.
2. We will happily share our meal as soon as it is ready.
3. We should spend some time together now that we are friends.
4. I go to school in order that I might learn something.
5. Unless something changes, I am going to need to get a job.

9

TARGET VOCABULARY

realist, classical approach, deployment, emerge, explicit, human relations, humanistic, journalist, judgement, justified, liberal, methodology, normative, reliance, social science, traditional approach, unit, work, research



IMAGE MADE WITH GOOGLE AI

The Second Major Debate in IR

The second major debate in IR concerns methodology. In order understand how that debate emerged, it is necessary to be aware of the fact that the first generations of IR scholars were trained as historians or academic lawyers or were former diplomats or journalists. They often brought a humanistic and historical approach to the study of IR. This approach is rooted in philosophy, history and law, and is characterised above all by explicit reliance upon the exercise of judgement.

IMAGE MADE WITH GOOGLE AI

10

Locating judgement at the heart of international theory serves to emphasize the normative dimension of the subject which at its core involves some profoundly difficult moral questions that neither politicians nor diplomats nor anyone else who wants to escape such questions can be deployment of the argument and their justified uses, military intervention in independent states, and so forth. That is why the traditional approach to IR is sometimes called the classical approach, meaning that questions are held to be justified and can thus never be divorced completely from normative considerations. The way of thinking IR is usually referred to as the traditional or classical, approach.

ROBERT JACKSON AND GEORG SORENSEN, INTRODUCTION TO INTERNATIONAL RELATIONS, NEW YORK, OXFORD UNIVERSITY PRESS, 2016, P. 61.

A. Answer the questions according to the passage.

1. What jobs did early IR scholars have?
2. Why is making decisions important in international relations?
3. What is the traditional way to study international relations called?
4. What subjects are important in the traditional way of studying international relations?
5. What kind of approach did early IR scholars use?

11

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

1. ( ) The second major debate in IR is about methodology.
2. ( ) Early IR scholars were all trained as economists.
3. ( ) The traditional approach in IR focuses on history, law, and philosophy.
4. ( ) Judgement is not important in the traditional approach to IR.
5. ( ) Moral questions, like using nuclear weapons, are part of the traditional approach in IR.
6. ( ) The traditional approach to IR does not involve moral questions.
7. ( ) The traditional approach to IR is also called the modern approach.
8. ( ) Early IR scholars only studied politics.
9. ( ) The use of military power in IR always needs to be explained.
10. ( ) Politicians and diplomats never have to deal with difficult moral questions.

12

C. Match the definitions (a-k) with the vocabulary (1-8):

1. Aware	a) treating people with respect and making certain they are safe, happy, healthy, etc.
2. Explicit	b) knowing that something exists, or having knowledge or experience of a particular thing
3. Normative	c) the state of depending on or trusting in something or someone
4. Justified	d) a decision or opinion about someone or something that you form after thinking carefully
5. Reliance	e) relating to rules, or making people obey rules, especially rules of behaviour
6. Judgement	f) having a good reason for something
7. Emerge	g) clear and exact
8. Humanistic	h) to begin to exist or have power or influence

13

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

aware | judgement | explicit | emerge | normative | justified | reliance | humanistic

1. I _____ of the problem and wants to help.
2. The teacher gave us _____ instructions to finish our homework.
3. In this class, we learn about _____ rules, like what is right and wrong.
4. He felt _____ in being angry because his friend lied to him.
5. We have a strong _____ on our parents for support.
6. She showed good _____ when she chose to help her friend.
7. New ideas _____ when we talk and share our thoughts.
8. His _____ view made him care deeply about other people.

14

E. Fill in the table below.

Noun	Verb	Adjective	Adverb
	justify		X
judgement			X
reliance			

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

1. I _____ on my friend to help me with my math.
2. She had a reason, or _____, for being late.
3. Don't _____ someone before you know them.
4. He tried to _____ why he didn't clean his room.
5. Their _____ on each other makes them strong friends.

15

Language Study: Advanced Conjunctions

Advanced conjunctions are words or phrases that connect clauses or sentences to show relationships between ideas. These conjunctions are crucial for expressing reasons, purposes, contrasts, and examples.

Such as

- Function: Introduces examples to clarify or specify something.
- Example from Text: **Such as** the deployment of nuclear weapons and their justified uses, military intervention in independent states...'
- New Example: 'Many countries face environmental challenges, **such as** pollution, deforestation, and climate change."

In order to

- Function: Expresses the purpose or intention behind an action.
- Example from Text: 'Historians brought a humanistic approach to IR **in order to** emphasize the normative aspects.'
- New Example: 'She studied hard **in order to** pass the exam.'

16

So that

- Function: Indicates the purpose or result of an action, often to ensure that something happens.
- Example from Text: 'The deployment and use of power must be justified **so that** they align with normative considerations.'
- New Example: 'I set an alarm **so that** I don't oversleep.'

Although

- Function: Introduces a contrast between two ideas, showing that one idea doesn't prevent the other.
- Example from Text: '**Although** realism was the first debate, liberalism did not disappear.'
- New Example: '**Although** it was raining, they continued with the outdoor event.'

A. Choose the correct answer.

1. _____ it was raining heavily, the soccer match continued as planned.
   a. So that
   b. In order to
   c. Although
   d. Such as

17

2. She studied all night _____ she could pass her final exam.
   a. in order to
   b. such as
   c. although
   d. so that
3. You should eat a variety of fruits _____ apples, bananas, and oranges to stay healthy.
   a. although
   b. so that
   c. in order to
   d. such as
4. He saved money every month _____ buy a new car.
   a. such as
   b. in order to
   c. although
   d. so that
5. She wore a jacket _____ she wouldn't feel cold outside.
   a. so that
   b. such as
   c. in order to
   d. although

18

6. _____ she was nervous, she gave a great presentation.
   a. in order to
   b. so that
   c. although
   d. such as
7. We organized the event _____ raise awareness for the charity.
   a. so that
   b. such as
   c. in order to
   d. although
8. The teacher gave us several examples _____ how to solve the math problems.
   a. in order to
   b. such as
   c. although
   d. so that
9. He worked extra hours _____ he could finish the project on time.
   a. although
   b. in order to
   c. so that
   d. such as

