

Additional Exercises

I TENSES: Fill in each gap with a suitable form of the verb in brackets.

The coronavirus outbreak labelled a pandemic by the World Health Organization

The World Health Organization (WHO) (1) _____ (declare) the coronavirus outbreak a global pandemic. “In the past two weeks the number of cases outside China (2) _____ (increase) 13-fold and the number of affected countries (3) _____ (triple),” WHO Director-General (4) _____ (say) at a press conference at the organization’s headquarters in Geneva. “In the days and weeks ahead, we (5) _____ (expect) that the number of cases (6) _____ (climb) even higher. The challenge for many countries who (7) _____ (deal) with large numbers of cases is to control the outbreak.”

The last time WHO (8) _____ (declare) a pandemic (9) _____ (be) during the 2009 H1N1 swine flu outbreak. This is the first time a coronavirus (10) _____ (cause) a pandemic. Researchers (11) _____ (work) to understand the virus and find a possible cure since the outbreak (12) _____ (come) to light in January.

II CONDITIONAL CLAUSES: Rephrase the sentences so that they contain a condition.

1. The only reason I travel back home every chance I get is because I really miss my family.

2. Many animals were rescued because our volunteers worked around the clock to help them.

3. Companies exploit their workers because they are only concerned with making a profit.

4. The only reason Mylo is not a painter is because his parents didn’t support him when he wanted to go to art school.

5. The government’s response was too slow to prevent the protests from escalating.

6. Some bookshops have discounts for students, but they will ask to see your student card.

III MULTIPLE CHOICE: Choose the most appropriate word to complete each sentence.

1. We cannot arrest the leader openly, or his supporters will run _____.
A) havoc B) wildfire C) riot D) tsunami
2. It was a minor accident and luckily the car was _____.
A) insured B) ensured C) reassured D) assured
3. The civil war killed and _____ hundreds of thousands of people.
A) disrupted B) devastated C) destroyed D) displaced
4. Despite all the promises of a _____ future, the government keeps investing in fossil fuels.
A) more sustainable B) more renewable C) more man-made D) more substantial
5. The Board of Education unanimously _____ the “Fresh Start” program .
A) met B) imposed C) adopted D) argued
6. Mexico is a beautiful country, but widespread corruption _____ its progress.
A) maintains B) undermines C) enforces D) coerces
7. The university has said that most of its problems _____ from a lack of government funding.
A) result B) stem C) spark D) rise
8. Who is considered the founder of sociology as an academic _____?
A) scholar B) discipline C) science D) subfield
9. Burning fossil fuels in the process of generating electricity _____ large amounts of carbon dioxide into the atmosphere.
A) maintains B) contributes C) releases D) redoubles
10. Dr Higgins works at the National Center for Disaster _____.
A) Reduction B) Disruption C) Displacement D) Outbreak

IV WORD FORMATION: Fill in the gaps with the appropriate form of the words in brackets.

1. You have a responsibility to the community to _____ (HOLD) responsible journalism.
2. Google has finally _____ (KNOWLEDGE) that its human workers can access some recordings of what you say to Google Assistant.
3. In the past two decades, the definition of security has _____ (BROAD) even further.
4. The Václav Havel prize is awarded for tireless dedication and _____ (COMMIT) to human rights.
5. For my assignment, I need to read at least two _____ (SCHOLAR) studies on the effects of armed conflict on children.
6. Morris was desperate that his life and his _____ (LIFE) now depended on other people’s whims.
7. We want to hire Jemma because of her critical thinking skills and her interest in scientific _____ (INQUIRE).

Engleski jezik I – Grupe 1, 3 i 5
Predmetni nastavnik: Jelena Bošnjak
Kolokvijum 2019/2020.

GRADIVO KOJE ĆE OBUHVATITI KOLOKVIJUM

Materijal 1 – materijal iz prvog semestra

Materijal 2 – materijal iz drugog semestra

TEKSTOVI (READING/LISTENING):

Materijal 1: Emergencies, str. 1–2; Resilience, str. 7–8; How Mobile Phones Power Disaster Relief (listening), str.12; Introduction to Security Studies, str. 19–20; Human Security (listening), str. 30; The Study of Risk (listening), str. 35–36; Global Warming, str. 37–38; John Kerry on Climate Change and Security (listening), str. 49; Climate Change is a Security Threat: So Where is the Security Council? str. 50–51.

