YEREVAN STATE UNIVERSITY

Marina Karapetyan Arshaluis Petrosyan

POLITICAL SCIENCE AND PUBLIC ADMINISTRATION: LANGUAGE PRACTICE

YEREVAN YSU PRESS 2023

UDC 811.111:32(075.8)

Approved by YSU Academic Council

Editor – Doctor of Philology, Prof. Yelena L. Yerznkyan

Reviewers – PhD in Political Science, Associate Prof. N. S. Galstyan

PhD in Political Science, Associate Prof. E. A. Kalantaryan

PhD in Philology, Associate Prof. L. V. Sargsyan PhD in Philology, Associate Prof. I. S. Burnazyan PhD in Philology, Associate Prof. M. A. Baghdasaryan

Karapetyan M. R., Petrosyan A. H.
Political Science & Public Administration: Language Practice: /
M. R. Karapetyan, A. H. Petrosyan. Yerevan, YSU, 2023. 222 pp.

"Political Science & Public Administration: Language Practice" is a textbook which develops language skills for ESP learners. It enhances communicative abilities and provides a purposeful approach to learning English in the spheres of Political Science and Public Administration. The textbook corresponds to Level B1 of CEF.

ISBN 978-5-8084-2637-5

https://doi.org/10.46991/YSUPH/9785808426375

- © YSU Press, 2023
- © Karapetyan M. R., Petrosyan A. H., 2023

ԵՐԵՎԱՆԻ ՊԵՏԱԿԱՆ ՀԱՄԱԼՍԱՐԱՆ

Մարինա Կարապետյան Արշալույս Պետրոսյան

ՔԱՂԱՔԱԳԻՏՈՒԹՅՈՒՆ ԵՎ ՀԱՆՐԱՅԻՆ ԿԱՌԱՎԱՐՈՒՄ. ԱՆԳԼԵՐԵՆԻ ԴԱՍԸՆԹԱՑ

ԵՐԵՎԱՆ ԵՊՀ ՀՐԱՏԱՐԱԿՉՈՒԹՅՈՒՆ 2023

Հրափարակության է երաշխավորել ԵՊ< գիփական խորհուրդը:</p>

Խմբագիր՝ բ.գ.դ., պրոֆեսոր Ե. <u>Լ</u>. Երզնկյան

Գրախոսներ՝ ք.գ.թ., դոցենտ Ն. Ս. Գալստյան

ք.գ.թ., դոցենտ Է. Ա. Քալանթարյան բ.գ.թ., դոցենտ Է. Վ. Սարգսյան բ.գ.թ., դոցենտ Ի. Ս. Բուռնազյան բ.գ.թ., դոցենտ Մ. Ա. Բաղդասարյան

Կարապետյան Մ. Ռ., Պետրոսյան Ա. Հ.

Քաղաքագիտություն և հանրային կառավարում. անգլերենի դասընթաց։ / Մ. Ռ. Կարապետյան, Ա. Հ. Պետրոսյան. – Եր.։ ԵՊ< հրատ., 2023. – 222 էջ։

«Քաղաքագիտություն և հանրային կառավարում. անգլերենի դասընթացը» նախատեսված է մասնագիտական ոլորտում լեզվական հմտությունների ձևավորման և զարգացման համար։ Համապատասխանում է ընդհանուր եվրոպական շրջանակի B1 մակարդակի պահանջներին։

[©] ԵՊՀ հրատ., 2023

[©] Կարապետյան Մ. Ռ., Պետրոսյան Ա. Հ., 2023

CONTENTS

Preface	6
UNIT 1. The Nature and Evolution of Political Science	
Grammar focus. Present Simple	20
Present Continuous	21
Present Perfect	22
UNIT 2. States	28
Grammar focus. Past Simple	40
Used to & Would	41
Past Continuous	42
Past Perfect	
UNIT 3. State Structure and Forms of Government	
Grammar focus. Future Simple	60
Forms with Future Meaning	61
Future Continuous	
Future Perfect	
UNIT 4. Regime Types	
Grammar focus. Adjectives & Adverbs	
'Too' & 'Enough'	82
Modals 1	_
UNIT 5. Political Parties	
Grammar focus. Complex Sentences	
Progress Check 1-5. Vocabulary and Content	
Progress Check 1-5. Grammar	
UNIT 6. Voting and Elections	
Grammar focus. Passive Voice	
Conditionals	
UNIT 7. Political Elite and Leadership	
Grammar focus. Participle Clauses	
Shortened Adjective Clauses	
Shortened Adverb Clauses	
Collective Nouns	
UNIT 8. Public Policy	
Grammar focus. Modals 2	
Gerund and Infinitive	
UNIT 9. Bureaucracy	
Grammar focus. Reported Speech: Statements	
UNIT 10. Citizenship and Civil Society	
Grammar focus. Reported Speech: Questions, Orders,	
Count and Non-count Nouns	
Progress Check 6-10. Vocabulary and Content	
Progress Check 6-10. Grammar	
References	216

Preface

The ability to communicate on political issues in a foreign language is one of the vital tasks faced by individuals who are engaged in political activity, government and public administration. *Political Science and Public Administration: Language Practice* is a comprehensive reading, speaking, listening, writing, vocabulary building and grammar reinforcing ESP course for pre-intermediate/intermediate learners of English (Level B1 of the council of Europe's Common European Framework).

The course consists of 10 Units and 4 Progress Tests. Each unit includes pre-reading activities, topical vocabulary and a reading passage, followed by pronunciation, vocabulary and translation practice, video viewing, speaking (discussion), writing (commenting) tasks, as well as a grammar section. The word-stock of grammar exercises relies entirely on political content, which is a pioneering approach in this context. The course is designed for 82-102 hours (8-10 hours per Unit plus an hour per two Progress Tests). Drawing on many years' experience of teaching various ESP courses, the authors have adjusted the structure and content of the units to meet the needs of university freshmen in Political Science and Public Administration, who need to build a working knowledge of the Political English language, acquire professional reading, writing, listening and speaking skills, develop political English vocabulary and broaden the scope of political awareness. Both the reading passages and the video clips (borrowed from open-access online sources) have been abridged and adapted to the entry level required for political discourse.

The course aims to:

- present learners with the basic concepts of Political Science and Public Administration;
- build professional vocabulary and pronunciation skills;
- develop comprehension of abridged authentic political texts and video clips;

- enhance learners' receptive and productive language skills;
- develop written and oral communication skills, including monologic and conversational speech;
- promote both individual and group work abilities;
- reinforce basic grammar rules in the political context.

The authors express sincere gratitude to the book editor and reviewers, who helped to refine the material and whose constructive feedback and valuable suggestions have contributed to the creation of the textbook.

The readers' further suggestions, queries and comments are welcome. Please contact us at these e-mail addresses:

karapetyan_marina@yahoo.com, arshaluispetrosyan@gmail.com.

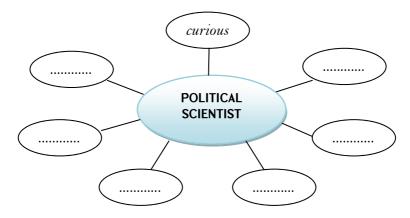
Unit 1

THE NATURE AND EVOLUTION OF POLITICAL SCIENCE



Brainstorm the following in small groups. Share the results with the class.

- 1. What does political science study? What does a political scientist do?
- 2. What qualities are necessary for a political scientist? Complete the mind map below.





Study the topical vocabulary.

objective observer անկողմնակալ, անաչառ դիտող,

դիտարկող, ուսումնասիրող

government

authority [ɔːˈθɔrətɪ]

1. հեղինակություն

2. իշխանություն

կառավարություն

to originate

justice ['dʒʌstɪs]

ծագել, սկզբնավորվել, առաջանալ

1. արդարություն

2. արդարադատություն

humanity

campaign [kæmˈpeɪn]

to influence voters elected official [əˈfɪ[əl]

to analyse data

[ˈænəlaɪz ˈdeɪtə]

variety of issues

[vəˈraɪətɪ]

brute force

persuasion [pəˈsweɪʒən[

public policy

regime [reɪˈʒɪːm]

legitimacy [lı'dʒıtəməsı]

governing body

lawful [ˈlɔːfəl]

to hold power

մարդկություն ընտրարշավ

ազդել ընտրողների վրա ընտրված պաշտոնյա վերլուծել տվյալներ

բազմազան հարցեր, թեմաներ

բիրտ, կոպիտ ուժ համոզում, համոզելը

հանրային քաղաքականություն

վարչակարգ, ռեժիմ

լեգիտիմություն (օրինականություն)

կառավարող մարմին

օրինական

կառավարել, իշխել, իշխանություն

ունենալ

threat (to) [θret] սպառնայիք

to exercise power կիրառել, բանեցնել իշխանություն

to resort to violence դիմել բռնության

['vaıələns]

to obey the law [əˈbeɪ] ենթարկվել օրենքին

sovereignty [ˈsɔvrəntɪ] ինքնիշխանություն, ինքնուրույնու-

թյուն, անկախություն

boundary [ˈbaundərɪ] սահման, եզրագիծ, սահմանագիծ

to appeal (to) դիմել

to overrule իշխել, տիրել, հաղթել



Read the text and do the exercises.

THE NATURE AND EVOLUTION OF POLITICAL SCIENCE

Political science is the systematic study of politics, or the process by which governmental decisions are made. As a popular definition by Harold Lasswell puts it, politics is determining "who gets what, where, when and how". A political scientist is an objective observer who studies the theory and practice of government and politics at the local, state and international levels, and the ways in which power, rules, constitutions and laws affect our lives.

A brief history of political science

Political science originated in ancient Greece in the first century BC. During this time, philosopher Plato wrote numerous papers about politics, asking about the nature of justice, what good government is, and what is truly best for humanity. His student Aristotle worked in a more scientific way: he observed and described types of government systematically.

At the start of the 17th century, people began to apply the methods of the scientific revolution to politics. Philosopher Thomas Hobbes, for example, employed the methods of geometry to break government down into its most basic parts in order to understand it. In the 19th century, thinkers such as Karl Marx and Max Weber used sociological methods to analyse politics.

Political science today

In the last few decades, political science has become more solidly established. Political professionals work on campaigns (as well as news shows) at all levels to help influence voters, and many elected officials analyse data to help make policy choices. Today, many political scientists use statistics to study a variety of issues.

Political scientists rely on several important concepts.

Power refers to the ability to get others to act in a particular way. Power can take many forms, from brute force to clear persuasion. When we refer to 'political power' or 'political force,' we refer to non-violent methods for bringing about public policy changes through the political system.

Government is the organisation of power within a society; more specifically, it is the way power is divided and used. For

example, the United States is a federal representative democracy established by the Constitution.

A political *regime* is a set of political structures that make up a state. It is the form of government or the set of rules, cultural or social norms that regulate the operation of a government and its interactions with society.

Legitimacy occurs when citizens accept the political decisions made by the governing body. A government is considered legitimate if its citizens think it right, lawful and proper that the government should hold power. A threat to legitimacy seriously undermines the power of the government.

When the government has the ability to exercise power without resorting to violence, it has *authority*. A government with a high level of legitimacy has a high level of authority. Its citizens usually obey the law because they think it is the right thing to do, not because they are afraid of punishment. Thus, when asked by a police officer to clear the street, most Americans will do so because they respect the right of the officer to use power.

The right to exercise political power over a group of people or a geographical area is known as **sovereignty**. A government is considered sovereign if it has the final word on political decisions within its boundaries. When citizens can appeal to a higher body, the government is not sovereign. Thus, state governments in the US have a great deal of power, but they are not sovereign as the federal government can overrule them.

Adapted from: https://bit.ly/3wwrX60 , https://bit.ly/3yFNESB

EXERCISES



 Practise pronouncing the words from the text, write and translate them.

[ˈsaɪəns]	[ˈgʌv(ə)nmənt]	[vəˈraɪətɪ]	[ˈvaɪələns]
['prəuses]	[ˌsəusɪə'lɔdʒɪkl]	[səˈsaɪətɪ]	[ɔːˈθɔrətɪ]
[dɪˈtəːmɪn]	[pəˈsweɪʒən]	[ˈænəlaɪz]	[ˈsɔvrəntɪ]
[ˈstrʌktʃə]	[lı'dʒıtəməsı]	[reɪˈʒɪːm]	[ˈfaɪnəl]
[ˈdʒʌstɪs]	[dı'mɔkrəsı]	[ˈdeɪtə]	[kæm'peın]

II. Insert the following words to form collocations from the text. Make changes if necessary.

to hold	objective	official	policy
governing	to obey	brute	to analyse

- 1. *Public* should be made by elected officials and not in the courts.

- 4. Citizens, officials and governments have an equal obligation the law.

- 6. Critics have accused the party of using *force* to maintain its influence over the city.
- 7. New members of the body are selected by existing members.
- 8. My job as *an elected* is to represent the view of the people who voted for me.

III. Replace the underlined words and phrases with their synonyms from the topical vocabulary.

- 1. <u>Many different</u> issues were discussed during the summit meeting.
- 2. The police cannot search your house without your consent unless it is *legal*.
- 3. The current situation in the country was viewed as a <u>risk</u> to legitimacy.
- 4. Islamic activists warned that their frustrated supporters might *turn* to violence.
- 5. All actions of a legitimate government are within the <u>limits</u> of existing laws.
- 6. Weapons of mass destruction are a threat to the survival of *all people*.
- 7. The President <u>used</u> power delegated on him with due responsibility.

8. There are several factors that <u>affect electors</u> in their choice of political leaders.

IV. Provide the English equivalents for the word forms below. The first one is given in the topical vocabulary.

- 1. արդարություն արդար արդարացնել
- 2. լեգիտիմություն լեգիտիմ լեգիտիմացնել
- 3. կառավարություն կառավարել կառավարիչ
- 4. համոզում համոզիչ համոզել
- 5. ինազանդվել ինազանդ ինազանդություն

V. Translate the sentences into English.

- 1. Պետության և արդարության գաղափարները մարդկանց մեջ հետաքրքրություն են առաջացրել դեռևս հազարամյակներ առաջ։
- 2. Իշխանություն ունեցող մարդիկ պետք է միշտ օրինական որոշումներ կայացնեն և բացառեն խախտումները։
- 3. Քաղաքագետը պետք է լինի անաչառ դիտող և կարողանա վերլուծել բազմապիսի հարցերին վերաբերող տվյալները։
- 4. Ընտրարշավի ժամանակ համոզելը քվեարկողների վրա ազդելու քաղաքակիրթ և նախընտրելի ձև է՝ ի տարբերություն բիրտ ուժի։
- 5. «Վարչակարգ» բառը բնորոշում է ոչ միայն ամբողջատիրական համակարգին։



VI. Discuss the following questions in pairs or small groups.

- 1. What does political science deal with? What is the job of a political scientist?
- 2. Where and when did political science start?
- 3. What methods of study were used by philosophers in the past?
- 4. What activities are modern political scientists engaged in?
- 5. What is implied by 'power'?
- 6. When is government thought to be legitimate?
- 7. Why do citizens obey the law?

VII. Watch Video 1.1 about the nature of political science and answer the questions.

- 1. Why is political science seen as a social science?
- 2. How do politics and political decisions influence our lives? Add more examples from your own experience.
- 3. What topics might an International Relations course discuss?

VIII. Watch Video 1.2 about career opportunities in political science and answer the questions.

- 1. What career opportunities does the major in political science offer?
- 2. What skills and abilities could you develop while studying political science?

IX.	Replay both videos filling in the missing words and expressions.
1.	Political science is the systematic study of and politics.
2.	Political science has often been defined as who gets what, when, where, and how. Political science is about
3.	If one happens to get pulled over by a police officer, for example, what are their in that kind of situation?
4.	International relations is a discipline where we look at how all of the within the global system or the international system with one another.
5.	International relations theories help to understand the world around us and attempt to explain such international phenomena as power, military power, power, power.
6.	There are many things that one can do with a political science in terms of career options. One could work for government at the, or levels.
7.	One could work in the nonprofit sector for non-governmental or nonprofit organisations, or one might actually become a senator or president or an

8.	One could also work in business and/or even in journalism,
	in the
9.	Political science will give you that ability to analyse the
	that are going on.
10.	It'll help you better formulate arguments and strengthen
	your arguments, and develop your
	skills.



X. Explain your career choice using the plan below.

- Is there anybody among your acquaintances engaged in political science? Was your decision influenced by them?
- Are you interested in the political processes in your country and abroad? Do you follow political news?
- Do you participate in the public life of your country?
 Why/Why not?
- What are your short-term plans?
- Where do you see yourself 5 years from now?



XI. Comment on the topic in writing.

"The role of politics in the modern world."

Video links

1.1 - What is political science? https://youtu.be/3B9GiYsU60E



1.2 - Career opportunities in political science https://youtu.be/g51dJpap4RU



Unit 1

PRESENT SIMPLE

USE

States and permanent situations:

A police officer <u>has</u> the authority to arrest lawbreakers. State governments in the US <u>are not</u> sovereign.

Actions which are repeated regularly:

Political professionals <u>work</u> on campaigns and <u>analyse</u> data. People in this country <u>don't</u> often <u>resort</u> to the law courts to get their money back.

Common time expressions used with the Present Simple are: always, often, usually, regularly, sometimes, occasionally, seldom, never; every day/week/month.

FORM

Statement	1/you/we/they work	I am a politician.
	He/she/it works	You/we/they are
		He/she/it is
Negative	I/you/we/they do not	I am not a politician.
	(don't) work	You/we/they are not
	He/she/it does not	(aren't)
	(doesn't) work	he/she/it is not (isn't)
Question	Do I/you/we/they work?	Am I a politician?
	Does he/she work?	Is he a politician?

PRESENT CONTINUOUS

USE

 Actions, events and changes happening at the moment of speaking:

The activists <u>are gathering</u> in front of the Parliament building to present their demands to the government.

Common time expressions used with the Present Continuous are: *now, at the moment, today, these days, at present, currently.*

FORM

am/is/are + verb + -ing

Statement I am winning

You/we/they are winning

He/she/it is winning

Negative I am not winning

You/we/they are not (aren't) winning

He/she/it is not (isn't) winning

Question Am I winning?

Are you/we/they winning? Is he/she/it winning?

Continuous tenses are for Action Verbs only. Verbs showing states do not express the continuous aspect. These include verbs of senses (see, hear, feel, smell, taste, etc.), verbs of feelings and emotions (like, dislike, hate, adore, appreciate, etc.), verbs of opinion (think, believe, agree, understand, etc.) and some other verbs (belong, contain, depend, know, need, etc.).



Some state verbs can be used in the continuous form but the meaning is different.

I am thinking about his offer. (= I am considering)
I <u>think</u> smoking in public places should be prohibited. (= I believe)

PRESENT PERFECT

USE

 Completed actions at a time in the past which is not mentioned:

The Parliament <u>has</u> officially <u>adopted</u> the policy.

 Completed actions where the important thing is the result now:

In the last few decades, political science <u>has become</u> more solidly established.

• Situations that started in the past and are still true:

She <u>has been involved</u> in city politics since college.

When describing actions which started in the past and continue into the present, we often use *since* and *for*.

- *Since* describes when the action or state began: since 2017/yesterday/last year/the last election/he took office
- *For* describes how long the action or state has continued: for a few days/a long time/ages/a month

Other common time expressions used with the Present Perfect are: yet, already, just, lately, recently, so far, in the last few days, ever, never, now, today.

FORM

have/has + past participle of verb

Statement *I/you/we/they have decided*

He/she/it has decided

Negative I/you/we/they have not (haven't) decided

He/she/it has not (hasn't) decided

Question *Have I/you/we/they decided?*

Has he/she/it has decided?

Irregular verbs

Many verbs have an irregular past participle form (e.g. *get-got, give-given, hold-held, pay-paid, speak-spoken, think-thought, set-set, understand-understood*).

Who <u>has paid</u> for the campaign?

The president <u>has given</u> a very impressive speech.

Researchers <u>have analysed</u> the impact of media on public opinion.

There's still a lot that political science <u>hasn't been able</u> to explain.



I. Complete the sentences with the verbs in the boxes.

has stressed	hasn't been nominated	refers
are gathering	do not represent	has made

- 1. Thousands of people in the square today to welcome the German chancellor.
- 2. Today the word 'politics' to all aspects and types of government.
- 3. The PM the importance of the programme numerous times.
- 4. Some politicians any political party.
- 5. The American government efforts to assimilate native culture into European society.
- 6. He as presidential candidate yet.

requires	is retiring	creates
isn't planning	examine	seems

- 7. Mr. Clarkson from political life. He to run for reelection to Congress next year.
- 8. The project really important but it a huge investment.
- 9. Every state in the USA its own laws on matters such as education, transportation, marriage and divorce.

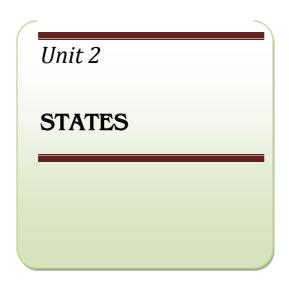
10.			processes, systems and regions of the world.
is (campaigning	doesn't mean	has influenced
ad	dresses	has put forward	undermines
12.13.14.15.	What political de The government of the police. What agency Politics	a nev the issue the same phen	e government? your country the most? v bill to limit the powers of unemployment? omenon as a policy. more young people into
do	es the governmen	t follow	do citizens obey
is (Congress consider	ing	have there been
18. 19.	majo	. the law? now? or changes to the c licy of restraint in	•
II.	Insert the verbs	in their right forn	n.
1.		e) various research	e) a social science that methods to understand

- 2. Citizens (to take part) in decision making?
- 3. The organisation (to adopt) simple and honest methods since its corrupt leader's arrest.
- 4. In many countries, women still (to fight) for equal rights and independence.
- 5. Currently, political scientists (to analysing) the results of the latest public opinion polls.
- 6. Immigrants (to make) a significant contribution to the American culture?
- 7. The party leader always (to say) a lot at the meetings, but she (not to dominate).
- 8. The Republican Party (to resort) to radical measures to win the upcoming election.
- 9. His poor reputation greatly (to undermine) the legitimacy of the operation.
- 10. Political scientists (to study) the structure and functions of government, but they (not to rule).

III. Translate into English.

- 1. Երբ կառավարությունը հեղինակություն ունի, քաղաքացիները սովորաբար ենթարկվում են օրենքին։
- 2. 2010-ականներից սկսած՝ զանգվածային հաղորդակցությունը և տեխնոլոգիական նորարարությունները լայն տարածում են գտել։
- 3. Մեր ժամանակներում քաղաքագիտությունը նշանակալիորեն զարգացել է։

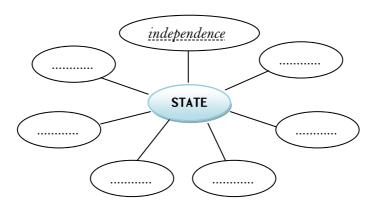
- 4. Վերջին տեղեկությունների համաձայն՝ ընդդիմության թեկնածուն հաղթում է։
- 5. Երկրի ամենամեծ հեռուստաընկերությունը մշտապես բանավեճեր է կազմակերպում հայտնի քաղաքական գործիչների միջև։
- 6. Զարգացող ժողովուրդները փորձում են անկախություն ձեռք բերել, որպեսզի որևէ այլ պետություն չիշխի իրենց վրա։
- 7. Ներկա պահին կազմակերպությունը նոր տվյալներ է հավաքում հետագա քայլերը որոշելու համար։
- 8. Բիրտ ուժի կիրառումը բնորոշ չէ ժողովրդավարական իշխանությանը:
- 9. Ղեկավար մարմինը դեռևս չի քննարկել քաղաքացիների բարձրացրած հարցը։
- 10. Ի՞նչ է նշանակում «անարդար օրենքներ» և հնարավո՞ր է արդյոք հասարակության առաջընթաց այդ պայմաններում։





Brainstorm the following in small groups. Share the results in class.

How are states created? What factors are needed for a territory to become a state? Complete the mind map.





Study the topical vocabulary.

state պետություն

community հասարակություն, հանրություն,

համայնք

civil servant [ˈsɪvəl] քաղաքացիական ծառայող

interference [ˌɪntəˈfɪərəns] միջամտություն to be subject (to) ենթակա լինել internal competitor ներքին մրցակից

external superior արտաքին գերակա ուժ (կառավա-

[suːˈpɪərɪə] րող այլ երկրից)

protectorate պրոտեկտորատ (այլ երկրի հովա-[prəˈtektərət] նավորության տակ գտնվող երկիր) internal strife ներքին պայքար, հակամարտութ-

լուն

regional integration տարածաշրջանալին միավորում,

[ˈrɪːdʒənəl] ինտեգրում

domestic politics ներքին քաղաքականություն

entrepreneurial ձեռնարկատիրական

[,ontrəprə'nə:rıəl]

currency supply դրամաշրջանառության ապահո-

[ˈkʌrənsɪ səˈplaɪ] ปุทเน์

to guarantee [ˌgærənˈtɪː] երաշխավորել

social security ungիալական ապահովություն law enforcement օրենքի գործադրում, կիրարկում

peaceful coexistence խաղաղ գոյակցություն

separation of powers

governance
executive [ɪgˈzekjutɪv]
legislature [ˈleʤɪslətʃə]
judiciary [ʤuːˈdɪʃərɪ]
distribution of power
checks and balances

to enact a law to allocate to implement to settle a dispute իշխանության տարանջատում (բաժանում տարբեր ճյուղերի) կառավարում գործադիր մարմին, իշխանություն օրենսդիր մարմին, օրենսդրություն դատական իշխանություն իշխանության բաշխում «զսպման և հակակշռման» համակարգ, սկզբունք ընդունել, հաստատել օրենք բաշխել, բաժանել իրականացնել, իրագործել վեճր հարթել, տարաձայնությունը



Read the text and do the exercises.

STATES

կարգավորել

Definition of the state

A state is any politically organised community living under a single system of government. The term 'state' is often used in two ways. On the one hand, it refers to the government – the institutions and individuals who represent it (ranging from parliaments and presidents to civil servants and agents of the state, such as police). This usage also allows distinguishing between the public and the private. The public areas of life are

appropriately governed by the state, and the private realm ought to be free of government interference. On the other hand, the term 'state' is used to describe a type of political community based on the principle of sovereignty. This means that each territorially defined sovereign state ought to be ruled by a source of authority that is not subject to any internal competitors and external superiors.

States exist in a variety of sizes, ranging from enormous China to tiny Andorra. Some have a long history, while others are newly established. States are always changing. They expand and contract as military and political situation changes. Some, like Poland, even disappear and re-appear later. Or they may be divided up (sometimes peacefully) by communities that prefer to go their separate ways (Czechoslovakia). Others may be occupied or run as a colony or protectorate (German New Guinea, Samoa, Rwanda, Albania and Monaco during certain periods in history). States can also 'fail' - their governing institutions collapse due to civil war and internal strife (as in Somalia) or because the state has little authority outside the capital city (Afghanistan). While globalisation and regional integration (like the European Union) challenge the state's powers, the state is still the dominant arena of domestic politics as well as the primary actor in international relations.