19

10. The museum displays famous artworks, _____ paintings by Van Gogh and Picasso.
    a. so that
    b. such as
    c. in order to
    d. although

H. Use the given conjunction to rewrite the sentence.
(so that, as, in order to, although, so that)

1. She practiced the piano every day. She wanted to perform well at the concert.

_____

2. He brought an umbrella. It was raining outside.

_____

3. They saved money for their vacation. They could travel to Europe.

_____

4. The recipe includes various fruits. For example, strawberries and blueberries are used.

_____

20



IMAGE MADE WITH GOOGLE AI

Neoliberalism: Institutions and Interdependence

Realism, having won the first major debate, remained the dominant theoretical approach in IR. The second debate, about methodology, did not immediately change that situation. After 1945, the centre of gravity in international relations was the Cold War struggle between the United States and the Soviet Union. The East–West rivalry lent itself easily to a realist interpretation of the world. Yet during the 1950s, 1960s, and 1970s, a good deal of international relations concerned trade and investment, travel and communication, and similar issues which were especially prevalent in the relations between the liberal democracies of the West.

21

Neoliberals share old liberal ideas about the possibility of progress and change, but they repudiate idealism. They also strive to formulate theories and apply new methods which are scientific. In short, the debate between liberalism and realism continued, but it was now coloured by the post-1945 international setting and the behaviouralist methodological persuasion.

ANDREW HEYWOOD, KEY CONCEPTS IN POLITICS AND INTERNATIONAL RELATIONS SECOND EDITION, LONDON, PALGRAVE, 2005, P.243

A. Answer the questions according to the passage.

1. What were the two countries involved in the Cold War mentioned in the passage?
2. What did a lot of international relations focus on during the 1950s, 1960s, and 1970s?
3. What do neoliberals believe in, according to the passage?
4. Which two theoretical approaches are mentioned as being in debate after 1945?
5. What does the passage say about the realist interpretation of the world during the Cold War?

22

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

1. ( ) The first major debate in international relations was won by realism.
2. ( ) The Cold War struggle was between the United States and China.
3. ( ) During the 1950s, 1960s, and 1970s, international relations were focused only on military conflicts.
4. ( ) Realism remained the dominant theoretical approach in international relations after the first debate.
5. ( ) Neoliberals believe in the possibility of progress and change.

23

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

1. Regime	a) To stay in the same place or condition.
2. Remain	b) A system of government or rule.
3. Investment	c) To worry or care about something.
4. Interpretation	d) The force that pulls things down to the ground.
5. Gravity	e) Common or widespread.
6. Prevalent	f) Putting money into something to make more money.
7. Concern	g) The act of convincing someone to do or believe something.
8. Repudiate	h) The way someone understands something.
9. Persuasion	i) To reject or say something is not true.
10. Strive	j) To try very hard to do something.

24

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

regime | strive | concern | prevalent | gravity | repudiate | interpretation | persuasion | remain | investment

1. The country changed its _____ after the election.
2. Please _____ seated until the bus stops.
3. She made an _____ in a new business.
4. The child's _____ of the story made us all smile.
5. _____ makes the apple fall from the tree.
6. This kind of music is _____ in many countries.
7. The teacher's main _____ is the students' safety.
8. She decided to _____ the idea because she did not agree with it.
9. After some _____ , she agreed to come to the party.
10. She _____ to be the best in her class.

E. Match the words with their synonyms.

1. Remain	a) Widespread
2. Prevalent	b) Reject
3. Strive	c) Try
4. Repudiate	d) Rule
5. Regime	e) Continue

25

Language Study: Past Simple Tense vs Past Continuous Tense

Past Simple Tense

- Usage: Describes actions that were completed at a specific time in the past.
- Example from Text: "The Cold War struggle **was** between the United States and the Soviet Union." (Past Simple)
- Example from Text: "In short, the debate between liberalism and realism **continued**,....."

Past Continuous Tense

- Usage: Describes actions that were ongoing at a particular moment in the past or were happening simultaneously with another action.
- Example from Text:"The East–West rivalry **was ongoing** during the Cold War." (Past Continuous)

26

A. Put the verb in brackets in the past simple or continuous.

Example: I didn't hear the phone because I **was fixing** my bike.

1. Yesterday we made a cake and _____ (decorate) it with chocolate buttons.
2. That shop is fantastic. They _____ (repair) my mobile in two hours.
3. When we came out of the cinema, it _____ (rain).
4. For our school project, we _____ (design) and built a small table.
5. I liked the jeans, but finally I _____ (decide) to buy a more expensive brand.
6. The first time I met him, he _____ (wear) white sunglasses.

B. Look at the words in the brackets. Fill in the blanks with the correct form using past simple or past continuous tense.

1. The teacher _____ a photo of us while we _____ up the tree. (take, climb)
2. We _____ Martha at the airport last week. She _____ for the arrival of her sister while we _____ to New York. (meet, wait, travel)
3. "What _____ to him? He _____ totally surprised when I _____ him. " – (you say, look, see)
4. He _____ exam papers when I _____ him. (correct, visit)
5. A man _____ on the road while I _____ my bike. Luckily, I _____ not to crash into him. (fall, ride, manage)
6. When they _____ to the airport the plane _____ off. (get, just take)

27

TARGET VOCABULARY

anarchy, behaviouralism, consequence, economic regulation, government function, inspire, international system, label, law-like statement, national defence, neorealism, scientific validity, structure, substantially, worldwide government



IMAGE MADE WITH GOOGLE AI

Neorealism: Bipolarity and Confrontation

Kenneth Waltz broke new ground in his book Theory of International Politics (1979), which sets forth a substantially different realist theory inspired by the scientific ambitions of behaviouralism. His theory is most often referred to as 'neorealism', and we shall employ that label. Waltz attempts to formulate 'law-like statements' about international relations that achieve scientific validity.

Waltz's focus is on the 'structure' of the international system and the consequences of that structure for international relations. The concept of structure is defined as follows. First, Waltz notes that the international system is anarchy; there is no worldwide government. Second,the international system is composed of like units: every state, small or large, has to perform a similar set of government functions such as national defence, tax collection, and economic regulation.