VOKABULAR (MULTIPLE CHOICE AND WORD FORMATION):

Materijal 1: Emergencies and Disasters: III, IV, V, VI, VII (str. 4–6); II, III (str. 9–10); II+III (str. 16–17);
Security Studies: II, III, IV+V (pasusi 1 i 2), VI (str. 21–24);
Global Warming/Climate Change: III, IV, V, VI, VII (str. 39–43); V, VI (str. 48); III, IV (str. 52–53).

VREMENA (TENSES):

Materijal 1: Habits of Successful Students, str. 61; A World Changed by Technology, str. 61; Global Climate Change, str. 62; Disaster Response in the Czech Republic, str. 73; Overcoming Culture Shock, str. 75; How to Hide the Spies, str. 76; A Dilemma, str. 78; The Future of Earth's Climate, str. 86.

KONDITIONALI (CONDITIONAL CLAUSES):

Materijal 2: Conditional Clauses: I, II, III, IV (str. 42–44)

PASIV (THE PASSIVE VOICE):

Materijal 2: The Passive Voice: I, II, III – tekstovi 1, 2 i 3 (str. 49–51)

MOCK TEST 2020

I READING (5 points)

Climate Change, Conflict and Displacement

From the imagery of climate change, you might be mistaken for thinking it is all about polar bears. It is so much more and it will have an escalating, negative impact on our environment, economies, livelihoods and security globally. Climate change can take the form of slow-onset environmental degradation, such as the melting of polar ice caps and rising sea levels, droughts and desertification from changed precipitation levels. It can also take the form of sudden-onset disasters including storms and floods, heatwaves and wildfires.

Climate change poses perhaps the world's greatest challenge to global peace, security, development and human rights in the 21st century. It has the ability to undermine the progress made on each of these in the post-war period. The rapid changes to our planet's climate are exacerbating natural disasters and water, food, energy and health insecurities, contributing to conditions that can lead to the outbreak of conflict, state instability and failure, strain military readiness, operations and strategy, and make existing security threats worse. Whilst climate change will not be the sole cause of any conflict, increasingly, it can be one of the most important and decisive factors. It will play a prominent role as a 'threat multiplier' in situations where multiple stressors already exist.

Decide if the statements below are TRUE, FALSE or NOT GIVEN according to the information provided in the text.

1. Climate change will negatively affect people's ability to live their lives to their fullest potential.
2. Drought and floods are examples of how the impact of climate change can be both gradual and sudden.
3. Climate change can trigger conflicts.

Human Security

Today, we hear a lot about the term security. Nuclear security, securing ourselves against the threat of terrorism, projecting military force in order to achieve security. Or so we think. But what makes us feel secure? What makes you feel secure? What keeps us from harm? Today I'd like to talk about an idea called Human Security. Given the extent and nature and pattern of the threats that we really face on this planet, if you believe what climate science tells you, and if you believe what we read in terms of the damage that we are doing to our planet, there is a real role for us to be considering other forms of security – ultimate forms of security. Now this idea, Human Security, it's not mine. It was popularized about 20 years ago by the UN Development Programme. But it is something I hope will be able to infuse you with a new sense of how we ought to be treating the concept of security when we hear about it on television or any of the other news feeds that come to us and you hear that word: security, security. So let's unpack it a little bit. Let's talk about how this concept of security differs somewhat from traditional forms of security, which tend to emphasize the state, the institutions of the state, alliances, borders, territory, weapons. Leave that to one side and go beyond that to where Human Security focuses – the individual, the wellbeing of the individual. Whether a person has a job, to live in dignity, whether a person can access food that's cheap enough, that's accessible, that's good quality. Can the person access a glass of water? Is there health in that person's life? These are all elements of Human Security. Education, especially for girls, to give them a choice, a voice, and thereby assure their own security. But most of all ensuring that we have a safe habitat in which to live. A safe environment, where our future generations can live and love comfortably and safely.

Answer each question according to the information presented in the text.