Many human societies have been governed by states for millennia, but others have been stateless societies. In the 21st century, the modern nation-state remains the predominant form of state to which people are subject.

Functions of the state

The state performs internal and external functions.

Internal functions comprise:

- 1) economic function setting the budget, defining the strategies of economic development of society, provision of equal conditions for entrepreneurial activity, currency supply;
- 2) social function offering social services to society members (funds to the needy, sick and unemployed, free medical service, old age pensions) and guaranteeing social security;
- 3) law enforcement maintenance of public order and legitimacy;
- 4) educational function supporting and promoting the educational and cultural development of society (providing educational institutions, libraries, parks, etc.).

External functions encompass:

- 1) economic cooperation with other countries;
- 2) provision of defence and security;
- 3) collaboration with other countries in resolving domestic and international issues;
 - 4) struggle for peaceful coexistence;
- 5) scientific and technological collaboration with other countries.

Separation of powers

Democratic states function on the basis of the doctrine of separation of powers. The governance of a state is traditionally divided into three branches, each with separate and independent powers and responsibilities: an executive, a legislature and a judiciary. The distribution of power in this way is intended to prevent any one branch or person from being supreme and to introduce 'checks and balances' through which one branch may limit another.

Traditionally, the legislative branch is responsible for enacting the laws of the state and allocating the money necessary to operate the government; the executive branch is responsible for implementing and administering the public policy enacted and funded by the legislative branch; and the judicial branch has the responsibility to apply the laws to specific cases and settle all disputes.

Adapted from: https://bit.ly/3xmr1ll, https://bit.ly/3yOeW9t, https://bit.ly/3jUIYVK, https://bit.ly/3hmXOSc





I. Practise pronouncing the words from the text, write and translate them.

[ˈsɪvəl]	[ˈfʌŋkʃən]	[səˈplaɪ]	[ˌʧekəusləu'vækıə]
[ˈtaɪnɪ]	[ˈstrætəʤı]	[ˌgærən'tɪː]	[ˌɔntrəprə'nəːrɪəl]
[straıf]	[prəˈvɪʒən]	[rɪˈzɔlv]	[ıgˈzekjutɪv]
[ˈbʌʤɪt]	[dı'stıŋgwı∫]	[ˈkʌlʧərəl]	[ˈleʤɪsləʧə]
[lɔ:]	[suːˈpɪərɪə]	[ˈrɪːdʒənəl]	[ʤuːˈdɪʃərɪ]

1.

2.

3.

4.

5.

6. 7.

8.

II.	Insert the following words to form collocations from t	he
	text. Make changes if necessary.	

domestic dispute	•	servant peaceful	checks strife
The situation	n was unstable:	the kingdom	n was torn by
	to settle the		quickly through
negotiations.			
	ke monetary politics in the	•	
military, he	the US presider can't declare wa	r on another	country due to
	ations have e	njoyed severa	al decades of
	coexistence.		
Being a civil	i	s not a danger	ous career.
Fighting terro	rism requires st	ricter <i>law</i>	
measures eve	erywhere.		
Congress will	a	new law relate	ed to that issue.

- III. Replace the underlined words and phrases with their synonyms from the topical vocabulary.
- 1. After furious debate the <u>lawmaking body</u> passed the bill.
- 2. Students will also be taught some *business* skills.
- 3. Local authorities have to learn to <u>distribute</u> resources efficiently.

- 4. The organisations they established could not be <u>dependent</u> <u>on</u> another country's laws.
- 5. Public confidence in the rule of law and the <u>legal system</u> has been weakened by recent events.
- 6. The US government was seeking to create new laws for their *controlled areas*.
- 7. Democracy does not promise equality of conditions; it only *ensures* equality of opportunity.
- 8. We should work together for the good of the society.

IV. Provide the English equivalents for the word forms below. The first one is given in the topical vocabulary.

- 1. միավորում միավորել կազմալուծում կազմալուծել
- 2. պայքար պայքարել պայքարող *(ած.)*
- 3. մրցակից մրցակցել մրցակցություն մրցակցային
- 4. օրենսդրություն օրենսդրական օրենք հրապարակել
- 5. ձեռնարկատիրական ձեռնարկատեր ձեռնարկատիրություն

V. Translate the sentences into English.

- 1. Ցանկացած պետություն պարտավոր է երաշխավորել օրենքի կիրառումը և սոցիալական ապահովությունը։
- 2. Ներքին հակամարտությունները, քաղաքացիական պատերազմը կամ սխալ ներքին քաղաքականությունը կարող են կործանել երկիրը։
- 3. Պետությունն ինքնիշխան է, երբ չի կառավարվում արտաքին գերակա ուժերի կողմից։

- 4. Պետությունը ժողովրդավարական է, եթե իրականացնում է իշխանության տարանջատում, այսինքն՝ բաշխում է իշխանությունը օրենսդիր, գործադիր և դատական ճյուղերի միջև՝ պահպանելով «զսպման և հակակշռման» սկզբունքը։
- 5. Ձեռնարկատիրական գործունեության համար պայմաններ ստեղծելը և դրամաշրջանառություն ապահովելը պետության տնտեսական գործառույթի օրինակներ են։



VI. Discuss the following questions in pairs or small groups.

- 1. What are the two common definitions of the term 'state'?
- 2. Present examples of the public and private areas of life.
- 3. What makes a state sovereign?
- 4. What changes may states undergo in the course of history?
- 5. List and explain the internal functions of a state.
- 6. What external functions does a state perform?
- 7. What does the principle of separation of powers mean?

VII.	Watch Video 2 about separation of powers in the
	US government, mark each statement as True or
	False and correct the false ones.

1.	The whole power belongs to the U.S. President.	
2.	The founders of the new nation wanted to have a	
	fair government that would not violate the citizens'	
	rights	

3.	Separation of powers was introduced in the U.S. Constitution of 1787.	
4.	The three branches of government collaborate to run the country.	
5.	The most important function of the legislative branch is to approve federal judges.	
6.	The number of Representatives from each state depends on the population of that state.	
7.	The President and Vice President are the chief executives, who make laws.	
8.	There are over 4 million people working for the U.S. executive branch.	
	The judiciary decides what laws should be adopted. The Supreme Court justices may be removed from	
	their job.	

VIII. Replay the video and match each power branch with its functions a-i.

Legislature	•
	•
	•
Executive	•
	•
	•
Judiciary	•
	•
	•

- a. punishes law breakers
- b. nominates government officials
- c. solves disputes among states
- d. approves the national budget
- e. declares wars
- f. leads the armed forces
- g. decides if the federal laws are constitutional
- h. makes decisions about the state security
- i. approves federal judges



IX. Speak about Armenia using the plan below.

- When and how did the first Armenian state appear?
- Who were the main rulers throughout history?
- Has the country undergone territorial changes?
- Is Armenia recognised by international community?
- How is power distributed in Armenia?
- Which state function do you think is fulfilled best?
- In which international organisations is Armenia a member state?



Comment on the topic in writing.

"The role of sovereign states in the modern world."

Video link

2 - Separation of powers in the US government https://youtu.be/eVQnPrY-dTY



Unit 2 GRAMMAR FOCUS

PAST SIMPLE

USE

 Actions and events which started and finished in the past. We often say WHEN they happened, but it can also be clear from the context:

In the 16th century Spain <u>became</u> involved in wars with other European countries.

Aristotle <u>worked</u> in a scientific way: he <u>observed</u> and <u>described</u> types of government systematically.

• A series of actions that happened one after the other:

The ruler <u>suppressed</u> the rebellion and <u>punished</u> its leaders.

• Actions which were repeated regularly in the past and situations that were true in the past:

The government <u>raised</u> taxes every year. In the past, many people <u>were</u> illiterate and <u>believed</u> that wars were necessary.

FORM

Statement	1/you/he/she/it/we/they	I/he/she/it was honest.
	worked	We/you/they were honest.
Negative	I/you/he/she/it/we/they	I/he/she/it was not (wasn't)
	did not work (didn't	We/you/they were not
	work)	(weren't)
Question	Did I/you/he/she/it/we/	Was I/he/she/it honest?
	they work?	Were we/you/they honest?
	J	,,,,,

Many verbs have an irregular past simple form (e.g. *get-got, run-ran, pay-paid, speak-spoke, understand-understood, write-wrote*):

Plato <u>wrote</u> numerous papers about politics. He <u>ran</u> unsuccessfully for the Senate in New York.

Common time expressions used with the Past Simple are: yesterday, last week/month/year, a few days ago, in 2014, in the past, then, when.



Past Simple vs Present Perfect

We use *the Past Simple* to talk about actions and events which started and finished in the past. We often say WHEN they happened.

Armenia proclaimed its independence in 1991.

We use *the Present Perfect* to talk about actions and events which happened at an unknown time in the past and have a visible result now.

The governor <u>has not decided</u> how to deal with the new problems.

USED TO & WOULD

We often use *used to* + *infinitive* to talk about past habitual actions or states, and for actions that no longer occur:

He <u>used to belong</u> to the GOP but later he changed his views. <u>Did people use to fight</u> with guns or swords in ancient times? Political debates <u>didn't use</u> to be televised like today.

When we talk about repeated actions in the past (but not past states), we can also use *would* + *infinitive*:

In our childhood we <u>would play</u> creative games. We <u>would imagine</u> we were the government and <u>would make</u> crazy laws that everyone had to obey.

PAST CONTINUOUS

USE

 A background scene in a story or in a description of the main event:

On the Inauguration Day, it <u>was raining</u> and the voters <u>were</u> <u>getting</u> wet.

 An action that occurred at a specific time in the past and lasted for some time:

At 1 o'clock in the morning, the demonstrators <u>were</u> still <u>pressing</u> their demands for immediate government action.

• Two actions that occurred at the same time:

What <u>were</u> the MPs <u>doing</u> when the Premier <u>was making</u> his radical proposal?

 An action that was in progress when another action took place. For the shorter action, which happened while the longer action was in progress, we use the Past Simple:

The Senator <u>was giving</u> a speech when he <u>was shot</u> in the head.

Common time expressions and conjunctions used with the Past Continuous are: at 5 yesterday, then, at that moment, when, while.

FORM

was/were + verb + -ing

Statement

I/he/she/it was winning You/we/they were winning Negative I/he/she/it was not winning

You/we/they were not winning

Question Was I/he/she/it winning?

Were you/we/they winning?

PAST PERFECT

USE

• Actions and states competed before a moment in the past.

<u>By that time</u>, many citizens <u>had lost</u> faith in the political system. <u>Before the Cold War</u>, the USA and the USSR <u>had been</u> wartime allies.

• We can use the past perfect to show the order of two past events. The past perfect shows the earlier action and the past simple shows the later action:

The party <u>had already lost</u> a big number of voters when they <u>announced</u> their new policy.

The state <u>had experienced</u> economic growth for several years before the war <u>broke out</u>.

Common time expressions and conjunctions used with the Past Perfect are: already, just, before, after, for, by the time, by then, yet, until, for, since, ever, never.

FORM

had + past participle of verb

Statement I/you/he/she/it/we/they had worked

Negative *I/you/he/she/it/we/they had not (hadn't) worked*

Question *Had I/you/he/she/it/we/they worked?*

didn't use



cultural projects.

four new proposals.

9.

were smiling

I. Complete the sentences with the verbs in the boxes.

punished

, ,,,	ere simming	parnistica	arair t asc		
us	ed to work	would argue	criticised		
1.		severelythe battle plan.	any soldier who		
2.	During the tallooked relaxe	alks the two presidents d.	and		
3.	Colonel Murp	hy fo	or the police force.		
4.		every tim ountry pursued.	e we discussed the		
5.	Decades ago this country.	women	to talk politics in		
W	ere offering	included	supported		
hc	had lost were collaborating refused				
6.	_	minister's policy of several guiding princ	•		
7.	It was wrong	to refuse the resolution	they		
8.	At that time,	the two countries	on several		

10. After the presidential candidate the

election, he the opposition.

The prime minister to accept any of the

hadn't recovered	couldn't find	led
was fighting	had solved	destroyed

- 11. In the 16th century, Spain the means to finance the battles it
- 12. The country from the war when a massive earthquake most of the cities.
- 13. This natural disaster to a deeper economic crisis.
- 14. The negotiating teams the major disputes by the start of the talks.

II. Insert the verbs in Past Simple or Present Perfect.

- 1. Space exploration (to increase) vastly in the past 30 years.
- 2. At the end of World War II, the Japanese (to fight) heroically to defend their homeland's sovereignty.
- 3. Since his election, Mr. James (to undertake) a plan of amending the country's constitution.
- 4. In recent months the president (to devote) greater attention to the security issue.
- 5. The American civil war (to begin) as a result of the major disagreement about slavery.
- 6. Our diplomatic moves (to fail) to settle the conflict so far.
- 8. The Assembly can dismiss a member who (to violate) the principles of the charter several times.

III. Insert the verbs in Past Simple or Past Perfect.

- 1. Thinking over the plan convinced the committee they (to make) a wrong decision.
- 2. The host country's citizens (to receive) the news of the president's arrival with mixed emotions.
- 3. By October 24, 1945, the required number of nations (to ratify) the UN Charter.
- 4. Tigran I (to build) many cities, including Tigranakert, which (to become) a cultural and economic centre of the empire.
- 5. In the 18th century Balkan peoples (to begin) to develop national identity.
- 6. Everyone (to adhere) to the decision that the central body (to make).
- 7. External intervention (to come about) after nationalist movements (to develop) and finally (to start) a rebellion.
- 8. In 1928 they (to establish) a new government agency to control sea traffic.

IV. Translate into English.

- 1. Դիվանագետների ջանքերը կանխեցին վերահաս (impending) պատերազմի վտանգր։
- 2. Նախքան մարտական գործողությունների սկսվելը խաղաղ կարգավորման բազմաթիվ առաջարկներ էին մերժվել։

- 3. Նորաստեղծ պետությունն իրականացնում էր սոցիալական ապահովությանն ուղղված միջոցառումներ։
- 4. Երկրի նախագահը երաշխավորեց օտարերկրյա պատվիրակության անվտանգությունը։
- 5. Այդ պայմաններում խաղաղ գոյակցության գաղափարը հետզիետե ավելի անիրական էր դառնում։
- 6. Երկրորդ համաշխարհային պատերազմի ավարտին շատ երկրներ առերեսվեցին տնտեսական ճգնաժամի հետեվանքներին։
- 7. Երեկ երթի մասնակիցները բարձր կոչերով պահանջում էին, որ ՄԱԿ-ի գրասենյակի ներկայացուցիչը ընդունի իրենց։
- 8. Մինչև տարվա վերջ Ազգային ժողովը հավանություն էր տվել կառավարությունում քննարկված օրենքին։
- 9. Թեկնածուների միջև նախընտրական պայքարն (contest) ընթանում էր կողմերի համար փոփոխական հաջողութլուններով։
- 10. Հեռուստաընկերությանը հարցազրույց տալուց առաջ ռազմական թղթակիցը եղել էր բախումների ամենաթեժ կետերում։

Unit 3

STATE STRUCTURE AND FORMS OF GOVERNMENT



Brainstorm the following in small groups. Share the results with the class.

- 1. How is power divided in different states? How many centres of power may exist in a country?
- 2. What types of rulers (heads of state) do you know?



Comment on the quotation about governments. What does it mean? Do you agree with it?

Every people may establish what form of government they please, and change it as they please, the will of the nation being the only thing essential.

Thomas Jefferson, 3rd US President (1801-1809)



Study the topical vocabulary.

territorial-administrative division [dı'vıʒən] unitary ['ju:nıtərı]

federal
confederate [kən'fedərət]
matters of defence
centralised / decentralised
['sentrəlaizd], [di'sentrəlaizd]
vast majority [mə'dʒɔrəti]
to rest (with)

alliance [ə'laɪəns]
attribute [ˈætrɪbjuːt]
monarchy [ˈmɔnəkɪ]
absolute/constitutional
monarchy
head of state [hed]
to vest (in)
but: to be vested (with)

emperor / empress abdication to transmit heredity [hɪˈredətɪ] offspring (pl. offspring) վարչատարածքային բաժանում

ունիտար, միակենտրոն (մեկ կենտրոնից ղեկավարվող) դաշնային համադաշնալին

պաշտպանության հարցեր

կենտրոնացված/ ապակենտրոնացված գերակրիը մեծամայնու

գերակշիռ մեծամասնություն պատկանել (իշխանության

մասին) դաշինք հատկանիշ միապետություն

բացարձակ/սահմանադրական միապետություն

պետության ղեկավար

հանձնել, տալ, վստահել (իշխա-Նությունը)

նությունը)

միապետ (կայսր / կայսրուհի)

գահից հրաժարում

փոխանցել

ժառանգականություն զավակ, սերունդ, ժառանգ de jure [ˌdeɪˈʤuəreɪ] դե յուրե՝ օրինական,

իրավաբանորեն

de facto [ˌdeɪˈfæktəu] դե ֆակտո՝ փաստացի,

փաստորեն

to appoint նշանակել պաշտոնի

voter confidence ընտրողների վստահություն to respond to public opinion արձագանքել հանրային կար-

ծիքին

fall in conflict հակամարտության մեջ

հայտնվել, բախվել

cabinet կառավարություն, նախարար-

ների կաբինետ

dual responsibility

[rɪˌspɔnsə'bılətı]

երկակի պատասխանատվություն



Read the text and do the exercises.

STATE STRUCTURE AND FORMS OF GOVERNMENT

Territorial-administrative division of the state

Political scientists study the uses of power, including how power is distributed within a state. The amount of power held by the central government determines the territorial-administrative division a state has. Thus there are three main types of government used today: unitary, federal and confederate.

In a state that employs a *unitary* system, governmental power is concentrated at the national level. A unitary government sets uniform policies that direct the entire nation; however, there are both centralised (Armenia, Ireland) and decentralised (France, Spain, the UK) unitary states. In centralised unitary states there are also local administrative branches of the government, whose role is limited to implementing and enforcing the laws and policies enacted at the national level. In contrast, decentralised unitary states also have regional authorities that have a high degree of autonomy. Other familiar examples of countries organised under a unitary system include Japan, China, Finland, Denmark and Norway.

A federal system has a mix of national and state or regional governments, sharing power and policymaking responsibilities. The federal government usually dominates regional governments in matters of defence and foreign policy, but regional governments have a great deal of say over most other policy areas. Sometimes regional governments administer national policies. The USA, the Russian Federation, Mexico, Canada, Germany and Australia operate under federal systems.

In a confederate system the vast majority of political power rests with the regional governments; the central federal government has very little power and no significant national policies are set. Regional governments have a great deal of freedom to act as they wish, but this freedom often leads to conflicts with the federal government. In some cases, a confederacy is little more than an alliance between independent states. Constitutionally, only Switzerland is a

confederative state (but it acts like an ordinary federation), and Belgium is a federation with some confederative attributes.

Forms of government

People have developed different forms of government over the course of history. One is **monarchy**. In a monarchy total sovereignty is vested in one person – a head of state called a monarch (a king/queen or an emperor/empress), who holds the position until death or abdication.

There are two types of monarchy. In *an absolute monarchy*, the ruling monarch enjoys absolute control without limitations from a constitution or law. The monarch is the head of state and head of government with unrestricted executive, legislative and judicial power. Power transmits either through marriage or heredity to offspring of the ruling monarch.

In a constitutional monarchy, a monarch shares power with a constitutionally organised government. The monarch may be the de jure head of state (a ceremonial leader); the constitution allocates the rest of the government's power to the legislature and judiciary. De facto, the head of state is the prime minister. Today, the UK is a specific case of constitutional monarchy – it's a parliamentary monarchy, in which the King/Queen holds a limited amount of power. Other constitutional monarchies include the Netherlands, Norway, Spain, Sweden and Thailand.

Another form of government is the *republic*, which is ruled by representatives of citizens and where offices of state are elected or appointed, rather than inherited.

Republics are of three major types. In a parliamentary republic citizens elect officials to act as legislators. The legislature then elects the executive (the prime minister) from its members. One advantage of this system is its ability to quickly respond to public opinion. If the prime minister loses voter confidence, new elections can be held immediately. But parliamentary governments can be unstable. Perhaps the classic example is Italy, which changed governments about once a year for fifty years following World War II.

In a *presidential system*, citizens elect the executive and legislators separately. No one can be both a legislator and the executive at the same time. For instance, the USA is a presidential democracy. Although a presidential system is likely to be more stable than a parliamentary system, its weakness is that the executive and legislative branches can fall in conflict if they represent different political parties.

In a *semi-presidential system*, a president exists along with a prime minister and a cabinet, who have dual responsibility — to the president and to the parliament. Typically, the head of state is the president, directly elected by the people with a large degree of power over the government, while the head of government is the prime minister. The PM is nominated by the president according to the political composition of the parliament but can be dismissed by the legislature.

Adapted from: https://bit.ly/3dW0dB8 , https://bit.ly/3yyAbM1, https://bit.ly/3wqO1i7, https://bit.ly/3jRQnEc

EXERCISES



I. Practise pronouncing the words from the text, write and translate them.

[kən'fedərət]	[məˈʤɔrətɪ]	[ˈbelʤəm]	[hed]
['konsəntreitid]	[əˈlaɪəns]	[ˌprezɪˈdenʃəl]	[ˈfɔrɪn]
['sentrəlaızd]	[dı'vıʒən]	[ˌserɪˈməunɪəl]	[ˈswɪːdən]
[rɪˌspɔnsə'bɪlətɪ]	[ˈjuːnɪtərɪ]	[ˌdeɪˈʤuəreɪ]	['taılænd]
['switsələnd]	[ˈmɔnəkı]	[ˌdeɪˈfæktəu]	[əˈfɪʃəl]

II. Insert the following words to form collocations from the text. Make changes if necessary.

	majority	respond	conflict	rest
	absolute	defence	head	dual
1.	High political state and gove	honours are resernment.	erved for	of
2.	America has the responsibility for defeating terrorism and advancing the cause of freedom.			
3.	While the <i>vast</i> of old people are able to live independently, some experience serious difficulties.			
4.	The discussion security.	n centred on <i>ma</i>	tters of	and
5.		<i>fall in</i> erent ideas abou		

- 7. Most politicians tend to to public opinion in cynical ways.
- 8. Real power in India with an elected prime minister and Cabinet.

III. Replace the underlined words and phrases with their synonyms from the topical vocabulary.

- 1. Post-election studies build <u>supporters' trust</u> in the time of uncertainty about the reliability of election systems.
- 2. The government which is recognised <u>legally</u> obtains many privileges.
- 3. Organisational ability is an essential *characteristic* for a good manager.
- 4. She was <u>chosen</u> as acting governor until an election could be held.
- 5. The republic was *in fact* divided between two states.
- 6. Before his resignation the *country's leader* addressed the nation over the radio.
- 7. Most parents hope their <u>children</u> will be more successful in life than they are.
- 8. In order to protect their borders, the two countries established *a partnership*.

IV. Provide the English equivalents for the word forms below. The first one is given in the topical vocabulary.

- կենտրոնացված ապակենտրոնացված կենտրոնացնել
 կենտրոնացում
- 2. դաշինք դաշնակից դաշնակցել
- 3. ժառանգականություն ժառանգել ժառանգություն ժառանգ
- 4. վստահություն վստահ անվստահ վստահել
- 5. պատասխանատվություն անպատասխանատվություն պատասխանատու

V. Translate the sentences into English.

- 1. Միապետի՝ գահից հրաժարվելու դեպքում իշխանությունը որպես ժառանգություն փոխանցվում է նրա զավակներից մեկին։
- 2. Ունիտար կառուցվածք ունեցող պետություններում ոչ միայն պաշտպանության և արտաքին քաղաքականության հարցերը, այլև ամբողջ պետական քաղաքականությունը որոշվում են ազգային կառավարության կողմից։
- 3. Թե՛ դաշնային, թե՛ համադաշնային կառուցվածք ունեցող երկրներում տեղական իշխանություններն օժտված են մեծ ինքնավարությամբ։
- 4. Սահմանադրական միապետության փաստացի ղեկավարը վարչապետի գլխավորած կառավարությունն է, և նրան վստահված է պետության համար կարևոր հարցերի գերակշիռ մասի լուծումը։

5. Եթե կառավարությունը բավականաչափ ճկուն չէ հանրային կարծիքին արագ արձագանքելու համար, ապա նրա նկատմամբ հանրային վստահությունը նվացում է։



VI. Discuss the following questions in pairs or small groups.

- 1. Why is Armenia called a centralised unitary state? Why is Spain considered a decentralised unitary state?
- 2. What is a federal system like? Name some federal states.
- 3. Which government holds power in a confederate state? What are the weaknesses of a confederate system?
- 4. How are absolute and constitutional monarchies different?
- 5. What are the characteristics of a parliamentary republic?
- 6. What are the weaknesses of a presidential system?
- 7. What does a semi-presidential system mean?

VII. Watch Video 3 about the British monarchy and complete the summary with the words below.

prosecution	sovereign	ceremonial
armed forces	separating	dissolve
appoint	abolish	judiciary
legislation	license	taxes

Great Britain is a constitutional monarchy. The Queen¹ is the Head of State and she is also the of 15 countries in the Commonwealth of Nations. She has unaccountable

57

¹ Queen Elizabeth II (1926-2022). The current monarch is King Charles III, who ascended the throne on 8 September 2022, upon his mother's death.

powers and certain privileges such as being freed from
, driving without a
, and travelling without a passport. She also has
the power to form and governments. All these
are the birth rights of every monarch. Besides, the monarch can
impact on government policy and political debates, can
the prime minister and dissolve the British
parliament. The British monarch also governs the Church of
England and British, as well as commands the
In addition, monarchy hinders
the church and the state. Although these powers are only
, there is evidence the Queen may change a
draft in her own favour. So isn't it time to
monarchy?

VIII. Replay the video listening for details and answer the questions.

- 1. How does the British Monarchy boost Britain's soft power?
- 2. How are monarchs different from ordinary people? What rights do they enjoy?
- 3. What actions is the British Parliament prohibited from?
- 4. Why isn't it possible to separate the Church and the State in the UK?
- 5. What arguments for abolishing monarchy are presented in the video?
- 6. Do you agree or disagree that monarchy in the UK should be abolished? Explain your choice.



IX. Describe your preferred form of government using the plan below.

- What is your preferred form of government?
- What are its advantages and disadvantages?
- What are/would be the main benefits of exercising this form of government in your country?



X. Comment on the topic in writing.

"Compare and contrast the Armenian and Russian state structures and forms of government."