ROBERT JACKSON AND GEORG SORENSEN, INTRODUCTION TO INTERNATIONAL RELATIONS, NEW YORK: OXFORD UNIVERSITY PRESS, 2011, P. 48.

A. Answer the questions according to the passage.

1. What is Kenneth Waltz's main idea in his book?
2. What does Waltz say about how countries are organized in the world?
3. What does Waltz mean by "anarchy" in the international system?
4. Why do we call Waltz's theory 'neorealism'?
5. What does Waltz want to achieve with his theory?

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

1. ( ) Kenneth Waltz's book "Theory of International Politics" introduces a new theory of international relations.
2. ( ) Waltz's theory is known as 'neorealism'.
3. ( ) Waltz was influenced by psychological studies in his theory.
4. ( ) Waltz aims to create statements about international relations that are scientifically valid.
5. ( ) Waltz believes that there is a global government in the international system.
6. ( ) All states, regardless of their size, have different government functions according to Waltz.
7. ( ) Waltz's theory is known as 'neorealism'.
8. ( ) Waltz's theory focuses on the interactions between individual leaders rather than the structure of the international system.

C. Match the definitions (a-f) with the vocabulary (1-6)

1. Confrontation	a) A name or term used to describe something.
2. Substantially	b) To make someone feel excited and eager to do something.
3. Label	c) The quality of being true or correct.
4. Validity	d) To a large degree or amount; significantly.
5. Inspire	e) A situation where people or groups face each other and disagree.
6. Consequence	f) The result or effect of an action or decision.

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

confrontation | substantially | validity | label | consequence | inspire

1. The price of the new phone is _____ higher than the old one.
2. The _____ of the research was confirmed by experts.
3. The coach _____ the team to do their best before every game.
4. There was a _____ between the two teams during the game.
5. The _____ on the jar says it contains organic honey.
6. If you don't study for the test, the _____ might be a lower grade.

Language Study: Past Simple Tense vs Past Continuous Tense

- The modal verbs **have to** and **must** show that something is not optional; **it is necessary.** Here's a sentence from the passage:

- "Every state, small or large, **has to** perform a similar set of government functions such as national defence, tax collection, and economic regulation."
- The modal verb **has to** indicates a strong obligation or necessity. In this context, it means that all states, regardless of size, are required to carry out essential government functions.

- **Have to** often refers to laws and regulations. Have to is the most commonly used modal of obligation. It is useful for forming questions and negatives.
- **Must** is often personal and expresses someone's opinion. Must is the strongest and most serious modal verb of the three and is most common in writing. It is unusual to use **must** in questions.
- Example: I must study tonight.

A. Complete the Sentences Using Must or Have To.

1. I _____ get a passport to travel the world.
2. You _____ wear uniform in this school, it's a rule.
3. I think I_____ start studying for the exam.
4. You _____ stop at red light.
5. You _____ be eighteen to have a driver's license.
6. She _____ find a job, she needs money.
7. You _____ press this button to start the machine.
8. You _____ practice if you want to be fluent.

TARGET VOCABULARY

consume, culture, cuisine, derive, exchange, feudalism, flourish, fief, geography, history, inconclusive, legal, medicine, nobility, peasantry, political, reciprocal, technical, vassal



IMAGE MADE WITH GOOGLE AI

Feudalism

Feudalism was a set of legal and military customs in medieval Europe that flourished between the 9th and 15th centuries, which broadly defined, was a system for structuring society around relationships derived from the holding of land in exchange for service or labor. Although derived from the Latin word feudum or feudum (fief), then in use, the term feudalism and the system it describes were not conceived of as a formal political system by the people living in the medieval period. In its classic definition, by François-Louis Ganshof (1944), feudalism describes a set of reciprocal legal and military obligations among the warrior nobility, revolving around the three key concepts of lords, vassals, and fiefs.

There is also a broader definition, as described by Marc Bloch (1939), that includes not only warrior nobility but the peasantry bonds of manorialism, sometimes referred to as a "feudal society". Since 1974 with the publication of Elizabeth A. R. Brown's The Tyranny of a Construct, and Susan Reynolds' Fiefs and Vassals (1994), there has been ongoing inconclusive discussion among medieval historians as to whether feudalism is a useful construct for understanding medieval society. There is no broadly accepted modern definition of feudalism. The adjective feudal was coined in the 17th century, and the noun feudalism was not coined until the 19th century, often used in a political and propaganda context.

DEVI FUSINTA, M.PD, ENGLISH FOR SOCIAL AND POLITICAL SCIENCES UI & SYARIF HIDAYATULLAH JAKARTA

A. Answer the questions according to the passage.

1. What was feudalism, and when did it flourish in medieval Europe?
2. How was society structured under the feudal system?
3. Who were the main groups involved in the feudal system according to François-Louis Ganshof?
4. What broader definition of feudalism did Marc Bloch include in his description?
5. Why is there debate among historians about the usefulness of the term "feudalism" in understanding medieval society?

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

1. ( ) Feudalism was a system for structuring society based primarily based on land in exchange for service or labor.
2. ( ) The term "feudalism" was commonly used by people living during the medieval period.
3. ( ) Feudalism involved a set of legal and military obligations among the warrior nobility.
4. ( ) Marc Bloch's definition of feudalism included only the warrior nobility.
5. ( ) The term "feudalism" was derived from the Latin word "feodum" or "feudum."
6. ( ) There is a clear and widely accepted modern definition of feudalism.
7. ( ) There has been debate among historians about whether the term "feudalism" is useful for understanding medieval society.

C. Match the definitions (a-g) with the vocabulary (1-7)

1. Flourish	a) To come from something or somewhere.
2. Derive	b) Given, felt, or done in return; mutual.
3. Conceive	c) A social class that holds titles and high social status.
4. Reciprocal	d) To grow or develop in a healthy or successful way.
5. Nobility	e) To form or develop an idea or plan in the mind.
6. Peasantry	f) Not leading to a definite decision or result.
7. Inconclusive	g) The class of farmers or laborers in a society.