4. While _____ focus on the state, its institutions, borders and military power, _____ focuses on individuals.

- A other forms of security / the concept of security
- B traditional views of security / Human Security
- C ultimate forms of security / the UN Development Programme
- D ultimate forms of security / Human Security

5. The most important concern of Human Security is whether we have _____.

- A a job
- B a safe habitat
- C access to education
- D access to water

II MULTIPLE CHOICE – COLLOCATIONS AND PHRASES (5 points): Choose the word that best fits each gap.

1. Water shortages from Yemen to Arizona are making _____ a growing threat.

- A) avalanches
- B) flash floods
- C) landslides
- D) drought

2. High unemployment rates in many countries could lead to social _____.

- A) hazards
- B) impact
- C) unrest
- D) resilience

3. A person researching the historical background of the Bible is called a Biblical _____.

- A) research
- B) scholar
- C) scientist
- D) enquiry

4. We should stop using oil, coal and gas and reduce our _____.

- A) renewable energy
- B) man-made effect
- C) fossil energy
- D) carbon footprint

5. International institutions matter only if they can _____ the rules they write.

- A) argue
- B) coerce
- C) undermine
- D) enforce

III WORD FORMATION (5 points): Fill in the gaps with the appropriate form of the words in brackets.

1. The international community must _____ (MOBILE) all its resources to combat human trafficking.

2. The U.S. accused Russia of interfering with the _____ (COME) of the elections.

3. Students from various departments were collaboratively engaged in solving complex and authentic problems that cross _____ (DISCIPLINE) boundaries.

4. Working for our company will provide you with challenges that will expand your professional _____ (EXPERT).

5. If Pyongyang goes through with the ballistic test, Washington will respond with its own _____ (MEASURE).

IV TENSES (8 points): Complete the text with a correct tense of the verbs in brackets.

What kind of future?

Humans (1) _____ (long be) interested in science fiction and space travel, and many of us are eager to see the invention of jet packs and flying cars. But futuristic fiction is often much darker and less optimistic. In 1932, Aldous Huxley's *Brave New World*, set in 2540, came out and introduced us to a frightening vision of the future. Since then, there (2) _____ (be) an ongoing stream of dystopian novels, or books set in the future after some kind of apocalypse, with a totalitarian government in power. These books (3) _____ (gain) in popularity recently, especially among young adult readers. Take the example of author Suzanne Collins's hugely popular *Hunger Games* trilogy for young adults. It (4) _____ (take) place in Panem, a transformed version of North America ruled by a cruel and dictatorial capitol, which (5) _____ (punish) its people for a long-ago rebellion by making two children from each district fight to the death in an annual Hunger Game. The future world of *Hunger Games* is a mix of modernization fantasy and nightmare, of gladiator games and video games, where the government can kill people for their amusement, and technological wonders never (6) _____ (stop). It is interesting to consider why this world of fiction is so popular. When you think of the future, is it a wonderful place, full of opportunity? Or a horrifying dictatorship? (7) _____ you _____ (regard) modernization as something to look forward to or something to avoid? And (8) _____ science fiction _____ (influence) your view in any way?

V CONDITIONALS (3 points): Rephrase each sentence into a conditional sentence.

1. I'd like to read the book before seeing the film, but I'm too busy.

2. The riot police arrived and prevented violence from escalating.

3. They can't close Cinemaworld – it's the only theatre in our town!

VI PASSIVE (4 points): Rewrite the sentences so that they contain a passive form.

1. Technology is rapidly changing the world around us.

2. Police have charged two people arrested on Saturday with terrorism.

3. Deforestation occurs when we remove trees without planting new ones.

4. French PM Manuel Valls said the terrorists organised the attacks from Syria.

How Mobile Phones Power Disaster Relief

The humanitarian model has barely changed since the early 20th century. Its origins are firmly rooted in the analog age. And there is a major shift coming on the horizon. The catalyst for this change was the major earthquake that struck Haiti on the 12th of January in 2010. Haiti was a game changer. The earthquake destroyed the capital of Port-au-Prince, claiming the lives of some 320,000 people, rendering homeless about 1.2 million people. Government institutions were completely decapitated, including the presidential palace. I remember standing on the roof of the Ministry of Justice in downtown Port-au-Prince. It was about two meters high, completely squashed by the violence of the earthquake.

For those of us on the ground in those early days, it was clear for even the most disaster-hardened veterans that Haiti was something different. Haiti was something we hadn't seen before. But Haiti provided us with something else unprecedented. Haiti allowed us to glimpse into a future of what disaster response might look like in a hyper-connected world where people have access to mobile smart devices.