Video link

3 - The British monarchy https://youtu.be/I1e4zGnNyD8



Unit 3 GRAMMAR FOCUS

FUTURE SIMPLE

subject + will + verb

USE

• Decisions made at the time of speaking:

Don't worry, I'<u>ll pass</u> on the information to the rest of the team.

• Predictions about the future based on opinions, intuition or experience:

The EU hopes all member countries <u>will</u> eventually <u>adopt</u> the euro.

FORM



After conjunctions when, as soon as, till/until, before, after, if, unless, as long as, by the time (in clauses of time and condition) we use the Present Simple (or sometimes the Present Perfect), **NOT** a future form, although we are talking about the future time.

They will make amendments to the constitution **if the** referendum <u>shows</u> the people's approval.

After the war <u>ends</u>, it will take years to rebuild the country's economy.

After the war <u>has ended</u>, people will have an opportunity to create a more just society.

FORMS WITH FUTURE MEANING

1) We use the *Present Continuous* for future arrangements and plans, usually with a time expression:

The PM <u>is having</u> a personal meeting just after the plane lands.

- 2) We use *be going to + infinitive* for
 - planned actions or intentions:

We'<u>re going to hire</u> a bus and then <u>drive</u> through the mountains.

• predictions about the future based on evidence (what we know and can see now):

It looks like Mr. Johnson <u>is going to win</u> the election. (based on the current ratings)

3) In formal writing we often use other expressions with the infinitive to predict the future, e.g., be sure to, be certain to, be likely to, be expected to, be predicted to, be estimated to:

The population <u>is likely to increase</u> to 25 million in 2022. (hunfur hungly)

The average annual rainfall <u>is estimated to be</u> ten per cent lower than today's figures. (unnualnp huzdupland laphah)

The Labour Party is sure to win at the next election. (when the party is sure to win at the next election. (when the party is sure to win at the next election.

4) In newspapers, we often use *be* + *infinitive* for future actions:

The French president <u>is to pay</u> an official visit to Brussels later this month, the CNN reports.

5) We use *the Present Simple* for timetables and programmes:

The conference <u>starts</u> on 12 November. Parliament reconvenes next month.

Common time expressions used with the Future forms are: tomorrow, the day after tomorrow, in two days, in a month, next year, soon, in the next few weeks.

FUTURE CONTINUOUS

USE

• Actions or events continuing at a particular point in the future or over a period of time in the future:

At five, I <u>will be meeting</u> with the management about my raise. Parliament <u>will be sitting</u> until December.

• Actions that are planned or already decided (= *Present Continuous*).

I <u>will be arranging</u> all the necessary materials for the programme. I <u>will not be attending</u> the meeting because of my busy schedule.

FORM

subject + will be + verb + -ing

Common time expressions for the Future Continuous are: *this time tomorrow, at* + time, *in 3 months, in 5 years' time, etc.*

FUTURE PERFECT

USE

Duration until a particular time in the future:

The president <u>will have been</u> in office for two terms before he <u>resigns</u>.

 Actions or situations that will be completed before a particular time in the future:

By the year 2021 the population of Australia <u>will have reached</u> almost 24 million.

 An action that will happen before another action in the future:

The PM <u>will have studied</u> all the documents by the time he <u>attends</u> the bilateral meeting.

FORM

will have + past participle of verb

Statement I/you/he/she/it/we/they will have decided
Negative I/you/he/she/it/we/they will not have decided
Question Will I/you/he/she/it/we/they have decided?

Common time expressions used with the Future Perfect are: when, before, by then, by + fixed time, by the time + Subject + Verb, in ... (in 3 months, in 5 years).



I. Complete the sentences with the verbs in the boxes.

is to pay	will still be falling	will have finished
will arrive	is not likely to improve	is convening

- 1. The Dutch delegation in Moscow for official talks later this month.
- 2. This week, the German Chancellor a special summit to address the issue.
- 3. The commission their report by this time next week.
- 4. The situation in the next few years.
- 5. US Secretary of State an official visit to Moscow, October 5-8.
- 6. Stock prices in the morning.

will be developing	will have addressed	takes place
will open	will be working	is going

- 7. The team at the exhibition when the Foreign Minister arrives there.
- 8. The Prime Minister the debate in parliament tomorrow.
- 9. By the time the next summit meeting, the world leaders important global issues.
- 10. A parliamentary delegation from Armeniato Paris October 15 to discuss matters of bilateral relations.

11. The government a new infrastructure plan for the next few years.

will still be rising	will have published	will meet
doesn't modernise	is sure to secure	starts

- 12. If the industry, it will not survive.
- 13. The transportation department a new bus service next month to connect rural areas to cities.
- 14. Later on Thursday, the UN Security Councilto discuss Syria's humanitarian crisis.
- 15. Unfortunately, sea levels in 20 years.
- 16. The White House Press Secretary all the necessary materials before the programme starts.
- 17. A government that invests in education a better future for its citizens.

II. Circle ALL correct options.

- Undoubtedly, higher costs will / are going to mean higher taxes.
- 2. With less government control, more interest groups will have emerged / will emerge.
- 3. When the two sides *have signed / sign* the peace treaty, the communication between them *will be improving / will improve*.
- 4. Will you have given / Are you giving a speech at the meeting?
- 5. Mr. Fox's influence in the company *is sure to/will* diminish after he *relocates/will relocate* to a branch office.

- 6. I'll quit my current job after I *get / will get* the contract for the new one.
- 7. By this time next month, I hope they will be finishing / will have finished building the community centre.
- 8. The heads of government will be meeting / are to meet shortly after the talks between the Foreign Ministers.
- 9. The question will not be settled until some agreement will be/is reached.
- 10. The company *creates / is going to create* more jobs in the area next year.
- 11. The people choose the representatives who *will make / are making* their voices heard by the national government.
- 12. The research department will have to check all our articles for accuracy of facts before we will be printing / print them.
- 13. The new agreement will safeguard / is to safeguard the newspapers from government interference.
- 14. Buy a car now, before inflation will drive / drives the price up.
- 15. You'll change your attitude after you *learn / will have learnt* self-discipline at the army academy.

III. Insert the verbs in the correct tense.

By 2030 the percentage of the population aged 65 or older
(to rise) significantly. This means that fewer people
(to work) and therefore fewer people (to
pay) taxes. Maybe, in the future it (to be) necessary
for the governments to increase the official retirement age to
70 or even older. When today's 30-vear-olds (to

reach) their sixties, it is unlikely that they (to enjoy) the relaxed lifestyle that today's older generation can expect when they (to give up) work.

IV. Translate into English.

- 1. Հանձնախումբը պատրաստելու է զեկույց մեկ շաբաթում, իսկ այդ ընթացքում ոչ մի հայտարարություն չի արվելու։
- 2. Հանդիպումից հետո երկու երկրների ղեկավարները հրավիրելու են մամուլի ասուլիս։
- 3. Օտարերկրյա պատվիրակությունը ժամանում է երեկոյան ժամը 7-ին։
- 4. Պարոն Բրաունը պատրաստվում է օրենքի նոր նախագիծ ներկայացնել խորհրդարանում։
- 5. Ներկա պայմաններում սոցիալական խնդիրների թիվը հաստատապես կաճի։
- 6. Յուրաքանչյուր անդամ ամենամսյա դրամական փոխանցում կկատարի ակումբի հաշվին։
- 7. Մեր թիմը ավարտած կլինի քննարկումը, երբ դուք միանաք մեզ։
- 8. Եթե համաձայնագիրը չի երաշխավորելու բնակիչների իրավունքները, այն ընդունելի չէ։
- 9. Կառավարության ներկայացուցիչը անշուշտ կտեղեկացնի հանրությանը ընդունված որոշման մասին։
- 10. Լրատվական կայքը հայտնում է, որ Չինաստանի ղեկավարը պաշտոնական այց կկատարի ԱՄՆ։

Unit 4

REGIME TYPES



Choose the best option and explain your choice.

- 1. What is a political regime?
 - a) a set of political institutions in a state
 - b) a set of rules regulating the operation of a government and its interactions with society
 - c) the number of political parties participating in elections
- 2. Would you prefer to live in a society
 - a) which is governed by popularly elected representatives?
 - b) whose government is not responsible to the people?
 - c) whose government strictly controls every aspect of life?
- 3. Which of these states is most democratic?
 - a) The United Kingdom
 - b) North Korea
 - c) China



Study the topical vocabulary.

to exert power [ɪgˈzəːt] կիրառել, գործադրել իշխանութ–

լուն

authoritarian անձնիշխան, ավտորիտար

[ˌɔːθɔrɪ'teərɪən]

totalitarian ամբողջատիրական, տոտալիտար liberal democracy ազատական (լիբերալ) ժողովրդա-

[ˈlɪbərəl] վարություն

voting քվեարկություն, քվեարկում

free election ազատ ընտրություն

competition մրզություն, մրցակցություն

liberty [ˈlɪbətɪ] ազատություն

assembly ժողով, հավաք, ասամբլեա

council [ˈkaunsəl] խորհուրդ

court [kɔːt] դատական ատյան, դատարան

to lay the foundation (for) հիմք դնել

representative democracy ներկայացուցչական ժողովրդա-

[ˌreprɪˈzentətɪv] վարություն

prevalent [ˈprevələnt] գերիշխող, լայն տարածված impartial [ɪmˈpɑːʃəl] անկողմնակալ, անաչառ

popular rule հանրության, ժողովրդի կառավա-

րում

to impose constraints (on) սահմանափակումներ դնել

civil society [səˈsaɪətɪ] քաղաքացիական հասարակութ-

լուն

procedure [prəˈsɪːʤə] ընթագակարգ

private enterprise economy մասնավոր ձեռնարկատիրական

[ˌpraɪvɪt ˈentəpraɪz] տնտեսություն

plurality բազմաքանակություն

to exercise hegemony գերիշխանություն ունենալ, գեր-

[hɪˈdʒemənɪ] իշխել

ideological manipulation գաղափարախոսական մանիպու-

[ˌaɪdɪəˈlɔʤɪkəl] լյացիա (շահարկում)

to suppress ճնշել (ապստամբությունը և այլն)

political opposition քաղաքական ընդդիմություն

monopoly [məˈnɔpəlɪ] մենաշնորհ

armed combat զինված մարտ, պայքար



Read the text and do the exercises.

REGIME TYPES

Political scientists refer to regimes using many different terms. Which term political scientists use depends on two factors: the number of people with political power and the amount of power the government itself exerts.

A wide variety of regime types exist. The main types are democratic, authoritarian and totalitarian regimes.

Democracy

Democracy (or, more specifically, liberal democracy) is political power exercised either directly or indirectly through participation (such as voting and free elections), competition (such as between political parties), and liberty (such as freedom of expression or freedom of speech).

The word 'democracy' comes from the Greek words dēmos, meaning 'the people', and cratia, meaning 'rule, power'. Thus, dēmokratia literally means 'rule by the people'. Today, we call a regime a democracy when people share political power. The early Greek political system of direct democracy provided democracy's foundation of political participation. Citizens gathered in one place to make decisions by voting on laws. There were three political bodies where citizens gathered in numbers reaching hundreds or thousands: the assembly (up to 6000), the council of 500 and the courts (a minimum of 200 people, sometimes up to 6000).

The Roman Empire emphasised republicanism and separation of powers – representation of the public through elected officials and power sharing between institutions – which would lay the foundation for *representative democracy*, the most prevalent form of democracy in the modern age.

A *liberal democracy* is a political regime that balances political participation and individual rights with the power of the state (government), which is limited by an impartial justice system. Its key features are:

- (1) the right to rule gained through success in regular and competitive elections;
- (2) constraints on government imposed by a constitution, institutional checks and balances, and protection for individual and minority rights;

(3) an active civil society including a private enterprise economy, independent trade unions and free press.

The brightest examples of democracies are Switzerland, the USA, Canada, Germany, the UK, the Netherlands and Norway.

Authoritarian regime

The word 'authoritarianism' comes from the Latin 'influence, power.' auctoritas, which means The 'authoritarian regimes' broadly encompasses all forms of undemocratic rule. Compared to democracies, an authoritarian regime does not maintain the institutions and procedures of participation and political competition, fundamental rights and control of power (separation of powers, parliaments, elections, plurality of parties, etc.), and thus does not possess democratic legitimacy. At the same time, an authoritarian regime may have some elements of a democratic regime. For example, in an authoritarian regime there may be many parties; however, one party exercises hegemony. Some examples of this regime are Russia, Kazakhstan, China, Belarus and other post-Soviet republics.

Totalitarianism

The term 'totalitarian' comes from the Latin *totalis*, meaning 'complete, all.' Totalitarianism is an all-encompassing system of political rule, typically established by extensive ideological manipulation and open terror. It is characterised by an absence of political freedoms and rights. Totalitarianism

differs from authoritarianism in that it seeks to politicise every aspect of social and personal life, rather than just suppress political opposition. Some examples of this type of regime are the Soviet Union, Nazi Germany, Cuba, Modern Northern Korea, etc. China is a unique case — although it has a single party monopoly, it is not totalitarian.

Totalitarian regimes have the following features:

- (1) an official ideology;
- (2) a one-party state, usually led by an all-powerful leader;
- (3) a system of terroristic policing;
- (4) a monopoly of the means of mass communication;
- (5) a monopoly of the means of armed combat;
- (6) state control of all aspects of economic life.

Adapted from: https://bit.ly/3yyAbM1, https://bit.ly/3hpBO97, https://bit.ly/3hmpKp8

EXERCISES



I. Practise pronouncing the words from the text, write and translate them.

[ɪgˈzəːt]	[ˌɔːθɔrɪˈteərɪən]	[ımˈpɑːʃəl]	[ˈtʃaɪnə]
[prəˈsɪːʤə]	[ˈkærəktəraɪz]	[ın'kʌmpəs]	[juːˈnɪːk]
['nɑːtsi]	[ˌaɪdɪəˈlɔʤɪkəl]	['praıvıt]	['emfəsaız]
[ˈlɪbətɪ]	[hıˈdʒemənı]	[sək'ses]	[ˈtɪpɪkəlɪ]

II. Insert the following words to form collocations from the text. Make changes if necessary.

	enterprise	representative	civil	assembly
	hegemony	impose	exert	manipulation
1.	No one doubts influence the na	his ability to tional agenda.		<i>power</i> and
2.	The <i>national</i> .	ow further discuss		•
3.	· ·	lebts		•
4.		. <i>democracy</i> is use the number of contage anageable.		
5.	Democratic and well-organis	sed.	ociety is re	elatively strong
6.		tical platform is b save <i>private</i>		_
7.	, ,	e its great influend	•	

III. Replace the underlined words and phrases with their synonyms from the topical vocabulary.

Examples of ideological are evident in

- 1. <u>Government by the people</u> is a belief that the power of a government to govern a nation comes from the people.
- 2. The *dominant* opinion is in favour of reform.

presidential speeches.

- 3. Radical members have not yet given up the *military fighting* against Israel.
- 4. Don't be afraid to speak out because we need a *variety* of opinions in order to make a decision.
- 5. The <u>struggle</u> for power between the different factions is intensifying.
- 6. The autocratic government called out the army to <u>forcibly</u> <u>put an end to</u> the workers' strike.
- 7. The government is determined to protect its <u>exclusive</u> <u>control</u> over tobacco.
- 8. The *plan of action* should be understandable to all staff.

IV. Provide the English equivalents for the word forms below. The first one is given in the topical vocabulary.

- 1. գործադրել գործադրում
- 2. գերիշխող գերիշխում գերիշխել
- 3. ընդդիմություն ընդդիմանալ ընդդիմախոս
- 4. քաղաքացիական քաղաքացի
- 5. բազմաքանակություն բազմաքանակ բազմակարծություն – բազմակարծիք

V. Translate the sentences into English.

- 1. Ժողովրդավարությանը բնորոշ են ազատ ընտրությունները, մրցակցությունը և խոսքի ազատությունը։
- 2. Կառավարելու իրավունքը ձեռք է բերվում պարբերական և մրցակցային ընտրությունների միջոցով։

- 3. Վարչակարգերի հիմնական տեսակները հետևյայներն են՝ ժողովրդավարական, անձնիշխան և ամբողջատիրական։
- 4. Ամբողջատիրական վարչակարգր քաղաքականացնում է սոցիալական և անձնական կլանքի բոլոր ոլորտները և ճնշում քաղաքական ընդդիմությանը։
- 5. Անձնիշխան վարչակարգը կարող է ունենալ ժողովրդավարականի որոշ տարրեր, օրինակ՝ կարող են լինել բազմաթիվ կուսակցություններ, բայց դրանցից միայն մեկն ունենա գերիշխանություն։



Discuss the following questions in pairs or small groups.

- 1. How is political power exercised in a democracy?
- 2. What kind of democracy was used in ancient Greece?
- What was the Roman model of democracy like? 3.
- What are the main characteristics of liberal democracy? 4.
- In what way is an authoritarian regime different from 5. democracy? How are the two regimes similar?
- 6. What are the main characteristics of a totalitarian regime?



VII. Watch Video 4 about authoritarianism, mark each statement as True or False and correct the false ones.

Political regimes are stable and do not change 1. in the course of time.

2.	In authoritarian regimes the ruling party maintains control over some aspects of social,	
	economic and political life.	
3.	Controlling the media is one way to manipulate	
	the population.	
4.	In an authoritarian country elections are based	
	on a fair competition between the ruling party	
	and the opposition.	
5.	Authoritarian leaders use the legal system to	
	exert pressure on their political opponents.	
6.	The use of force is an important characteristic	
	of democratic regimes.	

VIII. Replay the video and match the sentence halves to reproduce the ideas from it.

- 1. The population in an authoritarian state
- 2. Dehumanising opponents
- 3. Authoritarian leaders may have
- 4. An authoritarian state may make citizens obedient
- 5. In an authoritarian regime
- 6. An authoritarian state often discredits its citizens
 - a) by using misinformation and propaganda techniques.
 - b) the opposition is excluded from running in the election.
 - c) their opponents arrested for something they haven't done.

- d) may be controlled through censorship.
- e) by presenting them as traitors.
- f) weakens a healthy civic culture of democracy.



IX. Explain the importance of political stability using the plan below.

- What is political stability?
- Why is it important for a country and its citizens?
- Provide examples of stable and unstable political systems.



X. Comment on the topic in writing.

"What do you think are the main challenges facing democracy today?"

Video link

4 - Authoritarianism https://youtu.be/gq63Yluwbys



Unit 4

ADJECTIVES & ADVERBS

Adjectives modify nouns and describe their *quality* or *state*: *a strong government, strict laws*. Adjectives can also modify some verbs: *get dark, stay calm, feel wonderful, seem strange, smell delicious, sound truthful, look happy,* etc.

Adverbs describe *how, where, when, in what manner* and *to what extent* something is done or happens. Most adverbs end in *-ly (quickly, terribly),* but many others don't have this ending *(well, hard)*. Adverbs modify:

- verbs: rule effectively, win decisively
- adjectives: highly confident, very cruel, always ready
- other adverbs: really fast, absolutely correctly
- participles: completely finished, well done



Not all words that end in -ly are adverbs. Some adjectives also have this ending: lovely, lively, likely, timely, ugly, weekly, etc.

Making Comparisons

1. To compare two people/things we use the *comparative form* of an adjective (*broader, more effective, less important*) + *than*.

When a person/thing has the *highest/lowest* degree of a quality (compared to all the others in the group), we use the *superlative* form (broadest, most effective, least important).

One-syllable adjectives and two-syllable adjectives ending in *-y* add *-er* and *-est* to form comparative and superlative degrees.

• With adjectives ending in a vowel + a consonant, double the consonant: big - bigger - biggest.

- With adjectives ending in -e, add -r and -st: nice nicer nicest.
- With two-syllable adjectives ending in -*y*, replace -*y* with -*i*: early earlier earliest.

With longer adjectives (two syllables or more), we use *more* and *most: impressive – more impressive – most impressive*.

2. To compare how things are done, we use *more/less + adv* (*more rapidly*) + *than* and *most/least + adv* (*most generously*).

Some adjectives / adverbs have irregular forms of comparison:

```
good/well – better – best
bad(ly) – worse – worst
little – less – least
many/much – more – most
far – farther – farthest (distant in space)
further – furthest (distant in space or time)
```



Adjectives can be gradable and ungradable. E.g., *flexible* is gradable – there are degrees of flexibility. *Tiny* is ungradable – it's the smallest possible. *Federal*, *public*, *domestic* are also ungradable.

- 3. To show the same degree of quality we use as ... as, not as/so ... as: as broad as, not as/so effective as.
- 4. If a quality changes continuously, we repeat comparatives: *simpler and simpler, more and more significant.*
- 5. To emphasise a comparison (to make it stronger or weaker), we add modifiers like *much*, *far*, *a* lot, *even*, *slightly*, *a* bit before comparatives and *by far*, *far from*, *significantly*, *easily* before superlative forms: *much faster*, *easily the fastest*.

TOO & ENOUGH

Two other words that indicate degree are *too* and *enough*. *Too* means more than necessary; *enough* means sufficient. They modify adjectives, adverbs and nouns. Study the patterns:

```
too + adj/adv: too liberal, too strictly
too many/much + noun: too many candidates, too much power
adj/adv + enough: experienced enough, strictly enough
enough + noun: enough power
```

We also say *too/enough* ... *to do something*:

The method is sensible enough to use. (= It can be used.)
The method is too radical to use. (= It can't/shouldn't be used.)

MODALS 1

Modal and semi-modal verbs are used with the main verb to express modal meanings, such as *obligation*, *permission*, *advice*, *ability*, *request*, etc. *Modal verbs* (*can*, *may*, *must*, *will*, *shall*, *could*, *might*, *would* (*rather*), *should*, *had better*) are followed by the bare infinitive except for *ought to*. They come before the subject in questions and are followed by *not* in negatives. They take no -s in the third person singular. *Semi-modals* may be followed by *to+inf* and may take different grammatical forms.

- 1. To express OBLIGATION and NECESSITY, we use:
 - must (past: had to), when we refer to specific or personal obligations and necessities, as well as to laws and regulations, written instructions and notices;
 - have to (past: had to), when we refer to general, external obligations, something necessary because of a rule or law;
 - *should / ought to,* when we think something is the right thing to do.

You must learn from mistakes.

Passengers must wear a seatbelt at all times.

Roses have to be shipped by air rather than sea.

We ought to/should help the poor.

To express lack of obligation or necessity, we use:

- *don't have to* (past: *didn't have to*)
- don't need to (past: didn't need to)
- needn't (past: needn't have done)

We don't have to / don't need to / needn't go to work today. (It isn't necessary, so we aren't going.)

We needn't have gone to work today. (We went but it turned out that it was not necessary.)

- 2. To express PERMISSION, we use:
 - can and may (may is more formal);
 - be allowed to (to get or ask for permission).



In this meaning, there is no past form for *may*. *Could* is used to ask for permission more politely.

3. To express PROHIBITION, we use *can't*, *mustn't*, *may not* (formal), *not be allowed to*. The past form of *mustn't* and *may not* is *wasn't/weren't allowed to*.

You can't / mustn't drive without a license. We weren't allowed to leave the building.

4. To give ADVICE, we use should, ought to, had better.

You should drink more water. (general or specific situations) We had better get down to business at once. (a specific situation; it's advisable to do it, or there will be a problem)

better



competitive

I. Complete the sentences with the right option.

	further	more	radical	mc	st se	rious	
	less generous	most	favourable	en	ough		
1.	What circumstances	are		to	the	rise	of
	feminism?						
2.	The budget is		this year than	it wa	is last	t yea	r.
3.	The Prime Minister	oromis	ed to make th	e re	form	s in	the
	banking system even						
4.	The report of the si	tuatior	n was alarming	<u></u>			to
	urge the authorities t	o take	measures.				
5.	We are committe	d to	supporting	dem	ocra	су а	and
	reform	ns in th	ie region.			•	
6.	The attack on civilian		J		٠١	/iolat	ion
•	of the peace agreeme	•					
	or the peace agreeme						
	stricter and stricter	more	convincingly	тс	re ar	nd mo	ore

1. She was getting irritated at his ironic comments.

least biased

- 2. We need to make our industries as as those leading in the world market.
- 3. Their report on immigration trends was the of all we've read so far.

4. 5. 6.	The president The current a	's foreign po dministratio	thar slicy is becoming n policies are vious administra	than
II.	Complete the		•	tives/adverbs in
	the box in the	e rigiit ioiiii	•	
	careful	wise	significant	peacefully
	rapidly	high	tight	competent
1.	This young po		ms	and
2.	The journalist's examination of the issue was as as that of a political analyst.			
3.	Events progres	ssed	than expec	ted.
4.	The challenge to democracy is the rise of authoritarianism.			
5.	We need	do	omestic policies t	than ever before.
6.	Parties in western societies are competing for power by promising much levels of economic growth.			
7.			flict as	_
III.	•		•	tives/adverbs in the word order.
1.	His efforts to	persuade 1	the crowd were	2

(unenthusiastic) to believe in the rightfulness of his cause.

- 2. He is working (persistently) to be able to bring about a change in his life.
- 3. None of the leaders seems (inspiring) to follow.
- 4. Regime types have recently become (complex) for me to understand.
- 5. Is the Diaspora (patriotic) to return and defend their country?
- 6. The government has (little) money to afford a mercenary army.
- 7. The EU is (powerful) to spread its influence outside Europe.
- 8. The country is not (influential) to exert any power over its neighbours.

IV. Choose the correct option(s).

- 1. Every citizen has to / had better / may respect and obey federal, state, and local laws.
- 2. The right to vote in elections means we *must / can / may* choose our preferred party or public official.
- 3. The researchers *could/were allowed to/had to* report their findings to the committee.
- 4. Do they have to / Must they knock all the houses down to build the new sports centre?
- 5. He was unsure about his prospects for victory. But he needn't have worried / needn't worry / mustn't worry everything went fine.
- 6. There ought to/should/can be street lights here.

- 7. You *should/must/have to* stop when the traffic lights turn red.
- 8. We *needn't/mustn't* violate laws in any circumstances.

