



YEREVAN STATE UNIVERSITY

A. Abrahamyan, R. Melikyan

**DIPLOMATIC
INTERCOURSE**

Textbook

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ԵՐԵՎԱՆԻ ՊԵՏԱԿԱՆ ՀԱՄԱԼՍԱՐԱՆ

Ա. Աբրահամյան, Ռ. Մելիքյան

ԴԻՎԱՆԱԳԻՏԱԿԱՆ
ՀԱՂՈՐԴԱԿՑՈՒՄ

Դասագիրք

ԵՐԵՎԱՆ
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This textbook is intended for the students of the faculties of International Relations and a broad range of people interested in the field.

Աբրահամյան Ա., Մելիքյան Ռ.

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Դասագիրքը նախատեսված է բուհերի միջազգային հարաբերությունների ֆակուլտետների ուսանողների, ինչպես նաև անգլերեն ուսումնասիրողների լայն շրջանակի համար:

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ՆԱԽԱԲԱՆ

Դասագիրքը նպատակ ունի զարգացնելու Լեզուների իմացության եվրոպական շրջանակի B2-C1 մակարդակի կարողություններ: Այն կարող է օգտակար լինել նաև նրանց, ովքեր ցանկանում են խորացնել իրենց անգլերենի գիտելիքները, զարգացնել հաղորդակցական հմտությունները, հղկել անգլերեն գրավոր խոսքը:

Դասագիրքը բաղկացած է 10 գլուխներից. յուրաքանչյուր գլխի առաջին բաժինը ընդգրկում է դիվանագիտական հաղորդակցմանը, պետությունների միջև դիվանագիտական շփումներին, արտաքին գործերի նախարարության աշխատանքին, երկկողմ, բազմակողմ, հրապարակային դիվանագիտությանը, խոշոր միջազգային կառույցներին, ինչպես նաև դիվանագիտության այլ կարևոր հարցերի առնչվող 3 տեքստ: Ուսանողի աշխատանքը ավելի դյուրին և նպատակային դարձնելու համար առաջին՝ հիմնական, տեքստին (Text A) նախորդում է բառացանկ, որում տրվում է տեքստի կարևոր բառերի ու դրանց ածանցյալների, ինչպես նաև գործածական բառակապակցությունների ու արտահայտությունների թարգմանությունը: Տեքստին հաջորդող վարժությունները միտված են դասի լեզվական նյութի յուրացմանը, ուսանողների բառապաշարի հարստացմանը:

Երկրորդ և երրորդ տեքստերի համար (Text B, Text C) նախատեսված առաջադրանքների մի մասը հաղորդակցական բնույթի է, մյուսների նպատակն է ստուգել տեքստի ընկալումը, ուսանողին սովորեցնել սեղմ ներկայացնել ընթերցած նյութը և այլն:

Յուրաքանչյուր դասի հաջորդում է քերականական հավելված, որտեղ աղյուսակների միջոցով, հակիրճ ու մատչելի բացատրություններով ներկայացվում են անգլերենի քերական-

նության այն բաժինները, որոնք որոշակի դժվարություն են պարունակում անգլերեն սովորողների համար: Աղյուսակներին և բացատրություններին հաջորդում են տվյալ դասի քերականական նյութի յուրացմանը օժանդակող վարժություններ:

Ապագա դիվանագետը, միջազգայնագետը պետք է դեռևս ուսանողական նստարանից նպատակաուղղված աշխատի իր խոսքը, ելույթը դիպուկ, հստակ, համոզիչ ու տրամաբանորեն կառուցելու ուղղությամբ: Այս հարցում նրան մեծապես կօգնի «Speaker's Corner» բաժինը, որը հաջորդում է դասի քերականական հավելվածին: Այս բաժնում ուսանողը կստանա կարևորագույն խորհուրդներ՝ ինչպես նախապատրաստվել ելույթին, ինչպես հաղթահարել ունկնդիրների առջև խոսելու հետ կապված լեզվական և հոգեբանական դժվարությունները, ինչպես օգտվել հռետորական հնարքներից՝ խոսքը տպավորիչ և հիշարժան դարձնելու համար և այլն:

Դասագրքի յուրաքանչյուր երկրորդ դասը ավարտվում է «Improve Your Writing Skills» բաժնով, որը նվիրված է լեզվախոսքային մեկ այլ կարևոր ոլորտի՝ գրավոր խոսքի հղկմանը՝ մասնավորապես էսսե գրելու հմտությունների զարգացմանը: Այս բաժնում ուսանողը սովորում է կուռ և գրագետ շարադրել իր մտքերը՝ հաշվի առնելով էսսե գրելու ընդհանուր սկզբունքներն ու կանոնները:

Սույն դասագիրքը «Diplomatic Intercourse» դասագրքի բարելավված, փոփոխված նոր հրատարակությունն է: Հեղինակները փոխել են դասագրքի տեքստերի մեծ մասն ամբողջությամբ, մյուսներում առկա են մասնակի փոփոխություններ: Բնականաբար՝ փոխված տեքստերին համապատասխան կազմվել են նոր վարժություններ և առաջադրանքներ: Քերականական վարժությունների ճնշող մեծամասնությունը նույնպես փոխված է: Գրքի բոլոր գլուխներում ավելացվել է *It Is Worth Knowing* խորագրով

բաժին, որը նվիրված է տվյալ գլխի տեքստերից որևէ մեկում հանդիպած լեզվական առումով բարդ, սակայն ուսանողի համար կարևոր երևույթի, եզրույթի, իրողության բացատրությանն ու մեկնաբանմանը:

Դասագրքի խիստ կարևոր ձեռքբերումն ենք համարում տեքստերի ձայնագրությունները՝ որոնք ընթերցվում են ամերիկացի լեզվակիրների կողմից: Սա ուսանողներին բացառիկ հնարավորություն կընձեռի՝ ճշգրտելու իրենց արտասանությունն ու առողջանությունը, ինչպես նաև կատարելագործելու՝ լսելով ընկալման հմտությունները:

Introduction

Diplomacy is the activity and a set of professional skills serving a national power centre's relationships with other power centres. It involves representation, communication and receipt of messages, information gathering and analysis, negotiation, and the exercising of influence on external decisions and developments. Diplomats were, and are, the extension of a ruler's reach across his border.

Senior British diplomat Sir Harold Nicolson, a founder of the Modern academic disciplinary area known as diplomatic studies, in his core 1939 text *Diplomacy* endorsed the *Oxford English Dictionary* definition of diplomacy as 'the management of international relations by negotiation; the method by which these relations are adjusted by ambassadors and envoys; the business or art of the diplomat'. Nicolson's definition acknowledged a broader range of diplomatic processes than only negotiations, as well as the role of the practitioners: the ambassadors, envoys and other professional diplomats. Another senior British diplomat, Adam Watson in 1982 characterized diplomacy more generally as 'the dialogue between states', a definition encapsulating the balance between diplomatic actors — states — and processes. In this 'postmodern' age in which an increasing share of global economic activity is involved in cross-border flows of goods, services, capital, labour, knowledge, ideas and culture, and in which technological advances have made a growing share of global communications immediate, a wider range of actors than governments of nation-states can be seen to be engaging in diplomacy through an even broader range of processes than those envisioned specifically by Nicolson and Watson. For example, transnational firms such as Gazprom, Citigroup and Toyota represent themselves to and negotiate with governments much in the way that other governments do. Multilateral institutions such as World Trade Organization have created ongoing venues and special multilateral

conferences for particular types of diplomacy, in this case the agreement and implementation of rules for international trade.

Another way to think about diplomatic actors and processes is to understand diplomacy as consisting of two core functions or activities: representation and communication. Representation begins with the notion of the diplomatic actor itself, but asks how the actor represents itself to others with whom it wishes to establish and maintain a relationship or dialogue. Does a sovereign ruler represent him- or herself at a negotiation directly, in person? Does he or she appoint a special envoy to undertake a diplomatic mission? Does a sovereign appoint a permanent representative or ambassador to reside at the location where he or she wishes to be represented? Does he or she establish mechanisms for regular or emergency communications using technology, such as a weekly video conference meeting or a telephone 'hotline'?

The other core diplomatic function or activity, communication, is distinct, although inseparable, from representation. Communication by its nature must take place not between collective or aggregate entities such as nation-states, multilateral organizations or global firms, but between the individuals entrusted with representing or speaking for them. The contemporary media, through their unparalleled power and reach, have complicated processes of communication greatly through their ability to convey large quantities of information, accurate or not, with or without context, to huge segments of the global public. 'Diplomacy is bargaining', as Thomas Schelling wrote in 1966, ... it seeks outcomes that, although not ideal for either party, are better for both than some of the alternatives'. The idea of communication as a core diplomatic function begins with this original understanding of diplomacy as the art of negotiation, but it recognizes that diplomacy comprises a much broader range of communications than those that would strictly be considered negotiations. An ambassador presenting credentials to a head of state upon arrival at a new post, a President hosting a state dinner for a visiting Queen, or a commerce minister

giving the chief executive officer of a global software firm a tour of a new technology park and export processing zone are examples of the building and maintenance of diplomatic relationships that are no less important as diplomatic communications than a high-level negotiation over the release of hostages or a trade and investment treaty.

The power of communication, in all its guises, as a core function of diplomacy lies in its ability not only to achieve its primary objectives — resolving a conflict, maintaining a relationship, promoting social and economic exchange — but also in so doing to modify the interests and even the identity of the actors communicating with one another.

(from Contemporary Diplomacy)

UNIT 1

INTERNATIONAL RELATIONS AND DIPLOMACY

Pre-reading Activity

1. objective n objective adj objectivity n objectively adv to objectify v	նպատակ, ձգտում 1. օբյեկտիվ, առարկայական 2. անկողմնակալ, անաչառ անաչառություն, օբյեկտիվություն անաչառորեն, օբյեկտիվորեն առարկայացնել, նյութականացնել, մարմնավորել
2. interdependent adj interdependence to interdepend v	փոխադարձ կախում ունեցող, փոխկապակցված փոխադարձ կախվածություն փոխադարձաբար կախված լինել
3. pursuit n daily pursuits to pursue v to pursue one's objective pursuance n in pursuance pursuant adj	1. ձգտում, նկրտում 2. հետամուտ լինելը, որոնում, փնտրտուք զբաղմունք, գործ առօրյա գործեր 1. հետամուտ լինել, ձգտել, նպատակ հետապնդել 2. հետապնդել, հալածել 3. զբաղվել (մի բանով) 4. վարել (հետաքննություն) հետամուտ լինել/ձգտել հասնելու իր նպատակին կատարում, կատարելը համաձայն մի բանի հետևող, հաջորդող

4. enlightened adj to enlighten v enlightenment n enlightener n	կրթված, լավատեղյակ, ժամանակակից 1. լուսավորել, սովորեցնել, լուսավորություն տարածել 2. լուսաբանել 3. տեղեկացնել 1. լուսավորություն, կրթություն 2. լուսավորվածություն, կրթվածություն լուսավորիչ, լուսավորող, լուսավորություն տարածող
5. sustainable adj to sustain v to sustain a conversation sustenance n sustainability n sustained adj sustained economic growth	կայուն, տևական, կենսունակ 1. պայմաններ ստեղծել, ապահովել 2. ուժ, էներգիա, հույս տալ; նեցուկ՝ հենարան լինել 3. պահել, թույլ չտալ, որ ընդհատվի, շարունակել 4. տանել, դիմանալ, տոկալ, ենթարկվել, կրել (կորուստ, պարտություն) գրույցը շարունակել 1. կենսամիջոց, գոյության, ապրուստի միջոց 2. պահում, պահպանում, պահպանություն 3. սնունդ, սննդարարություն կայուն, պահպանելի զարգացում, կայունություն հաստատուն, կայուն, անխախտ կայուն տնտեսական աճ
6. upsurge n	վերելք, աճ, ուժգնացում, ավելացում

an upsurge in crime/violence/ popularity	հանցագործությունների / բռնության/ ժողովրդականության աճ, ավելացում
7. consequence n of consequence of no consequence person of consequence consequent adj consequential adj consequently adv	1. հետևանք, արդյունք 2. նշանակություն, կարևորություն կարևոր, էական անկարևոր, անէական ազդեցիկ անձ հաջորդող, հետևող, հետագա 1. բխող, հետևանք հանդիսացող 2. ինքնավստահ, չափազանց մեծամիտ 3. կարևոր հետևաբար, որպես արդյունք, ուստի
8. to emerge v emergence n emergency n emergency services state of emergency	1. երևան գալ, հայտնվել, առաջանալ 2. պարզվել, հայտնի դառնալ հայտնվելը, երևան գալը 1. արտակարգ պատահար/իրավիճակ, վթար 2. ծայրահեղ անհրաժեշտություն շտապ օգնության ծառայություններ (հրշեջ, ոստիկանական, բժշկական և այլն) արտակարգ դրություն
9. distinction n	1. տարբերակում, տարբերում, զանազանում 2. տարբերություն, զանազանություն

distinct adj distinctive adj distinctness n distinctly adv to distinguish v distinguished adj	1. տարբեր, առանձին, որոշակի 2. հստակ, պարզորոշ բնորոշ, հատկանշական, տարբերիչ պարզություն, որոշակիություն, հստակություն պարզ, պարզորոշ 1. տարբերել, տարբերակել, զանազանել 2. բնորոշել, առանձնացնել հայտնի, ականավոր, աչքի ընկնող
10. to execute v execution n executive n executive adj executive order	1. կատարել, իրագործել, ի կատար անել 2. մահապատժի ենթարկել 1. կատարում, իրագործում 2. մահապատիժ 1. գործադիր տնօրեն, ղեկավար, վարչական աշխատող 2. գործադիր իշխանություն, գործադիր մարմին 1. գործադիր 2. կազմակերպչական, վարչական վարչական հրահանգ (նախագահի)
11. outlook n world/global outlook to outlook v	1. մտահորիզոն, աշխարհայացք, մակարդակ, մտապաշար 2. հեռանկար, ապագայի ակնկալություն, ակնկալիք աշխարհայացք կանխատեսել՝ ելնելով ներկա տվյալներից

<p>12. attachment n</p> <p>to attach to attach to a party No blame attaches to him. attached adj</p> <p>attached to</p>	<p>1. նվիրվածություն, կապվածություն</p> <p>2. ջերմ հարաբերություններ</p> <p>3. կից, առդիր գրություն</p> <p>4. էլեկտրոնային փոստով ուղարկվող համակարգչային ֆայլ</p> <p>ամրացնել, փակցնել, կապել միանալ կուսակցությանը</p> <p>Նա դրանում մեղավոր չի:</p> <p>1. կապված, նվիրված</p> <p>2. ամրացված, կցված</p> <p>3. կից, առդիր (նամակին)</p> <p>գործուղված (ինչ-որ կազմակերպություն)</p>
<p>13. credibility n</p> <p>His credibility rate is not high. credence n credible adj</p> <p>credible evidence</p> <p>to give credence to (sb or sth)</p> <p>It doesn't seem credible.</p>	<p>1. վստահելիություն, հավաստիություն</p> <p>2. հավանականություն</p> <p>Նրան այնքան էլ չի կարելի վստահել:</p> <p>վստահություն, հավատ վստահելի, հավանական, արժանահավատ</p> <p>վստահելի, արժանահավատ վկայություն</p> <p>հավատալ (մեկին), արժանահավատ համարել (մի բան)</p> <p>Դա անհավանական է թվում:</p>
<p>14. to plot v</p>	<p>1. ուրվանշել</p> <p>2. պլան, գծագիր կազմել</p> <p>3. դավ նյութել, ինտրիգներ լարել, բանսարկություն անել</p> <p>4. դավադրություն կազմակերպել</p>

to plot to overthrow the government plot n to discover a plot	դավադրություն կազմակերպել կառավարությունը տապալելու նպատակով 1. բանսարկություն 2. համառոտ բովանդակություն, այուժե 3. դավադրություն, դավ հայտնաբերել դավադրությունը
15. to pretend v pretence n to make no pretence on/under false pretences pretension n pretender n.	1. հավակնել, հավակնություն ունենալ 2. ձևանալ, ձևացնել 1. հավակնություն, պահանջ 2. կեղծիք, շինծու բան հավակնություն չունենալ խաբեությամբ 1. հավակնություն, պահանջ 2. նպատակ, նկրտում 1. հավակնորդ 2. ձևացող, կեղծ մարդ

TEXT A

International Relations and Diplomacy

A fundamental **objective** for all countries is to build strong external partnerships around the world, to create a network of friends and allies. In an **interdependent** world, these ties are essential for the **pursuit** of one's own interests. These interests cover national security, as well as political, economic, and other benefits, extending to fields such as culture, education, the environment, science, technology, tourism, and the like. States pursue self-interests in an **enlightened** manner for the most part, seeking to maximize their own gain, but in a

way that is also to the advantage of the other partners, since this is the only way to build **sustainable** relationships.

Over the past four decades or so, there has been an **upsurge** in multilateral diplomacy. This has been a **consequence** of the expansion in the community of states and growth in numbers of international organizations, as well as the **emergence** of disarmament, economic and social development, international trade, the environment, terrorism and many other issues in the global dialogue. The importance of multilateral diplomacy, and its associated ‘summitry’, for the settlement of a wide range of issues through global and regional discussions, is an undeniable fact. But to some extent this preoccupation has led to a loss of focus on bilateral relationships, the basic building block in international relations.

A State’s Diplomatic Profile

The **distinction** between ‘diplomacy’ and ‘foreign policy’ is important. Diplomacy refers to the way in which a given foreign policy is **executed** by the foreign ministry (MFA) and implemented by professional diplomats (who used to be called ‘diplomatists’, before the term went out of currency, to distinguish them from those who may engage in ‘diplomatic’ behavior without being professionals in this field). One way of presenting the distinction is to visualize foreign policy as the strategy and diplomacy as the tactics. An experienced British diplomat, Peter Marshall, has written: ‘Foreign policy is about what to do and diplomacy is about how to do it.’

How might one view the diplomatic profile of a country? One way is to examine it in terms of its relative *character* and its *focus*. There are other criteria that can be used to describe the diplomatic profile. Among the criteria that can be considered are: ‘Professionalism’ and ‘Global **Outlook**’; or ‘**Attachment** to Rule of Law’ and ‘**Credibility** as a Partner’. Such analysis **plots** the behavior of countries in the international arena, and offers a comparative

perspective when we use the same device to visualize the profile of other countries. Of course, such empirical study is based on past action, and can serve only as a rough guide for portraying the character of the state. It does not **pretend** to offer a reliable indicator of future actions. In the study of diplomacy, excessive reliance on analogy can lead to serious error. Because a state behaved in a particular way in the past may suggest that in a new situation it may react in a like manner; but the totality of circumstances is never identical.

(from Kishan S. Rana "Bilateral Diplomacy")

Ex. 1 Fill in the spaces with an appropriate word in the relevant form.

objective (n, adj) objectivity objectively

1. The diplomat had no ————— evidence that anything extraordinary was happening.
2. These people are not directly in touch with each other ————— in similar circumstances.
3. I believe that a journalist should be completely ————— .
4. There was a lack of ————— in the way the candidates were judged.
5. It was a highly innovative, exceptionally well-managed project with very clear ————— and benefits.
6. The search for ————— is pursued in many different contexts and can mean many different things.
7. I would really like to have your ————— opinion on the matter.
8. Can the consequences of the armed conflict be ————— measured?
9. Belief in the rightness of one's action is very important because it provides a clear ————— to achieve success.

10. Everything that exists _____ can be understood.
11. Too many _____ will scare away bureaucratic policymakers and will doom the project to failure.

interdependent interdependence (less freq. interdependency)

1. Diplomatic negotiations often emphasize the _____ nature of security, as one nation's safety can impact the safety of the allies.
2. Diplomacy seeks to build bridges of _____ among nations, fostering cooperation and peaceful coexistence.
3. The nations in the region realized that they needed to address the refugee crisis _____ to find a lasting solution.
4. The leaders of the neighboring countries recognized that their security was _____.
5. The study of _____ in international relations explores how countries rely on each other for resources and security.
6. International organizations and governments often collaborate _____ to combat global issues like terrorism.
7. Trade agreements are essential tools for fostering _____ of economic relationships among nations.
8. Diplomats from both countries worked _____ to reach a compromise on the trade dispute.

pursuit pursue pursuant pursuance

1. The _____ of peace on our planet should be the top priority of all the nations of the world.
2. Diplomats from both countries have agreed _____ high-level talks to defuse the tension.
3. The treaty is being implemented in full _____ of the agreements reached during the summit.
4. _____ to the treaty, both nations have agreed to limit their nuclear arsenals.