Because out of the urban devastation in Port-au-Prince came a torrent of SMS texts --people crying for help, beseeching us for assistance, sharing data, offering support, looking for their loved ones. This was a situation that traditional aid agencies had never before encountered. We were in one of the poorest countries on the planet, but 80 per cent of the people had mobile devices in their hands. And we were unprepared for this, and they were shaping the aid effort.

Outside Haiti also, things were looking different. Tens of thousands of so-called digital volunteers were scouring the Internet, converting tweets that had already been converted from texts and putting these into open-source maps, layering them with all sorts of important information -- people like Crisis Mappers and Open Street Map -- and putting these on the Web for everybody -- the media, the aid organizations and the communities themselves -- to participate in and to use.

Back in Haiti, people were increasingly turning to the medium of SMS. People that were hungry and hurting were signaling their distress, were signaling their need for help. On street sides all over Port-au-Prince, entrepreneurs sprung up offering mobile phone charging stations. They understood more than we did people's innate need to be connected.

Never having been confronted with this type of situation before, we wanted to try and understand how we could tap into this incredible resource, how we could really leverage this incredible use of mobile technology and SMS technology. We started talking with a local telecom provider called Voilà, which is a subsidiary of Trilogy International. We had basically three requirements. We wanted to communicate in a two-way form of communication. We didn't want to shout; we needed to listen as well. We wanted to be able to target specific geographic communities. We didn't need to talk to the whole country at the same time. And we wanted it to be easy to use.

Out of this rubble of Haiti and from this devastation came something that we call TERA -- the Trilogy Emergency Response Application -- which has been used to support the aid effort ever since. It has been used to help communities prepare for disasters. It has been used to signal early warning in advance of weather-related disasters. It's used for public health awareness campaigns such as the prevention of cholera. And it is even used for sensitive issues such as building awareness around gender-based violence.

You will hear a talk at a TED event by Paul Conneally, the public communications manager for the International Federation of the Red Cross and Red Crescent Societies, and a leader in using digital technologies for humanitarian aid. Listen carefully and choose the best answer for each question.

1 At the beginning of the talk, the speaker predicts that a major change will occur in

- A. weather conditions and patterns.
- B. the way humanitarian aid is delivered.
- C. Haiti's government.
- D. Haiti's society.

2 After the earthquake in Haiti, disaster response and relief workers soon realized

- A. that Haiti did not have a president.
- B. that Haiti's future was very grim and uncertain.
- C. that the earthquake and disaster response in Haiti were unlike anything seen before.
- D. that Haiti would have responded to the earthquake better if people had had more phones.

3 Aid workers in Haiti were not expecting

- A. that so many people would have mobile phones.
- B. that Port-au-Prince, the capital, would be so devastated.
- C. that Haiti would be such a poor country.
- D. that so many people would be asking for their help but also offering to help.

4 In other countries, outside Haiti,

- A. people didn't get the impression that the situation in Haiti was bad.
- B. aid organizations were asking for information to help Haiti.
- C. people wrote a lot about Haiti on the Internet.
- D. thousands of volunteers used information from the Internet help people in Haiti.

5 After the earthquake, people in Haiti mostly used

- A. text messages.
- B. mobile phone signals.
- C. mobile phone stations.
- D. street signs.

6 When they realized what the situation was like in Haiti, humanitarian workers

- A. understood that they needed better communication with some people in Haiti.
- B. wanted to find a way to use mobile phones and SMS technology to help Haiti.
- C. wanted to listen to people in Haiti, not tell them what to do.
- D. knew they could only help some parts of Haiti.

7 Despite its many uses, TERA technology *hasn't* been used to

- A. support aid workers.
- B. prevent violence.
- C. warn people of imminent disasters.
- D. prevent the outbreak of disease.

The Study of Risk

In the introduction to this course we saw that the concept of risk has appeared relatively recently. It has since become a central concept in our society, and our economy. Risk is a cornerstone notion for businesses and organizations, but also for nation-states, and their many levels of government. And even for individuals, risk and the avoidance, or embracing thereof is a key theme. It's not surprising that the study of risk has also become an academic enterprise. If risk is such a vital concept for our times, we need a proper scientific understanding of the many causes of risks, of their likelihood, and potential impact. Moreover, we need to have a proper understanding of the preventative, or reactive measures we can take to address specific risks. Over time the concept of risk has taken root in two radically different academic domains, in security studies, and in safety science.