V. Translate into English.

- 1. Բոլոր վարչակարգերում մարդիկ ձգտել են կառուցելու ուժեղ և իրապես կայուն պետություն։
- 2. Կառավարման ժողովրդավարական ձևը կարող է շատ ավելի արդյունավետ լինել։
- 3. Բանակցությունների նախնական փուլն (round) ամբողջապես ավարտված է։
- 4. Իրադրությունը բավականաչափ լուրջ էր, անհրաժեշտ էր կտրուկ քայլեր ձեռնարկել։ (Use *enough* + *inf*)
- 5. Այս ընտրությունները չափազանց ուղղորդված էին ժողովըրդավարական կոչվելու համար։
- 6. Անձնիշխան վարչակարգում գործող որևէ կուսակցություն այնքան ազդեցիկ չէ, որքան իշխող կուսակցությունը։
- 7. Ամբողջատիրական համակարգում պետությունը պետք է մշտապես վերահսկի տնտեսությունը։
- 8. Այդ երկրում մարդիկ չափազանց քիչ իրավունքներ ունեն անձնիշխան երկրի քաղաքացիներ կոչվելու համար. դա ավելի շուտ ամբողջատիրական պետություն է։
- 9. Դաշնային երկրներում քաղաքացիները պետք է ենթարկվեն և՛ տեղական, և՛ դաշնային օրենքներին։
- 10. Քաղաքացիական բնակչության հանդեպ անարդարության փաստերը չափազանց ակնհայտ էին քաղաքակիրթ հանրության կողմից չնկատվելու համար։

Unit 5

POLITICAL PARTIES



Brainstorm the following in small groups. Share the results with the class.

- 1. What political parties do you know in your country and abroad?
- 2. What are the three main components of a political party?
- 3. Why do we need political parties? Describe the main functions that parties perform.
- 4. What is the role of opposition parties?
- 5. What could be reformed in your country's political parties?



Study the topical vocabulary.

intermediary [ˌɪntə'miːdɪərɪ]

tax

to offer a candidate for public

office

to reflect views

the Patricians [pəˈtrɪʃ(ə)nz]

the Plebeians [plə'bı:ənz]

merchant ['məːtʃənt]

to mingle ['mingəl]

faction

to gain power [gein]

Popish Plot

rumour ['ruːmə]

to bar (from)

to inherit the throne $[\theta r \theta un]$

to challenge royal authority

['t[ælındʒ]

to dissolve Parliament [dı'zɔlv]

petitioner [pə'tı[ənə]

to abhor [ə'bhɔ:]

to take on a new meaning

միջնորդ

hարկ, տուր<u>ք</u>

առաջադրել թեկնածու հանրային

պաշտոնի համար

արտացոլել տեսակետներ

պատրիկներ (ազնվականներ)

պլեբեյներ (հարուստ վաճառա-

կաններ, միջին դաս)

վաճառական

միանալ, միախառնվել

խմբավորում, խմբակցություն

1. ուժեղանալ, 2. ձեռք բերել

իշխանություն

պապիստական դավադրություն

ասեկոսե, խոսակցություններ

արգելել, արգելք դնել, արգելա-

փակել

ժառանգել գահը

մարտահրավեր նետել արքայա-

կան իշխանությանը, մրցել թա-

գավորական իշխանության հետ

լուծարել խորհրդարանը

խնդրարկու (խնդրագիր ներկա-

լացնող)

ատել, չհանդուրժել, մերժել

ձեռք բերել, ստանալ նոր իմաստ

ordinary people հասարակ մարդիկ, ժողովուրդ

to express objections առարկել

dominance գերիշխանություն, գերակշռութ-

լուն

multiparty system բազմակուսակցական համա-

կարգ

Conservatives պահպանողականներ

substantial support նշանակալի, էական աջակցութ-

յուն

leading party առաջատար կուսակցություն to form coalition ձևավորել, կազմել կոալիցիա

to run the country ղեկավարել երկիրը



[səb'stæn[əl]

Read the text and do the exercises.

POLITICAL PARTIES

Political parties have appeared to act as intermediaries between the citizens and their representatives. A political party is a group of voters organised to support certain public policies on issues that may range from war and taxes to education. The aim of a political party is to offer candidates for public office who will try to carry out the party's policies. People in a democracy express their opinions by voting for the candidates that most closely reflect their views.

Political parties may be large or small, national or local. Large political parties generally have millions of members and supporters. In democratic election campaigns, parties compete freely for votes. Such competition is one of the features of democracy.

How parties began

Political parties did not begin to develop until the late 1600s. The ancient Greeks, who were pioneers in developing democracy, had no organised political parties in the modern sense. The senate of the ancient Romans had two groups that represented people with different interests – the Patricians and the Plebeians. The Patricians represented noble families. The Plebeians represented the wealthy merchants and the middle class. Although these two groups often mingled, at times they voted as factions, or parties, on particular issues that were important to the groups they represented.

For many centuries after the fall of Rome (A.D. 476), the people of Europe had little voice in politics. There were no true political parties — only factions that supported one noble family or another. Political parties as representative assemblies developed and gained power much later. In England, this change began after what was called the Popish Plot of 1678.

English political parties

In 1678, a rumour spread through England that Roman Catholics were plotting to kill King Charles II and give the throne to his brother, James, Duke of York (who was a Roman Catholic). There was no real plot, but an alarmed Parliament

barred all Roman Catholics from public office and tried to take away the Duke of York's right to inherit the throne. But to the King, Parliament seemed to be challenging royal authority, and he struck back by dissolving Parliament.

All over England people were either for or against the king's act. Those who urged the king to call a new Parliament were called Petitioners. Those who backed the king's deed were called Abhorrers because they abhorred any attempt to control the king's actions. Soon the two factions took on other names. Petitioners were called Whigs. 'Whig' was an old term for Scottish Protestants who opposed the government. The king's supporters were called Tories. 'Tory' was originally a name given to Irish Roman Catholics who had suffered under Protestant rule. These old names took on new meanings.

The basic difference between Whigs and Tories in the 1600s was their view on what government should do and how strong it should be. Tories wanted rule by a strong king. Whigs wanted ordinary people to have more rights and gain more control of their government. Over time, as Parliament took greater control, the Whigs and Tories developed into organised parties.

Political parties in other countries

Political parties are often a standard by which a country's political freedom can be measured. Some countries have only one political party. Under such a system, people who do not agree with the party in power cannot express their objections

by voting for another group. Often the ruling party holds power with the support of the army. In China, practically only one political party, the CPC (the Communist Party of China), holds effective power at the national level. Its dominance is so complete that China is effectively a one-party state. Other examples include Cuba and North Korea.

Democracies usually operate under either a two-party or a multiparty system. Like Britain, the United States has a two-party system. The major parties are the Democratic Party and the Republican Party. Canada also has two major parties, the Conservatives and the Liberals.

Multi-party systems are common in Europe and other parts of the world. In this system, three or more parties each enjoy substantial support from voters. France, India, Italy, Japan, Mexico, and Israel are just a few examples. In these countries there may be many parties representing a wide range of political views. Because of the number of competing parties, it is sometimes difficult for any one party to get a clear majority of the votes. In such cases, leading parties that can agree on general policies form a coalition (a combination of parties) to run the country.

Adapted from: https://bit.ly/2TMyR9K

EXERCISES



I. Practise pronouncing the words from the text, write and translate them.

[ˈeɪnʃənt]	[ˌɪntəˈmɪːdɪərɪ]	[pəˈtrɪʃ(ə)n]	[əbˈhɔːrə]
[ˈruːmə]	[ˈkændɪdət]	[pləˈbɪːən]	[ˌpaɪəˈnɪə]
[spred]	[pəˈtɪʃənə]	[vlcz'ɪb]	[θrəun]
[əːʤ]	[səb'stænʃəl]	[(h)wɪg]	[ˈmeʒə]

II. Insert the following words to form collocations from the text. Make changes if necessary.

run	multiparty	gain	objection
dissolve	reflect	substantial	office

- 1. It is possible to have a working system in which various parties are willing to cooperate in a governing coalition.
- 2. Austria provides *support* to the environmental conservation efforts.
- 3. He was the only figure who could effectively the country.
- 4. Nationalist parties united to *express* to the government's plans.

- 5. The National Report the views of non-governmental organisations.
- 6. Opposition demands to *Parliament* and hold fresh elections.
- 7. Jones had never run for *public* before being elected Senator.
- 8. When the Conservatives power, they did nothing to carry out the policy.

III. Replace the underlined words and phrases with their synonyms from the topical vocabulary.

- 1. In some countries, <u>traders</u> have formed their own political parties to represent their interests.
- 2. The party's position on certain issues is enough to make some people *hate* it.
- 3. Political rallies are a great place to <u>mix</u> with like-minded individuals and show support for a cause.
- 4. A new Central Committee was elected and the Bolshevik *group* became an independent party.
- 5. With the help of <u>a negotiator</u>, the two rulers were able to solve their border dispute.
- 6. Citizens should not be *prohibited* from expressing their political views.
- 7. Mr. Steinmeier <u>entered into competition against</u> Ms. Merkel for the chancellorship.
- 8. The party soon <u>achieved authority</u> in the country's political arena.

IV. Provide the English equivalents for the word forms below. The first one is given in the topical vocabulary.

- 1. միջնորդ միջնորդություն միջնորդել
- 2. լուծարել լուծարում լուծարելի
- 3. խնդրարկու խնդրագիր խնդրագիր ներկայացնել
- 4. գերիշխանություն գերիշխող գերիշխել
- 5. իարկ հարկում հարկել հարկվող/հարկման ենթակա

V. Translate the sentences into English.

- 1. Թե՛ մեծ, թե՛ փոքր կուսակցությունները ստեղծվել են քաղաքացիների և պետության միջև միջնորդ լինելու համար։
- 2. «Թորի» և «վիգ» անվանումները նախապես տրվել են մարդկանց այլ խմբերի, բայց հետագայում դրանք նոր իմաստ ձեռք բերեցին։
- 3. Երբեմն առաջատար կուսակցությունները կազմում են կոալիցիա, որպեսզի միասին ղեկավարեն երկիրը։
- 4. Միակուսակցական համակարգ ունեցող երկրներում իշխանությունը հաճախ պահվում է բանակի նշանակալի աջակցությամբ։
- 5. Իր դժգոհություններն ու առարկությունները ժողովուրդը կարող է արտահայտել միայն բազմակուսակցական համակարգ ունեցող երկրներում։



VI. Discuss the following questions in pairs or small groups.

- 1. What are the functions and aims of political parties?
- 2. Who were the Patricians and the Plebeians?
- How did the first English political parties appear? 3.
- What were the causes and effects of the 1678 Popish Plot? 4.
- 5. What was the difference between the Whigs and the Tories in the 17th century?
- What does a one-party system mean? Give examples of 6. countries with such a system.
- What are the advantages of a multiparty system? 7.



VII. Watch Video 5 about the major political parties in the US and answer the questions.

- 1. What are the two main political parties in the USA?
- What is another name for the Republican Party? 2.
- What is the meaning of 'left-leaning' and 'right-leaning'? 3.
- What values does each party have? 4.
- On which issues do the Democrats and the Republicans 5. disagree?
- Why are some states called 'safe states' while others are 6. 'swing states'?

VIII. Replay the video completing the table with the corresponding details.

	Democrats	Republicans
Colour		
Symbol		
Leaning		
Priorities and ideals		
Supportive states		
Famous presidents		



IX. Describe the pros and cons of one-party rule using the plan below.

- What is one-party rule?
- What political regime is it characteristic of?
- What are the advantages of one-party rule?
- What are its disadvantages?
- Give some examples of this kind of rule.



X. Comment on the topic in writing.

"If you created a political party, what views and ideals would it advocate?"

Video link

5 - The major political parties in the US https://youtu.be/xOizg_VgkhA



Unit 5 GRAMMAR FOCUS

COMPLEX SENTENCES

Complex sentences consist of a main (independent) clause and one or more subordinate (dependent) clauses. A subordinate clause clarifies and complements the main clause. To link the main and subordinate clauses, subordinate conjunctions or connectors (*that, if, how, which, etc.*) are used. There are noun, adjective or adverb clauses, each serving a different function.



Depending on the logical stress, an **adverb clause** can either follow the main clause or precede it. When it comes first, a comma is usually used after it (esp. after clauses of time, concession and condition).

The candidate will lose his popular mandate **if he does not keep his electoral promises.**

If the candidate does not keep his electoral promises, he will lose his popular mandate.

Adverb Clauses

Clauses of time are introduced by connectors, such as *when, after, before, till, until, as soon as, once* (= *as soon as*), *while, since, by the time, as long as, every time, etc.* In sentences referring to the future, we use the Present Simple after these connectors:

The talks will continue until an agreement <u>is signed</u>. **Before you** make a decision, let's consider your options.

Clauses of reason (cause) are introduced by *as, because, as long as, since, for.* For never precedes the main clause and always comes after a comma. Reason can also be expressed with prepositions because of, due to, owing to + a noun phrase.

Compare: America's railroads declined because the automobile

<u>dominated</u> American life.

America's railroads declined **because of** the dominance

of the automobile in American life.

Concession clauses express opposition or unexpected results. They are introduced by conjunctions *although*, (even) though, whereas, while, however / no matter how, whatever / no matter what. Concession can also be expressed with prepositions despite, in spite of + a noun phrase or an -ing form.

Compare: Although she wasn't qualified for the job, she felt that

she should apply.

Despite the lack of qualification for the job, she felt that

she should apply.

In spite of <u>lacking</u> qualification for the job, she felt that

she should apply.

Clauses of purpose are introduced by so that, in case, in order (not) to / so as (not) to (+ infinitive). In case is never used with will / would. Instead, use Present and Past tenses.

Crisis groups always have plan B **in case** plan A <u>doesn't work</u>. The brave soldiers lost their lives **so that** peace might be established.

Clauses of result are introduced by so / such ... that.

The security situation in the country is **such that** people do not leave the shelters.

Kennedy was **so** popular as president **that** the news of his death came as an awful shock for the whole world.

Clauses of manner are introduced by as if /as though, like (in spoken English), as, how, the way, in the way that, the same way as.

It looks **as though** a compromise agreement has been reached. We don't look after other people's property **in the same way as** we look after our own.

Defining Adjective Clauses

We use defining adjective clauses to identify a noun, i.e. to give important information about a person, thing, place, time, etc., so that it's clear which one we are talking about. The main clause is incomplete without the defining adjective clause. We link the main and adjective clauses by relative pronouns:

Who/that - to refer to people Which/that - to refer to objects Whose - to show possession

Where - to refer to places When/that - to refer to time Why - to give a reason or explanation

There are many arenas where / in which unions are active. Bio-diesel can be used in any vehicle that / which runs on diesel.



No commas are used in defining adjective clauses. We can leave out *who, which* and *that* when they are followed by a noun or pronoun.

He often recalled the incident (that) he had witnessed years ago.

Non-Defining Adjective Clauses

We use non-defining adjective clauses to give extra information about the person, thing, place, time, etc. The main clause still makes sense without this additional information.

Relative pronoun *that* is NOT used in these clauses. *Whom* can be used instead of *who* when we are referring to the object.



We use commas to separate a non-defining adjective clause from the rest of the sentence.

We **CANNOT** leave out the relative pronouns in non-defining adjective clauses.

Mother Teresa, **who** helped the poorest of the poor, had unconditional love within her spirit.

Mother Teresa, **whom** media often criticised, received the Nobel Peace Prize for her humanitarian work.

Noun Clauses

Noun clauses are used either as subject or object clauses. They include embedded questions and *that-*clauses. Embedded *yes/no* questions require the conjunctions *if* or *whether*:

Whether something is 'art' is largely a matter of opinion. No one can predict if/whether he will win the election.

A **subject clause** always precedes the main clause (with no comma):

How the issue will be tackled <u>hasn't been decided</u> yet.

An **object clause** follows the main clause:

Still at school, she learned <u>where and how laws are made</u>. It isn't known **when** the new law will be enacted.

In an informal style, *that* of the object clause may be left out after very common verbs such as *say*, *believe*, *know*, *feel*, *hear*, etc.: No one believed (that) the threat of war was real.



I. Circle the right connector(s) to make logical sentences.

- 1. He couldn't say that / which / who candidate he favoured, but he had always been inclined to vote Republican.
- 2. It remains unclear what / which / whether party objectives are and why / when / how they are structured.
- 3. Social media provide multiple forums *in which/when/where* proposed policies can be discussed by the public.
- 4. Since / Before / When citizens join political parties and vote for their leaders, they are exercising their basic rights.
- 5. A judge who / which / that feels unable to think objectively about a case should withdraw from it.
- 6. *Despite / Though / Why* conservatives say they want to limit government involvement in business, they often favour it.
- 7. He was a spy who/whose/which mission was to confirm the accuracy of a secret military document.
- 8. Federal subsidies to grain farmers have helped them stay in business *despite/although/due to* two years of bad weather.
- 9. Should people carry guns *for / in case / so that* they are attacked?
- 10. While / Whereas / Until officers worried about day-to-day operations, General Fox kept his eye on long-term plans.
- 11. In the past, the ruling class held power owing to / because of/despite the families that /—/where they were born into.
- 12. What/When/How the Prime Minister said inspired me.

II. Match the sentence halves.

- 1. From 1991 so many new political parties emerged in the country
- 2. There's no specific policy on
- 3. Communist parties gained influence in Eastern Europe
- Mandela was jailed and sentenced to life in prison for various crimes
- 5. Whether the parties within a system will be rigid or flexible
- 6. His motto was to keep trying,
- 7. The bill will be introduced next year
- 8. You should keep copies of your correspondence with the government
- 9. We'll send you a reminder
- 10. In some countries, the leaders and a select few enjoy growing wealth
- 11. Morton resigned from his job as president

- a. in case you need to review it later.
- b. depends largely on the constitutional provisions.
- c. so that you'll arrive for the appointment on time.
- d. that the governing party was seriously challenged.
- e. as his leadership style caused controversy.
- f. when the newly formed government comes to power.
- g. how to halt economic crises.
- h. while the large part of the population lives in poverty.
- i. no matter what happened.
- j. when he returned from an overseas trip to gain support for his cause.
- k. after the Second World War ended.

III. Insert the missing relative pronouns and commas.

- 1. W. Churchill served as the UK Prime Minister during WW2 was a member of the Conservative Party.
- 2. Mandela's courage and popularity worried the ruling class did not want to share power.
- 3. Political parties provide a mechanism through citizens express diversity of interests and aspirations.
- 4. He found himself in a situation he was unable to pay off his debts.
- 5. Voters give preference to the candidate they can trust.
- 6. The new anti-terrorism bill was proposed by the Republicans last week has finally been approved.
- 7. There was no strong reason he couldn't run for office.
- 8. Most people tend to join a group or a party they associate themselves with.
- 9. The Freedom Party is considering giving medical treatment even to people cannot pay for it.
- 10. Joe Biden was elected in 2020 is the 46th President of the United States.

IV. Translate into English.

- Ուշ միջնադարում մարդիկ սկսեցին ձևավորել կուսակցության նմանվող առաջին խմբերը:
- 2. Ընտրությունների միջոցով որոշվում է, թե ով է ղեկավարելու երկիրը հաջորդ մի քանի տարիներին։

- 3. Կուսակցությունները պարտադիր պետք է պայքարեն քվեների համար, քանի որ մրցակցությունը ժողովրդավարության հատկանիշներից մեկն է։
- 4. Կուսակցությունը կիրագործի իր ծրագիրն այն դեպքում, եթե շահի հանրության վստահությունը և քվեների մեծ մասր։
- 5. Պատրիկները և պլեբեյները երբեմն քվեարկում էին որպես առանձին խմբեր, թեև նրանց շահերը շատ հարցերում համրնկնում էին։
- 6. Թագավորը լուծարեց խորհրդարանը, քանի որ կարծում էր, որ այն մարտահրավեր է արքայական իշխանությանը։
- 7. Միայն Յորքի դուքսն էր, որ իրավունք ուներ ժառանգելու գահը։
- 8. Թորիներն ուզում էին ուժեղ թագավորական իշխանություն, մինչդեռ վիգերը կարծում էին, որ հասարակ ժողովուրդը պետք է վերահսկողություն ունենա պետության նկատմամբ։
- 9. Երկրում քաղաքական ազատության չափը որոշվում է նրանով՝ այն կառավարում են մե՞կ, թե՞ մեկից ավելի կուսակցություններ։
- 10. Բազմակուսակցական համակարգը կառավարման այն ձևն է, որն այսօր տարածված է եվրոպական երկրների մեծ մասում։



Match the words in the two columns to make collocations from units 1-5.

1.	exert	a)	servant
2.	dissolve	b)	a dispute
3.	civil	c)	enforcement
4.	resort	d)	majority
5.	law	e)	rule
6.	impose	f)	of currency
7.	vast	g)	to violence
8.	popular	h)	Parliament
9.	settle	i)	power
10.	. supply	i)	constraints

Complete the sentences with the correct form of the words in bold.

1. States seek to become stronger through ALLY 2. Federalism implies a of political authorities, each with its own powers. PLURAL 3. The education minister managed to the Prime Minister to rethink his decision. PERSUASION 4. Corruption weakens public in a political system. CONFIDE 5. Political and personal ambitions often over economic interests. PREVALENT 6. The general demands unquestioning from his soldiers. **OBEY** 7. Congress is continuing to the President's healthcare budget. **OPPONENT** 8.is a vital element of strong government. **JUST**



Choose the correct option.

- 1. Martin Luther King Jr. organised a vigorous *interference* / *campaign* for racial equality.
- 2. Authorities have to *allocate/transmit* resources efficiently.
- 3. It is theoretically possible for him to *overrule/bar from* their decision.
- 4. The opposition parties do not recognise the political *legitimacy /sovereignty* of the ruling party.
- 5. When the ruling *assembly / faction* started killing off its political rivals, people took to the streets.



Match the sentence beginnings (1-5) with the endings (a-e).

- 1. A political scientist explores
- 2. An authoritarian regime is characterised by
- 3. A political party consists of voters
- 4. The modern sovereign state remains
- 5. In a parliamentary republic
 - a) unscheduled elections can be held if the voters are not satisfied with the PM's performance.
 - b) the main form of territorial-political division, which has its own people.
 - c) the influence of power, authority and laws on our lives.
 - d) organised to nominate candidates who will implement certain public policies.
 - e) the absence of the institutions of political participation and competition.

Circle the correct option.

The territory was

Τ.		al all are all		
		valuable enough	•	enough valuable
	b)	too valuable	a)	more valuable
2.		e democratic movement ues of the economy and sec		focus on the immediate
	a)	needn't	c)	could
	b)	had better to	d)	should
3.		eed, in most countries, pa le regulated by statutory la		s operate in a realm is
	a)	which	c)	who
	b)	what	d)	whose
4.	bef	orehand.		nd I about it so much
		don't have to worry needn't worry	•	needn't have worried didn't need to worry
5.		e Paris office us with ou assist	-	oject since we launched it. assisted
	b)	are assisting	d)	has assisted
6.	sev	the party leadership is in eral, the party remains the Whether		hands of one individual or ntre of political power. However
	b)	Despite	d)	Because
7.		the cultural standard of a other nations.	cou	ntry, the more attractive it
	a)	The highest	c)	Higher
	b)	The higher	d)	More high

for the state to surrender

8.	the academic year.	ducational reform by the start of
	a) will implementb) will be implementing	c) is implementingd) will have implemented
9.	manipulation of law common, it is illegal.	vmakers by rich companies is
	a) Sinceb) In case	c) In spite ofd) Even though
10.	There are organisations the many countries.	nat as governing bodies over
	a) have servedb) serve	c) will be servingd) had served
11.	consequences of the new p	•
	a) wise enoughb) enough wise	c) too wise d) as wise as
12.	The government has tight protect the precious nature	ened the environmental laws al resources.
	a) so that b) while	c) in order tod) as long as
13.	Notice to conference parti register before entering th	
	a) must b) mustn't	c) have tod) are allowed
14.	Disagreements between the of international tension ca	ne USSR and the West a state lled the Cold War.
	a) createb) are going to create	c) have createdd) created

Unit 6

VOTING AND ELECTIONS



Brainstorm the following in small groups. Share the results with the class.

- 1. How old do you have to be to vote in national elections?
- 2. Who has the right to vote?
- 3. What individuals can run for elections?
- 4. What is the main purpose of elections?
- 5. In what other ways can citizens participate in the political process?



Study the topical vocabulary.

opportunity [ˌɔpəˈtʃuːnɪtɪ] հնարավորություն

government action կառավարության գործունեութլուն, իշխանությունների գործո-

ղություններ

to promote accountability խթանել հաշվետվողականութ-

[əˌkauntəˈbɪlɪtɪ] เทเนท

defeat at the polls [dɪˈfɪːt] պարտություն

րնտրություններում

to behave in a responsible պատասխանատու վարք ցուցա-

manner բերել

to take account of hաշվի առնել, հաշվի նստել to cast a vote / ballot քվեաթերթիկը գցել, քվե տալ,

քվեարկել

in order of preference րստ նախապատվության

to count votes հաշվել քվեները

to tabulate the results աղլուսակով ներկայացնել, ի մի

բերել արդյունքները

plurality electoral system հարաբերական

մեծամասնական քվեակարգ

single-member district միամանդատ ընտրատարածք

ballot քվեաթերթիկ

majority electoral system բացարձակ մեծամասնական

քվեակարգ

to provide for ապահովել, միջոցներ

ձեռնարկել

to be required [rɪˈkwaɪəd] պահանջվել, անհրաժեշտ լինել hամամասնական ներկայացուգproportional representation չություն percentage [pə'sentidʒ] տոկոս, տոկոսային հարաբերութլուն to be entitled (to) [in'taitəld] իրավասու լինել, լիազորված լինել election threshold ['θre[hauld] րնտրական շեմ առաջնային, նախնական primary election րնտրություններ decisive contest [dı'saısıv] որոշիչ, վճռորոշ, վերջնական մրցություն run-off election րնտրությունների երկրորդ փուլ referendum (pl. referendums հանրաքվե or referenda) [refə'rendəm] spending proposal ծախսերի նախագիծ, պյան 1. միջամտություն, 2.ներխուժում intervention



Read the text and do the exercises.

VOTING AND ELECTIONS

Election is a procedure that allows members of a community to choose representatives who will hold positions of authority within it. The most important elections select leaders of local, state and national governments. The decision about who will govern at these levels serves as an opportunity for the

public to make choices about the policies and programmes of government action. Elections also promote accountability. The threat of defeat at the polls exerts pressure on those in power to behave in a responsible manner and take account of popular interests and wishes when they make their decisions.

Electoral systems

There are different electoral systems in the world. They reflect norms and procedures used in an election to decide how to choose candidates. Votes may be cast for candidates or for political parties. Votes may be indicated by check marks, crossing out names, writing in names, or ranking candidates in order of preference. Votes may be cast on paper in pencil, or even online. When it is time to count votes, thousands of workers may tabulate the results by hand for several days, or computers might calculate the result almost instantly.

Electoral systems also reflect the manner in which winners are determined. *Plurality electoral systems*, also called 'winner-take-all', award a seat to the individual candidate who receives the most votes in an election. The candidate needn't get a majority (over 50%) of the vote to win; so long as he has a larger number of votes than all other candidates, he is declared the winner. The plurality system is used in single-member districts and allows voters to indicate only one vote on their ballot. This electoral system, though, does not represent the interests of all (or even most) voters.

Elections for the House of Representatives and Senate in the USA and for the House of Commons in the UK use the plurality system.