5. The _____ of human rights and democracy is a fundamental principle of our foreign policy.
6. The _____ of these environmental goals requires coordinated action on a global scale.
7. The new regulations will come into effect _____ to the legislation passed last year.
8. We will continue _____ bilateral agreements to strengthen our ties with key allies.
9. _____ to international law, the United Nations has the authority to intervene in cases of humanitarian crises.

sustainable sustain sustainability sustained (adj)

1. The _____ development goals aim to address poverty, inequality, and environmental issues.
2. We must take decisive actions _____ our natural resources and protect the environment. To sustain
3. The summit will address the challenges of achieving long-term _____ in energy production.
4. There are many charities that are aiming to material _____.
5. The _____ commitment to human rights has strengthened that country's diplomatic ties with democratic nations.
6. Achieving a _____ energy policy is essential for combating climate change.
7. The international community must work together _____ peace and stability in the region.
8. The _____ military presence in the region has contributed to regional stability and security.
9. Elections are necessary for the _____ of parliamentary democracy.

consequence consequent consequential consequently

1. Diplomatic negotiations are underway to prevent the _____ of the conflict.
2. The change in the leadership had many _____ policy changes, affecting foreign policy.
3. The meeting between the two heads of state had a _____ impact on the peace process in the region.
4. The ceasefire was agreed upon, and _____, both sides began preparations for peace talks.
5. _____ to the new law, citizens have greater access to healthcare services.
6. The economic _____ of the trade war have impacted business on both sides.
7. The election results had _____ influence on the balance of power in the government.
8. Diplomatic negotiations broke down, and _____ tensions in the region escalated.

**distinction distinct distinctive distinctness distinctly
distinguish distinguished**

1. He spoke _____, so that everyone in the room could understand his message.
2. The _____ of his argument made it clear that he had a deep understanding of the problem.
3. The building's architecture reflected a _____ mixture of modern and traditional design elements.
4. He travelled in Europe, meeting on his journeys Napoleon Bonaparte and other persons of _____.
5. It is crucial for leaders _____ facts from misinformation, especially in times of political turmoil.
6. Each country has its _____ cultural traditions and practices.

7. The colors of the two flags were _____ different, avoiding any confusion.
8. The _____ between civil and criminal law is fundamental to our legal system.
9. There are two _____ factions within the governing political party.
10. The ambassador's _____ career was built on his ability _____ nuances in diplomatic negotiations, fostering trust among nations.

execute execution executive (n adj)

1. The _____ of the peace treaty marked a significant milestone in ending the conflict.
2. The president issued an _____ order _____ the new policy, which was met with both support and opposition.
3. The _____ branch of the government is responsible for implementing and enforcing laws.
4. The _____ of justice requires a transparent and impartial legal system.
5. The president is elected directly by the people, and is the only elected member of the national _____.
6. Killing civilians deliberately on a massive scale, taking civilians hostage, and even threatening _____ civilians – those are war crimes.
7. Conservatives are by tradition believers in a strong _____.
8. The _____ of the project in time was a result of careful planning and dedicated teamwork.

credibility credence credible

1. The diplomat's words carried weight and were given _____ by his colleagues in the negotiations.
2. The _____ of the witness was called into question during the trial.

3. To be a successful leader, it is vital to be honest and maintain a _____ reputation with the public.
4. Just to have somebody listen, to give _____ to my feelings, was an immense relief.
5. The company's _____ suffered a blow when reports of unethical practices appeared in the media.
6. The journalist provided _____ evidence of corruption within the government.
7. The politician's statement was met with skepticism, and his claims lacked _____.
8. A _____ source is essential to support your arguments when conducting academic research.

Ex. 2 Suggest the Armenian equivalents for the English word combinations.

1. to seek to maximize one's own gain _____
2. expansion in the community of states _____
3. to lead to a loss of focus on bilateral relationships _____
4. the way in which a given foreign policy is executed _____
5. to go out of currency _____
6. to engage in diplomatic behavior without being professionals in the field _____
7. in terms of the relative character _____
8. credibility as a partner _____
9. to plot the behavior of countries in the international arena _____
10. to serve only as a rough guide _____
11. to react in a like manner _____
12. strategy and tactics _____

Ex. 3 Find in the text the English equivalents to the following.

1. հոգուտ մյուս գործընկերոջ _____
2. խնդիրների մեծ շրջանակի լուծում համաշխարհային և տարածաշրջանային քննարկումների միջոցով _____

3. անհերքելի փաստ _____
4. որոշ չափով _____
5. իրականացվել մասնագետ / արհեստավարժ դիվանագետների կողմից _____
6. եզրույթը գործածությունից դուրս եկավ _____

7. արտաքին քաղաքականությունը պատկերացնել որպես ռազմավարություն _____

8. դիտարկել երկրի դիվանագիտության բնութագիրը _____

9. նվիրվածություն օրենքի գերակայությանը _____

10. օգտագործել նույն միջոցը՝ այլ երկրների դիվանագիտական բնութագիրը պատկերացնելու համար _____

11. ապագա/հետագա գործողությունների հուսալի ցուցիչ _____

12. միանման հանգամանքների ամբողջություն _____

Ex. 4 Supply the equivalents from the text for the underlined words.

1. The Portuguese were satisfied with the possession of Malacca itself and did not seek to expand further into their empire.

2. Ignorance of the law is no ground for avoiding the effects of an act.
3. The undisputable and disturbing fact is that violence exists within each of us.
4. It seems unlikely that these reforms will be carried out very soon.
- 5 It can help to imagine yourself making your speech clearly and confidently.
- 6 He claimed that the police had used immoderate force.
- 7 Each constitutional amendment dealt only with specific issues, rather than the Constitution in its entirety.
- 8 The signs of excitement and those of anxiety are almost indistinguishable.

Ex. 5 Match the following words with their definitions.

1. external	a) a standard or principle by which sth is judged, or with the help of which a decision is made
2. benefit	b) a clear difference or contrast especially between people or things that are similar or related
3. sustainable	c) to state sth indirectly, imply
4. disarmament	d) based on experiments or experience rather than ideas or theories
5. distinction	e) connected with or located on the outside of sth
6. to execute	f) that can continue or be continued for a long time
7. criterion (pl. criteria)	g) the fact of a country reducing the number of weapons, esp. nuclear weapons, that it has

8. to visualize	h) an advantage that sth gives you; a helpful or useful effect that sth has
9. empirical	i) to perform a duty, put a plan into action, do a piece of work, etc.
10. to suggest	j) to form a picture of sb/sth in your mind

Ex. 6 Fill in the blanks. Use the words given below in the correct form.

Today the issues in diplomatic dialogue are more 1. _____ — than ever, and so is the range of players who are engaged in bilateral 2. _____ relationships. We live in an 3. _____ — world, whose *leitmotif* is globalization, even while many see this as a mixed benefit, one that 4. _____ the divide between the haves and the have-nots. For foreign ministries and for 5. _____ —, diplomacy has become a matter of complexity management. Part of that complexity also 6. _____ dealing with many kinds of technical experts. The diplomat, whose special 7. _____ can almost never cover the range of technical issues he encounters, has to grasp the essentials of diverse disciplines, and place these within the integral 8. _____ of the bilateral relationship with that country. This is the 9. _____ of his professional skill, an ability to 10. _____ with experts, understand the essentials of technical issues under 11. _____, and relate these to the 12. _____ of the relationship.

totality, mission, to interact, crux, diverse, dialogue, to sharpen, external, to involve, context, knowledge, interdependent

TEXT B

Nature of Relationships

From the perspective of one's own state, the potential offered by different foreign states for fruitful partnership varies from country to country depending on the specifics of each situation. In a very rough way, one may divide countries into three broad clusters: those with whom *special relations* exist, those with whom *normal ties* are maintained, and those that are of relatively *peripheral interest*.

Special. The first group usually includes immediate neighbors with whom strong political, security or economic links are customary. Singapore regards Indonesia and Malaysia as its most vital partners. Other nations may include on their own special list the US, because of its global reach as the sole superpower. There may be other factors such as religion or ideology that may produce close affinity. One characteristic can be a special mechanism for high-level consultation. The leaders of France and Germany meet at bilateral summits every 6 months. US and Canada have a similar mechanism. Relationship building among such countries is highly intensive, using exceptional mechanisms that may involve major agencies of the government and non-state institutions. The MFA officer dealing with such countries has a major task in liaising with different ministries, playing the coordinator role. And the mission accredited to such a country is invariably under close scrutiny at home from the highest quarters.

Normal. This covers a broad cluster, with wide variations from top to bottom. A common feature is a sustained use of all the customary diplomatic avenues to develop linkages. Innovative methods for advancing interests have good potential here, when used with discretion and balance. Example: joint commissions or an equivalent mechanism for bilateral consultation is often established, but the practical use made of these devices varies. Both the territorial division in the MFA and the mission have ample scope to practice 'integrated' diplomacy, acting as coordinators and as 'value-adders'

for the other government agencies involved in the relationship. Often the economic content of such relationships is sizable and acts as a determining element in the relative priority each gives to the other. One prerequisite for 'normal' relations is that the countries have extended diplomatic recognition to each other, and also recognize each other's governments. They are then said to be 'in diplomatic relations', even if resident diplomatic missions are not exchanged. One might add here that even the extreme step of 'breaking diplomatic relations', if and when it happens, does not mean withdrawing recognition from either the state or the government, and usually also keeps intact their 'consular relationships'.

Peripheral. No one of course likes to have his country described by another as belonging to such a list. But it is a reality in a global community of 206 states that there are many countries that lie '*beyond the horizon*', in terms of partnership utility. It may also be that potential for cooperation, in terms of density of economic and other exchanges, is undeveloped and perhaps awaits exploitation. In such situations, the main relationship building task is '*to keep the pot warm*', to carry out friendly exchanges whenever opportunity arises. This can happen when delegations visit the region, or if there is no permanent diplomatic representation, via the intermediary of the permanent missions of the respective countries at the UN. Trade and other exchanges are nevertheless encouraged, and in a dynamic process, one may 'graduate' the relationship to a higher level.

An alternative to the above approach is a criterion suggested by noted US diplomat Joseph S. Nye. This divides countries into those that are a threat to one's survival; those that threaten one's interests but not survival; and finally those that affect one's interests, without threatening them. Such criteria relate to a security perspective, rather than relation building.

(from Kishan S. Rana "Bilateral Diplomacy")

It Is Worth Knowing

What Is an Idiom?

Dear student, you may wonder what a couple of phrases in Text B of this unit mean as they seem to have nothing in common with the context. Those phrases are *to lie beyond the horizon* and *to keep the pot warm*. These phrases are idioms. Actually, *it lies beyond the horizon* means that even if we want to know about that certain thing, it is too far beyond our imagination to know. As to the idiom *to keep the pot warm*, it is used to express the idea of keeping an activity, project or process active or continuing without interruption.

So, an idiom is a type of phrase or expression that has a meaning that can't be deciphered by defining the individual words. The word "idiom" is derived from the ancient Greek word "idioma," which means "peculiar phraseology."

And that's exactly what it is — a phrase that's normal to fluent speakers (every language has its idioms) but strange to others.

People who struggle with idioms often can't see the forest for the trees, which is itself an idiom used to describe someone who's too involved with the details of a situation and can't see the bigger picture at hand. It doesn't involve any forests or trees.

To understand idioms is to see the forest for the trees, or to look at the phrase as a whole rather than focusing on the individual words.

(from <https://www.grammarly.com/blog/idiom/>)

Assignment: Find 5 English idioms that seem interesting and challenging to you and let your friends try to guess their meaning. Make up situations using those idioms.

TEXT C

Shaping Diplomacy's Future

For centuries, diplomacy was the domain of an insular elite. The key figures worked quietly, often secretly, until ready to unveil their accomplishments or lack thereof. Diplomats were comfortable in this closed environment, speaking just to one another and paying little heed to those publics whose future might be shaped by their work. British diplomat Harold Nicolson, in his 1939 book *Diplomacy*, wrote, “In the days of the old diplomacy it would have been regarded as an act of unthinkable vulgarity to appeal to the common people upon any issue of international policy.

Today Nicolson’s “unthinkable vulgarity” has become integral to diplomacy, and it would be an act of unthinkable stupidity to disregard the “common people” (now referred to as “the public”) when conducting international relations.

In this new information era, people gather information from diverse sources, disseminate their own views, and participate in nonstop virtual conversation. The governmental gatekeepers who controlled access to information and shaped much of its content have been nudged aside by the individual disseminating “news” as he or she defines it.

As we move further into this new century, the role of social media takes on huge importance. As a tool to spread information (and disinformation), unite communities of interest, and mobilize political actors, social media possess unprecedented speed and reach, both of which will continue to grow.

Although diplomacy may have been an elitist enterprise for many centuries, it has now been opened up in the sense that people (at least in democratic societies) can know more about diplomatic activity and can make their voices heard. Diplomats know that speculation as well as solid information about their work will appear quickly and widely.

Nothing can be done about that, and so the art of rapid response has become part of the diplomatic repertoire.

In the future of diplomacy, public diplomacy will be central, and diplomats of nations that aspire to being viewed as major players in world affairs will need to work with publics that their professional predecessors could ignore.

(abridged from “The Future of Diplomacy”).

Ex. 9 Say if the following statements are true or false.

1. The percentage of diplomats of noble origin was significant in the past.
2. The neglect of the public is commonplace in today’s diplomacy.
3. People who protect the government-related information have more challenges today than they had in the past.
4. Never before was the impact of television so great on the society as today.
5. Public accountability affects the work of diplomats to a great extent.

Grammar Supplement

The Article Indefinite article

Use	Example
before a countable noun when it represents no particular person or thing	The lieutenant offered Grey a cigarette which he refused.
when we are speaking of an unknown object	There was an antique vase in the corner of the room.
with certain words to mean one	a thousand, a hundred
in exclamatory sentences with a singular noun after the pronoun what	What an interesting idea!
in certain expressions of quantity	a lot of, a great deal of, a great number of
in measuring	three times a week, fifty kilometers an hour
unknown people (use of a/an emphasizes that the person is unknown)	A Mr. Jones called while you were out.

Definite article

Use	Example
unique objects	the sun, the moon, the sky
national groups	The British drink far too much tea.
classes of people	The rich get richer and the poor get poorer.
individual items which represent a class	The lion is fast disappearing.
before the superlatives, the ordinals	This is the best . You are the first .
before the adjectives right ,	You cannot find the right

wrong, only and the pronoun same	answer. This is the only way.
rivers, seas, oceans, channels, falls, deserts, groups of islands, chains of mountains as well as lakes when they are not preceded by the word lake	the Thames, the Black Sea, the Pacific Ocean, the Suez Canal, the Niagara Falls, the Sahara, the Alps, the Sevan but Lake Sevan
countries: collective or plural	The United Kingdom, The Netherlands
certain cities and countries	the Hague, the Sudan, the Congo
compass points/areas	the East, the West, the North, the South, the Middle East
newspapers, ships, theatres, cinemas, museums, hotels, famous buildings if they do not include a person's name	the Times, the Independent, the Sunday Times, the British Museum, the Titanic, the Tower, the Union Hotel but Madam Tussauds'
names of musical instruments in combination with the verb to play	I can't play the piano, but I can play the guitar.
parties and organizations	The Democrats, the UN, the police, the army, the fire brigade
words followed by a descriptive phrase, which makes them definite	This is the man I told you about.
names denoting the whole family	the Smiths, the Johnsons=the Smith family, the Johnson family

Zero Article

Use	Example
plural countable nouns (when we are talking generally)	Journalists often face difficulties.
uncountable nouns (when we are talking generally)	News travels fast these days.
with names of continents,	America, Paris, France, Mount

countries, cities as well as names of single islands and mountain peaks	Everest, Crete, Ararat
with names of streets, parks, squares, airports, stations as well as names of universities	Green Road, Godwin Street, Trafalgar Square, Cambridge University, London Airport but the High Street, the University of London
with uncountable nouns unless they are modified by a limiting attribute	Chocolate is bad for your teeth.
with abstract nouns unless they are modified by a limiting attribute	to listen to music
before certain nouns: school, church, prison, hospital, college , as well as bed, table when they lose their concrete meaning	to go to school (as a pupil) /to hospital (as a patient) / to church(as a worshipper) /to prison (as a prisoner)/ to bed(to sleep)
with names of days, months, seasons as well as meals unless there is a limiting attribute in which the definite article is used; in case of descriptive attribute the indefinite article is used	in 2009, in June, on Friday, at night, to have dinner, at 4 o'clock but in the 1990s, the May of 1990 / a cold May, a hot summer
with the noun town when the abstract idea of town life is implied or when it refers to the town we live in or the nearest town if we live in the country (in this case the noun town is usually used with a preposition)	to prefer to live in town
with names of diseases	He died of cancer.
company names	Hitachi, Sony, Toshiba

The Use of Articles in Some Set Expressions

The indefinite article

it's a pity	in a whisper
it's a shame	in a low (loud) voice
it's a pleasure	in a hurry
to have a good time	as a result
to have a laugh	at a glance
to tell a lie	a great many (with countables)
to be at a loss	a great deal (with uncountables)

The definite article

to tell the truth	in the original
to tell the time	the other day
to take the trouble to do sth	on the whole
to be on the safe side	it's out of the question
to be of the opinion	on the one hand... on the other hand

Zero article

at sunset	from morning till night
at sunrise	from head to foot
at dawn	from beginning to end
at war	from day to day
in/at peace	from time to time
by chance	for hours
by mistake	for ages
by name	at first sight
by train (bus, car)	out of sight
to go to sea	it's (high) time
to take to heart	
to take offence	

Ex. 11 Fill in the required articles where necessary.

1. Diplomats fear ___ influx into Western Europe this summer of illegal immigrants being released from Italian detention centres under loopholes in immigration laws.
2. Under mounting political pressure to do something to stimulate Germany's economy, ___ Berlin government announced ___ series of incentives to boost business investment, particularly in energy and new technology fields.
3. After the sense of drift during John Major's years in power, it is ___ refreshing change for Britain to have ___ government which inspires widespread public confidence.
4. On arriving at ___ London airport ___ Foreign Secretary said that he thought ___ practical and effective resolution would emerge as ___ result of his talks with African Commonwealth delegates.
5. ___ Foreign Secretary will propose ___ package of measures designed to increase ___ democratic legitimacy of ___ European Union while curbing ___ powers of ___ European Commission.
6. In unexpectedly strong language, ___ report describes ___ Guatemalan policy at ___ height of ___ war as policy of genocide.
7. Although no decision has been made, informed sources said that ___ number of senior administrative officials, including some in ___ White House and ___ Pentagon, are in favour of selling the jets and there is ___ strong feeling among them that "it is important for ___ U.S. to maintain ___ friendship of Taiwan".
8. The way in which work at ___ United Nations and other international institutions is directed and organized from the capital forms ___ important part of a foreign ministry's make-up.
9. As the principal writer, I take ___ offence by the accusation of plagiarism.
10. ___ 'Doctors without borders' provides independent, impartial medical humanitarian assistance to ___ people who need it most.
11. I'd rather get ___ COVID vaccine to be on ___ safe side.

12. ___ *Independent* brings an alternative perspective on Singapore news and current affairs.
13. ___ Suez Canal is ___ artificial waterway in Egypt extending Port Said to Suez and connecting ___ Mediterranean with ___ Red Sea.
14. ___ Nagorno-Karabagh conflict was ___ bloodiest conflict of ___ post-Soviet area with tens of thousands of victims, hundreds of refugees and massive destruction.
15. As ___ result of ___ war unleashed by Azerbaijan, it seized ___ Shahumyan region of ___ NKR entirely and the eastern parts of ___ Martuni and Martakert regions.
16. Driving was out of ___ question as the mid-morning parade, scheduled to begin in a few minutes, was forming on ___ Main Street, which was now closed to traffic.
17. Believe me, when ___ woman really makes up her mind to marry a man nothing on God's earth can save him.
18. Azerbaijan is ___ only country, which acts against ___ process of the normalization of ___ Armenian-Turkish relations.

Ex. 12 Translate the following sentences into English.