In this video, and the next one we will look at these two academic domains, at the way in which they understand risk, and the specific types of risk they address. This first video focuses on risk as it is studied in the field of security studies. Security Studies is a field of study that fits within the larger academic domain of international relations. The latter itself is a sub-domain of political science, one of the social sciences. As this positioning shows, security studies targets a specific theme, security within the context of international relations. That is, within the context of interstate behaviors. Security studies emerged as a new field in the middle of the 20th century in direct response to the Second World War, and The Cold War. Academics in the field argued that we needed to get a better understanding of the ways in which nation-states deal with the theme of security in the international arena.

They wanted to get a deeper understanding of interstate dynamics, of the ways in which states deal with power, power struggles, and conflict. And they wanted to gain more insight into the strategies that nation-states developed to increase their own security. Over time, scholars in the field of security studies started to broaden the scope of their field of study in two ways. Originally, the field focused almost exclusively on the role of nation-states in generating, and dealing with security risks. Nowadays, it also studies the role of other levels of government, and it studies the ways in which large corporations, or even groups of citizens, or individuals can shape security risks. Second, the range of themes that are studied under the umbrella of security studies has also broadened.

Traditionally, security studies focused predominantly on interstate conflict. Later on, the field also started to study conflict within specific nation-states, for instance civil wars. In recent decades the focus has broadened further to include things such as terrorism, and political violence, international crime, and security in cyberspace.

You can watch the video, titled *Lecture 1.2 The Study of Risk: Security Studies* on Coursera's website: <https://www.coursera.org/lecture/risk-in-modern-society/lecture-1-2-the-study-of-risk-security-studies-LereJ> and the YouTube channel of Leiden University's Centre for Innovation: <https://www.youtube.com/watch?v=ERa7trqvO1Y> (last accessed 27 September 2018).

You are going to watch a video lecture from the course Risk in Modern Society by Leiden University. Listen carefully and tick (✓) all of the answers that are correct.

1. Risk a key concept for

- individuals
- organizations and businesses
- our economy
- our society
- nation-states
- all of the above

2. The study of risk has become an academic enterprise because we need to

- know how to avoid and address specific risks
- embrace risk
- know how likely risks are
- understand the causes of risks
- be aware the potential consequences of risks
- all of the above

3. Security Studies is a field that fits within the larger academic domain of

- social sciences
- the humanities
- political science
- international relations
- safety science
- all of the above

4. What events provided the historical background for the development of Security Studies?

- the First World War
- the Second World War
- the Cold War
- all of the above

5. In the last few decades, what new topics have also become the focus of Security Studies?

- political violence
- interstate conflict
- terrorism
- intrastate conflict
- cybersecurity
- all of the above

Human Security

Today, we hear a lot about the term security. Nuclear security, securing ourselves against the threat of terrorism, projecting military force in order to achieve security. Or so we think. But what makes us feel secure? What makes you feel secure? What keeps us from harm? Today I'd like to talk about an idea called Human Security.

Given the extent and nature and pattern of the threats that we really face on this planet, if you believe what climate science tells you, and if you believe what we read in terms of the damage that we are doing to our planet, there is a real role for us to be considering other forms of security. Ultimate forms of security. Now this idea - Human Security – it's not mine. It was popularized about 20 years ago by the UN Development Programme. But it is something I hope will be able to infuse you with a new sense of how we ought to be treating the concept of security when we hear about it on television or any of the other news feeds that come to us and you hear that word: security, security. So let's unpack it a little bit. Let's talk about how this concept of security differs somewhat from traditional forms of security, which tend to emphasize the state, the institutions of the state, alliances, borders, territory, weapons. Leave that to one side and go beyond that to where Human Security focuses – the individual, the wellbeing of the individual. Whether a person has a job, to live in dignity, whether a person can access food that's cheap enough, that's accessible, that's good quality. Can the person access a glass of water? Is there health in that person's life? These are all elements of Human Security. Education, especially for girls, to give them a choice, a voice, and thereby assure their own security. But most of all ensuring that we have a safe habitat in which to live. A safe environment, where our future generations can live and love comfortably and safely. We have tried on this planet, the community of nations, to look for goals. The last time we had a really big effort to make that connection from where we came from and security was when the UN was founded, about 70 years ago. At that time, rising from the smoldering ashes of the Second World War we as a community of nations set for ourselves a goal that had 4 elements. They are right there in the preamble to the charter, you can read them. And they still inspire me to work with the UN. Peace, human rights, justice and development. All still relevant. Especially when you see what you see when you watch the news today. But if we could go back and add another one, a fifth, I'd suggest that we add securing our home on this planet – making our environment safe because without that pretty much all of those other four goals become somewhat diminished and perhaps less relevant. And if you believe that, then maybe we should start talking about the environment as an issue that relates to security, to hard core security, not one of the soft, green luxury items on the national agenda – a hard core security issue. And that's what I believe.