Majority electoral systems attempt to provide for a greater degree of representativeness by requiring that candidates achieve a majority of votes in order to win. 'Majority' is normally defined as 50%-plus-one-vote. If no candidate gets a majority of votes, a second round of voting is held. This time, only a select number of candidates from the first round are allowed to participate. In some countries, such as Russia, the top two vote-getters in the first round move on to the second round. Like plurality systems, majority systems are usually used in single-member districts and allow voters only one preference on their ballot.

Presidential elections in Austria, Finland, Portugal, Russia and other east European states make use of various forms of majority electoral systems.

Proportional representation (PR) is the most widely used set of electoral systems in the world. The simplest version of PR is to award a party the same percentage of seats in parliament as it gets votes at the polls. In other words, the number of seats of competing parties in the parliament is proportional to the percentage of votes received as a result of voting. Thus, if a party won 40% of the vote, it would receive 40% of the seats. There is a minimum percentage of the primary vote which a candidate or a political party is required to achieve before they become entitled to any representation in a legislature. This

percentage is known as the *election threshold*. As a rule, European countries use a limit of 3-7% of the nationwide vote for individual parties and 5-7% for party alliances.

Types of elections

In most nations, political party leaders select candidates for office in a *general election*, in which all or most members of a given political body are chosen. Some nations (e.g., the USA) also hold *primary elections* before the general election campaign. Here, voters select candidates for office. The primary is followed by the general election, which is the decisive electoral contest. However, if no candidate receives more than 50% of the votes, a *run-off election* is held between the two candidates receiving the most votes to decide the winner.

Some nations also hold *referenda*. The referendum allows citizens to vote directly on proposed laws or other governmental actions. Voters may vote to set limits on tax rates, to block state and local spending proposals, and to prohibit social services for illegal immigrants, etc.

Although it involves voting, the referendum is not an election. The election is an institution of representative government. In an election, voters choose officials to act for them. The referendum, by contrast, is an institution of direct democracy. In a referendum, voters govern directly without intervention by government officials.

Adapted from: https://bit.ly/3yBKtLC, https://bit.ly/3AF6bjr, https://bit.ly/3hlhPbH

EXERCISES



I. Practise pronouncing the words from the text, write and translate them.

[ˌɔpə'tʃuːnɪtɪ]	[rɪˈkwaɪə]	[pəˈsentɪdʒ]	[ıˈlɪːgəl]
[əˌkauntə'bılıtı]	[vık'tɔ:rıəs]	[prɪˈfəː]	[θret]
[ˌrefə'rendəm]	[rɪˈsɪ:v]	[ˈpraɪmərɪ]	[dɪˈfɪːt]
[ˌɪntəˈvenʃn]	[ˌjuərəˈpiːən]	[dɪˈsaɪsɪv]	[ˈrʌnˌɔf]

II. Insert the following words to form collocations from the text. Make changes if necessary.

run-off	threshold	account	accountability
tabulate	defeat	preference	proportional

- 1. The elections were conducted on the basis of representation.
- 2. Their at the polls came as a big shock.
- 3. A *election* is held between the top two vote getters to determine the winner.
- 4. He listed the candidates in order of
- 5. The main way to *promote* is to increase transparency.
- 6. New electoral legislation provides for a higher *election* for parties.

- 7. It took the statists 10 hours to the results of the survey.
- 8. Statesmen should *take* *of* public opinion.

III. Replace the underlined words and phrases with their synonyms from the topical vocabulary.

- 1. The results of the election were *final*, with one candidate winning by a clear majority.
- Excessive government <u>mediation</u> can stifle economic growth.
- 3. The police are <u>authorised</u> to inspect the premises without notification.
- 4. The majority of eligible voters said they would rather not *go to the polls*.
- 5. The *chance* to vote in elections is a privilege.
- 6. The system *quarantees* greater control as it allows monitoring and evaluating.
- 7. Vast resources were <u>necessary</u> to ensure free and fair elections.
- 8. It is the duty of elected officials to govern in a responsible way to solve the problems facing the nation.

IV. Provide the English equivalents for the word forms below. The first one is given in the topical vocabulary.

- 1. հաշվետվողականություն հաշվետու հաշվետվություն
- 2. րնտրություն ընտրել ընտրական ընտրովի

- 3. միջամտություն միջամտել
- 4. վճռական/որոշիչ վճռականորեն որոշել որոշում
- 5. ներկայացուցչություն ներկայացուցչական ներկայացուցիչ – ներկայացնել

V. Translate the sentences into English.

- 1. Հանրաքվեն ուղիղ ժողովրդավարության ձև է, երբ քվեարկողներն ուղղակիորեն, առանց որևէ միջամտության մասնակցում են կառավարմանը։
- 2. Համամասնական ներկայացուցչությունն աշխարհում ամենատարածված ընտրական համակարգն է։
- 3. Ընտրությունները հանրությանը հնարավորություն են տալիս որոշելու, թե ովքեր են ղեկավարելու իրեն։
- 4. Ընտրողները քվեաթերթիկը գցում են քվեատուփի մեջ որևէ թեկնածուի կամ կուսակցության օգտին։
- 5. Նախնական ընտրությանը հետևում է ընդհանուր ընտրությունը, որը վճռորոշ մրցություն է:



VI. Discuss the following questions in pairs or small groups.

- 1. Why does a democratic country need elections? Why must every citizen participate in the national elections?
- 2. How do elections raise the authorities' accountability?
- 3. Describe the general procedure for an election.
- 4. What does the term 'winner-take-all' mean?

- 5. In which system does the winner get the majority of votes?
- 6. How does the proportional representation system work?
- 7. How is a referendum different from an election?

VII. Watch Video 6.1 about elections and voting in the UK. Summarise the content including the points below and present it to the class.

- 1. Voting rights in the UK
- 2. Different types of elections
- 3. Choosing MPs to the House of Commons
- 4. Election campaigning
- 5. The elected government
- 6. 'Hung parliament'

VIII. Watch Video 6.2 about referendums, complete the missing information and translate the text.

Supporters of say they legitimize legal changes, involve citizens in state affairs and keep the powers of parliament But opponents say they often aggravate instead of settle issues, especially in countries where referendums are not legally binding. More

often than not they also fail to give a
and ultimately undermine democracy.
·
In the past referendums have helped dissolve colonialism.
They're also a way to
and change attitudes.
One of the most controversial referendums in the last
decade was a vote in Crimea on whether to rejoin Russia in
2014. Polls suggest that a majority of ethnically Russian
Crimeans are now happier,
but much of the Western world says Russian President Vladimir
Putin wrongly meddled in Ukraine's affairs and argue the vote
was
Margaret Thatcher once described referendums as a device
of dictators and demagogues, and it was a referendum that
gave Adolf Hitler's Nazi Party in
1929 and why today referendums are banned in Germany.
Another danger is when voters don't understand the subject in
-
question or the question itself. Voters in Greece failed to
question or the question itself. Voters in Greece failed to understand last year's referendum on the EU bailout because
question or the question itself. Voters in Greece failed to understand last year's referendum on the EU bailout because the text on the was too complex. Some warn
question or the question itself. Voters in Greece failed to understand last year's referendum on the EU bailout because



IX. Divide the class into two groups – one to support, the other to oppose referendums. Hold a debate.



X. Describe the elections / voting / referendum you've participated in using the plan below.

- What kind of election/voting/referendum was it?
- When and where did it take place?
- Who/what did you vote for?
- What was your decision based on?
- Who/what did the majority vote for?



XI. Comment on the topic in writing.

"The impact of social media on modern elections."

Video links

6.1 - Elections and voting in the UK https://youtu.be/PDEAQOpfZBM



6.2 - Referendums https://youtu.be/tULyKb2iTj0



Unit 6 GRAMMAR FOCUS

PASSIVE VOICE

We use the Passive Voice:

- when we are more interested in the action than in the person who does the action (the agent),
- when we don't know who the agent is,
- to make statements more formal and polite.

We can introduce the agent with the preposition *by* if it adds interesting or important details.

The thieves were arrested by several police officers with guns. NOT by police officers. (The agents are understood from the context, so there's no need to add them.)

We form the Passive with an appropriate form of the verb *to be* and the 3rd form of the main verb (Past Participle):

Present	<i>In the USA the inauguration is televised nationally.</i>
Simple	, and the second
Present	He always feels like he is being watched .
Continuous	
Present	A senior civil servant has been disciplined for
Perfect	revealing secret government plans to the media.
Past	He was denied a volunteer job at the polling station.
Simple	
Past	A reception was being held for the Chinese President.
Continuous	
Past	Drugs had been detected in one of the cyclists during
Perfect	the Tour De France.
Future	He will be sentenced to at least three years in prison.
Simple	
Future	New anticorruption policies will have been
Perfect	introduced by the end of this year.
Modals	Civil rights must be given and guaranteed by the power of the state.

When changing from Active into Passive, the object of the active verb becomes the subject in the passive sentence. The active verb changes into a passive form and the subject of the active sentence becomes the agent, which can be omitted or, if necessary, introduced with *by*.

Sometimes the media <u>distorts</u> <u>politicians' messages</u>. \rightarrow Sometimes <u>politicians' messages</u> <u>are distorted</u> by the media.

With verbs that take two objects, it is more usual to begin the passive sentence with the person.

They gave <u>women</u> <u>voting rights</u> much later. \rightarrow <u>Women</u> were given voting rights much later.

Verbs followed by a preposition still have the preposition immediately after them in the passive sentence.

The audience <u>was listening to</u> the orator with attention. \rightarrow The orator <u>was being listened to</u> with attention.



In newspaper headlines using the Passive, the auxiliary verbs (*is/are*, *was/were*, *have/has been*) are omitted.

NEW POLICY DECIDED BY PARLIAMENT = New policy has been decided by Parliament

Have something done

We use *to have something done* to say that someone else does something for us, to talk about services we pay for.

He has <u>his college fees paid</u> by the government.

"In politics if you want to <u>have something said</u>, ask a man; if you want to <u>have something done</u>, ask a woman." (M. Thatcher)

However, it can also be used to mean negative events that are out of our control:

Hundreds of people <u>had their homes destroyed</u> by the earthquake.

CONDITIONALS

Conditional sentences talk about factual or hypothetical situations and their potential consequences. The sentences have two clauses: the *conditional clause*, which states the situation, and the *main clause*, which presents the consequence.



Conditional clauses can be introduced by *if, even if, only if, unless* (= *if* ... *not, except if*), *as long as, on condition that, providing/provided (that), but for* (= *without*). Conditional clauses are often referred to as *if*-clauses for short.

I would have voted for her **but for** her views on healthcare.

Types of conditional sentences

Zero *conditional* is used to talk about situations that are generally true (e.g., scientific truths). It is formed by a *present tense* in both the main clause and the *if*-clause.

The leader of an organised group **becomes** prime minister if his or her party **wins** the legislative elections.

First conditional is used to talk about a future situation with a possible consequence. It is formed by *will* in the main clause and *present tense* in the *if*-clause. Both clauses refer to the future, even though the verb in the *if*-clause is in the present tense.

If we have a high voter turnout, we will ensure a fair election.

In the main clause we can use *modal verbs (may, can, etc.)* or the imperative mood instead of *will*.

If the parties involved in a coalition are rigid and disciplined, a two-party system may develop.

No man can be a good ruler unless he has first been ruled.

Talk to your representative in government if you have any concerns.

Second conditional is used to talk about something unreal, untrue or imagined and about something which probably won't happen in the future. It is formed by past simple in the if-clause and would/could/might in the main clause. The past tense in the if-clause doesn't refer to the past. Second conditional sentences refer to the present or future.

If he had enough money, he would run for president. (The situation is unreal NOW. He doesn't have enough money, so he can't run for president.)



In the second conditional, we can use both *was* and *were* in the if-clause, but *were* is more common.

If he were President, he would reduce taxes.

Third or *past conditional* is used to talk about past situations that did not happen. It is formed by *past perfect* in the *if*-clause and *would/could/might have* + *past participle* in the main clause.

If the government had acted sooner, the country could have avoided the crisis. (The government did not act on time, so the country faced a serious crisis.)

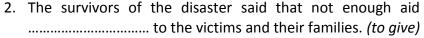


I. Rewrite the sentences in the Passive Voice.

- 1. After the presidential candidate the voters must choose the vice-presidential candidate.
- 2. Th. Nast, a famous 19th-century political cartoonist, created the symbols for the Republican and Democratic Parties.
- 3. It was announced yesterday that Parliament was drafting a new law on demonstrations.
- 4. It was also stated that Parliament would discuss the recent student protests in the capital.
- 5. Many political scientists have criticised the American method of choosing the president as undemocratic.
- 6. Because the outgoing president has less power while he is awaiting the end of his term, people often refer to him as a 'lame duck'.
- 7. They had voted against the draft proposal.
- 8. At present, foreign companies are financing about 20 construction projects in the country.

II. Complete the sentences with the correct active or passive form of the verbs in brackets.

1.	New technology	on w	vorkforce t	from	next
	year. (to impose)				



III. Choose the best option to complete the conditionals.

 Many Scots argue that they would be better off if they would be / can be / were an independent state.

virus many businesses out. (to hit, to force)

- 2. Our director would not have signed / would not sign the contract if she hadn't had a lawyer present.
- 3. The police have no right to search your house without your consent unless it *is/will be* legal.
- 4. Banks will be eager to help provided that they *saw/see/will see* you have a specific action plan.
- 5. On condition that/But for/ In case of so many interruptions, the meeting would have finished earlier.
- 6. If the prime minister *will lose / loses* the voter confidence, new elections will be held immediately.
- 7. If Lincoln *is/were/would be* alive today, he would probably not be elected president as he wasn't handsome.

8. What happened / will happen / would have happened if the UN hadn't been created?

IV. Complete the sentences using correct tenses.

- 1. If politicians listened more to their electorate, ...
- 2. Democracy will be in danger unless ...
- 3. The issue might have been settled if ...
- 4. The unemployment rate could be reduced only if ...
- 5. ... as long as you have enough money in your account.
- 6. The situation would have become more serious, if ...
- 7. ... provided that they make electoral reforms.
- 8. But for ..., our candidate would have been reelected.

V. Rewrite the sentences using 'have something done' and eliminating unnecessary information.

Example: They hired workers to rebuild their house after the fire. \rightarrow They had their house rebuilt after the fire.

- 1. We paid the notary to certify the documents.
- 2. We ask the secretary to check the accounts every month.
- 3. I called a mechanic so he could fix the brakes of my car.
- 4. Do politicians write their own speeches or do they pay professionals to write speeches for them?
- 5. We took the statue to the expert and he evaluated it at a thousand dollars.
- 6. The director asks his assistant to arrange his appointments.
- 7. The firm has asked the police to investigate the case.
- 8. People want to make the authorities hear their voices.

VI. Translate the sentences.

- 1. Թե՛ նահանգային, թե՛ պետական կառավարությունների առաջնորդներն ընտրվում են հանրության կողմից։
- 2. Ընտրությունների կազմակերպիչները քվեները պետք է հաշվեն (հաշվել տան) համակարգչով, այլապես հաշվարկի համար կվատնվի մի քանի օր։
- 3. Եթե բացարձակ մեծամասնական քվեակարգում անհատ թեկնածուն ստանում է ձայների պարզ մեծամասնությունը, նա ընտրվում է ինքնաբերաբար։
- 4. Բոլոր տեսակի ընտրությունները մեծապես խթանում են հաշվետվողականությունը։ (Use the Passive.)
- 5. Ընտրական գործընթացը մանրազնին վերահսկվում էր միջազգային դիտորդների կողմից։
- 6. Եթե երկու առաջատար թեկնածուները ստանան ձայների մեծամասնությունը, կանցկացվի քվեարկության երկրորդ փուլ։
- 7. Եթե ձեր կուսակցությունը ստանար ընդհանուր քվեների մեկ երրորդը, դուք կունենայիք համապատասխան թվով տեղեր խորհրդարանում։
- 8. Եթե հեռացող նախագահը դիմի դատարան, կարող է արվել ընտրությունների արդյունքների վերահաշվարկ։
- 9. Եթե կողմերը հաջողեին բանակցություններում, պատերազմ չէր սկսվի։
- 10. Եթե այդ հույժ կարևոր խնդրի վերաբերյալ համապետական հանրաքվե անցկացվեր, բոլորովին այլ իրադրություն կարող էր լինել։

Unit 7

POLITICAL ELITE AND LEADERSHIP



Brainstorm the following in small groups. Share the results with the class.

- 1. Who are the elite of a society? What do they do?
- 2. Why does a community need a leader?
- 3. What are the most important qualities of a leader? Do you think you could be a good leader?
- 4. Are people born leaders or can leadership skills be learnt?



Study the topical vocabulary.

crucial [ˈkruːʃəl] խիստ կարևոր, ճակատագրական

influential [ˌɪnflu'enʃəl] ազդեցիկ stratum (pl. strata) շերտ, խավ

to shape values and ձևավորել արժեքներ և դիրքորոշում,

attitudes վերաբերմունք

segment of society հասարակության հատված

superiority գերազանցություն, առավելություն post of political command քաղաքական իշխանության (ղեկա-

վարման) պաշտոն

power exerciser իշխանություն կիրառող, ունեցող

to guide [gaɪd] առաջնորդել, ուղեկցել will կամք, ցանկություն

common good համընդհանուր բարեկեցություն above any personal short- անձնական այսրոպեական շահից

term gains վեր

charisma [kəˈrɪzmə] հմայք, անդիմադրելի գրավչություն

integrity ազնվություն, շիտակություն

to assess [əˈses] գնահատել

statesmanship պետական գործչի մտածողություն

to stand up (for) պաշտպանել, կողմ լինել

to resign [rɪˈzaɪn] hրաժարական տալ, պաշտոնաթող

լինել

stakeholder շահառու, բաժնետեր, փայատեր

impact (on) ազդեցություն

on someone's behalf մեկի անունից, կողմից

to embody մարմնավորել

constituent [kən'stıtjuənt] րնտրող compassion [kəm'pæ[ən] կարեկցանք, կարեկցություն to determine the course որոշել գործողության (գործունեութof action լան) ընթացքը to adhere to moral and hավատարիմ լինել բարոլականութethical principles յան և բարեվարքության (էթիկայի) սկզբունքներին to veer [viə] շեղվել ուղուգ, փոխել ուղղությունը flexibility ճկունություն to build (a) consensus հասնել փոխհամաձայնության, ձևա-



[kən'sensəs]

Read the text and do the exercises.

POLITICAL ELITE AND LEADERSHIP

լան մթնոլորտ

վորել, ստեղծել փոխհամաձայնութ-

'Leaders' and 'elites' are two crucial concepts that refer to individuals who hold power within a community.

Elites

Elite is the most influential and prestigious stratum in a society. The members of an elite group are recognised as outstanding leaders in a given field and have strong influence in shaping the values and attitudes held by their segment of society. Thus, there are political, religious, scientific, business and artistic elites. The term does not apply to one person but

refers to a plurality, a collectivity of people. This collectivity has certain attributes and skills which give it not only a certain superiority but also power of decision-making and influencing others.

Scholars give different definitions for the term 'political elite'. According to one, political elite is "a group of high stratum decision-makers in political culture or concrete political structure which monopolises political power, influences major political policies and occupies all important posts of political command". Political elite perform such vital functions as public administration, communication, goal setting, integration, mobilisation, representation, and others.

Political elite include those:

- a) who are elected or nominated to central and state legislatures,
- b) who occupy important positions in national or statelevel political parties,
- c) who do not hold any formal positions in the government or in political parties but are still considered as persons of great political prestige and power because they control power-exercisers.

Leadership

Leadership refers to the ability of an individual or group to lead or guide other individuals, teams or entire states. Political leadership means the will and ability of an individual or group to shape social processes in accordance with human rights and common good. It requires a focus on the long-term good of a country, above any personal short-term gains. Good political leadership requires a combination of charisma and integrity, as well as the ability to assess a situation and make a decision based on what would be best for the greatest number of people. But most of all, political leadership requires 'statesmanship', as opposed to just being a 'politician'. This means having the integrity and willingness to stand up for what is right, even if it means resigning from a position in government or losing an election.

Political leaders are vitally important – they assess the distribution of power and resources, build relationships with other stakeholders and make decisions that can have great impact on the well-being of a nation.

Qualities of political leaders

In today's democracies, we citizens elect individuals to represent us, to talk on our behalf. In this way, political leaders embody the beliefs, wishes and will of populations. Political leadership involves a wide range of skills and qualities, including strategic thinking, communication, negotiation, decision-making, as well as the ability to inspire and motivate others. We often cast our votes based on these specific qualities we look for in our candidate of choice.

Here are the top 5 qualities of some of the world's most successful political leaders.

Honesty builds trust, confidence and respect in teammates and constituents.

Compassion is the ability of leaders to see the needs of those they lead and to determine the course of action that would be of greatest benefit to all those involved.

Integrity allows leaders to adhere to moral and ethical principles and never veer from inner values, even when it might benefit them to do so.

Having *confidence* in a political leader is about having belief that s/he will act in a right, proper or effective way. Leaders possessing this quality inspire others to follow them.

Leaders possessing *flexibility* listen carefully to all sides, not only to hear their arguments but especially to learn how to build a consensus.

Great political leaders have all of these qualities, and more. Each aspires to respect different views, analyse problems and identify the best solutions — not based on loyalty to political party, but rather based on what is good and right and in the best interest of the nation as a whole.

Adapted from: https://bit.ly/2UyIYz6, https://bit.ly/3wpGAYK, https://bit.ly/3hSNXCO, https://bit.ly/3dUmzTJ

EXERCISES



 Practise pronouncing the words from the text, write and translate them.

[ı'lıːt, eı-'lıːt]	[pres'tɪːʒ]	[vɪə]	[ˈvaɪtəl]
[rɪˈlɪdʒəs]	[presˈtɪʤəs]	[gaɪd]	[rɪˈzaɪn]
[kəm'pæʃən]	[ˌɪnfluˈenʃəl]	[ˈskɔlə]	[ˈkruːʃəl]
[kən'sensəs]	[kən'stıtjuənt]	[ˈkʌlʧə]	[ˈstrɑːtəm]
[kəˈrɪzmə]	[ˌpɔlɪˈtɪʃ(ə)n]	[ədˈhɪə]	[ın'spaıə]

II. Insert the following words to form collocations from the text. Make changes if necessary.

common	exerciser	course	command
adhere	gain	consensus	segment

- 1. The Security Council will consider the matter and determine the future of action.
- 2. Only a very small of society can make such investments.

- 5. Unwise politicians seek to make *short-term political* and preserve them.

- 6. The new PM to the moral principle that everyone should be treated equally.
- 8. Joseph P. Kennedy was a financier and *power*, who made a fortune in investing, banking and liquor.

III. Replace the underlined words and phrases with their synonyms from the topical vocabulary.

- 1. Because the politician had been quite effective in office, he surprised everyone when he <u>left</u> his position.
- 2. She was always *turning* from one opinion to another.
- 3. Her great strength as a leader lies in her <u>ability to change</u> <u>and compromise</u>.
- 4. The senator worked hard, always talking to his <u>voters</u> and hearing their problems.
- 5. Strong leaders stand out by their <u>desire</u> to listen to the concerns of the people and the ability to act accordingly.
- 6. The public expects that the meeting of the two leaders will have a marked *influence* on the future of the country.
- 7. Government inspectors will <u>measure</u> the extent of the damage.
- 8. The president insisted that he was acting out of *sympathy*, not opportunism.

IV. Provide the English equivalents for the word forms below. The first one is given in the topical vocabulary.

- 1. ազդեցիկ ազդեցություն ազդել
- 2. առաջնորդել առաջնորդ առաջնորդություն առաջնորդող *(ած.)*
- 3. իրաժարական տալ իրաժարական
- 4. կարեկցանք կարեկցող
- 5. գնահատել գնահատում գնահատող անձ

V. Translate the sentences into English.

- 1. Քաղաքական վերնախավի անդամներն ազդում են քաղաքական որոշումների կայացման վրա, ձևավորում են արժեքներ և դիրքորոշումներ։
- 2. Քաղաքական առաջնորդման համար պահանջվում է պետական գործչի մտածողություն և ճկուն վարվելակերպ։
- 3. Քաղաքական առաջնորդը պետք է լինի կարեկցող և կարողանա լսել բոլոր կողմերին, որպեսզի ստեղծի փոխհամաձայնության մթնոլորտ։
- 4. Քաղաքացիներն ընտրում են անհատների, որոնք կարող են ներկայացնել իրենց և խոսել իրենց անունից։
- 5. Քաղաքական առաջնորդը պետք է ունենա կամք և ունակություն սոցիալական գործընթացները մարդու իրավունքներին և համընդհանուր բարեկեցության սկզբունքներին համահունչ ձևավորելու համար։



VI. Discuss the following questions in pairs or small groups.

- Who represents the elite of a society? What spheres of life 1. do elites influence?
- 2. What are the functions of political elite?
- Who is political elite composed of? 3.
- 4. What does political leadership mean?
- When can we say political leadership is good? 5.
- 6. What do political leaders do?
- What are the qualities of good political leaders? 7.



VII. Watch Video 7 about the leadership qualities of US presidents and answer the questions.

- According to the speaker, what characteristics are required 1. to be a really good US president?
- 2. What ideal did R. Reagan and J. F. Kennedy emphasise in their inaugural speeches?
- What did these great presidents urge the American nation 3. to do?
- Which values can guide Americans towards the high goals 4. inspired by the great presidents? In which historical document are these values set down?
- How does the great presidents' leadership style inspire 5. people to share their vision?
- What lesson can the current and future US presidents 6. learn from their predecessors?

VIII. Replay the video and match the sentence halves to reproduce the ideas from it.

- 1. To face the tough competition for the US presidency
- 2. The greatest presidents are committed
- 3. When Martin Luther King presented his vision
- 4. The greatest presidents have represented
- 5. Although nominated and influenced by a specific party
 - a) to a vision of the world where are no wars.
 - b) all the American people, not only Republicans or Democrats.
 - c) the great US presidents won unanimous support.
 - d) one needs money, strong personality and determination.
 - e) the nation showed willingness to make sacrifices to help him achieve that goal.



IX. Describe a public figure you admire using the plan below.

- Who is that person?
- What does that person do?
- What personal and professional characteristics does s/he have?
- What is his/her biggest contribution to the community?
- Why do you admire him/her?
- What question would you ask him/her if you met?



X. Comment on the topic in writing.

"The political decision that has changed my country the most."

Video link

7 - The leadership qualities of US presidents https://youtu.be/t5tMwcFTXpY



Unit 7 GRAMMAR FOCUS

PARTICIPLE CLAUSES are shortened adjective and adverb clauses. They make information more economical and are common in written texts, particularly in academic, literary and journalistic styles. Shortened adjective clauses modify nouns, while shortened adverb clauses modify verbs.