1. ԱՄՆ Սենատը իր 1991թ. մայիսի 17-ի բանաձևում դատապարտեց Ադրբեջանի բռնի գործողությունները խաղաղ բնակչության նկատմամբ:
2. Հանրապետականների հետ իր առաջին զրույցի ժամանակ նորանշանակ նախարարը որոշ անհանգստություն զգաց:
3. Լարվածությունը պահելու համար Բաքվի իշխանությունները նաև խախտում են միջազգային մարդասիրական իրավունքի հիմնարար նորմերը:
4. Դեսպանները պետությունների աչքերն ու ականջներն են:
5. Հարցը, որը քննարկվում է Ազգային ժողովում, վերաբերում է բոլորիս:

6. Որպես արդյունք Ադրբեջանի դիմակայության, ԼՂ-ն, լինելով հակամարտության փաստացի կողմ, չի մասնակցում բանակցային գործընթացին:
7. Երբ երկիրը նախագահում է Եվրոպայի խորհրդում, այն ձեռք է բերում որոշակի առավելություններ:
8. Պատվիրակների մեծամասնությունը համաձայնեց սահմանադրական մի շարք բարեփոխումների հետ՝ սահմանափակելու հանրապետականների ազդեցությունը:
9. Նոր տեխնոլոգիաների արագ զարգացմամբ համացանցը դառնում է հաղորդակցման շատ կարևոր միջոց:
ԼՂ-ն Ադրբեջանի կողմից տնտեսական շրջափակման մեջ եղել է մոտ մեկ տարի, որի ընթացքում փակ են եղել հաղորդակցման բոլոր ուղիները:
10. Աչքից հեռու, մտքից հեռու:
11. Բոլոր անդամ պետությունները ունեն իրենց մշտական ներկայացուցիչները ՄԱԿ-ում:
12. Ըստ *La Repubblica*-ի՝ դաշինքի շտաբի հետ կապ հաստատած անձանց թվում է եղել նաև ՌԴ պաշտպանության նախարարը:
13. Կրեմլում անցկացված բանակցությունների ժամանակ Ռուսաստանի դաշնության և Վիետնամի սոցիալիստական հանրապետության վարչապետները կարծիքներ փոխանակեցին ռուս-վիետնամական հարաբերությունների զարգացման և բարելավման շուրջ:
14. Հայտնում են, որ ԱՄՆ-ի ներկայացուցիչը շուտով մեկնելու է Մերձավոր Արևելք՝ տարածաշրջանային խնդիրների կարգավորման համար:
15. Հանձնաժողովը կոչ արեց երկու կողմերին հարցը քննարկել բանակցային սեղանի շուրջ:

16. Պաշտոնական հաղորդագրությունը, որը հրապարակվել էր *Times*-ում, այժմ քննարկվում է Համայնքների պալատում:
17. Սպիտակ տունը հայտնեց, որ երկու գերտերությունների առաջնորդները ընթացիկ մարտահրավերներին դիմակայելու ուղիներ են քննարկելու:
18. Սուդանի կառավարությունը և Սուդանի ժողովրդական ազատագրական բանակը ստորագրեցին շրջանակային համաձայնագիր՝ վերջ դնելու երկար քաղաքացիական պատերազմին:

Speaker's Corner

Dear students,

Making a speech is often a source of anxiety. People usually rank it as one of the things they least want to do. But it doesn't have to be that way. Here are some tips to make your speech go more smoothly.

First, it's very important to analyze the situation. Think about your audience. What do they want to know? What do you want to accomplish? What is the most effective way to get your ideas across in the time that you have?

Once you have figured that out, you're ready for step two – preparation. Make an outline of your key objectives. This will help you shape a successful speech. You should begin with an introduction, go on to cover your main points, and then end with a conclusion. Remember to be clear and simple; too many details will confuse and bore your audience.

The third step is practice. One of the best ways to eliminate anxiety is to spend time learning your material. Reread it and practice speaking it in front of a mirror or another person. You could also tape yourself and play it back to see how you can improve. Practice will make you more confident. The most important stage is the opening minute, which is also the most frightening part of the speech. Practice it again and again. If it's properly done, you get the audience's attention immediately.

The delivery of your speech is the fourth important step. Concentrate on maintaining good posture, speaking clearly and slowly, and making eye contact with your audience. Beginning your speech with a funny story is a good way to make that initial contact with your audience.

In the next units of this textbook you will learn more about how to make your speech more impressive; you will learn how to use your voice and body and choose the words that convey meaning to the

audience. The skills and knowledge you gain will help you enjoy your speeches not dread them.

Ex. 13 Discuss the following statements making use of the given expressions to show your agreement or disagreement.

Agreement	Disagreement
I (quite/certainly) agree (with you).	I don't agree/disagree (with you) (there).
I share your view.	I'm afraid I can't agree with you (there).
I think so too.	I'm afraid you're mistaken.
Exactly.	Nothing of the kind (direct, sometimes abrupt).
Quite so.	On the contrary. (formal, direct, sometimes abrupt)
I couldn't agree more.	I couldn't agree with you less.
I hold the same opinion.	<i>Tactful disagreement</i>
I should say so.	I wouldn't say that.
That's just what I think.	I wouldn't call it exactly...
I have come to the same conclusion.	Do you really think so?
We are of one mind/of the same mind on that.	I take a different view.
I suppose so (reluctant agreement).	<i>Colloquial/abrupt</i>
<i>Partial agreement</i>	That's ridiculous.
I agree with you up to a point/in a sense/ in a way/ but ...	Rubbish!
I see what you mean, but ...	Nonsense!
That may be true, but (on the other hand)...	

1. Success in life comes from taking risks.
2. Human activity makes the Earth a better place to live.
3. Emigration will solve our problems.
4. Too much knowledge is a dangerous thing.

Ex. 14 Read carefully the text on page 28. Make a three-minute speech on either of the following topics bearing in mind the useful tips given in the text.

1. Life is ours to be spent, not to be saved.
2. Winners never quit, quitters never win.

**Ex. 15 Time to debate: talk show on the topic “Generation Gap”
The time limit for presentations is 5 minutes.**

Improve Your Writing Skills

Learning how to write an essay is essential for students attending a university. To improve writing students should focus on 3 points: the content of an essay, correct grammar, and advanced-level vocabulary.

A five-paragraph essay has three basic parts: an introduction, a body including 3 paragraphs and a conclusion. Each body paragraph contains a topic sentence that supports the thesis statement.

The introduction

An introduction to a five-paragraph essay must have a hook, background information, and a thesis statement.

Hook

A hook is a statement that begins the introduction. It includes one or two interesting sentences that engage the readers' attention and stimulate their curiosity.

Background information

Background information in most cases follows the hook. The background information contains a general statement or statements that give a broader picture of the subject matter to be discussed.

Thesis statements

A thesis statement usually comes at the end of the introduction. It summarizes what the entire essay is about. It contains the topic and the controlling idea for the whole essay. The topic is the theme or the subject matter of the essay. The controlling idea defines the purpose of the essay and sets its direction.

Body paragraphs

The three body paragraphs of a four- or five-paragraph essay contain the supporting details of the essay.

- ✓ The topic sentence clearly states the content of each paragraph. It supports and expands on an aspect of the topic and controlling

idea of the thesis statement. The topic sentence is often the first sentence of the body paragraph.

- ✓ Each body paragraph must develop a point, presented in the topic statement. All the supporting details in a body paragraph must clearly relate to each other. They can be description, definitions, examples, statistics or quotation.
- ✓ The concluding sentence may either bring the idea of the paragraph to a close or suggest the content of the next paragraph.

The conclusion

All five-paragraph essays end with a conclusion that brings the essay to a close.

- ✓ The conclusion is usually 2-4 sentences in length.
- ✓ It restates the thesis of the introduction in different words. This restatement connects the conclusion to the introduction.
- ✓ It may give advice or a warning.
- ✓ It may make a prediction or ask a question.
- ✓ It can provide new insights and discoveries that the writer has gained through writing the essay.

Ex. 16 Read the essay below and examine its organization by answering the questions.

Some people think that universities should not provide so much theoretical knowledge and should give more practical training throughout their courses. To what extent do you agree or disagree with this opinion?

In the past, the majority of academics held the opinion that universities should only offer a theoretically-based approach to teaching throughout their courses, as opposed to the more recent trends towards empirical acquisition of knowledge involving more “hands on” experience. Is this the most effective way for students to learn vital academic information while undertaking their degrees?

Undoubtedly, advantages and disadvantages of both academic learning styles have to be evaluated.

Firstly, on the one hand, despite being the more traditional educational approach, learning from theory in relevant academic discourses to identify established knowledge allows us to gain a professional insight. For example, students can easily identify facts and opinions from past discourses. In addition, students acquire knowledge more easily when given relative theoretical examples to build upon. For instance, in subjects such as history or sociology, studying textbook examples allows students to unravel complex academic theories which they could expand on. Alternatively, there are some disadvantages for students.

On the other hand, there is no doubt that students could find themselves reading tedious and monotonous academic papers. For instance, university degrees involving the evaluation of numerous “long-winded” academic discourses provide little inspiration for students, discouraging enthusiasm. Obviously, interest can be stimulated through empirical research in class. By this I mean that “the human brain learns best by doing”. Although time-consuming, there is no substitute for learning from making mistakes.

In conclusion, while both approaches have benefits and drawbacks in our ever-changing academic world, I honestly believe that a more practical approach promotes a stronger acquisition of academic knowledge. In spite of the comprehensive nature, which theoretical teaching can possibly provide, practical learning equals more positive learning for future generations.

1. Circle the hook.
2. Underline the thesis statement.
3. Give an example of contrast in body paragraph 1.
4. What details does the writer provide in body paragraph 2?
5. What conclusion does the writer draw in the final part of the essay?

Ex. 17 Write a five-paragraph essay on either of the following topics.

1. Should people be forced to retire at 65?
2. If you were asked to send one thing representing our country to an international exhibition, what would you choose? Why?

UNIT 2

THE MINISTRY OF FOREIGN AFFAIRS

Pre-reading Activity

1. to dedicate v dedication n dedicatory adj dedicated adj dedicatee n	1. նվիրել, նվիրաբերել, ձոնել 2. մակագրություն անել (գրքի վրա) 3. բացված հայտարարել (հանդիսավոր կերպով) 1. նվիրվածություն 2. ընծայական ուղերձ, ձոն նվիրման, ընծայական 1. նվիրյալ, իր գործին նվիրված 2. հատուկ նպատակով ստեղծված 3. ձոնված ձոնընկալ, (անձ, ում ձոնված է ինչ-որ բան)
2. routinely adv routine n to routine v routine adj	սովորաբար սահմանված կարգ , որոշակի ռեժիմ կազմակերպել ըստ հերթականության 1. սովորական, ընթացիկ 2. մշտական, առօրյա, միօրինակ
3. to allocate v allocation n allocated adj	1. բաժանել, բաշխել, դասավորել 2. հատկացնել տրամադրել 1. բաշխում, դասավորում 2. տեղաբաշխում բաժանված, բաշխված, դասավորված
4. corollary n corollary adj	եզրակացություն, հետևանք 1. հետևանքային, հետևող 2. լրացուցիչ, հավելյալ, կապված

<p>9. intimate adj</p> <p>intimate n</p> <p>intimacy n</p> <p>to intimate v</p>	<p>1. մոտիկ, մտերիմ, սերտ, ջերմ</p> <p>2. լավ ծանոթ</p> <p>3. ներքին, խորը</p> <p>4. մանրամասն, համակողմանի</p> <p>մտերիմ ընկեր</p> <p>1. մտերմություն, մտերմական հարաբերություններ</p> <p>2. ծանոթություն, լավատեղյակ լինելը</p> <p>1. իրազեկ դարձնել, տեղեկացնել, ազդարարել, ծանոթացնել</p> <p>2. ակնարկել</p>
<p>10. unification n</p> <p>to unify v</p>	<p>1. միավորում, միավորվելը</p> <p>միասնականացում</p> <p>1. միացնել, ամբողջացնել</p> <p>2. միասնականացնել, միավորել, միանալ, ամբողջանալ</p> <p>3. միասնականանալ</p>
<p>11. challenge n</p> <p>to challenge v</p> <p>challenging adj</p>	<p>մարտահրավեր, մրցահրավեր</p> <p>կանչ, կոչ</p> <p>1. հրավիրել (մրցման, մարտի), մարտահրավեր նետել</p> <p>2. առարկել, վիճելի համարել</p> <p>հավակնել</p> <p>1. դժվարին, բայց հետաքրքիր և հրապուրիչ</p> <p>2. խոստումնալից</p>
<p>12. intelligence n</p>	<p>1. գործակալական հետախուզություն, գաղտնի տեղեկատվություն, լուր</p> <p>2. խելք, մտավոր կարողություն, ընդունակություն</p> <p>3. շուտ հասկանալու, ըմբռնելու կարողություն</p>

intelligence test intelligent adj intelligent testimony intelligible adj	<p>մտավոր ունակության ստուգում</p> <ol style="list-style-type: none"> 1. խելոք, խելացի 2. խելամիտ, հասկացող <p>խելամիտ վկայություն</p> <p>հասկանալի, դյուրըմբռնելի</p>
13. to assess v assessable adj assessment n assessor n	<ol style="list-style-type: none"> 1. գնահատել, գնահատական տալ 2. հարկել, հարկ դնել <p>հարկման ենթակա, հարկելի</p> <ol style="list-style-type: none"> 1. գնահատում, գնահատական 2. գնորոշում 3. հարկի չափ <ol style="list-style-type: none"> 1. գնահատող անձ 2. հարկային գործակալ 3. իրավախորհրդատու
14. to anticipate v That which one least anticipates soonest comes to pass. by anticipation in anticipation anticipator n anticipatory adj	<p>ակնկալել, սպասել, նախատեսել, կանխատեսել</p> <p>Մտքով չանցածն է հաճախ իրականանում:</p> <p>նախօրոք, նախապես, վաղօրոք</p> <p>կանխագգալով, սպասումով</p> <p>ակնկալող անձ, սպասող անձ</p> <p>նախնական, սպասվող, ակնկալվող</p>
15. attitude n attitude of mind take up an attitude	<ol style="list-style-type: none"> 1. դիրքորոշում, վերաբերմունք 2. դիրք, կեցվածք <p>մտածելակերպ</p> <p>որևէ հարցի վերաբերյալ դիրքորոշում ունենալ</p>
16. entrenched adj to entrench v entrenchment n	<p>արմատացած, արմատավորված</p> <ol style="list-style-type: none"> 1. ամուր հաստատվել, արմատավորվել 2. խրամատի մեջ ամրանալ <p>արմատավորված լինելը</p>

17. prejudice n to prejudice v prejudiced adj	1. կանխակալ կարծիք 2. նախապաշարմունք 3. վնաս, չարիք նախատրամադրել կանխակալ, նախատրամադրված
18. to summon v	1. հրավիրել, հավաքել, գումարել (ծողով) 2. հավաքել (ուժերը) պահանջել, կատարել (որևէ բան)

TEXT A

The Ministry of Foreign Affairs

In addition to a diplomatic service, most states today have a ministry **dedicated** to directing and administering it. This is usually known as the Ministry of Foreign Affairs (MFA). However, it is easy to forget that this was not always the case and that the MFA came relatively late onto the scene. In fact, its general appearance post-dated the arrival of the resident diplomatic mission by almost three centuries.

The Origins and Growth of the MFA

Until the seventeenth century, responsibility for diplomacy in the states of Europe was **routinely allocated** between different bureaucracies (secretaries of state) on a geographical basis. Some of these offices were also responsible for certain domestic matters. It was in France that this picture began to change, when in 1626 the first foreign ministry was created by Cardinal Richelieu, the legendary chief minister of the French King, Louis XIII. This development was the inevitable **corollary** of his view that maintenance of equilibrium between Europe's states was an essential principle of foreign policy,

that this required the relations between them to be continuously nurtured, and that this in turn required resident ambassadors in all important capitals.

It was not, however, until the eighteenth century that **provision** of advice on foreign policy and the administration of diplomacy by a single ministry of foreign affairs headed by a foreign minister became the general rule in Europe. Britain came late, having to wait until 1782 for the creation of the Foreign Office. The US State Department was established shortly after this, in 1789. It was the middle of the nineteenth century before China, Japan, and Turkey **followed suit**.

A major reason for the creation of a ministry of foreign affairs was, of course, **to recruit**, brief, **dispatch**, finance, and maintain secure and regular communications with the state's diplomatic representatives abroad. However, despite this **intimate** link, work at home and work abroad were very different. Persons attracted to one sort were not as a rule attracted to the other, and it was not unusual for mutual sympathy to be at a discount. The result was that, except in small states, it became the norm for the two branches of diplomacy – the foreign ministry and its representatives abroad – to be organized separately and have **distinctive** career ladders. Between the two branches there was little transfer. It was also usual for the representatives abroad to be themselves divided into separate services, the diplomatic and the consular – and sometimes the commercial as well.

The gradual **unification** of the **bureaucracy** of diplomacy during the twentieth century no doubt played its part in enabling the ministry of foreign affairs to resist the next **challenge** to its position, which came in the century's last decades, chiefly from '**direct dial diplomacy**'. The development of direct dial diplomacy was a result of the growing complexity and range of international problems during the twentieth century, the diminishing ability of the **generalists** in the MFA to master them, and the increasing ease with which domestic ministries could make contact with ministries abroad.

Staffing and Supporting Missions Abroad

An important task for the MFA is, of course, providing the personnel for and physical fabric of the state's diplomatic and consular missions abroad. Under this head falls the business of recruitment, training, and selection of the right persons for particular posts. It also includes finding, maintaining and providing security for buildings abroad, and supporting the diplomats (and their families), especially when they find themselves in hardship posts or in the midst of an emergency. Thus most MFAs have departments dealing with personnel (human resources), training, budgeting, real estate (property abroad), communications, and security. These are commonly described as administrative departments or occasionally as corporate services.

Policy Advice and Implementation

Many MFAs also have departments variously known as 'intelligence and research' or 'research' and analysis'. These specialize in general background research and in **assessing** the significance of information obtained by the means which in many states challenged the diplomatic service massively in this field in the second half of the twentieth century, namely, secret intelligence. The MFA is chiefly a consumer of the product of the intelligence service, or of the various specialized members of the intelligence community where, as in the larger developed states, such a community exists.

The MFAs of the developed states, and a few others, also have a policy-planning department. Since the Second World War, this was a response to the criticism of unpreparedness when crises erupted and was inspired in part by the planning staffs long employed by military establishments. Planning units appear in practice to be chiefly concerned with trying **to anticipate** future problems and thinking through how they might be met, and in this process, challenging conventional mindsets.

However the MFA's departments are organized and whatever particular titles they are given, they collect reports and opinions from their missions abroad as well as from outside bodies, including NGOs.

It is inevitable that the policy advice and implementation function should lead MFA officials to adopt more or less pronounced departmental attitudes on certain issues, even **entrenched prejudices**.

Senior officials of MFA periodically find themselves having to respond to **a demarche** on a particular subject made by the head of a foreign mission in the capital, and occasionally the foreign minister will **summon** a head of mission to listen to a protest of his own. When something of this nature occurs, the MFA is engaged in a function, namely, policy implementation.

Notes: 1. Bureaucracy: the officials, employees, and people who run the government departments and offices, or similar officers and employees, who manage the details of operating a large business.

2. Direct dial diplomacy: communications with some overseas body conducted by the international section of a ministry, for example defence or transport, which bypasses the foreign ministry of the state from which the communications originate.

3. Generalist: a person who has knowledge of several different subjects or activities.

4. Demarche: 1) any request for action — from a mild inquiry for information to a strong protest or an ultimatum — which is formally presented by one or more diplomats, usually in person, to the minister or other official representative of a receiving state. A demarche normally has two components: an oral presentation and supporting documentation such as an aide-mémoire. 2) Informally, any communication, written or oral, from government to government.

(from Diplomacy.Theory and Practice)

Ex. 1 Fill in the spaces with an appropriate word in the relevant form.

dedication dedicatory dedicate dedicated

1. I'd like to thank him for his _____ and commitment to keeping us all safe.
2. It is through _____ and effort that we move forward.
3. When Princess Diana's divorce from Prince Charles became final in 1996, she decided to _____ her focus to six or seven specific charities.
4. A memorial stone _____ to those who lost their lives in the war.
5. He is a _____ politician and everyone appreciates his professionalism.
6. There are undoubtedly many frontline police officers who show immense bravery and _____ to public service.
7. This book _____ to all victims of the Armenian Genocide.
8. Our writers and editors _____ a lot of time making sure the information supplied to us is not only accurate but also up-to-date.
9. As you know, there is a Europol department _____ to combating terrorism.
10. Some dozens of Sabeian inscriptions have been discovered and the majority of them are _____ inscriptions.
11. He has shown true and sincere _____ to his job and is known for his public service.
12. The _____ inscription of the renowned scholar has been the subject of much dispute.

allocate allocation allocated

1. Our plan is _____ one member of staff to handle appointments.
2. Local authorities have to learn _____ resources efficiently.