D. Fill in the blanks with the correct words from Exercise C.

1. Last year, the teacher _____ a plan to help students understand math better.
2. The _____ lived in large castles and owned much of the land.
3. The meeting was _____ so they will discuss the issue again next week.
4. The small town began to _____ after the new school was built.
5. They had a _____ agreement to help each other with their homework.
6. The word "bicycle" is _____ from the Greek words for "two" and "wheel."
7. The _____ worked on the farms and lived in small villages.

Language Study: Understanding and Using the "-al" Suffix: Forming Adjectives in English

- The "-al" suffix is added to nouns to form adjectives. These adjectives typically describe something as relating to, characterized by, or connected with the noun they are derived from.

- Function: The "-al" suffix is used to turn a noun into an adjective, indicating that something pertains to, is related to, or is a characteristic of the base noun.
- Meaning: Adjectives with the "-al" suffix often convey a specific type of relationship or quality associated with the base noun.

- Here are some examples from the passage:

Feudal

- Word in the Passage: "... The adjective feudal was coined in the 17th century..."
- Base Noun: Feudalism
- Adjective: Feudal

Legal

- Word in the Passage: "Feudalism was a set of legal and military customs in medieval Europe..."
- Base Noun: Law
- Adjective: Legal (relating to the law)

Medieval

- Word in the Passage: "...legal and military customs in medieval Europe..."
- Base Noun: Middle Ages (Medieval comes from medius meaning "middle" and aevum meaning "age.")
- Adjective: Medieval (relating to the Middle Ages)

Political

- Word in the Passage: "...not conceived of as a formal political system by the people living in the medieval period."
- Base Noun: Politics
- Adjective: Political (relating to politics or government)

Reciprocal

- Word in the Passage: "...a set of reciprocal legal and military obligations..."
- Base Noun: Reciprocity
- Adjective: Reciprocal (relating to mutual exchange or giving back)

A. Complete each sentence by forming the correct adjective from the given noun using the "-al" suffix.

1. History _____
2. Technic _____
3. Politic _____
4. Culture _____
5. Geography _____
6. Medicine _____
7. Geometry _____

B. Match each adjective with the correct definition.

1. Historical	a) Relating to the design or shape of objects.
2. Technical	b) Pertaining to the study of earth's surface and features.
3. Political	c) Involving or related to politics and government.
4. Cultural	d) Concerning the medical field or health.
5. Geographical	e) Pertaining to past events or history.
6. Medical	f) Relating to the technology or machinery.
7. Geometrical	g) Connected with the traditions, art, and customs of a society.

C. Complete each sentence with the appropriate adjective from the activity F.

1. The _____ records revealed important details about ancient civilizations.
2. To use the new equipment, you need some basic _____ knowledge.
3. The debate focused on the _____ implications of the new policy.
4. The festival was a celebration of the local _____ traditions.
5. The _____ features of the region were analyzed for the new map.
6. The _____ research led to new breakthroughs in treatment methods.
7. The architect's design was based on _____ principles to ensure accuracy.

TARGET VOCABULARY

agrarian, asset, attribute, capital, capitalism, capitalist, derive, economic system, evolve, extensively, interchange, merchandise, mode of production, movable property, trading firm, wealth, money



IMAGE MADE WITH GOOGLE AI

Capitalism

Capitalist is derived from capital, which evolved from capitale, a late Latin word based on proto-Indo-European *caput*, meaning "head" — also the origin of *chattel* and *cattle* in the sense of movable property (only much later to refer only to livestock). Capitale emerged in the 12th to 13th centuries in the sense of referring to funds, stock of merchandise, sum of money, or money carrying interest. By 1283 it (1) was used in the sense of the capital assets of a trading firm. It (2) was frequently interchanged with a number of other words — wealth, money, funds, goods, assets, property and so on.

42

The initial usage of the term capitalism in its (7) modern sense has been attributed to Louis Blanc in 1850 and Pierre-Joseph Proudhon in 1861. Marx and Engels referred to the capitalistic system (kapitalistisches System) and to the capitalist mode of production (kapitalistische Produktionsform) in Das Kapital (1867). The use of the word 'capitalism' in reference to an economic system appears twice in Volume I of Das Kapital, p. 124 (German edition), and in Theories of Surplus Value, tome II, p. 493 (German edition). Marx did not extensively use the form capitalism, but instead those (8) of capitalist and capitalist mode of production, which appear more than 2500 times in the trilogy Das Kapital.

ANDREW HEYWOOD, KEY CONCEPTS IN POLITICS AND INTERNATIONAL RELATIONS SECOND EDITION, LONDON, PALGRAVE, 2016, P.17

A. Answer the questions according to the passage.

1. What is the origin of the word "capitalist"?
2. What does the word "capitale" mean?
3. Who first used the term "capitalism" in its modern sense?
4. What is the term "capitalism" used to describe?
5. In which book did Marx and Engels refer to the "capitalistic system"?

43

B. Read each statement below carefully and decide if they are True (T) or False (F) according to the passage. If it is false, give a correct answer.

1. ( ) The word 'capitalist' is derived from the Latin word "capitale."
2. ( ) Capitale' means "head" in Latin.
3. ( ) The term 'capitalism' was first used in the 12th century.
4. ( ) Marx and Engels used the term "capitalism" extensively in their work.
5. ( ) The term 'capitalism' refers to an economic system.
6. ( ) The use of the word 'capitalism' appears only once in Volume I of Das Kapital.
7. ( ) The concept of "capitalistic system" was not mentioned by Marx and Engels.
8. ( ) "Capitalist" and "capitalistic mode of production" are different terms used by Marx.
9. ( ) The term 'capitalism' was used frequently in the 1280s.
10. ( ) 'Capitalist' is used to describe funds and stock of merchandise.

44

C. Match the definitions (a-i) with the vocabulary (1-9)

1. Evolve	a) To originate or come from
2. Property	b) To assign or credit something to someone
3. Movable	c) To a large extent or in a thorough way
4. Merchandise	d) To change or develop gradually over time
5. Interchange	e) An object or thing owned by someone
6. Attribute	f) Able to be moved easily
7. Extensively	g) Goods that are bought and sold
8. Appear	h) To come into view or become visible
9. Derive	i) To exchange or swap something.