SHORTENED ADJECTIVE CLAUSES

In shortened adjective clauses the relative pronoun and the auxiliary verb are left out.

The Basic Rules

1. We can shorten an adjective clause when the relative pronoun is the subject of the adjective clause.

Leaders <u>who possess</u> flexibility can adapt to change more easily. \rightarrow Leaders **possessing** flexibility can adapt to change more easily.

Public policy addresses the citizens' needs through actions which are defined by the constitution. \rightarrow Public policy addresses the citizens' needs through actions defined by the constitution.

2. Active tenses are replaced with a present participle (*-ing* form). Note that the present participle can replace various active tenses, not only present continuous.

Lame duck is an elected official <u>who</u> <u>is awaiting</u> the end of his term. \rightarrow Lame duck is an elected official **awaiting** the end of his term.

There are many parties <u>which</u> <u>represent</u> a wide range of political views. \rightarrow There are many parties **representing** a wide range of political views.

3. Passive tenses are replaced by the past participle.

The progress <u>which</u> <u>was made</u> yesterday will give us a new start. \rightarrow The progress **made** yesterday will give us a new start.

None of the models <u>that have been inspected</u> so far have passed the test. \rightarrow None of the models **inspected** so far have passed the test.

4. An adjective clause can't be shortened when it starts with whom, whose, where, why, when.

Politicians whose actions are motivated by personal gain cannot be trusted.

- 5. An adjective clause can't be shortened by using the present participle if:
 - the statement describes an event that happened only once,
 - the verb phrase in the adjective clause includes a modal,
 - the verb in the adjective clause is *be*.

The activist <u>who organised</u> the protest was arrested.

The law <u>that could raise</u> the life standard was not passed.

The media provided information <u>which was absolutely false</u>.

SHORTENED ADVERB CLAUSES

Shortened adverb clauses are formed by using present participles (governing, electing, holding, etc.), past participles (governed, elected, held, etc.) or perfect participles (having governed, having elected, having held, etc.). Hence they are referred to as participle clauses. They function as adverb clauses by indicating the time, reason, result, condition and manner of the action.

The Basic Rules

1. We can make participle clauses when the participle and the verb in the main clause have the same subject.

As \underline{I} <u>realized</u> that there was no other way out, \underline{I} <u>asked</u> for help. \rightarrow **Realizing** that there was no other way out, \underline{I} <u>asked</u> for help.

2. A participle clause is made of a participle (with or without a modifying phrase) and sometimes a clause connector or a preposition (*although*, *when*, *while*, *if*, *thus*, *before*, *on*, *etc*.).

Running for office, the candidate promised to lower taxes.

Although voted out of office, the country's ex-leader continued his activity as the leader of the opposition.

3. Present participles have a similar meaning to active verbs.

The bomb exploded, (thus) destroying the building. (= and, as a result, destroyed the building.)

Predicting the voters' reaction, the speaker quoted Kennedy's words. (= As he predicted the voters' reaction, the speaker...)

4. Past participle clauses normally express a passive meaning.

Changed in this way, the law will benefit the common people. (= If the law is changed in this way, ...)

Supported by the majority, the charismatic candidate has a good chance to win. (= Because he is supported, ...)

5. Perfect participle clauses show that the action they describe was finished before the action in the main clause. These clauses can have an active or passive meaning.

Having worked as a senator for only a year, he gained valuable experience.

Having been dismissed, she started looking for a new job.

COLLECTIVE NOUNS

Collective nouns are nouns that refer to a group or a number of people or things. While these are technically singular nouns, they may be used as if they were plurals, especially in British English. Words like *group*, *army*, *staff*, *government*, *parliament* and *elite* are collective noun examples.

The Basic Rules

If the collective noun is treated as a single entity doing things collectively, then we usually use singular verbs and pronouns. On the other hand, if the collective noun is seen as a group of individuals each doing things as an individual, then we use plurals.

- *The committee has decided...* gives the impression that the committee has made a unanimous decision.
- The committee have decided... gives the impression that all or most of the committee members have decided on their own.

But sometimes a plural can be essential.

My family are immigrants (NOT My family is immigrants.)

Corporate names, like the UN, the BBC, Google, etc., are a specific type of collective nouns. They are used in the same way as described above.



If you want to single out one member of a group, use phrases like *a member of the jury, a government representative, a CNN announcer* etc.



I. Shorten the adjective clauses where possible.

- 1. Nepal has drawn a new political map that shows the disputed land as its own.
- 2. Many of the people who proposed liberal ideas during the Soviet period were scientists.
- 3. The political elite also include individuals who were appointed to positions because of their professional skills.
- 4. The power elite is characterised by the organisational structures *through which its wealth is acquired*.
- 5. It's necessary to identify the factors that help individuals enter the political elite.
- 6. What are the qualities and skills *that a person should possess* to remain in political life?
- 7. We're dreaming of an Armenia where Armenians from the diaspora would return and reconnect with their roots.
- 8. The policies *which were implemented by the ruling elite* have led to widespread dissatisfaction.
- 9. Surveys *which measure attitudes toward democracy* have been conducted during the last two decades.
- 10. Many people had entered the political arena due to the processes that resulted from the collapse of the USSR.
- 11. The governor wisely discriminated between urgent issues and those that could wait.
- 12. A political campaign that lasts for months must be costly.
- 13. The statement which was made by the press yesterday implied that the senator was corrupted.

II. Underline the correct option.

- The political elite try to justify their actions by saying/ having said that they are acting in the best interests of the country.
- 2. *Completing / Having completed* his second term of office, the president retired from politics.
- 3. When asked / On asking whether they would like their children to be engaged in politics, most politicians replied that they would not object such a decision.
- 4. *If considered / Considering* politics to be the art of arts, he encouraged his children to get involved in it.
- 5. Not given / Because not given equal opportunities, parties in opposition cannot carry on an equal political struggle.
- 6. Having been warned / If warned by government officials of the risk, the journalist was already packing his bags.
- 7. *If entered / On entering* public life, the new leader started an active anti-corruption campaign.
- 8. Although misinterpreted / If misinterpreted, these laws can apply to both large and small businesses.
- Americans write to their senators and congressmen urging / while urging them to address certain issues.
- 10. Shocked / Shocking by the results of the elections, they now want to challenge the legitimacy of the vote.
- 11. Universities have expanded, by / thus giving many more people the chance of higher education.
- 12. *Inclined / Having been inclined* to vote for Republicans, he couldn't say which candidate he favoured.
- 13. The diplomat was able to prevent a conflict by holding / held secret meetings with both parties.

III. Underline the appropriate option and explain your choice.

- 1. a) My family *is/are* always fighting among themselves.
 - b) An average Armenian family *consists/consist* of four people.
- 2. a) The city council *has/have* voted unanimously in favour of the reform.
 - b) The council *is/are* discussing the proposed law on taxes.
- 3. a) The committee, which was/were formed in 2012, is/are made up of four men and four women.
 - b) The committee *is/are* divided in their opinions on the matter.
- 4. a) After eight hours sitting in the stuffy courtroom, the jury hurries/hurry to its/their cars to go home.
 - b) The jury *agrees/agree* that the accused is the one to blame for the crime, so *its/their* verdict is 'guilty'.
- 5. a) The army has/have had many victories in the east.
 - b) The army *is/are* poorly fed and clothed.
- 6. a) The audience *is/are* all seemingly convinced by the speaker's arguments.
 - b) The audience that gathered in the square was/were huge.
- 7. a) The new company *is/are* the result of hard work of *its/their* founder.
 - b) The BBC mostly speaks/speak Standard English.
- 8. a) The UNO *has/have* no plans to move more troops to the war-torn area.
 - b) But in fact the UN *is/are* in disagreement on this issue.
- 9. a) The board has/have their own lives beyond this room.
 - b) The board *meets/meet* on the first Tuesday each month.

- 10. a) The elite *needs/need* to be decisive, knowledgeable and intelligent people.
 - b) Elite *is/are* the most influential and prestigious stratum in a society.

IV. Translate the sentences.

- 1. Քաղաքական վերնախավը, ունենալով մեծ ազդեցություն, իրականացնում է հանրային կառավարում։
- 2. Երկրի մշակութային կյանքում գերիշխում են մտավորական վերնախավի կողմից սահմանված միտումները։
- 3. Դիմելով ունկնդիրներին՝ համակրելի քաղաքական գործիչը ավելի սերտ համագործակցելու կոչ արեց նրանց։
- 4. Քաղաքական նոր շարժման առաջնորդի՝ երեկ հեռարձակված ելույթը առաջարկում է այլընտրանքային ելք ստեղծված իրադրությունից։
- 5. Հանրային պաշտոն զբաղեցնող անձը պետք է ունակ լինի շփվելու բոլոր տեսակի մարդկանց հետ։
- 6. Պետք է որոշում կայացնել՝ նախապես գնահատելով իրավիճակը։
- 7. Կառավարությունը շարունակում է իր քաղաքականությունը՝ իիասթափեցնելով շատ մարդկանց։
- 8. Թիմի ջերմ վերաբերմունքից ոգևորված՝ նորեկը առաջ քաշեց ավելի արդյունավետ նախագիծ։
- 9. Կառավարությունը փորձում է անել ամեն ինչ ճգնաժամային իրավիճակը շտկելու համար։
- Հիմնադրված լինելով տասնամյակներ առաջ՝ ընկերությունը հաջողել է մշակել գերազանց ներքին քաղաքականություն։

Unit 8

PUBLIC POLICY



Choose the best option and explain your choice.

- 1. What is public policy?
 - a) ways people influence government decisions
 - b) what the government does or does not do about an issue
 - c) views common to the general public
 - d) the problems in society that need fixing
- 2. All of the following are public policy issues except
 - a) gun control.
 - b) air quality and global warming.
 - c) personal decisions on hairstyle.
 - d) worker protection.
 - e) poverty.



Study the topical vocabulary.

association [əˌsəusı'eıʃən] regulation

means (*pl.* means) to address problems /

needs

to maintain social welfare ['welfea]

to serve justice

to identify a problem
[aiˈdentifai]

agenda [əˈdʒendə]

to encourage active citizenship [in'kʌrɪʤ] to break down (into) insurance mandate to craft a new policy

legal policy ['liːgəl] to hand out a punishment act of murder prison sentence միություն, ընկերակցություն կանոն, կանոնակարգում, կար-

գավորում միջոզ

լուծել խնդիրները, հոգալ կարիք-

ները

պահպանել

սոցիալական ապահովություն իրականացնել արդարադատություն, ծառայել արդարադատությանը, ապահովել արդարություն սահմանել, վեր հանել խնդիրը

օրակարգ, գործողությունների

ծրագիր

խրախուսել քաղաքացիական

ակտիվություն

բաժան(վ)ել (մասերի), տրոհ(վ)ել ապահովագրական լիազորագիր ստեղծել, ձևավորել, կերտել նոր

քաղաքականություն

իրավական քաղաքականություն

պատիժ կիրառել սպանություն ազատազրկում death penalty մահվան դատավճիռ, մահապա-

տիժ

to counter հակազդել, դիմադրել

subsidy [ˈsʌbsɪdɪ] նպաստ, դրամական օժանդա-

կություն

quota [ˈkwəutə] ընտրական քվոտա (անհրաժեշտ

քվեների նվազագույն անցողիկ

քանակ)

interest group շահերի խումբ to collaborate համագործակցել

lobbyist շահերի խմբի անդամ, ջատագով,

լոբբիստ

to advance one's aim առաջ մղել նպատակը, նպատա-

կին հասցնել

to advocate a position սատարել դիրքորոշմանը, ջատա-

գովել, պաշտպանել դիրքորոշու-

մը

to mobilise allies [ˈælaɪz]

goal-oriented

միախմբել դաշնակիցներին նպատակաուղղված, նպատա-

կասլաց

responsive արձագանքող, պատրաստակամ,

կարեկից

transparent թափանցիկ, պարզ, հստակ



Read the text and do the exercises.

PUBLIC POLICY

What is public policy?

There are many problems in our communities that need to be solved. Some problems may be solved by individuals or by social, economic or political associations. Public policy problems are those that must be addressed by laws and regulations that government adopts on behalf of the public. Public policy can dictate which laws are passed, where funding goes and which topics concern the general public.

Broadly, public policy is the means by which a government maintains order or addresses the needs of its citizens through actions defined by its constitution. It affects all areas of our lives including decisions on healthcare, social welfare, education, housing, transportation, security, international development, energy and climate change. Public policy is considered strong when it solves problems efficiently, supports governmental institutions, serves justice and encourages active citizenship.

Specifically, public policy is what the government chooses to do or not to do about a particular issue. It involves a process of identifying public problems, setting agendas, making decisions, implementing policies and evaluating outcomes.

Types of public policy

Because public policies address the needs of people, they are often broken down into different categories to fit into each area of society.

Health policy, for example, covers not only insurance mandates, but also all policies related to the health of a particular group. When the AIDS epidemic emerged in the early 1980s, governments around the world had to craft new policies around how the disease would be treated, what steps they would take to educate the public, and so on.

Another important type of public policy in a society is its *legal policy*. Legal policy covers the laws used to determine what will be considered a crime, how that crime will be punished and who will be responsible for handing out the punishment. For example, in most cases, the act of murder is a crime that is often punished with a lengthy prison sentence or, in some countries, even the death penalty.

Government actions and process

Public policy making is a dynamic, complex and interactive system through which public problems are identified and countered by creating new public policy or by reforming the existing one. Public problems can require different policy responses (such as regulations, subsidies, quotas and laws) on the local, national, or international level.

In public policy making, many individuals, non-profit organisations, corporations and interest groups compete and

collaborate to influence policymakers to act in a particular way. Politicians, civil servants, lobbyists, and industry or sector representatives use a variety of tactics and tools to advance their aims. These include advocating their positions publicly, attempting to educate supporters and opponents, and mobilising allies on a particular issue. In the end, government officials choose public policy in response to the public issue or problem at hand.

E-Government

Since societies have changed in the past decades, the public policy making system has changed too. Now it has been increasingly goal-oriented, focusing on decisions that must be taken immediately. Mass communications and technological changes have caused the public policy system to become more complex and interconnected, and have led to introduction of the so-called *e-government*.

In fact, e-government is the use of information and communications technology, such as the Internet, to improve the processes of government and the activities of public sector organisations. E-government promises to make government more efficient, responsive, transparent and legitimate.

Adapted from: https://bit.ly/3qV2th9, https://bit.ly/3hOoHxb, https://bit.ly/36nOJSE

EXERCISES



I. Practise pronouncing the words from the text, write and translate them.

[ˈeərɪə]	[ˈsʌbsɪdɪ]	[ˈməːdə]	[triːt]
[ˈklaɪmət]	[daɪˈnæmɪk]	[ɪˈməːʤ]	$[de\theta]$
[ɪnˈkʌrɪʤ]	[əˌsəusı'eıʃən]	['welfeə]	[helθ]
[dıˈzıːz]	['waidspred]	[ˈleŋθɪ]	[ı'fıʃənt]

II. Insert the following words to form collocations from the text. Make changes if necessary.

insurance	advance	justice	penalty
address	murder	sentence	craft

- 1. Supporters of *death* argue that it can stop criminals from carrying guns.
- 2. The party *a new policy* of development.
- 3. This is the most terrible *act of* in history and it will not go unpunished.
- 4. In his speech the candidate the needs and concerns of the working class.
- 5. The role of the judiciary is to *serve* and ensure that the law is applied equally to all.
- 6. One way to *your aims* is to work with focus on success.

7.	Drunk	driving	can	be	punished	with	а	lengthy	prison

8. The *mandate* was designed to make healthcare more accessible and affordable for everyone.

III. Replace the underlined words and phrases with their synonyms from the topical vocabulary.

- The government has started an advertising campaign to <u>stimulate</u> people to vote.
- 2. There is a *law* that large trucks must not use this road.
- 3. Educators and employers should <u>work together</u> to prepare the next generations for employment.
- 4. Open and clear government activity promotes democracy.
- 5. The company received a substantial government *funding*.
- 6. The Minister *spoke for* radical changes in the criminal law.
- 7. The <u>organisation</u> works to promote the status of retired people as useful members of society.
- 8. The new administration <u>has kept</u> its focus on reforming immigration policies.

IV. Provide the English equivalents for the word forms below. The first one is given in the topical vocabulary.

- 1. միություն միացնել / կապել միավորված
- 2. նպաստ ֆինանսավորել ֆինանսավորում
- 3. արձագանքող արձագանք արձագանքել
- 4. թափանցիկ թափանցիկություն
- 5. համագործակցել համագործակցություն

V. Translate the sentences into English.

- 1. Հանրային քաղաքականության միջոցով կառավարությունը լուծում է քաղաքացիների խնդիրները և ապահովում արդարություն։
- 2. Հանրային խնդիրները պետք է վերհանվեն և լուծվեն ոչ միայն հանրային նոր քաղաքականություն ստեղծելու, այլև եղած քաղաքականությունը բարեփոխելու միջոցով:
- 3. Շատ անհատներ, կազմակերպություններ ու շահերի խմբեր մրցակցում և համագործակցում են, որպեսզի ազդեն քաղաքականություն ձևավորող որոշումների վրա։
- 4. Նպատակներն առաջ մղելու համար քաղաքական գործիչները պետք է խնդրի մասին իրազեկեն ընդդիմախոսներին և աջակիցներին՝ համախմբելով վերջիններիս։
- 5. Էլեկտրոնային կառավարումն ավելի թափանցիկ կդարձնի կառավարության գործունեությունը։



VI. Discuss the following questions in pairs or small groups.

- 1. What issues does public policy address?
- 2. How can public policy problems be solved?
- 3. What is important when making public policy decisions?
- 4. What do health/legal policies reflect?
- 5. What other types of public policy can you think of?
- 6. How do the citizenry participate in public policy making?
- 7. In what ways may e-government improve government activity?

VII. Watch Video 8 about the concept of policy and complete the summary with the missing sentences a-e.

The term 'policy' stands for a specific action plan to affect our daily lives. There are two types of policy. The so called reactive policy is created to fix an existing problem. (1)..........

Policies and laws are different phenomena. Policies are used in order to influence organisational decisions. ②.......... To illustrate this, a school policy on being late or missing school only tells the students and administrators what to do if a student is late or absent. ③......... Truancy laws, which exist in California, for example, state that if a child consistently misses over a certain number of days at school, his parents can be brought to court and even sent to prison.

4)......... Their decisions should be based on the reliable scientific data.

One example of policy relies on environmental science. Policy makers in this interdisciplinary field design policy using both scientific and non-scientific data. 5.........

- a) Policy makers take decisions for a collective group.
- b) However, laws are more serious and must be obeyed.
- c) Proactive policy is intended to prevent a potential problem.
- d) This combination helps to better understand and address environmental problems.
- e) In contrast, laws are used to implement justice and order.

VIII. Replay the video paying attention to the specific examples and discuss the questions.

- 1. What aspects of our lives can be affected by public policy? Think of other activities not mentioned in the video.
- 2. What examples of reactive/proactive policies are discussed in the video? Bring more examples of your own.
- 3. The video compared a school missing policy and the related Truancy law. Think of a different policy and a correlated law.
- 4. What is the Montreal Protocol and how did it contribute to creating a 'greener world'?
- 5. What other environmental policies at an international level do you know about?



IX. Describe an important public policy using the plan below.

- What is the problem that your proposed policy will address?
- Is the policy reactive or proactive?
- How will it work?
- Who will benefit from carrying it out?
- What are the potential benefits and drawbacks of this policy?
- Make a call to action for policymakers and the public to support the policy.



X. Comment on the topic in writing.

"The environmental issue on your country's public policy agenda."

Video link

8 - What is Policy? https://youtu.be/SYIEK_SsV4k



MODALS 2

- 1. To express ABILITY, we use *can*, *could* and *be able to*.
 - Can is used to talk about present and future ability.
 - *Could* is used to talk about general past ability.
 - Am/is/are able to express present ability, but can is more common; will be able to expresses future ability. It is possible to use either can or will be able to when we talk about decisions and future arrangements.

I can/will be able to attend the meeting next week.

• *Was/were able to* is used when somebody managed to do something on one occasion (esp. something difficult).

The police were able to save the drowning man.

Be able to also replaces can in other tenses and verb patterns: have/has/had been able to, must be able to, being able to, etc.

Healthcare policies have been able to improve medical service. Governments must be able to respond quickly to crises.

To express a LACK OF ABILITY, we use can't, couldn't, not be able to or be unable to.

Anna couldn't speak in public when she was a student. We searched for hours but couldn't/were unable to find the papers.

2. To express REQUEST, we use *can*, *could*, *would*, *will*, *may*. *Could* and *would* are more polite than *can*; *may* is formal.

Will you send this message to Jane? (very friendly)
Would you mind sending this fax? (polite)
May I have your attention for a moment, please? (formal)

3. To make SUGGESTIONS, we use *let's*, *can* and *could* in affirmative sentences and *Shall I/we* in questions.

We could work together to find a solution. Shall we increase funding for health services? Let's explore some new strategies.

4. To make OFFERS, we use can, shall, will and would.

I can / will make a more radical proposal. Would you like me to collaborate with you? Shall I arrange a meeting?

5. To express CERTAINTY or STRONG PROBABILITY about now or generally, we use *must*, *can't*, *couldn't*. For present and future probability, we also use *should* and *ought to*.

The policy change must be the reason for the increased sales. They can't have voted for this policy. It's too controversial.

For present and future POSSIBILITY, we use *could, may, might, be likely to, it is likely that.*

The proposed law is likely to face opposition. The new economic plan could have a strong impact on job growth.

GERUND AND INFINITIVE

A GERUND is the *-ing* form of a verb when it is used as a noun. The negative form is *not* + *-ing*. A gerund is used:

• as a subject of the sentence

<u>Using a computer</u> is an important skill today.

• after a preposition. Some prepositional phrases followed by the gerund are: aimed at, approve of, capable of, depend on, insist on, interested in, look forward to, opposed to, prevent from, rely on, responsible for, result in, succeed in:

The meeting is aimed at ending five decades of conflict.

• after certain verbs. Some common verbs followed by the gerund are: avoid, can't help, can't stand, enjoy, mind, finish, imagine, involve, keep, give up, involve, suggest, admit, deny, favour, justify, mention, postpone, propose, put off, practise, resist, resent, risk, quit, tolerate:

The president proposed considering the idea carefully. Let's postpone making a decision until we have more data.



A gerund can be preceded by possessive forms and articles:

The committee's finishing the meeting so early surprised everyone.

Do you mind my asking why you voted against the bill? Some think that the selling of bonds is beneficial.

AN INFINITIVE consists of *to* + *verb*. An infinitive is used in the following verb patterns:

• after certain verbs. Some common verbs followed by the infinitive are: aim, arrange, attempt, decide, decline, expect, hope, intend, manage, offer, plan, promise, refuse, seem, tend, tell, threaten, want:

The parties refused to observe the ceasefire. Their partners threatened to cancel the project.

• after certain verbs + an object. Some verbs with an object are: *advise, allow, enable, encourage, force, invite, remind, urge, warn*:

He urged them not to give up on peace efforts. His large income enabled him to live in comfort.

• after adjectives, such as advisable, difficult, dangerous, easy, important, necessary, possible, prepared, determined:

To design effective policy, it was necessary to use information from several sources.

She's determined to make a success of this project.

• after certain nouns, such as advice, goal, motivation, need, opportunity, recommendation, requirement, tendency, way:

One way to engage in the political process is to vote. Politicians have a tendency to make empty promises.

• to express purpose:

Candidates make campaigns to gain voter support.



An infinitive is used without to after:

- certain verbs + an object (let, make, have, see, hear, notice, feel)
- expressions had better and would rather ... (than ...)
- modal verbs.

No one has ever seen the minister arrive late or leave early. Great leaders make their followers feel appreciated. I'd rather resign from my job than take a cut in salary.



I. Complete the sentences using the modals in the box. More than one option may be possible.

might		very likely		m	ust			
shall		can		be	able to			
 It's that the president will be for By conducting a limited number of nation representative democracies save time and number of the public 				ntional e nd mone	lectic y, wh	ns,		
3.		we	e postpone m	aking t	he fina	l decisio	n?	
4.	Voters	must		cast	their	ballots	with	out
	pressu	re.						
5.	What 6	effect	a s	mall so	candal	have in a	cour	ntry
	where	governme	ent corruption	ı is not	typica	1?		
6.	The w	vitnesses'	statements	confi	rm his	words	, so	he
		be	telling the tr	uth.				

was unable to	able to	could	would	
must	shall	may	should	

- 7. Some voters be influenced more by habit or social norms than a rational calculation.
- 8. we schedule a new meeting for next month?
- 9. you ask the senator whether he has signed the document yet?
- 10. The reporter identify the source of the information for his story.

- 11. The summit be finished by May 24.
- 12. We are at a critical point in the negotiations; a wrong move now ruin everything.
- 13. The USA, despite its great influence, has never been exercise hegemony.
- 14. Heading the government be a very responsible and hard job.

II. Choose the correct option.

- The government will attempt to pass/passing the bill in the next session.
- 2. The minister declined *commenting / to comment* on the progress in the peace talks.
- 3. MPs were urged *amending* / to *amend* the law to *prevent* / *preventing* future abuses of power.
- 4. The advisor strongly suggested *keeping / to keep* personal and business accounts separate.
- 5. Central government justifies to intervene / its intervening in local government.
- 6. The law has done little to prevent racial discrimination and inequality *from occurring/to occur* in this country.
- 7. The speaker invited the audience *asking/to ask* questions.
- 8. Wars force many people to flee / fleeing their homes.

III. Instructions as above.

- He insists that only the Democratic Party is capable to run / of running the country.
- 2. The senator denied ever *making/to make* such a statement.

- 3. We had better to wear/wear/wearing face masks when we travel to protect against viruses.
- 4. The ability to cooperate / for cooperating with others is as important as managing / manage on our own.
- 5. The department is not really prepared to deal/dealing with anonymous complaints.
- 6. I'll have my assistant send/to send you the necessary files.
- 7. The HR manager is in favour of the candidate's *being/to be* interviewed on Friday.
- 8. The lawyer suggested us to hire / hiring an intermediary to help us discuss / discussing our case.