3. The student should meet with _____ tutor to discuss the plan.
4. They intend _____ more places to mature students this year.
5. The _____ must be made according to a strict set of criteria.
6. A large sum _____ for buying new books for the library.
7. The aid _____ for Pakistan was still under review.
8. If there is a government policy that allows the decentralized economy to achieve the constrained planner's _____, then it is the optimal policy choice.
9. Depending on the nature of the thesis, students may also _____ an additional thesis supervisor.

provision provisional provisionally

1. The government has _____ approved the use of the new drug.
2. A _____ treaty of peace was drawn up and signed by General Smith and the Chilean representative.
3. The department is responsible for the _____ of residential care services.
4. A _____ government was founded in Philadelphia, but the capital was later moved to Washington D.C.
5. The vagueness of these latter _____ at once gave rise to disputes, and in 1813 the French troops occupied the country.
6. The approval was _____ within the first review.
7. The budget has been _____ allocated for the upcoming event.
8. It was recognized that the chamber would not vote for the treaty unless those _____ were modified.
9. The _____ committee was selected to serve until a formal committee could be chosen.
10. The candidate has been _____ selected for the job before a background check.
11. The _____ of good public transport will be essential for developing the area.

12. The venue has been _____ booked for the conference.

recruit (n v) recruital recruitment

1. The criminal record resulted in him being rejected as an army _____.
2. We want _____ students who are prepared to work hard and be the very best they can be.
3. A survey in January highlighted the _____ of people with leadership skills as one of HR directors' biggest worries.
4. The Army has had to try to fit the new _____ into the existing training system.
5. Parties often appeared to be factional alliances, and the _____ of numbers was only vaguely based on common interests.
6. Union leaders say new doctors with six years' training get less than police _____.
7. How are they _____ a new staff and train them without a veteran available to assist?
8. As a _____ consultant, her career has been badly hit by the economic downturn.
9. The police are trying _____ more officers from ethnic minorities.
10. They spoke of us scornfully as raw_____.

dispatch (n v) dispatcher

1. The _____ sends the police immediately if needed.
2. In her latest _____, the correspondent reports on new negotiations.
3. Cabinet ministers will also _____ to those places that have been left behind.
4. Sergeant Smith was mentioned in _____ for his courage.

5. Britain did not just support her allies with gold but also _____ her own troops to fight in their support.
6. The head of the party wasn't mentioned in _____ as a future leader.
7. If you dial 911 emergency _____, they see the address immediately.
8. The possibility that the British might have _____ an army to Europe gradually faded from sight.
9. The government welcomed the _____ of the peacekeeping force.
10. The _____ confirmed the location of the incident.

intelligence intelligent intelligible

1. He was _____ and perceptive in choosing when to make interventions.
2. A Chinese proverb tells us that to learn about other people is science, but to learn to know yourself is _____.
3. The problem with the world is that the _____ people are full of doubts, while the stupid ones are full of confidence.
4. American _____ has information that further terrorist attacks are being planned.
5. The question and the answer are both perfectly _____ without any reference to evolution.
6. Australian _____ officers have arrested a man apparently involved in a plot to assassinate the Prime Minister.
7. It was a poor telephone connection and only some words were _____.
8. A German proverb suggests that friendship is love with _____.
9. This _____ human being has been killed to satisfy a destructive human need.
10. He was admitted to the US Central _____ Agency.

Ex. 2 Suggest the Armenian equivalents for the English word combinations.

1. to come onto scene _____
2. to be routinely allocated _____
3. provision of advice on foreign policy _____
4. to follow suit _____
5. intimate link _____
6. mutual sympathy _____
7. distinctive career ladder _____
8. to resist the challenge to the position _____
9. direct dial diplomacy _____
10. increasing ease _____
11. physical fabric _____
12. to maintain and provide security _____
13. entrenched prejudice _____
14. senior official of the MFA _____

Ex. 3 Find in the text the English equivalents to the following.

1. հաջորդել _____
2. անխուսափելի արդյունք, եզրակացություն _____

3. շարունակաբար զարգացնել _____
4. հանգստություն պահպանել/հավասարակշռությունից դուրս գալ _____

5. ընդհանուր կանոն _____
6. նվազող կարողություն/ունակություն _____
7. դժվարին պաշտոն _____
8. ծայրահեղ անհրաժեշտության դեպքում _____

9. ընդհանուր ծառայություններ _____

10. որոշակի ներքին խնդիրներ/հարցեր _____
11. քաղաքականություն մշակող բաժին _____
12. վարչական բաժանմունք _____
13. վիճելի համարել ընդունված մտածելակերպը _____
14. նվազել/արժեզրկվել _____
15. գաղտնի հետախուզական ծառայություն _____
15. հստակ գերատեսչական դիրքորոշում _____

Ex. 4 Supply the equivalents from the text for the underlined words.

1. The imposed mobility of the profession brings a lot of difficulties.
2. Foreign Service staff is supposed to support their country's line.
3. Their governing body is commonly open to delegates of civil society, people who risk their reputation and assume legal responsibilities for the privilege of leadership.
4. The code covers three discrete legal proceedings.
5. The newly-elected government has adopted an uncompromising posture on the issue of immigration.
6. With the advent of knowledge-based computer systems, a new interest in the nature of expertise has arisen.
7. A diplomatic interpreter should speak in a characteristic voice.
8. There were fierce attacks on the BBC for alleged political bias.
9. Today's search for information and need for global communication have already advanced English to being the international language.

10. He said he hoped the Swiss authorities would investigate the case thoroughly and without bias.
11. The organization distributed food to the earthquake victims.

Ex. 5 Match the following words with their definitions.

1. to summon	a) dislike or distrust of a person, group, custom, etc. that is based on fear or false information and that influences one's attitude and behavior towards them
2. corollary	b) to send sb/sth to a destination for a special purpose
3. fabric	c) the giving or lending of sth to sb
4. personnel	d) to establish sb/sth very firmly with the result that change is very difficult or unlikely
5. prejudice	e) to find new people to join an organization, the armed forces, etc.
6. to entrench	f) a natural or logical consequence or result
7. intelligence	g) information, esp of military value
8. to dispatch	h) the people employed in an organization
9. to recruit	i) to help sb/sth to develop and be successful, to foster
10. provision	j) the structure of sth
11. to nurture	k) to send a message telling sb to come

Ex 6. Fill in the blanks. Use the words given below in the correct form.

The foreign ministry is best known for mediating between the home state and other states, a 1. _____ and communication function that it undertakes using both home-based personnel and various sorts of 2. _____ embassies, consulates and other missions, some of which are permanent and some 3. _____. But, of equal importance, the foreign ministry must 4. _____ with the rest of the government of the home state and with related

private actors, such as policy institutions (think tanks), 5. _____ communities and lobbyists. This boundary-spanning communication process both 6. _____ information about diplomacy and gathers information that 7. _____ to shaping it. The foreign ministry informs the foreign policy-making apparatus of the state, of the results of the 8. _____ of the state's foreign policy and on how implementation of policy has affected the state's relations with other states.

In performing this communication function the foreign ministry evaluates the 9. _____ of policies and uses its expertise to develop policy recommendations from the political leadership that must approve new or 10. _____ policy. So, in a sense the foreign ministry 'makes' foreign policy, but not on its own. The foreign ministry must accept 11. _____ on policy from political leadership of the foreign policy-making 12. _____. The ministry must then implement that policy through its headquarters staff and its envoys abroad.

epistemic, effectiveness, representation, implementation, apparatus, to contribute, amended, envoy, to disseminate, to mediate, instruction, ad hoc

It Is Worth Knowing **A Short History of Demarching**

A demarche is the term of art for formal instructions sent from a Ministry of Foreign Affairs in the capital out to an embassy outlining that country's position on a particular topic. The topic may be routine (a pro forma administrative matter in the UN) or highly sensitive (criticism of the host government's human rights record). While demarches are usually delivered to the relevant office at the host country's Ministry of Foreign Affairs, in extreme matters they may go to the foreign minister or even the head of state.

In this brief extract, Henry Kimelman (a diplomat, former Ambassador of the United States to Haiti) recalls his experience with the then President of Haiti Jean-Claude Duvalier:

Unfortunately, a day before my meeting with the president of Haiti, an American of Cuban descent who was working for an American telephone company had been arrested entering Cape Haitian. We had received reports that he had been beaten in jail.

I was instructed by the Department to demarche President Duvalier on this issue. I recall being upset that this had to happen the day before my first meeting. And here I had to come up with something I would have preferred not to have happened certainly before our first meeting.

Our meeting had lasted an hour and a half, twice as long as he had met with any other Ambassador. We had come to a point where I thought I should wrap this up.

I said, "Mr. President, I have this obligation to inform you about this incident that happened at Cape Haitian. And he looked at me after I explained and said, "Mr. Ambassador, do you think I ordered that? Do you think I knew about it?"

Well, I'm sure he must have known about it. He said, "You know, I've just had a satellite installed on the palace, and I now bring in TV from the states. I was watching a program from Texas the other night." I don't know if he invented this or it actually happened.

He said, "It showed a scene of three white jailers beating up a black man in a jail in Houston. Do I think that the Governor of the State of Texas ordered that beating? Do I believe that the President of the United States knew about or ordered that beating?" He continued, "It happens in your country. If you tell me it happened, I accept your word that it happened. You know, I pay my jailers \$100 a month. That does not attract educated people to those positions."

And then he hit me with what I thought was kind of a low blow: "You know, besides which my people were trained by your Marines when they occupied the country."

Our occupation ended in 1934. Fifty-six years had passed. Touché, I thought.

NOTE: touché – used as an acknowledgement during a discussion of a good or clever point made by another person

(from <https://adst.org/2013/06/demarchingorders/>)

TEXT B

The Diplomatic Corps

The emergence of permanent representation took on a particular significance for international relations in that it generated for the first time professional diplomats, who in many respects shared a lot in common with one another. Professional diplomats were drawn from similar, usually aristocratic ranks of the domestic societies that they represented. They shared common socializing experiences, and, later, schooling, even before taking up their first diplomatic post. Once assigned to a foreign posting, a diplomat joined a very particular and distinct community of practitioners in a foreign capital or a major city that came to be known as the *corps diplomatique* or diplomatic corps. Diplomatic corps are the communities of professional diplomats posted to the same city from around the world, who share knowledge and relationships to facilitate the conduct of diplomatic business. They serve as monitors of proper observance of diplomatic practice and procedures by diplomatic representatives and home states alike. So the diplomatic corps represents the entire body of diplomats accredited to and resident at a court or capital.

The term *diplomatic corps* denotes the entirety of all diplomatic representatives, ambassadors and ministers (in case of the Vatican, *nuncios and internuncios*), as well as *chargés d'affaires ad interim* and *chargés d'affaires avec lettres*. However, in a broader

sense, the diplomatic corps includes not only heads of missions but also the diplomatic personnel headed by them, i.e., counsellors, ministers-counsellor, first, second, third secretaries and attachés and those persons who enjoy diplomatic status: trade representatives and their deputies, military, air force, and naval attachés and their assistants appointed to diplomatic posts (usually a counsellor or attaché), various kinds of experts on economic relations, scientific and technical cooperation (in the absence of a trade representative), culture and agriculture, etc. The diplomatic corps includes also family members of the above-mentioned officials.

The diplomatic corps has no status of a political organisation or a body based on the norms of international law. However, it allows more effective solutions of certain protocol and ceremonial questions of concern to all diplomatic missions in the receiving state, makes it easier to brief them on all the aspects of the country's political course, and facilitates the contacts with the country's official circles and among the missions themselves.

The diplomatic corps is headed by the doyen. Usually, it is the head of a diplomatic mission with a longer term of stay in the given country. It should be mentioned that only a high-ranking diplomatic officer may become a doyen. In some countries, primarily catholic ones, papal nuncio is always considered the doyen regardless of the date of his accreditation.

However, in a number of countries the tradition of appointing the ambassador who was the first to present his letters of credence as the doyen of the diplomatic corps, is not observed. Certain African countries, former French colonies, appoint the Ambassador of France the doyen, while in Togo the decision taken in 1984 makes ambassadors of the FRG and France the doyen and vice-doyen of the diplomatic corps regardless of the period of their stay in the country. In Burkina Faso the doyen is always an ambassador from an African country.

Though the doyen is in no position to give orders to other

members of the diplomatic corps, this post has always been most respected. From time to time the doyen holds unofficial consultative meetings with heads of diplomatic missions on different matters of protocol or of a ceremonial nature, usually in the course of a luncheon or dinner organised for heads of mission for that purpose. Such receptions, including farewell parties held in the honour of a head of a diplomatic mission leaving the country, are financed from the contributions of the missions themselves. The collection of contributions to the fund of the diplomatic corps is entrusted to the treasurer who is elected, on his consent, from among the heads of missions. Periodically, the treasurer reports to the diplomatic corps on how the resources are spent.

As the head of the mission who has been in office longer than the others, the doyen may brief his colleagues just arriving to the host country on customs and protocol practice of that country, though his recommendations are not considered obligatory. The doyen often speaks on behalf of the diplomatic corps at festive events in the host country.

Periodically the representatives of the diplomatic corps have occasion to act collectively, as in instances when one of their members is threatened or harmed whilst in post. For example, when the Peruvian terrorist organization Tupac Amaru took several hundred hostages in an armed attack on a diplomatic reception at Japan's embassy in Lima and held some of the hostages for several months, Lima's diplomatic corps participated actively in negotiation and mediation to secure the release of their colleagues.

*(abridged from Contemporary Diplomacy and Mouratov's
Diplomatic Documents)*

Ex. 7 Make up 10 logical questions to cover the contents of the text.

Ex. 8 Discuss text B in pairs making use of your questions.

TEXT C

The Challenges a Future Diplomat May Face

Foreign Offices or Ministries of Foreign Affairs in national capitals are staffed with officers of different ranks exercising their duties in various departments. They analyze and report to their seniors on political matters that may affect the national interests of their country. They communicate their government views with political leaders, third country diplomats and other influential people.

Among the challenges that service in a ministry of foreign affairs offers are being able to report and interpret events and trends in a variety of cultures and political systems. Foreign officers must also be able to communicate rapidly and concisely, and be flexible in handling various responsibilities, especially in smaller posts. In more specialized areas they are expected to know the language, history, culture and politics of a nation or a region in which they specialize.

As distinct from those who work in a foreign office, a diplomat working abroad is on duty in the front line all the time. He must be committed to promote and defend his country's policy abroad in various ways. His first and foremost duty is to keep the authorities in his country constantly informed about the current events taking place in the country of his residence related to not only political but also economic and cultural issues. His job may involve reporting and analyzing the events and changes in the host country, briefing and suggesting remarks for a visiting senior official, and perhaps, escorting the official, while handling the daily flow of cables and correspondence relating to the visit.

Besides the most important duties, there is in every embassy and legation an immense amount of routine work, and many monotonous subjects may crop up. One of the chief functions of the head of the mission is to train the junior members of the service in the right performance of their duties, especially in the preparation of reports on subjects of interest, in drafting dispatches and paraphrasing the text of

ciphered telegrams. Serving in various countries abroad diplomats and their families may face various challenges ranging from harsh climates to lack of jobs for the spouses and schools for the children.

In international organizations diplomatic work is distinguished by the fact that diplomats serve not only as representatives and promoters of their country's interests guided by the instructions of national authorities and as their political advisers but also as contributors to the interests of the global community.

In diplomatic life at home and abroad success in the Foreign Service requires a strong command of the mother tongue as well as of a foreign language since problems crop up at every step. All F.S. officers must be able to speak and write clearly, concisely, persuasively and correctly.

(from On Diplomatic Practice)

Ex. 9 Say if the following statements are true or false.

1. Officers persevere in a field in which visible results are immediately apparent.
2. The growth in the number and importance of international organizations brings new demands for diplomatic competence.
3. Foreign officers analyze and brief their seniors on political matters of international interest.
4. The junior members of the service taking up their duties are ready to prepare reports on subjects of interest.
5. The work of a diplomat working abroad is like the work of a soldier as both are on duty in the front line all the time.
6. One of the duties of a diplomat is to keep in secret current events worldwide.

Ex. 10 Sum up text C in writing, using no more than five sentences.

Grammar Supplement

Modal Verbs

Modals: ability, permission, advice, criticism, obligation and necessity, degrees of certainty.

Form

- All modals (**will, would, shall, should, can, could, may, might, must**) and the semi-modal **ought to** have only one form.
- Modals are followed by the bare infinitive (simple or continuous) or the bare perfect infinitive.
David **should be** very fit by now.
David **should have recovered** by now.
- The semi-modals **have to** and **need to** change their form depending on person and tense.
The doctor said I **had/needed** to give up smoking.

Modals: ability

Use	Modal	Example
expressing ability now or generally	can	I can run a kilometre in four minutes.
expressing decisions made now about future ability	can	We can meet at the conference hall, if you like.
expressing ability in the past	could	I could translate twenty pages a day when I was a student.
expressing ability in present, future or general hypothetical situations	could	If only I could quit smoking!

expressing ability in past hypothetical situations	could +perfect infinitive	I could have gone to Paris, but I decided that going to Rome was more interesting.
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Modals: obligation and necessity

Use	Model	Example
expressing obligation or necessity	must/have to/need to	I must/ have to/need to pick her up on my way home.
expressing lack of obligation or necessity	needn't /don't have to/ don't need to	You needn't/don't have to/don't need to pick her up from school. She'll come on her own.
expressing past obligation	had to	I had to translate that article into English as it was to be published in London.
expressing lack of past obligation	needn't +perfect infinitive/didn't have to/didn't need to	I needn't have gone/didn't have to go/didn't need to go to the embassy.

Modals: degrees of certainty

Use	Modal	Example
expressing certainty (or near certainty) about now or generally	must can't couldn't	That must be the district policeman at the door. This can't/couldn't be her handwriting.
expressing certainty (or near certainty) about the past	must can't couldn't +perfect infinitive	She must have been in a lot of trouble. His wife can't/couldn't have been in Iran for two years!

expressing probability about now, the future or generally	should ought to	You ought to/should feel better in a few days, as long as you get lots of rest.
expressing probability about the past	should ought to +perfect infinitive	The bruise ought to/should have disappeared days ago! Wonder why it didn't.
expressing possibility about now, the future or generally	could may might	You should talk to your supervisor first because that issue could/may/might be a complicated one.
expressing possibility about the real past	could may might +perfect infinitive	That could/may/might have been one of my friends who rang earlier while we were out.
expressing possibility about a hypothetical past	could might +perfect infinitive	It's a good thing you checked the date of the conference or you could/might have missed it.

Modals: permission

Use	Modal	Example
asking for and giving permission now, for the future or generally	may could can	May/Could/Can I see the manager, please?

Modals: advice

Use	Modal	Example
asking for and giving advice now, for the future or generally	should ought to	You ought to/should cut down on the amount of money you spend on cigarettes.

Modals: criticism

Use	Modal	Example
criticising past behaviour	should ought to +perfect infinitive	He ought to/should have made more of an effort with his exams.

Ex. 11 Translate the following sentences paying attention to the underlined parts.

1. The government ought to invest in the education system to foster the country's development.
2. In diplomatic negotiations, parties don't have to agree on every issue, but finding common ground is very important for progress.
3. Will extremists be able to stir conflict and hostility or shall we unite on behalf of our security?
4. It occurred to him that he must have said the wrong thing during the recent talks.
5. The diplomat should have done a thorough analysis of the potential risks and benefits before making a decision.
6. Politicians need to do their best to solve the vital problems of the people who have trusted them and have voted for them.
7. I might have guessed it was the new employee that hid the top-secret documents.
8. In our country people don't need to carry their passports with them.
9. Citizens must exercise their right to vote in order to shape the future of their country.
10. The ambassador didn't have to attend the conference, but his presence demonstrated his good will.
11. The media should play an important role in holding the officials accountable for their actions.
12. The diplomat couldn't have done more to facilitate dialogue between the conflicting parties.

Ex. 12 Underline the correct word or phrase. If both are correct, underline both.

1. Diplomats **ought to do/ should have done** their best to foster international cooperation and build strong relationships between countries nowadays.
2. The ambassador **could have done/ must have done** a remarkable job in mediating the dispute, as both sides were more open to dialogue afterwards.
3. You **ought to participate/ are able to participate** in the political debate: your team needs your help.
4. Government officials **needed to have ensured/ ought to ensure** transparency in their work.
5. World leaders **may address/ must address** the issue of climate change urgently.
6. During peace talks, diplomats **haven't to compromise/ don't need to compromise** their core values, but they should try to find mutually beneficial solutions.
7. The government **must provide/ could provide** equal opportunities for education to all its citizens.
8. In diplomatic negotiations, parties **haven't to reveal/ don't have to reveal** their full strategy.
9. Political parties in that country **won't be able to influence/ aren't able to influence** public opinion.
10. International cooperation **have to be promoted/ should be promoted** to resolve conflicts and maintain global peace.
11. The diplomat **can't have done / ought to have done** more research on the customs of the host country.
12. The official **ought to have disclosed/ shouldn't have disclosed** the confidential information.

Ex 13 Translate the following sentences into English.