45

D. Fill in the blanks with the correct words from the Activity C.

1. Over time, animals and plants _____ to adapt to their environments.
2. The new company was excited to showcase its _____ at the trade fair.
3. The sofa was too large to fit through the door, so it was not _____.
4. The office furniture is considered _____ of the company.
5. The two products can be _____ for one another depending on the situation.
6. The success of the project can be _____ to the team's hard work and dedication.
7. The report was _____ reviewed by experts in the field.
8. The new design will _____ on the market next month.
9. The term "capitalist" _____ from the word "capital."

46

Language Study: Verb and Preposition Collocation

- A preposition collocation refers to a specific combination of a preposition with a verb, adjective, or noun that is commonly used together in English. This phrase provides additional information about location, time, direction, or other relationships in a sentence.
- Prepositions are words like: in, on, at, by, with, from, to, under, over, between
- Here are some examples from the passage:

  - Derived from: "Capitalist is **derived from** capital."
    - Indicates the origin of a term.
  - Evolved from: "...which **evolved from** capitale..."
    - Shows development or transformation.
  - Based on: "... **based on** proto-Indo-European caput..."
    - Describes the foundation or basis.

- Phrases like 'derived from' and 'evolved from' show where something originates or how it has developed.
- Phrases like "based on" describe the foundation or source of an idea or concept.

47

A. Underline the prepositional phrases in the following sentences and state their function.

1. "The article was published in the local newspaper."
2. "She is interested in learning more about marine biology."
3. "The conference will take place at the downtown convention center."
4. "The solution was based on thorough research."
5. "The project was completed by a team of experts."

F. Match the preposition collocations on the left with their meanings on the right.

1. Good at	a) To be able to do something successfully or efficiently
2. Interested in	b) To be well-known or widely recognized for something
3. Depend on	c) To rely on someone or something for support or success
4. Famous for	d) To want to learn more about something or be involved in it
5. Capable of	e) To have skill or talent in a particular area

48

B. Complete each sentence using the correct preposition collocation from the Activity F.

1. She is really _____ playing the guitar. She practices every day.
2. The success of the event will _____ the support of all team members.
3. Paris is _____ its beautiful landmarks and rich history.
4. He is _____ solving complex mathematical problems. He won several awards for it.
5. I am very _____ learning new languages. I read books and take courses regularly.

TARGET VOCABULARY

abolitionism, aristocratic privilege, authoritarianism, civil society, command, consent, dictatorship, distinction, exhibit, impose, obedience, opposition, repression, tolerate, traditional dictatorship



IMAGE MADE WITH GOOGLE AI

Authoritarianism

Authoritarianism is a belief in, or the practice of, government 'from above', in which political rule is imposed on society regardless of its consent. Authoritarianism thus differs from authority. The latter rests on legitimacy, and in that sense arises 'from below'. Authoritarianism is a very broad classification of government. It can be associated with monarchical absolutism, traditional dictatorships and most forms of military rule; and left-wing and right-wing versions of authoritarianism can be identified, associated, respectively, with communism and capitalism. However, authoritarianism is usually distinguished from totalitarianism, on the grounds that it is primarily concerned with the repression of opposition and political liberty, rather than with the more radical goal of obliterating the distinction between the state and civil society. Authoritarian regimes may therefore tolerate a significant range of economic, religious and other freedoms.

50

Authoritarianism was the dominant political form in pre-constitutional and pre-democratic societies, usually taking the form of monarchical rule and aristocratic privilege. Theories of authoritarianism can be traced back to thinkers such as Joseph de Maistre (1753–1821), who argued that the belief in the principle of authority, as opposed to individual freedom, is the only reliable means of securing order. In modern politics, however, authoritarianism is usually viewed as a regime type that differs from both democracy and totalitarianism. The value of the term is nevertheless limited by the fact that, while authoritarian regimes rely on command and obedience, they exhibit a wide range of political and ideological features.

ANDREW HEYWOOD, KEY CONCEPTS IN POLITICS AND INTERNATIONAL RELATIONS SECOND EDITION, LONDON, PALGRAVE, 2015, P.8

A. Answer the questions according to the passage.

1. What does authoritarianism mean?
2. How is authoritarianism different from authority?
3. Can you name one type of government that can be described as authoritarian?
4. What is one goal of totalitarianism that is different from authoritarianism?
5. Who is a historical thinker mentioned in the passage related to authoritarianism?

51

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

1. ( ) Authoritarianism is based on the consent of the people.
2. ( ) Authoritarianism can include different forms of government like dictatorships.
3. ( ) Authoritarianism is focused on making sure everyone agrees with the government.
4. ( ) Totalitarianism and authoritarianism are the same thing.
5. ( ) Authoritarian regimes might allow some freedoms in areas like religion or the economy.
6. ( ) Joseph de Maistre is associated with the theory of authoritarianism.
7. ( ) In modern politics, authoritarianism is seen as the same as democracy.
8. ( ) Authoritarianism was common in early pre-democratic societies.
9. ( ) Authoritarianism aims to completely control all aspects of society, including private life.
10. ( ) The term 'authoritarianism' is clearly defined and agreed upon by all.

52

C. Match the definitions (a-h) with the vocabulary (1-8)

1. Totalitarianism	a) A system of government where strict obedience to authority is demanded.
2. Repression	b) To force something, such as a rule, on someone.
3. Obedience	c) Following orders or complying with rules from an authority.
4. Impose	d) A difference or contrast between similar things.
5. Legitimacy	e) The quality of being accepted as lawful or justified.
6. Distinction	f) A political system where the government has complete control over every aspect of life.
7. Exhibit	g) To display or show something publicly.
8. Authoritarianism	h) The act of using force to control people or prevent expression of their rights.

53

D. Fill in the blanks with the correct words from the Activity C.

1. The museum decided to _____ ancient artifacts for the public to see.
2. The government _____ a new tax on its citizens without their consent.
3. Political _____ often prevents people from freely expressing their opinions.
4. The teacher noticed a clear _____ between the two students' essays.
5. Under a system of _____, citizens have very limited personal freedoms.
6. Many totalitarian governments demand absolute _____ from their citizens.
7. The leader's claim to power was questioned due to a lack of _____.
8. Some countries operate under strict _____, where citizens must obey the authority without question.