IV. Complete the sentences with the correct form of the verbs in brackets.

will of the people. (manipulate)

V. Translate the sentences.

- 1. Հանրության խնդիրները կարող են և պետք է լուծվեն ճիշտ ժամանակին ընդունված օրենքներով ու կարգավորումներով։
- 2. Կառավարության քաղաքականությունն ընդունելի է հանրության համար, եթե մինչ այդ նա կարողացել է կատարել իր խոստումները։
- 3. Հանրային քաղաքականության նպատակն է առողջապահական մարմիններին թույլ չտալ չափազանց բարձր գին պահանջել կենսական ծառայությունների համար։
- 4. Նոր ձևավորված խումբը թերևս կարող է դառնալ այն կենտրոնը, որի շուրջը կհամախմբվեն առայժմ հակամարտող կողմերը։
- 5. Ջատագովելը, այսինքն՝ որևէ խմբի շահերին սատարելը, դարձել է ժամանակակից քաղաքական կյանքի անբաժանելի մասը։
- 6. Թեկնածուն այլևս չի կարող հետաձգել հանրության հետ հանդիպելը, քանի որ անհրաժեշտ է քննարկել հրատապ հարցեր։
- 7. Երրորդ խումբը պատասխանատու կլինի առաջնագիծը վերահսկելու համար։
- 8. Պետական պաշտոնյայի հայտարարությունը ցույց է տալիս, որ նա որոշել է հրաժարական չտալ։
- 9. Նման խոշոր կորպորացիայի հետ մրցելը վտանգավոր է, հետևաբար խորհուրդ է տրվում շուկայում գտնել սեփական տեղը (niche)։
- 10. Խորհրդարանի անդամն ասաց, որ ինքն ավելի շուտ վայր կդնի մանդատը, քան կմասնակցի այդ գործընթացին։

Unit 9

BUREAUCRACY



Do you think these statements about bureaucracy are True or False?

1.	A bureaucracy is an organisation that is run by elected government decision-makers.	
2.	When people call an organisation a 'bureaucracy',	
	they make it a compliment.	
3.	Bureaucracies introduce regulations that affect	
	people's daily lives.	
4.	Bureaucracy characterises both democratic and	
	undemocratic governments.	
5.	Bureaucrats have expert knowledge in specific	
	areas of work.	



Study the topical vocabulary.

to rely (on) [rɪ'laɪ] to set up a bureaucracy

[bjuə'rokrəsı] compatible

hierarchy ['haiəraːki]

1. հիմնվել, հենվել 2. վստահել ստեղծել վարչական համակարգ

(բյուրոկրատիա) համատեղելի

աստիճանակարգություն՝ պաշ-

տոնների և կոչումների հաջորդա-

կան կարգը վերից վար և

հակառակը

to implement իրականացնել, իրագործել to monitor վերահսկել, հետևել, մշտադի-

տարկել

to raise money փող ձեռք բերել, հավաքել, գու-

մար հայթայթել, դրամահավաք

իրականացնել

to put into practice գործարկել, գործնականում կիրա-

ռել

public administration հանրալին կառավարում

to distribute business loans բաշխել, տալ, տրամադրել վար-

կեր գործարարության համար

to perform a task հանձնարարություն կատարել to sustain a strong economy հզոր տնտեսություն կայացնել

clear chain of command կառավարման (ղեկավարման)

իստակ շղթա

to oversee the entire վերահսկել ամբողջ վարչական

bureaucracy [ɪnˈtaɪə, en-] համակարգը

division of labour ['leibə] աշխատանքի բաժանում standard operating սահմանված աշխատանքային procedure [prəˈsiːdʒə] րնթացակարգ to increase efficiency and բարձրացնել արդլունավետութpredictability [i'fi[ənsi], լունը և կանխատեսելիությունը [pridiktə biliti] circumstance ['sə:kəmstæns] հանգամանք acquisitive model [əˈkwızıtıv] «ձեռքբերման» մոդել expansion [ık'spæn[ən] րնդլայնում, տարածում turf war [təːf wɔː(r)] պայքար ազդեցության ոլորտներ ձեռք բերելու համար Կենտրոնական հետախուզական Central Intelligence Agency [ˈeɪʤənsɪ] վարչություն to face competition առերեսվել մրցակցությանը, կանգնել մրցակցության առջև National Security Agency Ազգային անվտանգության վարչություն to slow down 1. դանդաղեցնել, կասեցնել 2. դանդաղել



Read the text and do the exercises.

BUREAUCRACY

A bureaucracy is a way of administratively organising large numbers of people who need to work together. In order to function, organisations in the public and private sector rely on bureaucracies. In fact, the term 'bureaucracy' means 'rule by desks or offices,' which explains the impersonal character of bureaucracies. Even though bureaucracies sometimes seem inefficient, setting up a bureaucracy ensures that thousands of people work together in compatible ways by defining everyone's roles within a hierarchy.

What bureaucrats do

Government bureaucrats perform a wide variety of tasks. We often think of bureaucrats as paper-pushing desk clerks, but bureaucrats do more important activities. The job of a bureaucrat is to implement government policy, to monitor how federal candidates raise money, to take the laws and decisions made by elected officials and put them into practice. Some bureaucrats implement policy by writing regulations, whereas others administer policies directly to people (such as distributing small business loans or treating patients at a veterans' hospital). Performing the tasks of running the government and providing services through policy implementation is known as *public administration*.

One practical approach to understanding what bureaucrats do is to examine the actions of different governmental agencies. The following table summarises the US government's major functions and provides examples of agencies that perform those tasks.

Function	Bureaucratic Agencies
Promote the public good	Environmental Protection Agency,
	Federal Bureau of Investigation, National
	Institutes of Health
Protect the nation	Armed forces, Central Intelligence Agency
Sustain a strong economy	Federal Reserve Bank, Export-Import
	Bank, Securities and Exchange
	Commission

Three models of bureaucracy

Scholars have proposed three different models to explain how bureaucracies function.

According to *the Weberian model*, created by German sociologist Max Weber, a bureaucracy always displays the following characteristics:

Hierarchy: A bureaucracy is set up with clear chains of command so that everyone has a boss. At the top of an agency is a chief who oversees the entire bureaucracy. Power flows downward.

Specialisation: Bureaucrats specialise in one area of the issue their agency covers. This allows efficiency because the specialist does what he or she knows best, and then passes the matter along to another specialist.

Division of labour: Each task is divided into smaller tasks. Different people work on different parts of the task.

Standard operating procedure (SOP): SOP informs workers about how to handle tasks and situations. Everybody follows the same procedures to increase efficiency and predictability so

that the organisation will produce similar results in similar circumstances.

For Weber, bureaucracy was not only a necessary but also a positive human development. The models developed later do not look upon bureaucracies so favourably. Thus, the *acquisitive model* proposes that bureaucracies are naturally competitive and power-hungry. This model is distinguished by the following characteristics:

Expansion: Leaders of bureaucracies always seek to expand the size and budget of their agency.

Turf wars: Bureaucrats defend their responsibilities and resources from potential competitors. And even though government bureaucracies do not work for profit, they may fight over which agency has the power to perform certain tasks. Thus, the Central Intelligence Agency is the leading intelligence organisation, but it faces competition from the National Security Agency and other intelligence agencies. At times, this fighting slows down policy implementation.

Proponents of the *monopolistic model* argue that it makes little sense to have more than one government agency performing the same function. Thus this model is distinguished by two characteristics:

Monopoly: Because federal bureaucracies face no real competition, they act like any other monopolies.

Inefficiency: Because they do not have to compete, bureaucracies use their resources inefficiently.

Adapted from: https://bit.ly/2VfROlv

EXERCISES



I. Practise pronouncing the words from the text, write and translate them.

[ˈbʌʤɪt]	[ˈeɪʤənsɪ]	['praıvıt]	[ʧɪːf]
[dı'vıʒən]	[bjuəˈrɔkrəsı]	[əˈkwɪzɪtɪv]	[təːf]
[ık'spænʃən]	[prıdıktəˈbılıti]	[dı'stıŋgwı∫]	[rı'laı]
[ın'taıə, en-]	['səːkəmstæns]	[ˈhaɪərɑːkɪ]	[ˈkærəktə]

II. Insert the words in the right place in the sentences below. Make changes if necessary.

raise	labour	sustain	chain
procedure	turf	face	perform

- 1. The *division of* is essential for the smooth functioning of governments.
- 2. Governments may heavy competition for investment or tourism from other countries.
- 3. The organisation gives help and support to people in need, as well as money for local charities.
- 4. In government, the of command establishes a clear hierarchy of authority and responsibility.
- 5. The company was damaged by constant wars between departments.
- 6. Team members always help each other tasks.

- 7. The government was unable to create enough jobs and *a strong economy*.

III. Replace the underlined words and phrases with their synonyms from the topical vocabulary.

- Such closed-door policies <u>do not work well</u> with democratic government.
- 2. The President's foreign policy decisions are determined by the current political *situation* in the country.
- Governments have long <u>depended</u> on taxes to fund their operations.
- 4. The rapid <u>development</u> of cities can cause social and economic problems.
- 5. The recent economic crisis *hindered* the pace of hiring in the country.
- 6. Independent observers *oversee* the elections.
- 7. The regulations have been *implemented* on a trial basis.
- 8. In a political <u>chain of command</u>, officials at the top are responsible for making strategic decisions.

IV. Provide the English equivalents for the word forms below. The first one is given in the topical vocabulary.

- 1. բլուրոկրատիա բլուրոկրատ բլուրոկրատական
- 2. համատեղելի անհամատեղելի համատեղելիություն

- 3. կանխատեսելիություն կանխատեսելի կանխատեսում
- 4. մրցակցություն մրցակցել մրցակից մրցակցային
- 5. բաշխել բաշխում բաշխիչ

V. Translate the sentences into English.

- 1. Երբեմն տարբեր վարչություններ ստիպված են լինում առերեսվել մրցակցությանը, որի պատճառով դանդաղում է քաղաքականության իրականացման գործընթացը։
- 2. Աշխատանքի բաժանման միջոցով հնարավոր է բարձրացնել արդյունավետությունը և կանխատեսելիությունը։
- 3. Վարչական համակարգում գործում է ղեկավարման հստակ շղթա. ղեկավարը տնօրինում է ամբողջ համակարգը։
- 4. Վարչական համակարգն անհրաժեշտ է հազարավոր մարդկանց համատեղ աշխատանքը կառավարելու համար։
- 5. Պետական քաղաքականությունն իրականացվում է օրենքներ մշակելու, գործարարությանը վարկեր տրամադրելու և այլ ծառայություններ մատուցելու միջոցով։



VI. Discuss the following questions in pairs or small groups.

- 1. What is the main function of bureaucracy?
- 2. Which are some of the tasks a bureaucracy performs?
- 3. What is public administration?

- 4. Name some of the bureaucratic agencies in the USA and describe their activity.
- 5. What characteristics do bureaucracies have, according to M. Weber?
- 6. What does the term 'turf wars' imply?
- 7. In what sense are bureaucracies like monopolies?

(1)	VII.	Watch	Video	9	about	the	concept	of	federa
		bureau	cracy, n	nar	k each s	state	ment as T	rue	or False
		and cor	rect the	e fa	lse one	s.			

Ι.	officerstanding the principle of separation of powers	
	is important to understanding what bureaucracy is	
	and what bureaucrats do.	
2.	The executive branch carries out the laws adopted by	
	Congress.	
3.	Bureaucracy consists of elected officials who work in	
	government agencies.	
4.	One example of work done by bureaucratic agencies	
	is managing public parks.	
5.	Effective organisation is required to carry out the	
	functions of government.	
6.	In a bureaucratic hierarchy orders come from the	
	bottom and make their way up.	
7.	All bureaucrats are political scientists and public	
	administrators.	
8.	Narrow specialisation of employees is vital for all	
	levels of a bureaucratic structure.	

- 9. Most people see bureaucrats as officials doing ____ unnecessary stuff.10. Many people doing bureaucratic jobs serve along
- VIII. Brainstorm different types of work bureaucracies do, apart from those mentioned in the video.



- IX. Describe a government agency in your country using the plan below.
- What agency is it?

several presidents.

- What functions does it perform?
- Does it work efficiently? Why/Why not?
- What mass media reflect its activity?
- Bring an example of its successful work.



K. Comment on the topic in writing.

"What ways of fighting corruption in your country could you suggest?"

Video link

9 - Federal bureaucracy https://youtu.be/rX2vNOmWbp4



Unit 9 GRAMMAR FOCUS

REPORTED SPEECH: STATEMENTS

When we want to report what someone said, we can use Direct or Reported Speech.

In *Direct Speech* the speaker's exact words are repeated and placed in quotation marks ("...").

"I am against all forms of racism", the senator has declared.

In *Reported Speech* we report the speaker's words, ideas or beliefs with some changes. We often use reporting verbs like say, tell, answer, reply, add, argue, claim, believe, state, announce, note, point out, etc. and the pronoun that (which can be omitted). The verb tell needs an object: him, Mr. President, the voters, etc.

The senator has declared (has told the press) that he is against all forms of racism.

There are also other ways to report the speaker's words. To do this, we can use reporting verbs like *deny, refuse, blame, regret, apologise,* etc.

The PM said, "I didn't know about the scandal." \rightarrow The PM said that he hadn't known about the scandal. OR The PM denied that he had known about the scandal.

The candidate said, "I am not going to participate in the debate." \rightarrow The candidate said he was not going to participate in the debate. OR The candidate refused to participate in the debate.

The changes are different depending on whether we want to report a statement, question or request/order. When reporting *statements*, you may have to change: 1) tenses, 2) pronouns, and 3) place and time expressions.

If the reporting verb is in the past tense, in reported speech we use one tense back in time from the original tense. This is called *backshift*. Thus the verb form usually changes as follows:

Direct Speech

Present simple "The report is unbalanced," UN officials said. Present continuous The climate analyst warned, "A storm is approaching." Present perfect "He hasn't done anything wrong," she claimed. Past simple "I **knew** about it," she said, "but I **kept** it secret." Past continuous "They were discussing the proposal," he explained. Future simple "Sam won't take part in the event," she said to us. Future continuous Ann said to us, "I will be meeting the PM soon." Future perfect "The work will have been done by Friday," Alex said convincingly.

"She can win the election,"

the voter insisted.

Can

Reported Speech

- → Past simple UN officials argued that the report was unbalanced.
- → Past continuous

 The climate analyst warned that a storm was approaching.
- → Past perfect

 She claimed that he hadn't done anything wrong.
- → Past perfect

 She confessed she had known
 about it but had kept it secret.
- → Past perfect continuous

 He explained that they had been discussing the proposal.
- → Future simple in the past

 She told us that Sam wouldn't

 take part in the event.
- → Future continuous in the past Ann informed us she would be meeting the PM soon.
- → Future perfect in the past

 Alex convinced us that the work

 would have been done by

 Friday.
- → Could

 The voter insisted that she could win the election.

Must / Have to "I must make the right decision," she remarked.

→ had to She remarked she must/had to make the right decision.



- 1. Backshift is not used:
 - a) for past perfect and modals *could, might, would, should: I admitted that he might be useful to us.*
 - b) when expressing scientific facts and permanent states: *He explained that water turns into ice.*
 - c) when reporting something immediately after it was said: He said he will call me back.
- 2. Similarly, backshift is not always used in news articles and other political contexts. News sources often prefer to retain the original tense in reported speech to convey the freshness of their reporting and emphasise that something is still true.

The Palestinian Authority, the official sources said, will accept the ceasefire proposal from the three radical groups.

The policy founder argued that policy analysis **requires** a balance of competence and creativity.

3. Backshift is not necessary in time clauses with 'since'.

The mayor said, "I have crafted several new policies since I came to office." \rightarrow The mayor said he had crafted several new policies since he came to office.

Time/place expressions and pronouns change as follows:

Direct Speech		Reported Speech
now	\rightarrow	at that time, then
today	\rightarrow	that day, at that time, currently
yesterday	\rightarrow	the day before

the day before yesterday	\rightarrow	two days before/earlier
tomorrow	\rightarrow	the following day
the day after tomorrow	\rightarrow	two days later
ago	\rightarrow	before
last week/month/year	\rightarrow	the week/month/year before
last Monday	\rightarrow	the previous Monday
next week/Monday	\rightarrow	the following week/Monday
here	\rightarrow	there
this/these	\rightarrow	that/those
I/we	\rightarrow	I/we/he/she/they
me/us	\rightarrow	me/us/him/her/them
my/our	\rightarrow	my/our/his/her/their



I.	Complete	the	reported	statements.	Some	sentences	do
	not requir	e ba	ckshifting.				

Ι.	rne accused has no previous criminal record.
	The judge noted no
	previous criminal record.
2.	"Russia is supplying arms to the government of Syria."
	Mr. Cameron said Russia
	to the government of Syria.
3.	"Science is closely linked with national wealth."
	Many governments have admitted that
	with national wealth

4.	The political scientist declared that international politics
5.	"Only 48 percent of eligible voters voted in the last election."
	The official pointed out that only 48 percent of eligible voters
6.	"We are competing with Western Europe and Western Europe is competing with us."
	The Czech Prime Minister remarked that
7.	"The diplomatic meeting held yesterday aimed to foster international cooperation."
	The press secretary said the diplomatic meeting international cooperation.
8.	"I will have arranged all the necessary materials before the programme starts."
	The secretary promised thatall the necessary materials before the programme
9.	"Our nation has made a great step forward in all spheres as we invest in science, technology and innovation." The Premier believed
	a great step forward in all spheres as
10.	"Today Middle East is one of the most dangerous hotbeds of tension."
	The UN Secretary-General noted that Middle East

II. Rewrite the sentences in reported speech using the reporting verb in brackets.

- 1. The advisors said to the Chancellor, "An increase in the taxes will hinder the development." (warned)
- 2. The Minister said to the public, "The industry has gradually improved since the war ended." (reassured)
- 3. "The basic aim of our struggle is to improve working conditions for workers," said the union leader. (declared)
- 4. "The budget is not enough to do the necessary reconstruction in our city," the mayor said. (noted)
- 5. The historian said, "There is little evidence to support this theory." (pointed out)
- 6. "The government will be carrying out social reforms," the Prime Minister said. (claimed)
- 7. The analyst said, "Our government must consider whether we can afford such huge sums for armaments." (explained)
- 8. "The US Secretary of State is planning to meet with the leaders of several countries to discuss regional security," a senior American official said. (announced)
- 9. The Member of Parliament said, "The government does not adequately address the issue of poverty." (admitted)
- 10. "We'll have completed the construction of the bridge by the end of next year," the governor said. (promised)
- 11. "I wish I hadn't been biased in my judgement," the partisan said. (regretted)
- 12. In his speech Reagan said, "Government is not the solution to the problem; government is the problem." (stated)

- 13. Ch. de Gaulle said, "Since a politician never believes what he says, he is surprised when others believe him." (argued)
- 14. "All foreign forces will withdraw as soon as the crisis ends," the president said. (confirmed)
- 15. "Before we attend talks we'll have prepared for potential disagreements," the official said to the journalists. (assured)

III. Turn the sentences into direct speech.

- 1. He constantly reminded people that the true power lay with Ministers and the democratically elected government.
- 2. The rebel leader stated that they were willing to enter into dialogue with the government.
- 3. The president reassured his counterpart that the ceasefire was being observed then.
- 4. The ambassador added that no missiles had been fired across the border since last Friday.
- 5. The police officer denied that excessive force had been used.
- 6. Weber believed that bureaucracy is the best means for the resolution of complex social problems.
- 7. The newly elected president emphasised that he would have introduced new climate change targets by the end of his first year in office.
- 8. The government declared that it did not dump radioactive waste at sea.
- 9. The lawyer argued his defendant could not distinguish between right and wrong.
- 10. The general said the nuclear programme should continue.

IV. Translate the sentences.

- 1. Ընկերության տնօրենը հաստատեց, որ իրենց արտադրանքը մրցունակ կլինի միջազգային շուկայում։
- 2. Պարոն Բանն ասաց խորհրդարանի անդամներին, որ Լիբիան ուժեղ խորհրդարանի կարիք ունի։
- 3. Արտգործնախարարը հավաստիացրեց բոլորին, որ ձեռնարկված քայլերը շարունակական են լինելու, և մամուլը կհայտնի այդ մասին։
- 4. Պատմաբանը շեշտեց, որ հանձնաժողովին չի թույլատըրվել օգտագործել պահոցի փաստաթղթերը։
- 5. Երկարատև բանակցություններից հետո կողմերը հայտարարեցին, որ իրենք ամեն ինչ արել են համաձայնության և խաղաղության հասնելու համար։
- 6. Խմբի ղեկավարը զեկուցեց, որ այդ շաբաթվա համար նախատեսված աշխատանքները կատարվել են ողջ ծավալով:
- 7. Քաղաքագետը խոստացավ, որ հարցերին կպատասխանի տեսանյութը դիտելուց հետո։
- 8. Քարտուղարը նախապես զգուշացրել էր, որ վերջնական արդյունքները պարզ կդառնան երկու շաբաթից ոչ շուտ։
- 9. Ընկերությունը համոզեց գործընկերներին, որ գործարքը հաջող կլինի, քանի որ ռիսկերը նվազագույնն են։
- 10. Մեծ զորավար Նժդեհն ասել է, որ ազգերի ապագան մայրերի ձեռքում է։

Unit 10

CITIZENSHIP AND CIVIL SOCIETY



Comment on the quotations about citizenship. What do they mean? Do you agree with them?

1. Citizenship is the chance to make a difference to the place where you belong.

Charles Handy (1932-2018), Irish author and philosopher

2. Our lives begin to end the day we become silent about things that matter.

Martin Luther King, Jr. (1929-1968), leader in the American civil rights movement

3. Every good citizen adds to the strength of the nation.

Gordon B. Hinckley (1910-2008), American religious leader and author



Study the topical vocabulary.

to have a share (in) մաս, բաժին ունենալ, մասնակից

լինել

to grant շնորհել, տալ

legal status [ˈlɪːgl ˈsteɪtəs] օրինական կարգավիճակ

to perform a duty պարտականություն կատարել to outweigh [ˌaut'wei] գերակշռել, ավելի կարևոր լինել

to be reversed hակառակ ուղղությամբ շրջված

լինել

to be obligated պարտավորված լինել

to break the laws of libel խախտել զրպարտության մասին

[ˈlaɪbl] օրենքը

equal protection under the hավասար պաշտպանվածություն

law [ˈiːkwəl] օրենքով

fair trial [feəˈtraɪəl] արդար դատավարություն

public facilities [fəˈsɪlətɪz] հանրային ծառայություններ

to deny [dɪˈnaɪ] մերժել, ժխտել, հերքել

to be denied smth զրկված լինել ինչ-որ բանից

civil liberty [ˈlɪbətɪ] քաղաքացիական ազատություն

treatment վերաբերմունք

to be discriminated against խտրականության ենթարկվել

civil rights movement քաղաքացիական իրավունքների

շարժում

to emerge [ɪˈməːdʒ] երևան գալ, հայտնվել, առաջա-

նալ

to call for կոչ անել

to acquire rights inherently
[In'herəntli]
to give rise (to)
to flourish ['flʌrɪʃ]
non-governmental
organisation (NGO)
crisis ['kraɪsɪs]
(pl. crises ['kraɪsɪ:z])
sense of belonging and
integration

ստանալ, ձեռք բերել իրավունքներ ի ծնե, բնականորեն տեղիք տալ, առաջացնել զարգանալ, ծաղկել, բարգավաճել հասարակական կազմակերպություն ճգնաժամ, ճգնաժամային իրավիճակ ամբողջի մասը լինելու, կազմելու զգացողություն, գիտակցություն



Read the text and do the exercises.

CITIZENSHIP AND CIVIL SOCIETY

Defining citizenship

Citizenship is a legal concept by which a citizen is an individual who is fully recognised by a state as being a member of that state. Aristotle described the citizen as "one who has a share in both the ruling and being ruled".

Citizenship grants individuals who have a legal status within a state, certain rights, including civic, political, social and economic rights, and they are also expected to perform certain duties. The balance between the rights and duties varies from state to state and from time to time. For example, in times of war, the duties expected by your state may outweigh the rights and liberties received at the same time; however, when peace

returns, the situation may be reversed. This was true during the Second World War from 1939 to 1945 and during the Cold War in the 1950s, when citizens in different states were obligated to serve for their nation.

Citizenship implies that everybody not only has access to the same rights but is protected by the same laws as well. Most UK citizens, for example, have the right to vote in elections if they are over the age of eighteen, the right to free education from the ages of five to sixteen and the right to freedom of speech – so long as they do not break the laws of libel.

Civil rights

Civil rights are an essential component of democracy. These refer to guarantees of equal social opportunities and equal protection under the law, regardless of race, religion or other personal characteristics. Examples of civil rights include the right to vote, the right to a fair trial, the right to government services, the right to a public education and the right to use public facilities. When individuals are being denied opportunities to participate in political society, they are being denied their civil rights.

In contrast to *civil liberties*, which refer to protections against government actions, civil rights are the basic rights to be free from unequal treatment. Civil rights laws attempt to guarantee full and equal citizenship for groups that have traditionally been discriminated against. When the enforcement of civil rights is inadequate, a civil rights

movement may emerge in order to call for equal application of the laws without discrimination.

Unlike human rights or natural rights, in which people acquire rights inherently, perhaps from God or nature, civil rights must be given and guaranteed by the power of the state. Therefore, they vary greatly over time, culture and form of government.

Civil society

Citizens must have the freedom to associate, speak freely, publish and participate in social and political processes without fear. Such freedoms give rise to civil society. Although civil society exists independently of the state, it depends on the state's acceptance to be able to grow and flourish.

The term 'civil society' refers to social relations and organisations outside the state or government control. Civil society involves nongovernmental organisations (NGOs) and associations that people belong to for social and political reasons: churches, communities, youth groups, interest groups and academic institutions. It also refers to the activities of these organisations.

Though independent of the governmental structure, these organisations frequently become involved in political activities. They try to influence governmental decision making and participate in a variety of public participation processes. As such, the establishment and maintenance of a healthy civil

society is extremely important for the successful development and operation of democratic political systems.

During times of crisis created by war, the structures of civil society often have to close down. The same thing happens when authoritarian or autocratic governments see civil institutions as a threat and close them down. This leads to social relations based largely on fear and force. Key to overcoming such a society is the re-establishment of social and political NGOs, which give people a voice in the affairs of their life, as well as a sense of belonging and integration with other countrymen and women, and connect them with their democratic system in a meaningful way.

Adapted from: https://bit.ly/3hpeHeX, https://bit.ly/3qSCcQA





Practise pronouncing the words from the text, write and translate them.