1. Բանակցությունների ընթացքում պատվիրակները ստիպված եղան բացահայտել գաղտնի տեղեկությունը:

2. Կարիք չկար, որ դեսպանը նման հապշտապ որոշում կայացներ՝ առանց այդ հարցը իր կառավարության հետ քննարկելու:
3. Այժմ մենք գիտակցում ենք, որ կարող էինք ավելի գիտական մոտեցում ցուցաբերել խնդրին:
4. Փաստերը վկայում են, որ կասկածյալը պետք է որ ներգրավված լիներ կիրեռգրոհների մեջ:
5. Զննելով հնարավոր տարբերակները՝ մենք գիտակցում ենք, որ կարող էինք ավելի դիվանագիտորեն լուծել այդ բարդ հարցը:
6. Այդ երկրի վրա տնտեսական պատժամիջոցներ կիրառելու հարցը չպետք է որոշվեր՝ առանց բոլոր թեր և դեմ հարցերը դիտարկելու:
7. Դուք պարտավոր չեք մասնակցել գազաթաժողովին, սակայն Ձեր ներկայությունը խիստ ցանկալի է:
8. Նրանք պարտավոր են հաշվի առնել երկրում մարդու իրավունքների հարցի շուրջ միջազգային գործընկերների մտահոգությունները:
9. Վերջերս ստորագրված համաձայնության շնորհիվ այդ երկրի քաղաքացիները կարիք չունեն անհանգստանալու վիզաների հետ կապված պահանջների առնչությամբ:
10. Մեղադրյալը չէր կարող կատարած լինել այդ հանցագործությունը, քանի որ այդ ժամանակահատվածում գտնվում էր արտասահմանում:
11. Հնարավոր է, որ ընդդիմության առաջնորդը ընթացիկ տնտեսական ճգնաժամից դուրս գալու այլընտրանքային լուծում առաջարկի:
12. Միջազգային հանրությունը պետք է ավելի շուտ միջամտեր՝ այդ ողբերգությունը կանխելու համար:

Speaker's Corner

Why Is Mastering Rhetoric Skills Important?

We use rhetoric skills every day although probably not always in the formal way. You answer questions in class, give presentations, tell classmates about a concert you attended or persuade friends to go to a restaurant you like. These experiences form the foundation for broadening and improving your rhetoric skills.

Besides, you, as future diplomats and politicians, should master rhetoric skills for your career as public speaking is an essential part of the above-mentioned professions.

Three aims of public speaking can be identified: to inform, to persuade, to inspire. A politician, for instance, wants to inform you of his policies, which you may not be familiar with; to persuade you that they are good policies; and inspire you to vote for them.

Today very often audiences don't get what they want or what they need. Why? Because speakers lack the training that's necessary for success. We believe that good speeches do make a difference. Good speeches ask questions, pose answers and get people involved. Good speeches engage our minds and touch our hearts. Good speeches clarify, plod and inspire. Good speeches make us stronger. One clear, true voice can, indeed, change things for the better.

Below you can find the main rhetorical techniques used in speeches:

1. Repeat words.

I still have a dream. It is a dream deeply rooted in the American dream.

2. Repeat sounds.

We are the people... who persuaded others to buy British, not by begging them to do so, but because it was best.

3. Use contrasts and opposites.

Ask not what your country can do for you – ask what you can do for your country.

4. Group key points in threes.

We must therefore act together as a united people, for national reconciliation, for nation building, for the birth of a new world.

5. Ask rhetorical questions.

What are our chances of success? It depends on what kind of people we are.

6. Accumulate supporting points.

We are the people, who, amongst other things, invented the computer, the refrigerator, the electric motor, the stethoscope, rayon, the steam turbine, stainless steel, the tank ...

7. Use metaphorical language

To lead our country out of the valley of darkness...

Ex. 14 Express your opinion on the following statements using the given expressions.

In my opinion, ...	I am under the impression that
In my eyes,
To my mind, ...	It is my impression that ...
As far as I am concerned, ...	I have the feeling that ...
Speaking personally, ...	My own feeling on the subject
From my point of view, ...	is that ...
As for me / As to me, ...	I have no doubt that ...
My view / opinion / belief /	I am sure / I am certain that ...
impression / conviction is that ...	I hold the opinion that ...
I think / consider / find / feel / believe	I form / adopt an opinion, that
/ suppose / presume / assume that...	...
I hold the view that ...	I dare say that ...
I would say that ...	I guess that ...
It seems to me that ...	I bet that
I am of the opinion that ...	I gather that ...
My impression is that ...	It goes without saying that ...

1. When people succeed, it is because of hard work. Luck has nothing to do with success.
2. A person should never make an important decision alone.
3. Every cloud has a silver lining.
4. The age of chivalry is gone.

Ex. 15 Find the rhetorical techniques used in the extracts from the speeches of great politicians.

1. In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility – I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion, which we bring to this endeavor will light our country and all who serve it – and the glow from that fire can truly light the world. And so, my fellow Americans, ask not what your country can do for you – ask what you can do for your country. My fellow citizens of the world, ask not what America will do for you – but what together we can do for the freedom of man.
(*John F. Kennedy, Washington DC, 20.1.61*)
2. I say to you today, my friends... so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed. We hold these truths to be self-evident; that all men are created equal. I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a state, sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four little children will one day live in a nation where they will not be

judged by the color of their skin but by the content of their character. I have a dream today.

(Martin Luther King, Washington DC, 28.8.63)

3. These are the two great challenges of our time – the moral and political challenge, and the economic challenge. They have to be faced together and we have to master them both. What are our chances of success? It depends on what kind of people we are. What kind of people are we? We are the people that in the past made Great Britain the workshop of the world, the people who persuaded others to buy British, not by begging them to do so, but because it was best. We are a people who have received more Nobel prizes than any other nation except America, and head for head we have done better than America, twice as well in fact. We are the people, who, among other things invented the computer, the refrigerator, the electric motor, the stethoscope, rayon, the steam turbine, stainless steel, the tank, television, penicillin, radar, the jet engine, hovercraft, float glass, carbon fibers, et cetera – and the best half of Concorde.

(Margaret Thatcher, Blackpool, 10.10.75)

4. We are both humbled and elevated by the honour and privilege that you, the people of South Africa, have bestowed on us, as the first president of a united, democratic, non-racial and non-sexist South Africa, to lead our country out of the valley of darkness. We understand it still that there is no easy road to freedom. We know it well that none of us acting alone can achieve success. We must therefore act together as a united people, for national reconciliation, for nation building, for the birth of a new world. Let there be justice for all. Let there be peace for all. Let there be work, bread, water and salt for all. Let each know that for each the body, the mind and the soul have been freed to fulfil themselves. Never, never and never again shall it be that this beautiful land will again experience the oppression of one by another...

(Nelson Mandela, Pretoria, 10.5.94)

Ex. 16 Read carefully the text on page 57. Make a three-minute speech on either of the following topics bearing in mind the useful tips given in the text.

1. No man can tame a tiger into a kitten by stroking it.
2. The quarrels of friends are the opportunities of foes. *Aesop*

Ex. 17 Time to debate: talk show on the topic “Family versus career”. The time limit for presentations is 5 minutes.

UNIT 3

BILATERAL DIPLOMACY

Pre-reading Activity

1. to confer v conferee n	1. (with sb) խորհրդակցել, զրուցել 2. (on sb) գիտական կոչում շնորհել գիտաժողովի մասնակից
2. to accredit v accreditation n accredited adj	1. հավատարմագրել 2. վերագրել, համարել 3. իրավասու ճանաչել, վկայագրել 1. հավատարմագրում 2. վկայագրում 1. հավատարմագրված (դիվանագիտական ներկայացուցչի մասին) 2. վկայագրված, հավատարմագրված (հիմնարկի մասին) 3. հեղինակավոր
3. conventional adj convention n conventionality n	1. ավանդական, բոլորի կողմից ընդունված 2. պայմանական 3. պայմանագրային 1. ընդունված կարգ 2. կոնվենցիա 3. պայմանագիր, համաձայնագիր 4. սովորույթ 5. համաժողով, համագումար 6. ընդհանուր համաձայնություն պայմանականություն

4. plenipotentiary n plenipotentiary adj	լիազոր ներկայացուցիչ լիազորված, լիազոր
5. to bind v bind sb over binding adj binding force	1. պարտավորեցնել 2. կապել 3. ամրացնել պարտավորեցնել ինչ-որ մեկին պարտավորեցնող, կապող պարտադրանք
6. vulnerable adj vulnerability n	խոցելի, արատավոր 1. խոցելիություն 2. խոցելի տեղ
7. precedence n take precedence (over) to precede v preceded by precedent n preceding adj	1. նախորդում 2. ավելի բարձր դիրք, ավագություն առաջնային՝ ավելի կարևոր լինել 1. նախորդել, առջևից ընթանալ 2. ավելի բարձր դիրք ունենալ (պաշտոնով, կոչմամբ) մի բանի գլուխ կանգնած նախադեպ նախորդ, նախորդող
8. authoritative adj authority n	1. պաշտոնական 2. հեղինակավոր, ազդեցիկ 3. վստահելի, հավաստի 1. իշխանություն, իրավունք 2. թույլտվություն 3. ղեկավարություն 4. ազդեցություն 5. վստահելի աղբյուր (օր. գիրք)

authorities n on good authority to authorize v authorization n	<p>իշխանություններ, իշխանական մարմիններ արժանահավատ/հավաստի աղբյուրներից</p> <p>1. արտոնել, իրավասություն տալ 2. թույլատրել, լիազորել</p> <p>1. արտոնություն, հրաման, թույլտվություն 2. արտոնում, թույլատրում 3. արտոնագիր 4. հաստատում</p>
9. initially adv initial adj initials n to initial v to initiate v initiative n take the initiative initiative adj initiator n	<p>սկզբնապես, սկզբում, ելման վիճակում սկզբնական, նախնական սկզբնատառեր (անվան և ազգանվան) սկզբնատառեր դնել, սկզբնատառերով ստորագրել</p> <p>1. սկսել, ձեռնարկել, նախաձեռնել 2. հաղորդակից դարձնել 3. հանդիսավորությամբ անդամագրել նախաձեռնություն, ձեռներեցություն նախաձեռնություն հանդես բերել, նախաձեռնել</p> <p>սկզբնական, նախնական, ներածական նախաձեռնող</p>
10. suspicion n above suspicion a suspicion of be under suspicion on the suspicion of	<p>կասկած, կասկածանք կասկածից վեր/դուրս շատ թեթևակի զգացում կասկածի տակ լինել կասկածանքով, ենթադրությամբ</p>

to suspect v suspect n suspicious adj be/ become/feel suspicious about/of sb/sth	կասկածել, երկմտել, վարանել, ենթադրել կասկածյալ 1. կասկածելի 2. կասկածամիտ կասկածանքներ ունենալ, կասկածել
11. to evolve v	1. զարգանալ, ծավալվել, զարգացնել 2. հանգեցնել, զարգացնել
12. premises n premise n to premise v premise sth on/ upon	տուն, շինություն նախադրյալ նախադրել, կցել հիմնել, հիմնավորել
13. entourage n	1. շքախումբ 2. շրջապատ, շրջապատող միջավայր
14. immunity n immune adj	1. անձեռնմխելիություն 2. արտոնություն, ազատում հարկերից 1. անընկալունակ, պաշտպանված 2. անձեռնմխելի
15. elaborate adj to elaborate v	1. խնամքով/ մանրամասն մշակված, վարպետորեն կատարված, բարդ 2. չափազանցված, ձգձգված 1. մանրամասն մշակել, խնամքով կատարել 2. (on) մանրամասնել, լրացուցիչ տեղեկություններ տալ
16. afresh adv	նորից, կրկին, վերստին, դարձյալ

<p>17. substantive adj</p> <p>substance n</p> <p>devoid of substance</p> <p>the substance of the argument</p> <p>substantial adj</p> <p>to substantiate v</p>	<p>1. առարկայական, կարևոր</p> <p>2. ինքնուրույն, անկախ</p> <p>Էություն, իսկություն</p> <p>անհիմն, հիմքից զուրկ</p> <p>փաստարկի հիմքը</p> <p>Էական, հիմնական, կարևոր, զգալի</p> <p>1. հիմնավորել, փաստերով հաստատել, ապացուցել</p> <p>2. հայտարարությունը/մեղադրանքը հիմնավորել</p>
<p>18. uniformity n</p> <p>uniform adj</p> <p>uniform n</p> <p>to uniform v</p>	<p>միօրինակություն, միանմանություն</p> <p>1. միատեսակ, միօրինակ, հավասարաչափ, համասեռ</p> <p>2. մշտական, անփոփոխ</p> <p>համազգեստ</p> <p>1. համազգեստ հագցնել</p> <p>2. համասեռ դարձնել</p>
<p>19. to foster v</p> <p>fosterage n</p>	<p>1. նպաստել, խթանել, զարգացնել, խրախուսել, քաջալերել</p> <p>2. խնամել, մեծացնել</p> <p>3. փայփայել, տածել (զգացմունք, ձգտում)</p> <p>խնամակալություն, բարեհաճություն, հավանություն</p>
<p>20. exaggeration n</p> <p>to exaggerate v</p> <p>exaggerated adj</p>	<p>1. չափազանցություն, ուռճացում</p> <p>2. չափազանցնելը, ուռճացնելը</p> <p>1. չափազանցնել, ծայրահեղացնել, բարդացնել</p> <p>2. խիստ ընդգծել, շեշտել</p> <p>չափազանցված, ընդգծված</p>

21. albeit conj	թեև, թեպետ, չնայած
22. to disguise v disguise n	1. ծպտվել, քողարկվել 2. անճանաչելի դարձնել, թաքցնել 3. թաքնվել 4. աղավաղել 1. ծպտում, քողարկում, զգեստափոխություն 2. դիմակ, կեղծված արտաքին 3. ձևացնելը

TEXT A

Bilateral Diplomacy

The term ‘bilateral diplomacy’ now usually means nothing more than communication limited to two parties at any one time; it signifies nothing about the method by or context in which they communicate. Thus bilateral diplomacy occurs when, say, a question is pursued with the Armenian government by the British ambassador in Yerevan or directly by a telephone call from London. However, it also takes place when British and Armenian representatives **confer** at the United Nations on matters outside the formal agenda and of interest to themselves exclusively.

‘Bilateral diplomacy’ means the conduct of relations on a state-to-state basis via formally **accredited** resident missions, which is the **conventional** method for conducting bilateral diplomacy.

In the Middle Ages, responsibility for diplomacy was placed chiefly in the hands of a nuncio and a **plenipotentiary**. The former was no more than a ‘**living letter**’, whereas the latter had ‘full powers’– plena potestas – to negotiate on behalf of and **bind** his principal. Nevertheless, they were alike in that they were temporary envoys with narrowly focused tasks. It was the mark of the system

that began to emerge in the second half of the fifteenth century that these ad hoc envoys were replaced or, more accurately, supplemented by resident embassies with broad responsibilities. Why did this occur?

Temporary embassies were expensive to dispatch, **vulnerable** on the road, and always likely to cause trouble over **precedence** and ceremonial because of the high status required of their leaders. As a result, when diplomatic activity in Europe intensified in the late fifteenth century, it was discovered to be more practical and more economical to appoint an ambassador to remain at a court.

Furthermore, continuous representation produced greater familiarity with conditions and personalities in the country concerned and was thus likely to generate a more **authoritative** flow of information home.

Resident missions were **initially** greeted in some quarters with intense **suspicion**. Nevertheless, their value was such that they were steadily strengthened by the customary law of nations, which **evolved** quite rapidly in this area after the late sixteenth century. Reflecting the change in practice, the **premises** rented by the envoy – as well as his person and **entourage** – were soon attracting special **immunities** from local criminal and civil jurisdiction.

Continuity in diplomacy via the resident mission was not the only characteristic feature of the French system. Another was secrecy. In current usage ‘secret diplomacy’ can mean keeping secret all or any of the following: the contents of a negotiation; knowledge that negotiations are going on; the content of any agreement issuing from negotiations; or the fact that any agreement at all has been reached. Nevertheless, in the French system secret diplomacy normally meant, by definition, that each side has to settle for less than its ideal requirements, which is another way of saying that certain parties – radical supporters of the governments concerned, some other domestic constituency, or a foreign friend – have, in some measure, to be sold out.

Another important feature of the French system was protocol. Protocol is the term given to the procedural rules of diplomacy, some

but not all of which concern **elaborate** ceremonial. Protocol in general has always had the task of making it unnecessary for diplomats to have to argue **afresh** about procedure each time they meet, thereby enabling them to concentrate on the **substantive** issues that divide their governments. A vital point of protocol has always been the regulation of diplomatic precedence; that is, the order in which diplomats are acknowledged on official occasions – who comes first and who last.

It was a major achievement of the French system to overturn, at the Congress of Vienna in 1815, the controversial scheme of precedence laid down by the Pope in 1504. Henceforward, diplomats would take rank according to the date of the official notification of their arrival in the capital concerned, the longest-serving being accorded to the highest seniority.

An additional feature of the French system was the professionalization of diplomacy, with controlled entry, proper training, clear ranks, and regular payment. The transformation of diplomacy into a profession was a slow and fitful process and was not seriously under way even in France itself, until well into the nineteenth century. Movement in this direction had been signaled well before this by the emergence of the *corps diplomatique* or diplomatic body.

As the French system matured with the institutionalization of resident diplomacy, permanent ambassadorship – at least in the important capitals – attracted leading notables and the emerging foreign services of the various European states became the province of the traditional aristocracy.

Aristocratic dominance of diplomacy was significant because of the considerable **uniformity** of outlook that it **fostered** across the diplomatic services of different states.

A diplomat who spent most of his working life in foreign capitals could easily feel himself part of an aristocratic international to which national feeling was hardly more than a vulgar plebeian prejudice.

After the First World War, multilateral diplomacy was properly inaugurated with the creation of the League of Nations, and it was widely believed that the old diplomacy had been replaced by a new diplomacy. This was an **exaggeration** but some things clearly had changed. Nevertheless, the French system remained at the core of the world diplomatic system after The First World War, and remains – **albeit** sometimes **disguised** – at its core today.

Note: living letter: According to Hebrews 4:12, “the word of God is alive and active. The description of the Bible as “living” means that it has a vital power inherent to itself. Jesus likened the Word of God to seed in Matthew 13. Seed, like the Bible, is not dead, but living, and it has the ability to bring forth more life abundantly.

(from G.R. Berridge “Diplomacy”)

Ex. 1. Fill in the spaces with an appropriate word in the relevant form.

convention conventional conventionality conventionally

1. The two sides were unable to reach an agreement at a _____ in Montreal last month.
2. The new emphasis on _____ warfare has also raised questions about political control of the conflict.
3. The US Democratic Party _____ elected a candidate for President.
4. Positivists insist on law’s _____ as essential to our understanding its possibility.
5. By _____ the deputy leader is always a woman.
6. A _____ war would still cause unacceptable devastation.
7. The evidence was visible at the party _____ and campaign rallies.

8. The _____ of polite society are sometimes very strange.
9. The next government should go further and take forward the proposal of constitutional _____.
10. Of all these past presidents, Theodore Roosevelt could be considered the most _____ religious.
11. The wedding ceremony was filled with _____, from the white dress to the exchange of rings.
12. _____ the combatants were closely matched, in terms of usable options.
13. Physical order produces healthy choices, generosity, and _____, whereas disorder produces creativity.
14. _____ serve numerous functions by constituting ways in which people interact with each other and engage in socially valuable activities.
15. If we enforce normality, we promote _____.

authority authorize authoritative authorization

1. The police were given _____ to arrest anyone suspected of subversive thoughts.
2. The prison _____ have been criticised for not ending the protest more quickly.
3. The committee would need the support of at least one of the Democratic members _____ the charge.
4. Student teachers sometimes felt more comfortable about sharing worries about subjects knowledge and teaching plans with their peers, than with more _____ figures.
5. Only a privileged few papers _____ to publish political news at all.
6. All these elements worked to support the candidate and to make his performance _____.
7. The federal government is empowered to act on several important health issues, to finance programs, and _____ sanctions against illegal activities in several fields.