54

Language Study: Reported Speech - Reporting Verbs

- Reporting verbs are used to describe how someone has presented information, opinions, or arguments. They are crucial in academic and formal writing to attribute ideas or opinions to specific sources. Here is an example from the passage:

> "Theories of authoritarianism can be traced back to thinkers such as Joseph de Maistre (1753–1821), who **argued** that the belief in the principle of authority, as opposed to individual freedom, is the only reliable means of securing order."

- Here are common reporting verbs and their uses:
  - Argue: To present a reasoned case or viewpoint.
    - Example: "She argued that the policy would be beneficial."
  - Claim: To state something as a fact without necessarily proving it.
    - Example: "He claimed that the new system would reduce costs."
  - Suggest: To propose an idea or plan.
    - Example: "The report suggests that we should review our strategy."
  - State: To declare something formally.
    - Example: "The study states that exercise improves mental health."
  - Report: To give an account of information or findings.
    - Example: : "The article reported that sales have increased."

55

A. Circle the correct reporting verb to complete each sentence.

1. The teacher _____ that students should study every day.
   a. claims
   b. suggests
2. The book _____ that the history of the city is very interesting.
   a. reports
   b. argues
3. The news _____ that the new law will help the environment.
   a. suggests
   b. states
4. The study _____ that eating healthily is important for good health.
   a. claims
   b. reports
5. The doctor _____ that exercise is good for your heart.
   a. argues
   b. suggests

56

B. Rewrite the sentences using the reporting verb provided in parentheses.

argue | state | claim | suggest | report

1. "The new park is very beautiful," says the newspaper.

_____

2. "You should eat more fruits and vegetables," the doctor says.

_____

3. "The movie is the best I have ever seen," claims the critic.

_____

4. "Regular exercise is important for good health," states the fitness coach.

_____

5. "Homework is necessary for learning," argues the teacher.

_____

57

TARGET VOCABULARY

apartheid, atrocity, civilians, codify, crimes against humanity, deportation, enslavement, extermination, genocide, humanitarian law, international criminal court (icc), moral cosmopolitanism, persecution, rape, torture, tribunal, war crime



IMAGE MADE WITH GOOGLE AI

Crimes Against Humanity

104

The 1945 Nuremberg Charter outlined three characteristics of crimes against humanity. These crimes must:

- Target civilians
- Be widespread or systematic, and repeated
- Be committed intentionally.

The Charter also distinguished between war crimes (violations of the laws and customs of war) and crimes against humanity. Nevertheless, the most detailed and ambitious attempt to codify the crimes that the tribunals considered as crimes against humanity was undertaken in the 1998 Rome Statute, which established the International Criminal Court (ICC). This highlights crimes including **murder, extermination, enslavement, deportation, imprisonment, torture, rape, sexual slavery, and other forms of persecution, and the crime of apartheid.** Though **genocide** (the attempt to destroy, in whole or in part, a national, ethnic, racial or religious group) is clearly a crime against humanity in a general sense, it is treated as a separate category of crime, indeed as the 'crime of crimes', by the Genocide Convention (1948) and in the Rome Statute.

Significance

The shift from war crimes to crimes against humanity might be considered crimes first emerged in response to what was later called the 'Armenian genocide' (1915–17) and was carried out against Armenians in the territories of the Ottoman Empire during the First World War. It the virtue of incorporating the concepts of crimes against humanity and genocide into international law, the Nuremberg Charter and the Rome Statute have been hugely significant and influential in establishing ethical responsibilities that transcend the rights and duties of the international notion of a war crime. The concept of crimes against humanity is underpinned in particular by a form of moral **cosmopolitanism** which holds that the proper stance towards humanity is one of respect, protection and succour, humanity being indivisible. Critics of the concept have nevertheless questioned whether such a broad category of crime can ever be meaningful, and how it can be applied in practice. Is it possible to prosecute crimes against humanity fairly? It is based, these and other concerns about international humanitarian law have become more acute as a result of steps to anchor individual responsibility for war crimes, crimes against humanity and genocide through establishing international criminal tribunals for former Yugoslavia, Rwanda and elsewhere, and the ICC.

IMAGES NOT TO BE REPRODUCED OR COPIED WITHOUT THE PERMISSION OF THE COPYRIGHT OWNER. ©2025 [2026] THE GOVERNING BODY OF THE CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION, CAMBRIDGE, ENGLAND

Rome Statute of the International Criminal Court

105

A. Answer comprehension questions that are related to the text above.

1. What are the three characteristics that define crimes against humanity according to the 1945 Nuremberg Charter?
2. How does the Rome Statute of 1998 contribute to the understanding of crimes against humanity?
3. Why is genocide considered a separate category of crime from crimes against humanity?
4. What moral principle underpins the concept of crimes against humanity, and how does it influence international law?
5. What are some of the criticisms of the concept of crimes against humanity, as mentioned in the passage?
6. How have international tribunals for Yugoslavia and Rwanda contributed to the prosecution of crimes against crimes against humanity?
7. What role does the International Criminal Court (ICC) play in addressing crimes against humanity?

B. Answer the questions focusing on key concepts from the passage about crimes against humanity.

1. Which of the following is NOT a characteristic of crimes against humanity according to the 1945 Nuremberg Charter?
   a. Targeting civilians
   b. Being widespread or systematic
   c. Being committed intentionally
   d. Being committed during peacetime

106

2. Which document is most detailed in codifying crimes against humanity?
   a. The Nuremberg Charter
   b. The Genocide Convention
   c. The Rome Statute
   d. The Universal Declaration of Human Rights
3. What is the primary difference between war crimes and crimes against humanity as outlined in the Nuremberg Charter?
   a. War crimes target civilians, while crimes against humanity target military personnel.
   b. War crimes are violations of the laws and customs of war, while crimes against humanity can occur both in wartime and peacetime.
   c. War crimes are systematic, while crimes against humanity are isolated incidents.
   d. There is no significant difference between war crimes and crimes against humanity.
4. According to the passage, why is genocide considered a separate category from crimes against humanity?
   a. Genocide only targets political groups, while crimes against humanity target ethnic groups.
   b. Genocide is less severe than crimes against humanity.
   c. Genocide involves the intent to destroy a group, and is treated as the 'crime of crimes.'
   d. Genocide occurs only in specific geographic regions.