['səːvɪs]	[ın'fɔːsmənt]	[ˈlɪbətɪ]	[ɪˈməːʤ]
[θret]	[ˌendʒɪːˈəu]	['kraısıs]	[əˈkwaɪə]
[ˈɪːkwəl]	[ınˈædıkwıt]	[rɪˈvəːs]	[əˈsəusıeıt]
[əˈfeə]	[ınˈherəntlı]	[ˈlaɪbəl]	[ˌaut'weɪ]
[raıt]	[ˈfrɪːkwəntlı]	[ˈflʌrɪʃ]	[ɔblɪgeɪtɪd]

II.	Insert the words in the right place in the sentences below.
	Make changes if necessary.

	break	Jacility	protection	triai
	rise	status	liberty	civil
1.	The judge rea	cted angrily to	the suggestion	s that it hadn't
	been a fair			
2.	The party was	denied legal		
3.	The rules are	different in diff	erent places so	sometimes you
	can	<i>a law</i> witho	out knowing it!	
4.	Martin Luther	King Jr. fough	t for the	rights
	of African Am	ericans to shar	e public spaces,	attend schools
	and vote.			
5.	The emergen	ce of social me	dia <i>gave</i>	<i>to</i> new
	forms of politi	cal activism.		
6.	The Constitut	ion of the Re	public of Arme	nia guarantees
	equal	under t	the law.	
7.	The council is	making a grea	t effort to prov	ide the citizens
	with cheap ho	using and more	e public	
8.	Protesters ca	lled for the i	mmediate rest	oration of <i>civi</i>

III. Replace the underlined words and phrases with their synonyms from the topical vocabulary.

- 1. The benefits of the system <u>are more important than</u> the disadvantages.
- 2. The party <u>became successful</u> under her firm leadership.

- 3. Existing employment policies *unfairly treat* women.
- 4. In the last decades, civil society <u>has arisen</u> as a key player in the political arena and a key theme in political discussions.
- 5. The civil society organisations <u>contributed to</u> holding the government accountable.
- 6. We *ought* to attend the opening ceremony.
- 7. When newspapers and TV stations are censored, they are <u>forbidden to use</u> their civil rights of freedom of speech, press, and assembly.
- 8. Prison officers <u>fulfil their responsibility</u> under extreme pressure.

IV. Provide the English equivalents for the word forms below. The first one is given in the topical vocabulary.

- 1. պարտավորված պարտավորեցնել պարտավորություն պարտադիր
- խտրականություն դնել խտրականություն խտրական խտրաբար
- 3. բարգավաճել բարգավաճում բարգավաճ
- 4. ձեռք բերել ձեռքբերում
- 5. մերժել մերժում անհերքելի

V. Translate the sentences into English.

1. Քաղաքացիություն նշանակում է պետության կողմից անհատներին շնորհվող որոշակի իրավունքներ և պարտավորություններ։

- 2. Հասարակական կազմակերպությունների մեջ միավորվելով՝ մարդիկ կարողանում են մասնակցել իրենց կյանքին վերաբերող որոշումների ընդունմանը, ինչն իրենց տալիս է ամբողջի մասը լինելու զգացողություն։
- 3. Քաղաքացիական իրավունքների շարժումները առաջանում են այն դեպքում, երբ կա խտրականություն, այսինքն՝ անարդար վերաբերմունք որևէ խմբի նկատմամբ։
- 4. Քաղաքացիական իրավունքը երաշխավորում է սոցիալական հավասար հնարավորություններ և հավասար պաշտպանվածություն օրենքով։
- 5. Քաղաքացիական հավասարությունը քաղաքացիների՝ խոսքի, հավաքների, սոցիալական և քաղաքական գործրնթացներին մասնակցելու ազատությունն է:



VI. Discuss the following questions in pairs or small groups.

- 1. What did Aristotle mean by describing a citizen as "one who has a share in both the ruling and being ruled"?
- 2. What rights and responsibilities does a citizen of a democratic state have?
- 3. Name some of the civil rights and explain how they differ from human rights.
- 4. Describe the broad idea of 'civil society'.
- 5. Why do NGOs play an essential role in political life?



VII. Watch Video 10.1 about civil society organisations and answer the questions.

- 1. What institutions and individuals are NOT the components of civil society? Which sphere of life does each of them represent?
- 2. What organisations represent civil society? How are they formed? List some common examples.
- 3. What organisations play the most significant role in civic society?
- 4. How does labour unions' activity interfere with the economic sphere?
- 5. What spheres are humanitarian NGOs interrelated with?
- 6. Why are the media considered to play a central role in civil society?
- 7. Why is it important for citizens to be involved in civil society?

VIII. Watch Video 10.2 about the history and global activity of Amnesty International and choose the best option to complete the sentences.

- 1. Amnesty International
 - a) introduced the word 'genocide'.
 - b) created the Universal Declaration of Human Rights.
 - c) was created to protect human rights.

- 2. Which of these is NOT part of Amnesty's plan of action?
 - a) detecting human rights abuses and informing the decision-makers
 - b) educating former prisoners to integrate into society
 - c) mobilising support to force the authorities to take measures
- 3. 'Grassroots movement' means
 - a) it started as a movement of different professionals.
 - b) its participants are members of the public.
 - c) communities are in power to punish violators.
- 4. Amnesty's long-term strategic thinking means
 - a) exploring the possibilities of making the world safer for people.
 - b) rational planning of their potential actions.
 - c) campaigning until their demands are met.
- 5. Amnesty campaigns for
 - a) private individuals' rights.
 - b) groups of people who are oppressed.
 - c) both individual rights and the rights of millions.



- IX. Speak about your civil rights and duties using the plan below.
- What country's citizen are you?
- What rights do you enjoy as a citizen?

- Are your civil rights respected in your country? Why is protecting civil rights important?
- What are some key civil rights that are currently being debated in your society?
- What duties do you have as a citizen of your country? Do you fulfil all of them?



X. Comment on the topic in writing.

"Are social movements successful in influencing politics?"

Video links

10.1 - Civil society organizations https://youtu.be/omMXnDcJHBM



10.2 - Amnesty International https://youtu.be/6OleOhPTMqI



REPORTED SPEECH: QUESTIONS, ORDERS, REQUESTS, ADVICE

To report QUESTIONS, we use the verbs *ask* or *wonder* and make the same changes as in reported statements (*tenses, pronouns, time* and *place expressions*). The word order in reported questions is the same as in affirmative sentences (*subject + verb*). The sentence ends with a full stop, not a question mark.

When we report *yes /no* questions, we use *if* or *whether* in order to connect the two clauses.

"Is tourism developed in this country?" he asked. \rightarrow was developed in that country.

When we report *wh*- questions, we keep the question word (*who*, *what*, *when*, *where*, *why*, *how*).

I said: "How much progress have you made in your research?" →

I asked **how much** progress she had made in her research.

To report ORDERS, REQUESTS and ADVICE, we use verbs like *advise*, *ask*, *order*, *tell*, *warn* + an object + (not) *to-*clause. For SUGGESTIONS we use *suggest* + an *-ing* form of verb.

The professor said, "Analyse the data." →
The judge said, "You can't leave the city." →
"Please fill in this form," the clerk said to the client. →
"You should eat more fresh vegetables," said the doctor. →
"Let's take part in the competition," Adam said. →

The professor told the students to analyse the data.
The judge ordered him not to leave the city.
The clerk asked the client to fill in that form.
The doctor advised him to eat more fresh vegetables.
Adam suggested taking part in the competition.

COUNT & NON-COUNT NOUNS

In English nouns function as either countable or uncountable. We view countable nouns as separate things. Uncountable nouns are indivisible and sometimes intangible and abstract. They may represent a general class of things. Thus, homework (non-count) consists of assignments, tasks or exercises (count), information consists of different facts. Some nouns are only countable, others are uncountable, but there are many nouns that can be both countable and uncountable and have different meanings (e.g., work, paper, memory, experience, force) depending on their use in the sentence.

Experience is the mother of wisdom. (non-count)
Parenthood is an unparalleled experience. (count, singular)
He writes a book about his prison experiences. (count, plural)

Some countable nouns have different meanings in the singular and the plural. Here are some examples:

a custom (ավանդույթ) – the customs (մաքսատուն), a manner (կերպ. ձև) – manners (վարվելակերպ), a scale (մասշտաբ) – scales (կշեռք).

Count nouns can be used with:

- a singular or plural verb
- *a/an* (singular nouns)
- *some* in positive sentences (plural nouns)
- (a) few, many, a lot of, a number of (plural nouns).

The new strategy has a number of advantages. I admire the rhetoric of some politicians.

Non-count nouns:

- are always used with a singular verb
- are never used with a/an

- can be used with *some* in positive sentences
- can be used with (a) little, much, a lot of, an amount of.

The charity has raised a considerable amount of money. We need to bring in some fresh air to our political system.

Many uncountable nouns can be made countable by adding expressions like *a piece of, a cup of, a slice of, a pair of, a packet of,* etc. Here are some examples:

a piece of paper/chalk/cake/furniture/information/advice/news, a lump of sugar, an ice cube, a bar of chocolate/soap, a sheet of paper, a loaf of bread, a glass/bottle of water/wine, a packet/cup of tea, a grain of truth, a round/burst of applause, a flash of lightning, a pair of trousers/glasses, an item of luggage/baggage, a means/form of transport/identification, a sum of money, an act of charity/vandalism, an outbreak of disorder/violence, an area of activity/interest/experience.



I. Rewrite the questions in reported speech.

- "Have you considered all the facts?" the opposition leader asked the partisans.
- 2. "Why did the senator deny that he was in a relationship with a member of his staff?" said the congressman.
- 3. "Do we really need to devote so many resources to the housing problem these days?" asked a concerned citizen.
- 4. The reporter said to the committee, "Will the appropriate disciplinary measures be introduced against the offenders?"

- 5. The journalist asked the witness, "How many residents were killed as a result of the bombing yesterday?"
- 6. "When shall we understand that racists don't have a place in our party?" said the party activist.
- 7. The TV presenter said to the political analyst, "Which of its objectives do you think the new policy achieved last year?"
- 8. "Have you analysed the results of the polls, Steven?" asked the campaign manager. "What do they suggest?"

II. Rewrite the sentences in reported speech using the most suitable reporting verbs from the list below.

advised	ordered	encouraged
called on	begged	suggested

- 1. "Can you please provide us with more time to finish the project?" the students said to their supervisor.
- 2. The police officer said to the fighters, "You'd better go home if you don't want to end up in jail."
- 3. "Double your efforts to negotiate an international trade agreement," the president said to the trade delegation.
- 4. The judge said to the public, "Maintain order in the court room."
- 5. "Why not discuss it face to face?" said Amelia.
- 6. "You should participate in local elections," the mayor said to the citizens.

III. Turn the sentences into direct speech.

1. The government official offered the strikers to call off the strike and start negotiations.

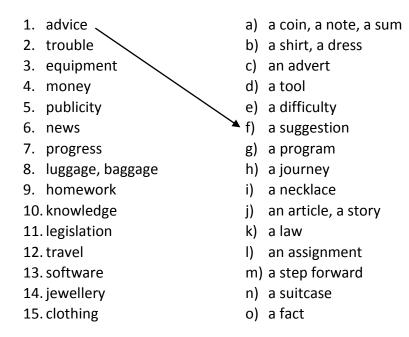
- 2. The Foreign Minister asked whether the talks had been held in a friendly atmosphere and on what issues the parties had come to an agreement.
- 3. The government warned its neighbour states not to interfere in its internal affairs.
- 4. The police officer told the stranger to produce his passport.
- 5. Ann asked the historian when he thought that conflict would end.
- 6. He suggested taking measures instead of just complaining.
- 7. The reporter asked Mr. Putin if Russia retained the right to protect the Russian-speaking population of those areas.
- 8. The PM appealed to young people to use their vote.
- 9. The student asked Professor Malthus if the population growth could eventually lead to wars.
- 10. He inspired his people to carry forward their struggle for national liberty.

IV. Make the non-count nouns plural as in the example.

paper	three sheets of paper
furniture	four
scissors	а
identification	several
news	two
truth	а
charity	an
transport	various
information	two
disorder	an
activity	three

applause a two

V. Match each non-count noun on the left with its countable alternative on the right, as in the example (1-f).



VI. Translate the sentences paying attention to the nouns that have a different meaning as countable and uncountable.

- 1. a) *Experience* without learning is better than learning without *experience*.
 - b) Our *experiences* in the 21st century contrast sharply with *experiences* people had in the past.

- 2. a) There's indeed *room* for suspicion about the results of the pre-election poll.
 - b) Guests are requested to leave their rooms by noon.
- 3. a) Carrying out accurate market research requires a huge amount of *work*.
 - b) Susan left her job and started work at a rival company.
 - c) Several *works* of art were stolen from the town museum yesterday.
- 4. a) The Japanese recycle more than half of their waste paper.
 - b) The political scandal was discussed in all the local papers.
 - c) He lost his *papers* while travelling and had a hard time returning home.
 - d) He wrote *a paper* on the effects of the world population growth.
- 5. a) To have good memory you need to train it.
 - b) The writer based her book on the *memories* of her own childhood.
- 6. a) The new law comes into force next month.
 - b) The troops took the city by force.
 - c) The president is the chief of the armed forces.

VII. Render into English.

ԱՄՆ-ն և Իսրայելը հեռանում են ՅՈՒՆԵՍԿՕ-ից

Միացյալ Նահանգները և Իսրայելը պաշտոնապես հեռացան ՅՈՒՆԵՍԿՕ-ից, որը Միավորված ազգերի կրթական, գիտական և մշակութային կազմակերպությունն է։ Միացյալ Նահանգները արդեն երկրորդ անգամ է դուրս գալիս ՅՈՒՆԵՍԿՕ-ից։ Առաջին անգամ 1984-ին էր, երբ, ԱՄՆ-ի կարծիքով, կազմակերպությունը չափից շատ էր «սիրաշահում» Խորհրդային Միությանը։ Այնուհետև 2003-ին ԱՄՆ-ն նորից անդամակցեց։ Այժմ դուրս գալու պատճառն այն է, որ երկու երկրները մտահոգված են, որ ՅՈՒՆԵՍԿՕ-ն կանխակալ վերաբերմունք է դրսևորում Իսրայելի հանդեպ։ ՄԱԿ-ում ԱՄՆ դեսպան Ն. Հեյլիի խոսքերով՝ «ՅՈՒՆԵՍԿՕ-ն ամենակոռումպացված և քաղաքականապես կողմնակալ կազմակերպություններից է։ Այսօր Միացյալ Նահանգները պաշտոնապես դուրս եկավ այս ճահճից»։

ՅՈՒՆԵՍԿՕ-ն առավելապես հայտնի է իր «Համաշխարհային ժառանգություն» ծրագրով, որը պահպանում է մշակութային վայրերը և ավանդույթները ողջ աշխարհում։ Կազմակերպությունը ձգտում է նպաստելու խաղաղության պահպանմանը կրթության, գիտության և մշակույթի ոլորտներում համագործակցության միջոցով։ ՅՈՒՆԵՍԿՕ-ի աշխատանքի նպատակներից են աղջիկների կրթության բարելավումը, Հուրքոստի սարսափների գաղափարի տարածումը և մամուլի ազատության պաշտպանությունը։ ԱՄՆ-ն նշել է, որ պատրաստվում է հետևել ՅՈՒՆԵՍԿՕ-ին «դիտորդի կարգավիճակում»՝ չլինելով դրա անդամը։ ՄԱԿ-ում Իսրայելի պատվիրակ Դ. Դանոնը հայտարարել է. «Իմ երկիրը չի անդամակցի մի կազմակերպության, որի նպատակը մեր դեմ միտումեավոր գործելն է»։



Match the words in the two columns to make collocations from units 6-10.

1.	serve	a)	exerciser
2.	cast	b)	libel
3.	power	c)	a policy
4.	raise	d)	justice
5.	craft	e)	labour
6.	civil	f)	the values
7.	chain of	g)	a vote
8.	laws of	h)	liberties
9.	shape	i)	money
10	division of	i)	command

Complete the sentences with the correct form of the words in bold.

8. Objective of the situation is needed. **ASSESS**



Choose the correct option.

- 1. Without the will/integrity to win, the army won't go far.
- 2. There's a rigid hierarchy/superiority of power in the country.
- 3. As a *constituent/lobbyist* for gun makers, Sam is trying to persuade legislators to vote against stricter gun control laws.
- 4. We live in a *goal-oriented/transparent* society that strives to resolve problems now.
- 5. The two countries have *veered/collaborated* on several projects over the years.



Match the sentence beginnings (1-7) with the endings (a-g).

- 1. People of great political prestige and power
- 2. A civil rights movement
- 3. All decisions addressing the public needs
- 4. In a majority electoral system
- 5. In a plurality electoral system
- 6. Citizenship gives people equal rights but also
- 7. In a bureaucratic hierarchy
 - a) the candidate with over 50% of total votes wins.
 - b) everyone has a great deal of expertise and their role is clearly defined.
 - c) are the political elite of a particular state.
 - d) assigns them certain responsibilities
 - e) are referred to as public policy.
 - f) arises as a way of combating unfair treatment.
 - g) the candidate with most votes is declared the winner.

Circle the correct option.

The nolice warned

Τ.	The police warned the ballang.				
	a) not entering	c)	us from not entering		
	b) not to enter	d)	us not to enter		
2.	More and more employment policies for women trade unions.				
	a) be dictatedb) are dictate	•	are being dictated are dictating		
3.	the young scholar then I for office.	oeca	ame a promising candidate		
	a) Completing	c)	Completed		
	b) Having completed	d)	While completing		
4.	I wondered why so often and lies. a) politics is b) is politics	c)	ussociated with dishonesty was politics politics had been		
	, .				
5.	Long-standing friendships car candidates.	٠	. as Americans argue about		
	a) destroy	c)	be destroy		
	b) destroyed	d)	be destroyed		
6.	Unless the international community succeeds the two counties to the negotiating table, the war will continue.				
	a) in bringingb) bringing	,	to bring bring		
7.	The computer network crashe a) resulted b) resulting	c)	in widespread panic. having resulted when resulting		

the huilding

8.		r attack on her opponent v the election.	was	so hostile that it cost	
		can	-	may	
	b)	is likely	d)	would	
9.		x used to work at a politic ace in the region.	al a	ssociation to promote	
	,	created	•	creating	
	b)	while creating	d)	which creating	
10.		ey drew up plans aimed untries.	t	trade with European	
	a)	to expand	c)	at expanding	
	b)	expand	d)	expanding	
11.	 Unless efforts undertaken, the rights of millions of children will continue to be violated. 				
	a)	are	c)	were	
	b)	will be	d)	would be	
12.	The foreign minister said informal talks between British ar Argentinian officials in Madrid.				
	a)	held	c)	will be hold	
	b)	would hold	d)	would be held	
13.	 You expect to have national unity if the citizens d respect each other. 				
	a)	must	c)	can't	
	b)	are unlikely to	d)	are unable to	
14.	But for the public support, the Conservative candidate the last election.				
	a)	will not win	c)	would not win	
	b)	would not have won	d)	did not win	

ԱՄՓՈՓՈՒՄ

Քաղաքագիտություն և հանրային կառավարում. անգլերենի դասընթաց

Կարապետյան Մ. Ռ., Պետրոսյան Ա. *Հ*.

Քաղաքական գործունեությամբ և հանրային կառավարման ոլորտում զբաղված անձանց համար խիստ կարևոր է օտար լեզվով հաղորդակցվելու ունակությունը։ «Քաղաքագիտություն և հանրային կառավարում. անգլերենի դասընթացը» նախատեսված է որպես հատուկ նպատակներով անգլերենի ուսուցման (ESP) դասագիրք՝ մասնագիտական ընթերցանության, լսելու, բանավոր և գրավոր խոսքի հմտությունների զարգացման, բառապաշարի ձևավորման և քերականության ամրապնդման համար, որը համապատասխանում է ընդհանուր եվրոպական սանդղակի B1 մակարդակի պահանջներին։

Դասընթացը բաղկացած է 10 ուսուցողական և 4 ստուգողական դասից։ Յուրաքանչյուր ուսուցողական դասն ընդգրկում է տվյալ նյութը ներկայացնող հանձնարարություններ, թեմատիկ բառապաշար և ընթերցանության տեքստ։ Դրանց հաջորդում են արտասանական և նոր բառապաշարն ամրացնող վարժություններ, ընթերցած նյութի քննարկման համար անհրաժեշտ հարցեր, տեսանյութ, թարգմանական հմտություններ, ինչպես նաև բանավոր և գրավոր խոսք զարգացնող վարժություններ։ Առանձին բաժնով ներկայացված է

քերականական նյութ և այն ամրապնդող վարժություններ՝ բացառապես քաղաքական համատեքստ պարունակող օրինակներով։ Դասընթացը նախատեսված է 82-102 ակադեմիական ժամի համար (8-10 ժամ յուրաքանչյուր դասը և հավելյալ 2 ժամ՝ առաջընթացի գնահատում)։

Անգլերենի ուսուցման երկարամյա փորձը հիմք ընդունելով՝ հեղինակները հստակեցրել են դասագրքի կառուցվածքն ու բաժինների բովանդակությունը համալսարանների՝ քաղաքագիտություն և հանրային կառավարում մասնագիտացմամբ առաջին կուրսի ուսանողների կարողություններին և պահանջներին համապատասխան։ Ե՛վ ընթերցանության նյութերը, և՛ տեսանյութերը վերցված են համացանցի բաց աղբյուրներից, կրճատված և հարմարեցված են քաղաքագիտության ոլորտում սկսնակների համար։ Դասընթացը ձևավորում է մասնագիտական անգլերենի գործնական գիտելիք, բնագրեր ընթերցելու, տեսանյութեր դիտելու և հասկանալու, ինչպես նաև հաղորդակցվելու՝ մենախոսելու և երկխոսելու հմտություններ, ընդլայնում է ուսանողի քաղաքագիտական ճանաչողության շրջանակը։

РЕЗЮМЕ

Политология и государственное управление: практикум по английскому языку

Карапетян М. Р., Петросян А. А.

Умение общаться на политические темы на иностранном языке является одной из важнейших задач для лиц, занимающихся политической и государственной деятельностью. «Политология и государственное управление: практикум по английскому языку» — это комплексный курс английского языка для специальных целей (ESP) на уровне В1 по шкале Совета Европы, способствующий развитию навыков профессионального чтения, аудирования, устной и письменной речи, формированию словарного запаса и укреплению грамматики.

Курс состоит из 10 уроков и 4 тестов для оценки прогресса. Каждый урок включает в себя ознакомительные задания по теме, тематическую лексику и текст для чтения. Затем следуют упражнения на произношение, закрепление новой лексики, вопросы для обсуждения прочитанного материала, просмотр видеоролика, задания на развитие навыков перевода, устной и письменной речи. Отдельный раздел посвящен закреплению грамматических знаний, в частности, в контексте политического английского. Курс

рассчитан на 82–102 академических часа (8–10 часов на каждый урок плюс 2 часа на тесты для оценки прогресса).

Опираясь на многолетний опыт преподавания курсов ESP, авторы скорректировали структуру и содержание разделов учебника с учетом потребностей первокурсников университетов, изучающих английский язык политологии и государственного управления. Как тексты для чтения, так и видеоматериалы, заимствованные из общедоступных интернет-источников, были сокращены и адаптированы В соответствии С начальным уровнем, необходимым для политического дискурса. Курс помогает сформировать практические знания политического английского языка, приобрести навыки чтения сокращенных аутентичных аудирования политических текстов и видео лекций, развить навыки письменного и VСТНОГО общения на политические темы. монологическую и разговорную речь, увеличить словарный области политического английского языка расширить сферу политической осведомленности.

REFERENCES

- 1. Hix S., Whiting M. *Introduction to Political Science*. London: University of London, 2012.
- 2. The Political Elite of Post-Independence Armenia: Characteristics and Patterns of Formation. Yerevan: ASCN, 2014.
- 3. Корецкая О. *Обсуждаем политику по-английски*. Москва: «Р. Валент», 2014.
- 4. Беспалова Н., Котлярова К., Лазарева Н., Шейдеман Г. Перевод и реферирование общественно-политических текстов. Под редакцией Г. Шейдемана. Москва: Российский университет дружбы народов, 2017.
- 5. Kay S., Jones V., Brayshaw D. *Focus*. Students' Book 3. Harlow: Pearson Education Limited, 2017.
- 6. Oxenden C., Latham-Koenig Ch. *New English File*. Intermediate Student's Book. Oxford: Oxford University Press, 2006.
- 7. Acklam R., Araminta C. *Going for Gold.* Intermediate course book. Harlow: Pearson Education Limited, 2009.
- 8. Hopkins D., Cullen P. *Cambridge Grammar for IELTS*. Cambridge: Cambridge University Press, 2008.
- 9. Murphy R. *English Grammar in Use*. Fourth Edition. Cambridge: Cambridge University Press, 2012.
- 10. Mann M., Taylore-Knowles S. *Destination B1. Grammar & Vocabulary*. London: Macmillan, 2012.
- 11. Stafford-Yilmaz L., Zwier L. J. 400 Must-have Words for the *TOEFL*. New York: McGraw-Hill, 2005.
- 12. Matthiesen S. J. *Essential Words for the TOEFL*. New York: Barron's Educational Series, 2005.

Dictionaries

13. Oxford Collocations Dictionary for Students of English. Oxford: Oxford University Press, 2009.

- 14. Merriam-Webster's Collegiate Thesaurus. Springfield, MA: Merriam-Webster, Inc., 1988.
- 15. Macmillan English Dictionary for Advanced Learners. Macmillan Education, 2002.
- 16. Macmillan Essential Dictionary for Learners of English: English-Armenian Dictionary. Compiled by Eghiazaryan N., Lazaryan A., Hairapetyan A. Yerevan: Macmillan Armenia, 2007.

Electronic and online resources

- 17. Microsoft Encarta Encyclopedia Standard, 2004.
- 18. https://dictionary.cambridge.org/
- 19. https://www.oxfordlearnersdictionaries.com/
- 20. https://www.collinsdictionary.com/dictionary/english
- 21. https://sentencedict.com/

Original video links

- Unit 1. https://www.youtube.com/watch?v=jQK0Xbfel-M
- Unit 2. https://www.youtube.com/watch?v=HuFR5XBYLfU
- Unit 3. https://www.youtube.com/watch?v=N4BYZGERU-w
- Unit 4. https://www.youtube.com/watch?v=OZf0BUEMAsA
- Unit 5. https://www.youtube.com/watch?v=Z5cLtd0cxfo
- Unit 6. https://www.youtube.com/watch?v=3K2oMqYEGdY,
- https://www.youtube.com/watch?v=lgbqPnFqYfQ
- Unit 7. https://www.youtube.com/watch?v=kcLHeE6-fvE
- Unit 8. https://www.youtube.com/watch?v=GgBax4WjdPA
- Unit 9. https://www.youtube.com/watch?v=PZg1gp2VZDo
- Unit 10. https://www.youtube.com/watch?v=b6_YVsuyUEM

Marina R. Karapetyan Arshaluis H. Petrosyan

POLITICAL SCIENCE AND PUBLIC ADMINISTRATION: LANGUAGE PRACTICE

Cover design A. Patvakanyan Computer design K. Chalabyan Tech. editor A. Hovakimyan

Submitted for publication 23.11.2023. Size $60x84^{1}/_{16}$: Publisher: 13.875 press. Issues 100.

YSU Press Yerevan, 0025, Al. Manoogian 1 www.publishing.am