8. _____ is the process of giving someone permission to have access to something.
9. He's universally recognized as an _____ on Russian affairs.
10. First, he had used military force without _____.

precedence precede precedent preceding

1. The president entered, _____ by members of the security staff.
2. The president's schedule takes _____ over any other meetings.
3. The remainder of this section gives a proof of the expression and discusses some points which arise from the _____ paragraph.
4. The needs of the community must take _____ over individual requirements.
5. He examined _____ before he proposed his own inventions.
6. The attacks _____ by a period of unrest in the capital city.
7. In interpersonal relationships, "_____" can be used to express the idea of giving importance or priority to someone or something.
8. Kofi Annan _____ Ban Ki-moon as the Secretary of the UN.
9. Often judicial decisions in common law systems are treated as pure _____.
10. She _____ her speech with a vote of thanks to the committee.
11. On the upper level of comprehensive school the content items presented differed slightly from the _____ phase.
12. It would be helpful if you were _____ the report with an introduction.

suspect (n v) suspicion suspicious suspiciously

1. Delegates evacuated the building when a _____ package was found.

2. If we _____ others, others will _____ us just as much.
3. The question of regular investigation of _____ parked vehicles is part of the regular work of the security forces.
4. The Police were _____ but found no evidence to suggest that she had prior knowledge of the attacks.
5. Nobody who was near the scene of the crime is above _____.
6. Our anger should not be directed at the police or all _____ but at those men who committed the atrocities.
7. Our door staff will deal with situations when there is the slightest _____.
8. He urged the public to help fight terror by reporting _____ activity.
9. Your employer seems _____ well informed.
10. At present the answer is not known, although we _____ that both directions of influence may be important.
11. Two men were yesterday being quizzed by cops after being arrested on _____ of burglary.
12. It all sounded _____ like a soap opera.
13. His strange behavior raised _____ among his co-workers.
14. We _____ it's about a poisoning by a snake bite.

accredit accreditation accredited

1. The organizations protested that the delegates they had chosen were not _____.
2. He had a considerable reputation in England as a critic and was the _____ exponent in this country of modern French literature.
3. The government also overturned its earlier decision not _____ foreign diplomats to observe the elections.
4. _____ may also be appropriate as a secondary measure once a policy regime has been determined.
5. He _____ to Madrid as an ambassador.

6. During the ceremony the letter of _____ was handed to the President of the country.
7. Applicants need a bachelor's degree from an _____ college or university.
8. Foreign ambassadors who _____ to the Court of St. James's will be invited.
9. It must be based on the student's own targets and requires a flexible system of _____.
10. In 1900 there were fifteen _____ women delegates in the convention.
11. Besides _____ to South Africa, he is concurrently _____ to Mozambique, Botswana and Namibia.
12. In fact, they were under tighter control than any journalist _____ to the coalition forces.
13. The Hague Rules also govern the agencies' _____.

Ex. 2. Suggest the Armenian equivalents for the English word combinations.

1. outside the format agenda _____
2. conventional method _____
3. to negotiate on behalf of _____
4. narrowly focused task _____
5. to cause trouble _____
6. a country concerned _____
7. a procedural rule _____
8. rented premises _____
9. to be sold out _____
10. be under way _____
11. leading notables _____
12. uniformity of outlook _____

Ex. 3. Find in the text the English equivalents to the following.

1. միջպետական հիմունքով _____
2. պաշտոնապես հավատարմագրված մշտական առաքելություն _____
3. գլխավորապես կենտրոնացած լինել ինչ-որ մեկի ձեռքում _____
4. պաշտոնական տեղեկատվության հոսք _____
5. խիստ կասկածանքով ընդունել _____
6. բավականին արագ զարգանալ _____
7. ավագության վիճահարույց համակարգ _____
8. պաշտոնական հայտարարություն/ ծանուցում _____
9. դանդաղ և ընդհատվող գործընթաց _____
10. ավանդական ազնվականության գործունեության բնագավառ _____
11. գոեհիկ, ռամկական նախապաշարմունք _____
12. համաշխարհային դիվանագիտական համակարգի կենտրոնում _____

Ex. 4. Supply the equivalents from the text for the underlined words.

1. The member of the opposition accused the government of having a hidden schedule.
2. Inhabitants of the areas affected by the riots are still looking for missing relatives.
3. The Republican party members have provisionally agreed to changes.

4. He handled his duties as a counselor in an intelligent and caring fashion.
5. The exchange of students at all levels of education is a key component of cultural diplomacy.
6. The demands placed upon the police service continually develop.
7. Cultivating political links is at the centre of what ministries of foreign affairs and their networks do.
8. Strenuous efforts were made throughout the war to conceal the scale of civilian casualties.
9. Correct form – doing and saying ‘the right thing’ – proved critical to resolving more important diplomatic and security issues.
10. Satellite technology offers the opportunity, as never before, for constant television coverage of major international events.
11. The Police will be called in if there is a mistrust that a criminal offence has occurred.

Ex. 5. Match the following words with their definitions.

1. to signify	a) the state or fact of being of a higher rank
2. to dispatch	b) a system of rules and procedures for formal occasions
3. flow	c) particular area of knowledge, interest or responsibility
4. intense	d) to be a sign of sth, to mean sth
5. content	e) to mark the beginning of an organization or a project
6. ceremonial	f) a continuous stream of sth
7. to concentrate	g) to send sb/sth to a destination for a special purpose
8. to inaugurate	h) very strong
9. seniority	i) to direct one's attention, effort, etc. intensely on sth
10. province	j) the things written or spoken about in a book, a programme, a speech, etc.

Ex. 6. Fill in the blanks. Use the words given below in the correct form.

The first duty of an embassy is 1._____ its country's policy and this may actually require a diplomat to behave in an unfriendly manner. Nevertheless, it remains an important task of the embassy to promote friendly relations with local elites insofar as this is 2._____ with policy. It is called 'cultivation of contacts' since a well 'networked' embassy will obviously find it easier to gain influence and gather information; it will also be better placed 3._____ a crisis in relations should one subsequently develop. It is for this reason, as well as others, that a good embassy will honour 4._____ customs, mark important local events, and 5._____ in extensive social contact.

It is also an important job of the embassy 6._____ that gratuitous offense is not given to the host government in the event that some unpleasant message has to be delivered. An ambassador who is liked, familiar with the understatement of his profession, 7._____ in the local language, fully acquainted with protocol, and 8._____ to local prejudice, is more likely to achieve this than anyone else. In sum, 9._____ friendly relations means pursuing this as far as this is possible. Of course, friendly relations can 10._____ by other means, for example, by summitry, though this can have the opposite effect when there are personality clashes between leaders. For this task, then, the 11._____ embassy has the greatest opportunities and is likely to have the most 12._____ knowledge and skills.

to handle, local, to ensure, appropriate, to pursue, to cultivate, compatible, to engage, resident, sensitive, fluent, to promote

TEXT B

Secret Diplomacy

One of the interesting issues of diplomacy is the relationship between “open” and “secret” diplomacy. Harold Nicolson advanced the view on the shift from secret to parliamentary style and open diplomacy during the 1960s.

There are a number of reasons for the prevalence of secrecy in the conduct of diplomacy. In some instances there may be a shift from a confidential (limited public disclosure) to a secret level in order to protect sources, or to retain greater freedom of action to develop an initiative or “cut” a deal. Decision to conduct relations from the outset at a secret level are influenced by factors such as bureaucratic politics (standing operating procedures), competing agency interests, the sensitivity of the relations in question or a wish to avoid public scrutiny. Exchanges are retained at a secret level to avoid core or critical interests being prejudiced through disclosure, which might cause significant political or other damage, impair military operations, or undermine a policy.

In demarches on sensitive issues, states seek to protect the exchanges for fear of adverse or unknown consequences. Burrows recounts an interesting example during the 1961 Turkish crisis in which a private demarche by Western ambassadors to the Turkish government, opposing death sentences on the opposition leaders, was leaked to US media, effectively undermining the mediation initiative and general sense of trust. Secrecy, too, is an integral element of successful negotiations.

The general rise in secrecy in diplomacy has been influenced by several factors. In the first place, some elements of open diplomacy have declined or been eroded. It is, of course, the case that parts of multilateral process have been opened up, for example Security Council meetings or as a result of NGO activities at multilateral conferences. Nevertheless, much of bilateral or multilateral diplomacy

remains closed—conducted confidentially or in secret. This is reflected, for example, in UN multilateral conference diplomacy with the cessation of verbatim or similar detailed records of proceedings for the most part after 1973. Diplomatic conference practice, too, has altered to increasing use of informal negotiating documents and draft articles, rather than formally sponsored resolutions.

The use of secrecy in diplomacy is influenced particularly by factors such as regime type, issues and instruments. Isolated and **maverick** regimes conduct the majority of their external relations in secrecy, for example Belarus, North Korea and Iran. Even when such regimes break out of isolation, much of their substantive external relations remain non-public. The use of economic sanctions and other coercive restrictions inevitably forces **pariah** states to develop and conduct their relations through ad hoc “underground” networks.

Notes: 1. Maverick - thinking and acting in an independent way, often behaving differently from the expected or usual way.

2. Pariah - a country or government that is not accepted by other countries, especially because it acts in a way that other countries consider to be wrong.

(from Modern Diplomacy)

Ex. 7 Make up 10 logical questions to cover the contents of the text.

Ex. 8 Discuss text B in pairs making use of your questions.

It Is Worth Knowing

Pariah vs Rogue States

Pariah states are those states that are considered outcasts because of their government. Anyone who does not abide by international rules or refuses to cooperate with the international community in wide areas must expect sanctions. Many of the former and current pariah states owe their classification to their autocratic rule, under which their own people suffer.

The term pariah state is closely related to the word “rogue state”. The term “rogue state” goes back to the US government under George W. Bush, which used it to describe aggressive states that threatened the USA or its allies. Although organizations such as the United Nations or the European Union have issued sanctions against these states, this has not led to the same classification.

The fact that the list of rogue states is not internationally binding is also apparent from the reasons for the inclusion and removal of individual nations. For example, Cuba was listed as a rogue state from 1982 to 2015 and was only removed from the list because diplomatic relations were resumed with the USA. Also, in the case of Libya (2006), the fact that Muammar al-Gaddafi spoke out publicly against terrorism was enough to remove it from the list. North Korea was not considered a rogue state from 2008 to 2017 because the US assumed that North Korea had ended its nuclear program. Under President Trump, several countries were added. These include Venezuela, Nicaragua and Cuba, which had actually already been deleted.

The first countries to be considered “rogue states” were North Korea, Cuba, Iran, Iraq and Libya.

Currently, 8 countries are considered rogue states: Afghanistan, Cuba, Iran, Nicaragua, North Korea, Sudan, Syria, Venezuela. The definition of rogue state is determined exclusively by the US government and mainly includes countries that support terrorism or use or develop weapons of mass destruction.

Unlike rogue states, pariah states do not necessarily pose a threat to other states. Instead, the grievances are often directed against one's own population. The following states are on the list of current pariah states: Afghanistan, Belarus, Equatorial Guinea, Eritrea, Israel, Kosovo, Myanmar, North Korea, Russia, Sudan, Syria, Uzbekistan, Zimbabwe.

*(from <https://www.worlddata.info/pariahstates.php>
<https://www.worlddata.info/roguestates.php>)*

TEXT C

Representation

In general, states establish and maintain overseas representation for four main reasons. First, representation is either part of the process of achieving statehood and identity in international relations or, for established states, essential to being considered a power in the international system. Second, embassies are an important but by no means exclusive means of communication, and a source of contact with the host and other states and entities, enabling a state to participate in international discourse. Third, embassies are a means of dealing with a variety of particular problems arising with respect to bilateral relations, nations and multilateral forums. Fourth, embassies are the agencies for promoting core interests and bilateral coordination of a country.

Most states have a core group of countries within their overall diplomatic representation. Those states are included within that group for historical, alliance, ideological and economic reasons. For most states the membership of the core group is likely to remain relatively stable unless the state is undergoing major reorientation of its foreign policy or is in dispute. Adjustments in the ranking of countries in the core group, nevertheless, take place through modifications to staffing, budgetary allocation and tasks of those posts, in the light of such

factors as changes in the volume of political work, trade opportunities, defence relations and tourism.

The opening of further embassies may be part of the implements of power. Conflict between two or more states may lead to the extension of representation. Economic factors are among the more important influences leading to increases and reductions in representation. Diplomatic relations may be opened up with another state because it has become important in trade, investment or financial terms. For example, the opening of diplomatic relations between Malaysia and Kuwait reflected, apart from religious factors, the growing oil relationship between the two countries, as well as the Malaysian aim of attracting internal Arab financial investment. Other reasons, such as the need for economic intelligence, often influence the decision to establish an embassy.

Changes in the level of representation, above all, occur as a part of the reorientation of foreign policy. The reasons for major reorientation may include economic factors such as a recognition of economic decline. Changes in representation are seen as important for altering export performances. As part of the 2011 reorganization, for example, the UK opened consulates general in Canada and Brazil. It is important to note, too, that whilst economic factors are generally the lead drivers, value and normative factors can come into play. For example, the UK reopened its embassy in Cote d'Ivoire as a contribution to stabilization following disrupted elections and in support for the UN effort there.

A final element of reorganization concerns the increased role of foreign ministries (and embassies) related to diaspora. Whilst this aspect of diplomacy has been important traditionally for large diaspora-linked states (e.g. the United States), a wider range of foreign ministries are now engaged in diaspora activity (such as Greece and Mali).

(abridged from Modern Diplomacy)

Ex. 9 Say if the following statements are true or false.

1. Embassies are established, as they are just exclusive institutions for communication and promotion of core interest.
2. Most states are involved in a key group of countries mainly for political reasons.
3. States often extend their overseas representations in order to strengthen bilateral economic relations.
4. Alterations in the level of representation take place as a part of the reorganization of foreign policy.
5. Reorientation of foreign policy deals with the elevated role of foreign ministries connected with normative factors.

Ex. 10 Sum up text C in writing, using no more than five sentences.

Grammar Supplement

Infinitive Constructions Complex Object

Pattern 1.

FORM	Verb + noun/ pronoun + infinitive (with to)	
Use	Examples	
You can use this verb pattern after some verbs of wanting and liking: want, wish, expect, (would) like, (would) love, (would) prefer, (would) hate.	I'd like you to come back soon. He didn't want his son to study abroad. Did you expect this to happen ? I would hate anyone to think I'm a liar.	

Pattern 2.

FORM		Perception verb + noun/ pronoun + infinitive (without to)/ -ing form	
The verbs of perception see, hear, watch, notice, feel, observe can be followed either by an infinitive without “ to ” or present participle (-ing form).			
Use		Examples	
Complete action (infinitive without “to”)		I saw him lock the door.	
Action in progress (-ing form)		I noticed him looking through the top secret documents.	
Succession of actions (infinitive without “to”)		He heard the observers speak about the fraudulent elections.	

Note: The verbs of perception **see, hear, observe** are often used in the passive followed by an **-ing** form or an infinitive with “to”.

e.g. They were seen **to enter** the building. (complete action)

They were seen **unlocking** the door. (action in progress)

The verb **smell** is usually used with an **–ing** form.

The **–ing** form is not usual for very short actions.

e.g. I heard him **cough**. (once)

I heard him **coughing**. (repeatedly)

Pattern 3.

FORM Causative verb + noun + infinitive (with or without “ to ”)	
This construction is used after such causative verbs as make , have , let and get to show that <u>one person is causing another to do something</u> .	
Causative verb	Examples
make	I made him do his assignment.
have	Jane has her son clean his room on Sundays. We had them postpone the discussion. I won’t have you say such things in my presence.
let	Let him participate in the debate. I’m letting you stay up late just this once. Let’s go out to dinner, shall we? Let’s not argue about trifles.
get	I must get John to help me with the computer. You’ll never get me to do diving.

Note: 1. The verb **make** is followed by an infinitive without “**to**” in the active voice and an infinitive with “**to**” in the passive voice.

e.g. I **made him do** this. → He **was made to do** this.

2. Causative verbs **let**, **have** and **get** are **NOT USED** in the passive voice.

In passive sentences you replace these verbs with their equivalents.

Compare:

Active Voice	Passive Voice
They let him take part in the conference.	He was allowed to take part in the conference.
He had Tom sign the contract.	Tom was caused/forced to sign the contract.
We got him to go to the party.	He was asked/persuaded to go to the party.

Ex. 11 Say it in one sentence.

1. I heard. They were arguing about the latest events in the country.
2. The delegates voted one after another and left the assembly hall. All televiewers saw it.
3. Ann is very reliable and diligent. Everybody knows it.
4. Tom watched. The last participant of the conference came up to the platform, took a deep breath and started his speech.
5. They discussed the factors and forces that influence the world's future. We heard it.
6. Sometimes people have an exaggerated sense of their importance. I hate it.
7. People of the world observe. Globalization is changing and restructuring the way the world works.
8. Territorial conquest is no longer the predominant role of many states' foreign policy. We expect it.
9. We always express our ideas freely and openly. Our professor allows it.
10. The politician entered the house through the back door. Some people noticed it.
11. Translation of political texts accurately is a difficult task. We feel it.
12. John Kennedy turned to speechwriters' help very rarely. Many people know it.

Ex. 12 Open the brackets using the verbs in the correct form.

1. The politician wants more _____ in disarmament. (to invest)
2. The manager made the experts _____ a comprehensive report on the financial difficulties in the company. (to prepare)
3. I heard the opposition leader _____ the government's foreign policy. (to criticize)
4. Mr. Grey let the negotiators _____ the details of the diplomatic agreement. (to finalize)
5. The concerned citizens would like the authorities _____ the pollution issues urgently. (to address)
6. The voters expect politicians _____ transparent and accountable to the public. (to be)
7. We observed the prime minister _____ a passionate speech on national security. (to deliver)
8. He let the diplomats _____ peace negotiations between the warring parties. (to handle)
9. They heard the immigration reforms _____ in the parliament. (to debate)
10. He let the diplomats _____ in dialogue to ease tensions between neighboring countries. (to engage)
11. We made the embassy _____ a cultural exchange event to foster international relations. (to foster)
12. We have often watched the foreign minister _____ international relations at a press conference. (to discuss).

Ex. 13 Translate the following sentences into English using the Complex Object.

1. Բոլոր մարդիկ ցանկանում են, որ պետությունների ղեկավարները գիտակցեն միջազգային խաղաղության և անվտանգության կարևորությունը:

2. Ունկնդիրները անմիջապես զգացին, որ ելույթ ունեցողը տիրապետում է հրապարակախոսության արվեստին:
3. Նա վստահ էր, որ ոչ-ոք չէր նկատել, թե նա ինչպես էր խոսում լրագրողի հետ:
4. Համաժողովի մասնակիցներին թույլ չտրվեց ընդհատել ելույթ ունեցողին և հարցեր տալ:
5. Մենք բոլորս ուշադիր հետևում ենք, թե ինչպես է միջազգային հանրության արձագանքը փոխվում Արցախի հարցի շուրջ քննարկումների ժամանակ:
6. Դժվար է ստիպել մարդուն կատարել իր պարտականությունները, եթե նա պատասխանատվության զգացում չունի:
7. Նա լսեց, թե ինչպես էին պատգամավորները ինչ-որ հարց քննարկում Ազգային ժողովի նիստի ընդմիջման ժամանակ:
8. Բոլորն ակնկալում են, որ յուրաքանչյուր դիվանագետ պետք է կարողանա ելույթներ ունենալ, բանակցությունների մասնակցել, մասնագիտական թղթակցություններ կազմել:
9. Թույլ տվեք մարդկանց, որ անեն այն, ինչ ուզում են, և աշխարհը կվերածվի քաոսի:
10. Դահլիճում շատերը նկատեցին, թե ինչպես էր դողում հռետորի ձայնը, երբ նա պատմում էր ազգային ողբերգության մասին:
11. Դժվար է ստիպել ազնիվ մարդուն վարվել անազնվորեն կամ իր կամքին հակառակ որևէ քայլ կատարել:
12. Մենք իրավունք չունենք թույլ տալ, որ թշնամին սպառնա մեր անվտանգությանն ու մեր անկախությանը:

Speaker's Corner

Top Ten Tips for Confidence

- ✓ Know well what you are going to say, and have clear and easy-to-follow notes in front of you.
- ✓ Know your first sentence off by heart.
- ✓ Avoid wearing uncomfortable clothes or distracting jewelry, tie your hair back if necessary.
- ✓ Have a sip of water before you go up to speak. Keep the glass near at hand.
- ✓ Breathe deeply, using your diaphragm, not your chest (your stomach should move out if you are doing it right).
- ✓ Start clearly and loudly from the very first word.
- ✓ Make eye contact with the audience from the start – if you are still too nervous to do that, look at the middle of their foreheads – they won't be able to tell the difference.
- ✓ If you stumble over a sentence or momentarily forget what you are going to say, don't try to talk your way out of it. Just stop, have a drink of water or simply pause, breathe deeply and start again.
- ✓ Smile at the audience – they are not hostile.
- ✓ Relax and enjoy yourself – having a whole room of people listen to you is a rare experience and can be exhilarating!

Ex. 14 Express your opinion on the following statements.

1. Exploring the past is a purposeless activity.
2. Appearances are deceptive.
3. Curses like chickens come home to roost.
4. There is nothing everlasting under the moon.

Ex. 15 Make a three-minute speech on either of the following topics bearing in mind the “Top Ten Tips for Confidence” given above.