107

5. What principle underpins the concept of crimes against humanity, as mentioned in the passage?
   a. National sovereignty
   b. Moral relativism
   c. Moral cosmopolitanism
   d. Economic dependence
6. Which of the following was a significant historical event that contributed to the emergence of the concept of crimes against humanity?
   a. The French Revolution
   b. The Armenian Genocide
   c. The Cold War
   d. The Vietnam War
7. What role does the International Criminal Court (ICC) play in addressing crimes against humanity?
   a. It creates new international laws related to crimes against humanity.
   b. It prosecutes individuals responsible for crimes against humanity.
   c. It provides humanitarian aid to victims of crimes against humanity.
   d. It monitors conflicts to prevent crimes against humanity.

108

C. Match each word on the left with its correct definition on the right.

1. Crimes Against Humanity	a) A permanent international tribunal established to prosecute individuals for genocide, crimes against humanity, and war crimes.
2. Genocide	b) The international attempt to destroy, in whole or in part, a national, ethnic, racial, or religious group.
3. Nuremberg Charter	c) A policy or system of racial segregation and discrimination, especially in South Africa, considered a crime against humanity.
4. Rome Statute	d) Violations of the laws and customs of war, including targeting civilians or mistreating prisoners.
5. International Criminal Court (ICC)	e) Widespread or systematic attacks against civilians, committed intentionally, including acts like murder and persecution.
6. War Crimes	f) A philosophy emphasizing universal moral obligations towards all human beings.
7. Moral Cosmopolitanism	g) The treaty that established the International Criminal Court (ICC) in 1998, defining major international crimes.
8. Apartheid	h) A legal document established in 1945 outlining the principles for prosecuting war crimes and crimes against humanity.

109

D. Answer the vocabulary-related questions below.

1. The Nuremberg Charter established that crimes against humanity must specifically target _____.
   a. Soldiers
   b. Government officials
   c. Civilians
   d. Prisoners of war
2. According to the Nuremberg Charter, crimes against humanity must be _____.
   a. Random and isolated
   b. Widespread or systematic, and repeated
   c. Limited to specific individuals
   d. Non-recurring and incidental
3. For a crime to be classified as a crime against humanity, it must be committed _____.
   a. Accidentally
   b. Spontaneously
   c. Intentionally
   d. Unintentionally

110

4. The 1998 Rome Statute is important because it established the _____.
   a. United Nations
   b. World Court
   c. International Criminal Court (ICC)
   d. International Red Cross
5. The Rome Statute includes crimes such as murder, extermination, and _____.
   a. Theft
   b. Arson
   c. Rape or sexual slavery
   d. Fraud
6. The 1948 Genocide Convention considers genocide to be _____.
   a. A minor crime
   b. A type of theft
   c. The 'crime of crimes'
   d. A civil offense
7. The term 'Armenian _____' refers to the atrocities committed between 1915 and 1917.
   a. Revolution
   b. Conflict
   c. Genocide
   d. Uprising

111

8. The concept of crimes against humanity is supported by a form of _____ cosmopolitanism.
   a. Economic
   b. Social
   c. Moral
   d. Political
9. International criminal _____ have been set up to deal with war crimes and crimes against humanity in places like former Yugoslavia and Rwanda.
   a. Agencies
   b. Tribunals
   c. Courts
   d. Commissions
10. Critics of crimes against humanity have questioned _____.
    a. The financial cost of trials
    b. The effectiveness of the ICC
    c. The universal moral principles behind it
    d. The geographical scope of international law

112

Language Study: Parts of Speech

Objective: Students should understand and identify different parts of speech in sentences.

- Nouns: Person, place, thing, or idea (e.g., cat, city, love)
- Pronouns: Words that replace nouns (e.g., he, she, it)
- Verbs: Action or state of being (e.g., run, is)
- Adjectives: Describe nouns (e.g., blue, tall)
- Adverbs: Describe verbs, adjectives, or other adverbs (e.g., quickly, very)
- Prepositions: Show relationships between nouns and other words (e.g., in, on, under)
- Conjunctions: Connect words or clauses (e.g., and, but, because)
- Interjections: Express emotions or exclamations (e.g., oh, wow)

- Here are examples of parts of speech:

Sentence 1: "The quick brown fox jumps over the lazy dog."

• The (Article)	• quick (Adjective)
• brown (Adjective)	• fox (Noun)
• jumps (Verb)	• over (Preposition)
• the (Article)	• lazy (Adjective)
• dog (Noun)	

113

Sentence 2: "She sang beautifully at the concert last night."

• She (Pronoun)	• sang (Verb)
• beautifully (Adverb)	• at (Preposition)
• the (Article)	• concert (Noun)
• last (Adjective)	• night (Noun)

Sentence 3: "John and Mary went to the store and bought some groceries."

• John (Noun)	• and (Conjunction)
• Mary (Noun)	• went (Verb)
• to (Preposition)	• the (Article)
• store (Noun)	• and (Conjunction)
• bought (Verb)	• some (Determiner)
• groceries (Noun)	

114

13

TARGET VOCABULARY

Internationalism, class solidarity, common humanity, global cooperation, individualism, individualism, liberal internationalism, political ideal, proletarian internationalism, transnational, universal human rights, world community, social cleavage, religious fundamentalism, transcend



IMAGE MADE WITH GOOGLE AI

Internationalism

Internationalism is the theory or practice of politics based on transnational or global cooperation. As a political ideal it is based on the belief that political nationalism should be **transcended**, because the ties that bind the peoples of the world are stronger than those that separate them. The goal of internationalism is thus to construct political structures that can command the allegiance of all the peoples of the world, regardless of religious, racial, social and national differences. The major internationalist traditions are drawn from liberalism and socialism. Liberal internationalism is based on the belief that the **rule of law** can be applied to the belief that universal human rights **ultimately** have a higher status than the **sovereign** authority of the nation. Socialist internationalism is grounded in a belief in international class solidarity (proletarian internationalism), underpinned by assumptions about a common humanity. Feminism, racialism and religious fundamentalism may be seen to support weak forms of internationalism, in that they highlight, respectively, gender, racial and religious **cleavages** that cut across **national boundaries.**