The video, titled *Human Security* / Gary Lewis / TEDxKish can be found on YouTube:
<https://www.youtube.com/watch?v=EWdg35jvNLA>

You will hear a talk by Gary Lewis, a national of Barbados, who has over 30 years of working experience with the United Nations, most of which in the field in eight duty stations.

Listen carefully and complete the sentences with a word or a short phrase from the talk (use no more than four words).

The speaker begins the talk by questioning the ways in which we try to

1 _____.

It is important to consider Human Security because of evidence from

2 _____ that we are damaging our planet.

The concept of Human Security was popularized by the 3 _____.

Human Security differs from traditional forms of security, which emphasize

4 _____, its institutions, borders, territory and military power.

Instead, Human Security focuses on 5 _____.

Some of the elements of Human Security, according to the speaker, are: having a job, having 6 _____ to food and water and education, and living in dignity and health.

The most important concern of Human Security is whether we have a safe

7 _____ to live in.

Seventy years ago, when the UN was 8 _____, the international community set four goals for itself.

Those four goals all become less relevant without a safe environment, which is why the environment is a vital 9 _____.

John Kerry on Climate Change and Security

SECRETARY OF STATE JOHN KERRY: But the reason I have made climate change a priority in my current role as Secretary of State is not simply because climate change is a threat to the environment. It's because – by fueling extreme weather events, undermining our military readiness, exacerbating conflicts around the world – climate change is a threat to the security of the United States and, indeed, to the security and stability of countries everywhere. When we talk about climate change, we're not just talking about the harm that is caused to the habitat for butterflies or polar bears, as some people try to mock it – as serious as those effects might be. We are talking about the impacts on people – people everywhere – of severe droughts, rapid sea level rise. We're talking about the impacts on whole cities of unpredictable and uncontrollable extreme weather events. We're talking about the impact on entire countries, of fundamental shocks to the global agricultural system. And when you factor in all of these things, my friends, you can see why, when we talk about the impacts of climate change, we're not just up against some really serious ecological challenges. We also have to prepare ourselves for the potential social and political consequences that stem from crop failures, water shortages, famine, outbreaks of epidemic disease, which we saw a near brush with with Ebola in three African countries last year. And we have to heighten our national security readiness to deal with the possible destruction of vital infrastructure and the mass movement of refugees, particularly in parts of the world that already provide fertile ground for violent extremism and terror. Long story short, climate change is not just about Bambi; it's about all of us in very personal and important ways.

The video, titled *Climate Change is a Threat to Security and Stability Everywhere* can be found on the YouTube channel of the U.S. Department of State: <https://www.youtube.com/watch?v=GhUjKjMGNV4> (last accessed 27 September 2018).

LISTENING

VII You will hear part of a talk given in 2015 by John Kerry at Old Dominion University in Norfolk, Virginia. Listen carefully and complete the sentences below with a word or a short phrase from the talk.

John Kerry made climate change a priority because he saw it as a threat to national and global
1 _____.

Climate change affects not only animal habitats, but also people, 2 _____
and whole countries.

Crop failures, water scarcity, famine and epidemics can give rise to different
3 _____ and 4 _____ issues.

According to Kerry, the United States needs to prepare for addressing threats to critical
infrastructure and 5 _____ displacement.

Such security threats are more likely to occur in countries which are already dealing with
extremism and 6 _____.