1. If I have regretted my silence once, I have regretted my words a thousand times. *Arab proverb*
2. Young men know the rules; older men have learned the exceptions to these rules. *Chinese aphorism*

Ex. 16 Time to debate: talk show on the topic “Crime and punishment”. The time limit for presentations is 5 minutes.

Improve Your Writing Skills

Unity and Coherence

Unity

Effective writing must have unity. Unity occurs, when all the ideas in a paragraph or an essay support each other.

A paragraph has unity when all the sentences support the topic sentence, the main idea of the paragraph. Without unity, the paragraph loses focus. The topic sentence of the paragraph should focus on **one** topic and controlling idea. The supporting details of the paragraph must support the topic and controlling idea of the topic sentence. If they do not, they will be irrelevant and destroy the unity of the essay.

Coherence

Coherence in a paragraph means that all the ideas fit together in a logical flow. In a coherent paragraph, the relationship between ideas is clear, and one idea connects logically to the next. Coherence can be achieved by using transition expressions, logical order, pronouns, and parallel forms.

Using Transition Expressions for Coherence

Transition expressions show how one sentence relates to another and create a logical flow. The example below shows how the transition expression **however** serves to set up contrasting ideas.

She likes to read novels. **However**, she does not enjoy biographies.

Transition expressions are generally separated from the rest of the sentence by commas.

Below is a list of some transition words and their use.

USE	TRANSITION EXPRESSIONS
Example	for instance, to demonstrate, for example, in some cases
Additional idea	moreover, furthermore, in addition
Contrast	however, in contrast, on the contrary, nevertheless, nonetheless
Cause	as a result, therefore, thus, consequently
Emphasis	indeed, in fact, obviously

Ordering Ideas for Coherence

One way to achieve coherence in an essay is to arrange ideas in a logical order, such as chronological order or order of importance.

- ✓ When arranging ideas in a chronological order, use language such as *in the beginning, next, then, first, second, finally, etc.*
- ✓ When arranging ideas in order of importance, you order items from the most important to the least important or vice versa. Use language such as *the most/least important thing, the next priority/most important thing, or the third/final priority/goal.*

Ex. 17 Combine the following sentences to create coherence by using a transition word from the box.

in contrast	nevertheless	therefore	for instance
moreover			

1. Sometimes, when essays are written too quickly, the sentences do not flow naturally. You should always read your essay out loud to make sure it does.
2. The sonnets of Shakespeare always rhyme. Modern poetry usually uses free verse that does not rhyme.
3. Writing a good play requires a strong story line. You need realistic dialogue and believable characters.

4. Computers have grammar and spell check. A good writer should not depend on these tools.
5. In certain countries cultural practices such as early, forced or arranged marriages hinder women's advancement. They limit women's chances to continue education which will allow them to pursue careers in politics and other professions.

Ex. 18 Write an essay on either of the following topics.

1. If you could travel back in time to meet a famous person from history, what person would you like to meet?
2. Does a university education lead to success in life?

UNIT 4

MULTILATERAL DIPLOMACY

Pre-Reading Activity

1. ad hoc adj (from Latin)	1. տվյալ առիթով ստեղծված 2. ինքնաբուխ
2. ally n to ally v ally oneself with be allied with alliance n make an alliance allied adj	1. դաշնակից, կողմնակից 2. դաշնակից պետություն 1. միավորել, միացնել 2. միանալ, դաշնակցել միավորվել, միանալ, դաշնակցել կապված լինել 1. միություն, դաշինք 2. միասնություն դաշինք կնքել 1. միավորված, միացած, դաշնակից 2. մոտիկ, ցեղակից 3. կապակցված
3. to devote v devote oneself devoted adj devotee n devotion n	(to) նվիրել, անձնատուր լինել նվիրվել, հանձնվել նվիրված, անձնվեր, հավատարիմ 1. նվիրված մարդ 2. բարեպաշտ մարդ 3. երկրպագու 1. նվիրվածություն, անձնվիրություն 2. նվիրում, ամբողջովին որևէ գործին նվիրվելը 3. բարեպաշտություն

<p>4. to provide v</p> <p>provided conj</p> <p>provide for sth</p> <p>provide for sb</p>	<p>1. (for) միջոցներ ձեռնարկել</p> <p>2. (with) ապահովել, մատակարարել, տրամադրել, տալ</p> <p>3. նախօրոք պատրաստել</p> <p>պայմանով, միայն թե, հաշվի առնելով, եթե</p> <p>նախատեսել</p> <p>մեկի ապրուստը հոգալ</p>
<p>5. to concentrate v</p> <p>concentrated adj</p> <p>concentration n</p> <p>concentration camp</p>	<p>(on/upon) կենտրոնանալ, կենտրոնացնել</p> <p>1. նպատակաուղղված, կենտրոնացված, միտված</p> <p>2. համախմբված</p> <p>կենտրոնացում, համակենտրոնացում</p> <p>համակենտրոնացման ճամբար</p>
<p>6. esprit de corps n (from French)</p>	<p>համերաշխության զգացում, խմբային ոգի</p>
<p>7. to involve v</p> <p>involvement n</p> <p>involved adj</p>	<p>1. ներառել, պարունակել</p> <p>2. ներգրավել</p> <p>մասնակցություն, ներգրավում</p> <p>1. կապված, մասնակից, ընդգրկված</p> <p>2. բարդ, խճճված, դժվար հասկանալի</p>
<p>8. premium n</p> <p>premium adj</p> <p>offer/place/put a premium on sth</p>	<p>1. կարևորություն, արժեք</p> <p>2. դրամական պարգև</p> <p>3. ապահովագին</p> <p>1. բարձրակարգ, առաջնակարգ</p> <p>2. բարձր</p> <p>խրախուսել, դրդել, աջակցել ինչ-որ բանի</p>

<p>9. impetus n</p> <p>put fresh impetus</p> <p>impetuous adj</p>	<p>շարժիչ ուժ, խթան, ազդակ, դրդապատճառ</p> <p>նոր ուժ ներշնչել, նոր թափ հաղորդել</p> <p>1. սրընթաց, բուռն</p> <p>2. պոռթկուն</p>
<p>10. peril n</p> <p>to peril v</p> <p>at sb's peril</p> <p>All is not lost</p> <p>that's in peril.</p>	<p>վտանգ, ռիսկ</p> <p>վտանգի/ռիսկի ենթարկել</p> <p>մեկի պատասխանատվությամբ</p> <p>Վտանգը դեռ մահ չէ:</p> <p>Ամեն ինչ կորած չէ, եթե հույս կա:</p>
<p>11. to advertise v</p> <p>advertisement n</p> <p>advertiser n</p> <p>advertising n</p>	<p>1. հայտարարել</p> <p>2. հայտնի դարձնել, բացահայտել</p> <p>3. գովազդել</p> <p>1. հայտարարություն</p> <p>2. գովազդ</p> <p>գովազդող</p> <p>1. գովազդ, գովազդային</p> <p>գործունեություն</p> <p>2. գովազդի տեղադրում</p>
<p>12. to presume v</p> <p>presumable adj</p> <p>presumption n</p> <p>presumptive adj</p>	<p>1. համարձակվել, իրեն թույլ տալ</p> <p>2. ենթադրել, ընդունել, համարել</p> <p>3. (on, upon) օգտվել, չարաշահել</p> <p>հնարավոր, հավանական</p> <p>1. ենթադրություն</p> <p>2. կանխավարկած</p> <p>ենթադրական, հավանական</p>
<p>13. to dispose v</p>	<p>1. տնօրինել, կարգադրել, կարգավորել</p> <p>2. դեն նետել, ազատվել</p> <p>3. դասավորել, զետեղել</p>

<p>dispose of sth</p> <p>dispose of a question/ matter</p> <p>be disposed to do sth</p> <p>disposal n</p> <p>be at sb's disposal</p> <p>disposed adj</p> <p>disposition n</p>	<p>ազատվել, հեռացնել, վերացնել</p> <p>որոշել/վճռել խնդիրը, հարցը</p> <p>տրամադրված լինել, ցանկանալ մի բան անել</p> <p>որևէ բանից ազատվելը</p> <p>մեկի տրամադրության տակ լինել</p> <p>տրամադրված, մտադրված</p> <p>բնույթ, բնավորություն, հակում,</p> <p>հակվածություն, դիրք</p>
<p>14. alignment n</p> <p>to align v</p>	<p>1. դիրքորոշում</p> <p>2. աջակցություն</p> <p>3. հավասարեցում</p> <p>1. աջակցել, օգնություն ցույց տալ</p> <p>2. մի գծի վրա շարել</p> <p>3. համաձայնվել, համագործակցել</p>
<p>15. to highlight v</p> <p>be in the highlight</p> <p>highlight n</p>	<p>1. առաջ քաշել, մեծ նշանակություն տալ, լուսաբանել</p> <p>2. ընդգծել, շեշտել</p> <p>ուշադրության կենտրոնում լինել</p> <p>հիմնական հարց, կետ, փաստ</p>
<p>16. offence</p> <p>give offence</p> <p>commit an offence</p> <p>against</p> <p>take offence at sth</p>	<p>1. վիրավորանք, անարգանք, անպատվություն</p> <p>2. օրինազանցություն, հանցանք, իրավախախտում</p> <p>3. (ռազմ.) հարձակում, գրոհ</p> <p>վիրավորել, անարգել, անպատվել</p> <p>մեկի դեմ հանցանք գործել</p> <p>վիրավորվել, նեղանալ</p>

to offend v offend against the law offensive adj offensive n	1. վիրավորել, անարգել 2. տհաճություն պատճառել օրենքը խախտել 1. վիրավորական 2. տհաճ, անախորժ (հոտի մասին) 3. հարձակողական հարձակում, գրոհ
17. hostile adj hostility n hostilities n open hostilities	1. թշնամական 2. թշնամու, հակառակորդ բանակի 1. թշնամություն, թշնամանք 2. պատերազմական դրություն պատերազմական գործողություններ պատերազմական գործողություններ սկսել
18. strain n bear the strain mental strain to strain v strain one's patience strained adj strained relations	1. բնորոշ հասկանիշ 2. հակում, հակվածություն 3. լարվածություն, լարում լարվածությանը դիմանալ մտավոր լարվածություն 1. լար(վ)ել, ձգ(վ)ել 2. չարաշահել 3. խեղաթյուրել, աղավաղել համբերությունը փորձել 1. լարված, պրկված 2. անբնական, ձգված լարված հարաբերություններ
19. to solemnize v	1. հանդիսավորություն տալ 2. տոնել 3. հանդիսավոր արարողություն կատարել

solemnization n	արարողություն, հանդիսություն,
solemn adj	տոնակատարություն լուրջ, կարևոր, հանդիսավոր

TEXT A

The Origins of Multilateral Diplomacy

Multilateral diplomacy is the diplomacy conducted via conferences by three or more states, as distinct from bilateral diplomacy. Multilateral conferences vary enormously in size, level of attendance, longevity, and extent of bureaucratization, from small **ad hoc** conferences to huge ones with a wide -ranging agenda, such as the annual sessions of the UN General Assembly.

Multilateral diplomacy is essentially a twentieth-century phenomenon; its origins in fact lie much earlier. It was important in diplomacy between **allies** in ancient India and even in diplomacy beyond alliances in the Greco-Persian world of the fourth century BC. Within the European system of states, somewhat chaotic multilateral conferences **devoted** to peace settlements (referred to as congresses when of special importance) were a feature of the seventeenth century. Nevertheless, multilateral diplomacy did not begin to take on modern form until the early nineteenth century, following the end of the Napoleonic Wars. Since the global states-system of today **emerged** most directly from the European states-system, the immediate origins of modern multilateral diplomacy are to be found here. Why, then, did it emerge most emphatically in the nineteenth century and blossom in the twentieth?

The emergence of the view that in certain circumstances multilateral diplomacy actually **provides** the best chance for successful negotiation was of obvious importance. A conference is subject-focused and thus **concentrates** minds on one issue or series of

related issues. It brings together all the parties whose agreement is necessary. It encourages informality. Its members may even develop a certain **esprit de corps**. It has a president with a vested interest in its success. And — at least if it is an ad hoc conference — it will embody a deadline that will also help to concentrate minds, because the conference cannot go on forever. When issues are complex, when many parties are **involved**, and when speed of decision is of the essence, there is a particularly high **premium** on proceeding by means of the conference. Sir Maurice Hankey, who played such an important role in the development of multilateral diplomacy himself, laid great stress on the **impetus** given to this device by the **perils** and the overwhelming press of war business during the great conflict of 1914-1918.

It seems reasonable to suggest that multilateral diplomacy was also encouraged because a conference of the great powers — and conferences in the European states-system were essentially conferences of the great powers — was a magnificent device for both identifying and **advertising** membership of the great power club. The state that could secure a home venue for the conference thus by custom secured the presidency as well. Because it inevitably raised the question of the authority by which the great powers **presumed to dispose** of the fate of the world, the great power conference was also an unrivalled opportunity to affirm and justify their special rights. Finally, such a conference was a subtle device whereby a great power could express respect for, and a bond of solidarity with, its most dangerous rivals. With such a calculus of great power interest behind it, it is hardly surprising that multilateral diplomacy should have developed with such impetus once the idea got off the ground. It reached its twentieth-century apogee in the Security Council of the United Nations.

The great power conferences of the nineteenth century that gave birth to the multilateralism of the twentieth might have been important because they advertised the great powers. However, they were also important because they advertised other things, and such conferences

remain important today for the **alignments** or priorities that they **highlight**. It is much easier to demonstrate a commitment to the resolution of an urgent international problem by staging a conference on it than it is by discussing the issue through normal diplomatic channels. And even if an invitee thinks that a conference on a subject is untimely, it may find it difficult to resist participation. Apart from the possibility that it may wish to avoid giving **offence** to the conference sponsors and the fear that any decisions taken in its absence may threaten its interests, it will not wish to risk being thought **hostile** to its aims.

Conference diplomacy has prospered because it has been a valuable device for advancing negotiations between numerous parties simultaneously. It has also gained support because of the impetus that it can give to bilateral diplomacy. This point has two aspects. First, a multilateral conference can provide opportunities for participants to discuss matters outside the formal agenda and that are only of immediate concern to themselves. This is particularly true of major standing conferences such as the United Nations, and is of special value to states that do not enjoy diplomatic relations. Secondly, powerful mediators can hold a multilateral conference in order to kick-start a series of essentially bilateral negotiations that subsequently develop elsewhere. This was the extremely valuable function performed for the Arab-Israeli bilateral talks by the Geneva Conference of December 1973 and then by the Madrid Conference in October 1991.

Multilateral diplomacy was also encouraged in the early years of the twentieth century by that **strain** in liberal thought which emphasizes the importance of popular consent in sustaining governmental authority. If governments were to be democratically accountable in the domestic sphere, it followed that they should be similarly accountable in the international sphere. An important means for achieving this was 'open diplomacy': the conduct of negotiations under the glare of a public scrutiny which was creative and pacific. In

an extension of the same thinking, the procedures of ‘open diplomacy’ also permitted some formal influence to the smaller states. Of course, conference diplomacy was not necessarily ‘open diplomacy’.

Finally, multilateral conferences hold out the prospect of making agreements stick. They do this partly by **solemnizing** them through signing ceremonies that display the consensus achieved in the most visible manner, and partly by their disposition to provide monitoring or follow-up machinery.

(from G.R. Berridge “Diplomacy”)

Ex. 1 Fill in the spaces with an appropriate word in the relevant form.

ally (n v) **alliance** **allied**

- 1 The rearrangement of relations between former _____ and enemies can throw the international order in kaleidoscopic change.
2. Power can also be distributed relatively equally among nations or _____ of nations.
3. He also has a reputation as an unreliable _____, ripping up agreements within months of signing them.
4. On the road to the town lie the burnt remnants of tanks and armoured cars targeted by the _____ aircraft.
5. The concept of sustainability _____ with the idea of environmental protection.
6. A close _____ of Iran and Russia, Syria has been in conflict with Israel since the creation of the Jewish State in 1948.
7. The United States and Great Britain _____ during World War II.
8. The crucial thing is to keep the _____ together.
9. We must continue working with our _____ and military partners to seek a military and political solution.

10. They are now in a position to govern the state in _____ with either the Free Democrats or the Green Party.
11. An _____ of rebel groups has been steadily advancing towards the capital from strongholds in the north.

emergence emerge emergence

1. New evidence _____ of alleged ethnic killings committed during more than a week of fighting in South Sudan.
2. Russia encountered grave domestic challenges in the 1990s as it saw raw rampant separatist activities in Chechnya, the _____ of terrorist threats and economic deterioration.
3. 20 million people face starvation unless a vast _____ aid programme is launched.
4. They _____ victorious from the fight.
5. _____ warnings are being broadcast across the region.
6. Irreconcilable differences between opposing factions soon _____, sometimes producing a complete breakdown of cooperation.
7. Despite this, historians continue to attribute the _____ of new forms of governance to a clash of cultures between east and west.
8. The Prime Minister has called _____ meeting of parliament.
9. His war record _____ as a key issue in the election.
10. The facts of corruption _____ after a lengthy investigation.

concentrate concentrated concentration

1. The largest _____ of service industries are found in urban areas.
2. By means of _____ efforts the parties could reduce tension.
3. Fighting _____ around the towns to the north.
4. The Auschwitz _____ camp always reminds the world of the holocaust.

5. In a brief statement, he _____ entirely on international affairs.
6. You must _____ all your energies on the study of English.
7. There's been too much _____ of power in the hands of central authorities.
8. It was up to him _____ on his studies and make something of himself.
9. Stress and tiredness affect your powers of _____.
10. We can have democracy in this country, or we can have great wealth _____ in the hands of a few, but we can't have both.
11. The police _____ their search in the area where the child was last seen.
12. The stronghold of rebels was hit by _____ artillery fire.

advertise advertisement advertiser advertising

1. Religious groups are currently not allowed _____ on television.
2. Ministers hope voluntary agreements with industry on promotions and _____ will get people eating and drinking more healthily.
3. The Government will allow them _____ on radio and television.
4. The aim of the paper is to discuss one recent use of the open-question challenge and show that it fails in its _____ aim.
5. The court also banned him from campaign _____.
6. Papers with larger audiences attracted more attention from _____, another incentive to increase readership.
7. What he has done is _____ for democracy.
8. The companies recruit students by _____ their services heavily online.

9. This referendum was not a really good _____ for direct democracy.
10. The company has launched its new _____ campaign.
11. They _____ to improve policy oversight, placing on the budget agenda programs that otherwise would be relatively uncontrollable.
12. At the heart of the issue is the imperative that _____ neither harm nor discriminate.
13. The society began _____ *campaign* in the newspapers and sent out circular letters.
14. The more people _____ their love, the more fake it is.

presume presumption presumptive presumable
presumably

1. People accused of a crime _____ innocent until proven guilty.
2. How can you _____ to criticize me when you did the same thing yourself?
3. _____ multilingualism often remains unrecognized, and the children of immigrants are represented as lacking in language skills.
4. _____ they were the ones old enough to remember being in government.
5. It is _____ that important changes are already underway.
6. He _____ wants public anarchy funded by socialist tyranny, but that is another issue.
7. Once an outbreak is confirmed, early and _____ treatment of suspected cases is justifiable.
8. Any ambitious, knowledgeable, diplomatic, well-connected woman could _____ do it.
9. The strong _____ is that an operation of this size could be carried out only by the regime.

10. However, there is one point on which the _____ centrality of space is open to debate.
11. Yet proper investigation must respect the _____ of innocence.

dispose disposal disposition disposed

1. If the government wants to collect more tax, it should show a favourable _____ towards big business.
2. They are likely to be well _____ to an offer of a separate peace deal.
3. No one with a moral _____ can withstand working in this system for a long time.
4. We will be using all of the tools at our _____ to call on the government to deliver upon these.
5. We are now far more collectively _____ to see the world in terms of enemies and allies.
6. Religion was crucial to any society, moulding attitudes and _____ facilitating mutual understandings.
7. The justices have been arguing about how the case should _____ of.
8. Again, the result does not depend on the fact that the agent's initial _____ are incomplete.
9. This is an important message to counter vested interests which benefit from using our air as a waste _____.
10. In fact, the more stressed we are, the less _____ we seem to tackle it.
11. Many governments are planning _____ of radioactive waste by burying it deep underground.
12. They _____ troops along the river.

Ex.2. Suggest the Armenian equivalents for the English word combinations.

1. chaotic multilateral conference _____
2. to take on modern form _____
3. to be of obvious importance _____
4. to encourage informality _____
5. to be of the essence _____
6. magnificent device _____
7. to be obviously of enormous value _____
8. inevitably raise the question of authority _____
9. subtle device _____
10. a bond of solidarity _____
11. commitment to the resolution _____
12. to avoid giving offence _____
13. to advance negotiations _____
14. to be of immediate concern _____
15. to enjoy diplomatic relations _____
16. popular consent _____
17. in the domestic sphere _____

Ex. 3 Find in the text the English equivalents to the following.