131

Significance

The **radical** age of internationalism is associated with its **condemnation** of nationalism as both unnecessary and wrong. Internationalists deny the basic assumption of nationalism, that the nation is the **legitimate** unit of political rule, often arguing that nations are political constructs manufactured by rulers and elite groups to maintain **social cohesion** and **political passivity**. The moral force of internationalism is evident in its association with the ideals of global peace and cooperation. Such 'one-worldism' is, of course, **idealistic**. Since the 1930s, realists in international class solidarity (proletarian internationalism), underpinned by assumptions about a common humanity. Feminism, racialism and religious fundamentalism may be seen to support weak forms of internationalism, in that they highlight, respectively, gender, racial and religious **cleavages** that cut across **national boundaries.**

ANSWER KEY/NOTES: KEY CONCEPTS IN POLITICS AND INTERNATIONAL RELATIONS, SECOND EDITION, LONDON, PALGRAVE, 2005, P168

132

A. Answer comprehension questions that are related to the text above.

1. What is the central goal of internationalism?
2. How do liberal and socialist internationalism differ in their approach?
3. What is a key criticism of internationalism related to nationalism?
4. How has liberal internationalism been criticized by conservatives and developing-world nationalists?
5. What are two criticisms of socialist internationalism?

133

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

1. ( ) Internationalism aims to strengthen national identities and loyalties.
2. ( ) Liberal internationalism is based on the belief that individual human rights are less important than national sovereignty.
3. ( ) Socialist internationalism is grounded in the belief in international class solidarity.
4. ( ) Internationalists often view nations as essential and legitimate units of political rule.
5. ( ) Immanuel Kant is known for advocating a form of internationalism based on universal morality and peace.
6. ( ) Internationalism has successfully established global political structures that rival the power of nation-states.
7. ( ) Critics of liberal internationalism argue that universal human rights are a form of Western cultural imperialism.
8. ( ) Socialist internationalism has been praised for effectively connecting its goals to national symbols and culture.

134

C. Match each word on the left with its correct definition on the right.

1. Internationalism	a) The belief in the superiority of universal human rights over national authority.
2. Nationalism	b) The political theory that emphasizes the creation of global cooperation and transcending national boundaries.
3. Sovereignty	c) The belief that nations are political constructs created by elites.
4. Liberalism	d) A political and economic theory advocating for class solidarity and common ownership of the means of production.
5. Socialism	e) A form of global or national dominance characterized by extending a country's influence or control.
6. Proletarian	f) A belief in the necessity of national unity and the primacy of national interests.
7. Imperialism	g) The quality or state of being united or agreeing with others, especially in terms of shared interests or goals.
8. Idealism	h) The authority of a state to govern itself without external interference.
9. Construct	i) The philosophical belief that morality and reason can lead to a perfect world or ideal society.
10. Solidarity	j) A term used to describe the working class or those without ownership of production means.

135

D. Fill in the blanks with the appropriate word from the word bank.

internationalism	nationalism	sovereignty	liberalism	socialism
proletarian	imperialism	idealism	construct	solidarity

1. _____ advocates for global cooperation and aims to transcend national, religious, racial, and social differences.
2. The concept of _____ emphasizes the belief in the importance of a nation and its interests above all else.
3. According to _____, universal human rights are seen as more important than national authority.
4. _____ is a political theory that focuses on the common ownership of production and class solidarity.
5. The term _____ refers to the working class or those without ownership of production means.
6. Critics argue the spread of certain ideas can be a form of _____ extending influence or control over other cultures.
7. _____ is often criticized for being a political _____ created by elites to maintain power.
8. _____ holds that reason and morality can lead to a perfect world or ideal society.
9. _____ involves a sense of unity and agreement among people with shared interests or goals.
10. The idea that nations are political _____ used to maintain social cohesion and control is a common criticism of _____

136

Language Study: Conditionals

1. First Conditional (Real Condition)

- The first conditional is used for real or possible situations in the future. The structure is:

  • If + present tense, will + base form of the verb.

- Example: If internationalism gains more support, it will help promote global cooperation.

2. Second Conditional (Hypothetical Present/Future)

- The second conditional is used for unlikely or imaginary situations in the present or future. The structure is:

  • If + past simple, would + base form of the verb.

- Example: If socialist internationalism were more widely accepted, it would lead to stronger class solidarity across nations.

137

3. Third Conditional (Hypothetical Past)

- The third conditional is used for imaginary situations in the past—things that didn't happen but are imagined. The structure is:

  • If + past perfect, would have + past participle.

- Example: If internationalism had created powerful political structures in the past, it would have challenged the dominance of nation-states.

Practice Examples:

1. First Conditional:
   - If international cooperation increases, it will reduce the likelihood of war.
2. Second Conditional:
   - If nations were more willing to cooperate internationally, global peace would be more achievable.
3. Third Conditional:
   - If internationalism had succeeded during the 20th century, the influence of nationalism would have diminished.

138

A. Fill in the blanks with the first, second, or third conditional.

1. If internationalism _____ (become) more influential, it _____ (help) reduce global conflict. (First Conditional)
2. If people _____ (embrace) internationalism over nationalism, we _____ (have) more global unity today. (Second Conditional)
3. If international structures _____ (rival) the power of nation-states, internationalism _____ (succeed) in the past. (Third Conditional)
4. If more nations _____ (sign) the peace treaty, it _____ (lead) to greater global cooperation in the future. *(*First Conditional)
5. If socialist internationalism _____ (gain) widespread appeal, it _____ (unite) the working class globally. (Second Conditional)
6. If the leaders _____ (build) stronger international organizations after World War II, they _____ (prevent) future conflicts. (Third Conditional)

139

B. For each of the following sentences, choose which type of conditional is being used (First, Second, or Third Conditional).

1. If internationalism had succeeded, we would have seen a more peaceful world.
   a. First Conditional
   b. Second Conditional
   c. Third Conditional
2. If international cooperation increases, it will promote world peace.
   a. First Conditional
   b. Second Conditional
   c. Third Conditional
3. If nations were willing to share power, we would see more international agreements today.
   a. First Conditional
   b. Second Conditional
   c. Third Conditional

140

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 463036