1. որոշակի առիթով կազմակերպված խորհրդաժողով _____
2. խաղաղ կարգավորում _____
3. բազմակողմ դիվանագիտության անմիջական սկզբնաղբյուր

4. անձնական հետաքրքրություն/ շահագրգռվածություն _____
5. չափազանց մեծ/անհաղթահարելի ճնշում _____

6. հաստատել և հայտարարել անդամակցություն _____
7. համարձակվել տնօրինել _____
8. բացառիկ հնարավորություն _____
9. հրատապ միջազգային խնդիր _____
10. սպառնալ շահերին _____
11. պաշտոնական օրակարգից դուրս _____
12. գլխավոր գործող խորհրդածողով _____
13. կանգուն պահել պետական իշխանությունը _____
14. հրապարակային վերլուծության լույսի ներքո _____
15. բաց դիվանագիտության ընթացակարգ _____

Ex. 4 Supply the equivalents from the text for the underlined words.

1. Several interesting things transpired from the report.
2. This matter has assumed considerable importance.
3. The country's economy is now in grave danger.
4. Foreign policy has come under close inspection recently.
5. The decision will give renewed impulse to the economic regeneration of our country.
6. The report emphasizes the major problems facing society today.
7. They flew to Europe to publicize the plight of the refugees.
8. I assumed he understood the rules.
9. Foreign governments supplied the rebels with arms.
10. Multilateral diplomacy flourished after the Second World War with the great expansion in a number of states.

Ex. 5 Match the following words with their definitions.

1. ally	a) feelings of pride, care and support for each other, etc., that are shared by the members of a group
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2. to blossom	b) political support given to one country or group by another
3. to encourage	c) support by one person or group of people for another because they share feelings, opinions, aims, etc.
4. esprit de corps	d) an opinion that all members of a group agree with
5. ad hoc	e) careful and thorough examination
6. overwhelming	f) happening or done at the same time as sth else
7. unrivalled	h) a country that has agreed to help and support another country, especially in case of a war
8. solidarity	i) the possibility that sth will happen
9. apogee	j) to do sth to help a process or project start more quickly
10. alignment	k) to give sb/sth support or help
11. simultaneous	l) created or done for a particular purpose as necessary
12. to kick start	m) the highest point of sth, where it is greatest or most successful
13. scrutiny	n) to produce flowers; to mature or develop in a promising way
14. prospect	o) very great or very strong; so powerful that you cannot resist it or decide how to react
15. consensus	p) better or greater than any other

Ex. 6 Fill in the blanks. Use the words given below in the correct form.

Gatherings at the maximum level of political 1._____, summits are potentially the powerhouse of modern diplomacy. By definitions, summits refer to official meetings among heads of state and government – meetings among leaders at the 2._____of

state power. In earlier eras, summits were often between just two rulers and 3. _____ on an irregular, ad hoc basis, for example the sometimes dramatic 4. _____ during the Cold War between the leaders of the United States and the Soviet Union. These summits advanced 5. _____ between the two dominant nuclear powers and may have helped to bring a peaceful end to the Cold War; whereas the 1961 Geneva summit between the young US president, John Kennedy, and the Soviet leader Nikita Khrushchev stoked personal 6. _____ that may have contributed to the miscalculations leading to the 1962 Cuban Missile Crisis, bringing the world to the 7. _____ of nuclear annihilation, a crisis thankfully resolved by the same two leaders 8. _____ via diplomatic channels rather than face-to-face meetings. Summit conferences have also been convened 9. _____ the end of a period of conflict and to lay the foundations for future order; the 1919 Paris Peace Conference was summoned to settle the First World War and, it was imagined at the time, 10. _____ a formula for enduring peace.

apex, to design, brink, encounter, albeit, to herald, stability, to occur, misunderstanding, authority

TEXT B

Bilateral Summits

Summit meetings between the leaders of countries represent the apex of the bilateral diplomatic process. The term is used to refer to formal or informal encounters between the heads of state and of government. Meetings between ministers or even the heads of parliamentary institutions are not included in this category. Usually planned with great care, summits fall into distinct categories:

1. **Visits by non-executive heads of state.** These are visits by constitutional monarchs, and by presidents who do not hold executive power.

2. **Regular visits by executive presidents and prime ministers.**

These are classic bilateral visits, often planned a year in advance, in response to previous exchanges, aimed at consolidation and augmentation of existing good relations.

3. **State events.** These include the coronation of kings and queens, some presidential inaugurations (especially in Latin America where it is customary to have foreign dignitaries at these events), and state funerals of high dignitaries.

The old-style summits are now outnumbered by informal visits by heads, dominated by substance and not protocol ritual. The new additions are:

a) **Periodic encounters.** Summits of this type take place between countries which share a great deal in common. Example: the 6-monthly meetings of the French President and the German Chancellor. Depending on the themes, they may be accompanied by other ministers, or exclude all aides, with only an interpreter or note-taker present on each side.

b) **Regional summits.** One positive feature of regional diplomacy is the platform it creates for bilateral encounters of leaders of neighboring states. They take place at regular frequency and provide a neutral setting for meetings between heads of countries that have strained relations. ASEAN, now encompassing 10 states in Southeast Asia offers an outstanding example of such a blend of bilateral and regional diplomacy.

c) **On margins of other events.** The commonest forum for a bilateral encounter is a multilateral meeting at the UN in New York or elsewhere, usually with elaborate advance planning. Such dialogue keeps contacts alive and permits consultation on issues at the conference that the leaders are both attending.

d) **Meetings with a topical agenda.** These kinds of summits take place mainly at short notice, without formal protocol. The visiting dignitary may stop over for just a few hours, concentrating on

dialogue with the host interlocutor. Such encounters are increasingly customary.

(abridged from Bilateral Diplomacy)

Ex. 7 Make up 10 logical questions to cover the contents of the text.

Ex. 8 Discuss text B in pairs making use of your questions.

It Is Worth Knowing **Summitry**

Winston Churchill coined the term “summit” in 1950, during some of the darkest days of the Cold War. In the second half of the twentieth century summit meetings became a central element of international diplomacy – among them dramatic encounters such as Kennedy and Khrushchev in Vienna in 1961 and Reagan and Gorbachev in Reykjavik in 1986. Today summits are in the headlines all the time – for meetings of the EU, G8 and G20 – and the word is often used in other walks of life, too, especially in business. But there is relatively little reflection about what summit meetings are supposed to achieve or about their costs as well as benefits.

Face-to-face diplomacy has largely been dismissed as irrelevant in theories of cooperation and conflict – as “cheap talk” because leaders have incentives to dissemble. However, diplomats and leaders have argued for years that there is often no substitute for personally meeting a counterpart to hash out an agreement. Face-to-face diplomacy provides a signaling mechanism that increases the likelihood of cooperation. Face-to-face meetings allow individuals to transmit information and empathize with each other, thereby reducing uncertainty, even when they have strong incentives to distrust each other. On the other hand, the human brain has discreet architecture and processes devoted to parsing others’ intentions via cues in face-to-face

interaction. These processes enable actors to directly access the intentions of others with a high degree of certainty.

Yet, the effectiveness of face-to-face interactions (summits) for clarifying intentions can be measured only if it can be shown that these meetings made an actual difference and not just that the leaders believed that they did.

(from <https://www.gresham.ac.uk/watch-now/summit-diplomacy-some-lessons-history-21st-century-leaders> and
<https://www.cambridge.org/core/journals/international-organization/article/abs/>

Marcus Holmes “The Force of Face-to-Face Diplomacy”
International Organization, Vol. 67, No. 4 (Fall 2013)

TEXT C

Strengths and Weaknesses of Multilateral Diplomacy

The strengths of multilateral diplomacy include serving as an instrument of cooperation, consensus, openness and transparency, action in an interrelated, interconnected globalized world and lastly, for norm setting through multilateral negotiations. The weaknesses of multilateral diplomacy include serving as an instrument of multilateral manipulation by powerful states and an instrument vulnerable to conflicts and to the political environment.

Instrument of cooperation. Cooperation in multilateral diplomacy has allowed a world of multiple, competing and diverse states to come together to interact, negotiate and find common solutions through international collaboration. The notion of collective security in a multilateral environment, where a threat to the security of one state is a threat to the collective, vividly exemplifies of how the collective commitment to peace through multilateral diplomacy makes this an instrument of cooperation in the world.

Instrument of consensus. Consensus is also a strong feature of multilateral diplomacy. The practice of reaching and accepting consensus among a large number of divergent actors has allowed multilateral diplomacy to gain credibility as the mode of diplomacy. Consensus can be reached through compromise or through the democratic act of voting in which case majority vote is applied. The open nature of multilateral diplomacy encourages open debate, dialogue and the presentation of views without fear or reservation contributing to an environment of healthy diplomatic relations.

Instrument of openness and transparency. Openness and transparency have been strong characteristics of multilateral diplomacy. Multi-state party interactions rely on openness and transparency as mechanisms that bring credibility and reliability to this mode of diplomacy. Multilateral diplomacy changed the face of the secrecy of bilateral diplomacy. The conference style of the meetings brought openness to the gatherings by allowing the participation of large and small states as equals and in some instances the participation of non-state actors who witnessed and provided inputs to the proceedings.

Instrument of action in an interrelated, interconnected and transnational globalized world. The wide use of telecommunications, media and technology have allowed easier, faster, more effective and efficient diplomatic relations in the world able to cross borders and reach global institutions. Multilateral diplomacy takes an active part in the globalization process by being the mode of diplomacy that makes possible the conduct of relations in large multilateral organizations such as the United Nations embracing the interrelatedness and interconnectedness of our world.

Instrument for norm setting in complex negotiations. Multilateral diplomacy in the context of multilateral organizations has the unique ability to negotiate and adopt international law for all states that become party to them. Conference diplomacy has prospered because it has been felt to be a valuable device for advancing

negotiations between numerous parties simultaneously but also because multilateral conferences hold out the prospects of making agreements stick. International organizations have made a considerable contribution as instruments, forums, and actors to the normative activities of the international political system.

Instrument of manipulation by powerful states. Multilateral diplomacy, despite its many attributes for open negotiation and the search for consensus, has at times been an instrument of manipulation by the traditionally politically and economically dominant states. Imperialistic United Kingdom and hegemonic United States are classic examples of the states that have relied on power to conduct their foreign policy endeavours. In this respect, it has been seen throughout history that there is a direct connection between power and the ability to influence processes which has hampered the reputation of this mode of diplomacy.

Instrument vulnerable to conflicts and to the political environment. Multilateral diplomacy has proven to be an instrument vulnerable to the conflicts and the political environment to which it is exposed. In multilateral diplomacy, states are strategically drawn to look for the support of like-minded nations. However, the Second World War and more specifically the development of the Cold War made East and West adversaries in diplomacy. States in this multilateral environment were forced to take sides or remain neutral making it difficult to use multilateral diplomacy openly as an instrument of global governance. The tensions of these years have been a constant reminder of the vulnerabilities that multilateral diplomacy is subject to in diplomatic relations therefore representing a weak point for the practice of multilateral diplomacy.

(from Kingsley A., "Multilateral Diplomacy as an Instrument of Global Governance")

Ex. 9 Say if the following statements are true or false.

1. Being a weak diplomatic means, the instrument of cooperation serves to bolster diplomatic relations between dominant and minor states.
2. The instrument of consensus is one of the characteristic features of bilateral diplomacy which facilitates relations between two states.
3. Due to the instrument of openness and transparency multilateral diplomacy greatly differs from bilateral diplomacy.
4. The wide use of telecommunications, media and technology have pre-empted easier, more productive and fruitful relations between states.
5. The instrument for norm setting in complex negotiations is merely to protect states from invasion and atrocities.
6. Multilateral diplomacy attaches great importance to the instruments of manipulation by powerful states and vulnerability to conflicts and to the political environment through which it always settles the conflict.

Ex. 10 Sum up text C in writing, using no more than five sentences.

Grammar Supplement

The Passive Voice

Form noun + be in the correct form + past participle (+ by/with + noun)		
	Active	Passive
present simple	They always listen to his speeches with great interest.	am/is/are + past participle His speeches are always listened to with great interest.
present continuous	The politicians are discussing the issue.	am/is/are + ing + past participle The issue is being discussed .
present perfect simple	The incident has postponed the President's visit to Poland.	has/have + been + past participle The President's visit to Poland has been postponed .
past simple	He accepted the invitation with gratitude.	was/were + past participle The invitation was accepted with gratitude.
past continuous	They were discussing the conflict of Palestine much in the 1970s.	was/were + - ing + past participle The conflict of Palestine was being discussed much in the 1970s.

past perfect simple	Someone had announced the statement by the time the leader got there.	had + been + past participle The statement had been announced by the time the leader got there.
will (future)	They will introduce the project on Tuesday.	will + be + past participle The project will be introduced on Tuesday.
be going to (future)	Experts and advisers are going to attend the talks.	is/are going to + be + past participle The talks are going to be attended by experts and advisers.
future perfect simple	They will have finished the construction of new settlements by the end of December.	will + have + been + past participle The construction of new settlement will have been finished by the end of December.
modal	They must adopt the resolution as soon as possible.	modal + be + past participle The resolution must be adopted as soon as possible.
modal + perfect infinitive	They should have elaborated on the details by now.	modal + have + been + past participle The details should have been elaborated by now.

-ing (gerund)	I don't like people telling me what to do in the laboratory.	being + past participle I don't like being told what to do in the laboratory.
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The Impersonal Passive

To express other people's opinions in a formal style, we can use two special forms of the passive. They can be used with a number of verbs, including: **believe, think, claim, estimate**, etc.

Some other verbs (**argue, suggest, calculate**, etc) are usually used with only the second structure.

Form noun + is/are said to + bare infinitive/perfect infinitive	
Active	Passive
People think he is a great politician.	He is thought to be a great politician. It is thought that he is a great politician.
People believe he was a great politician.	He is believed to have been a great politician. It is believed that he was a great politician.
People claim he has had an influence on many other politicians.	He is claimed to have had an influence on many other politicians. It is claimed that he has had an influence on many other politicians.
People say he has been investigating the problem for over ten years.	He is said to have been investigating the problem for over ten years. It is said that he has been investigating the problem for over ten years.
People estimated that his project was worth over \$10	His project was estimated to be/to have been worth over \$10 million.

million.	It was estimated that his project was worth over \$10 million.
People have suggested that he is a great lawyer.	It has been suggested that he is a great lawyer.

The Causative

Form noun + have/get in the correct form + noun + past participle (+by/with + noun)	
Use	Example
to show that someone arranges for someone else to do something for them	I have my groceries delivered by the supermarket once a week. We are having a new cooker put in tomorrow. We had a large wedding cake made . Have you had your office decorated ? We are going to have the food for the party made by a catering company.
to refer to an unpleasant situation which hasn't been arranged	We had our garden vandalized while we were away. The Browns have had their new car stolen .

Direct and Indirect Objects

Some verbs can be followed by both a direct and an indirect object (usually a person).

These verbs include:

bring, buy, get, give, lend, make, offer, owe, pass, promise, send, show, take, teach, tell, write, etc.

Active	Passive
We can put indirect object either immediately after the verb, or at the end of the sentence with a preposition	The subject of the sentence can be either the indirect object or the direct object of the active sentence.

<p>(for/to, etc.).</p> <p>The secretary gave the envoy the guidebook.</p> <p>The secretary gave the guidebook to the envoy.</p>	<p>The envoy was given the guidebook by the secretary.</p> <p>The guidebook was given to the envoy by the secretary.</p>
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Ex. 11 Change the sentences into the Passive voice.

1. They granted the refugees political asylum in the Czech Republic five months ago.
2. The immigration authorities have refused him an application for a visa.
3. The Government will urgently deal with the demonstrators' problems.
4. They told the president about the news at once.
5. Alvaro de Soto, the UN undersecretary-general responsible for Cyprus presented the peace plan.
6. The Foreign Ministers of all European states usually attend conferences on European security.
7. Members of the Council are discussing the issue of the Middle East conflict at the summit which is taking place in Madrid.
8. The police are now interrogating three terror suspects.
9. The two countries will sign an agreement on cooperation on Wednesday.
10. Senior politicians from the European Union are holding a second meeting with North Korean leader in Pyongyang.
11. Both coalition parties know that if they frustrate each other, the coalition will break up.
12. They will have finished the public debate by that time.
13. People began to realize that the military was attempting a coup.
14. The Head of the University will look through and comment on all applications.
15. France and Turkey proposed this resolution to the Security Council in 1991.

Ex.12 Put the verbs in brackets in the correct form.

1. The invitation to pay an official visit to Warsaw _____ with gratitude. (to accept)
2. The United States of America and the United Kingdom _____ for the latest terrorist attack in Iran. (to blame)
3. The meeting was scheduled _____ on Tuesday and included negotiators from both sides as well as from Russia and the Organization for Security and Cooperation in Europe. (to hold)
4. The US envoy _____ to be leaving for the Middle East. (to say)
5. The talks _____ at the relaxation of tension. (to aim)
6. If NATO gave a strong political support for strict enforcement of the new UN resolution, the US and Great Britain _____ to start a military operation. (to authorize)
7. The Prime Minister _____ that the discussion of the treaty _____ yet. (to tell, not to finish)
8. If the USA had not launched its military operation and had not invaded Iraq, the relations between it and its European partners _____. (not to damage)
9. This matter _____ right now in the Senate. (to discuss)
10. John _____ a born politician. (to call)
11. The Internet _____ for many innovative purposes over the last decade. (to use)
12. The local elections in every province _____ by international observers. (to watch)
13. The latest developments in the country _____ on in the press at the moment. (to comment)
14. If they _____ a choice, surveys indicated that a strong majority of younger Chinese would like to have two children, moving away from the controversial one-child policy. (to give)

15. Many houses _____ badly by the flood, the owners suffering great losses. (to damage)

Ex. 13 Translate the following sentences into English using the Passive Voice.

1. Բոլոր այս խնդիրները փոխկապակցված են. անհնար է լուծել խնդիրներից մեկը առանց անդրադառնալու մյուսներին:
2. Հայաստանի տնտեսական զարգացումը պետք է հիմնվի ժամանակակից մրցակցային շուկայական տնտեսության վրա՝ կառավարության նվազագույն միջամտությամբ:
3. Ահաբեկչության չարիքին պետք է դիմադրել վճռականությամբ և հաստատականությամբ:
4. Բարեփոխումները նպատակ ունեն ստեղծելու կայուն և արդյունավետ դաշտ, որը կարգավորվում է շուկայական ուժերով:
5. Բանաձևերի նախագծերը ձևավորվում են խորհրդի մեկ կամ մի քանի անդամների կողմից:
6. Առաջադիմության մասին հաշվետվությունները կհրապարակվեն ամեն տարի:
7. Ակնկալվում է, որ երկու ղեկավարները կքննարկեն Արևմտյան Եվրոպայի և Ճապոնիայի միջև քաղաքական և տնտեսական համագործակցության հեռանկարները:
8. Բանակցությունները նպատակաուղղված էին Եվրոպայում խաղաղության ամրապնդմանը:
9. Հարավային Սուդանում ցեղային վրեժխնդրության պատճառով տեղի են ունեցել բախումներ. տասնյակ մարդիկ սպանվել են, և երեք գյուղեր՝ հիմնահատակ այրվել:
10. Նախագահին ուղեկցում էին պետքարտուղարը և ազգային անվտանգության հարցերով նախագահի օգնականը:

11. Ապստամբ մարտիկները վնասազերծվեցին և ձերբակալվեցին:
12. Պետությունների միջև կնքվեց պայմանագիր՝ հիմնված փոխադարձ հարգանքի և չմիջամտելու սկզբունքների վրա:
13. Բոլոր եվրոպական պետությունների արտգործնախարարները սովորաբար մասնակցում են համաժողովներին, որոնք վերաբերում են Եվրոպայի անվտանգությանը:
14. ԱՄՆ-ում նախագահական ընտրությունները անցկացվում են յուրաքանչյուր չորս տարին մեկ:
15. 1899 թվականին Հաագայում տեղի ունեցավ առաջին միջազգային խաղաղության համաժողովը՝ ճգնաժամերը խաղաղ ճանապարհով լուծելու ուղիներ մշակելու համար:

Speaker's Corner

Dear student,

In the previous units you were given general guidelines and tips on how to make a good speech. Now let us start from the very beginning and consider, one by one, all the steps that are essential to make a speech successful. So

You Have Been Asked to Give a Speech. Now What?

Instead of turning to the Internet to do some research, hunting for some introductory jokes or pooling together some statistics you should firstly ask yourself: “What do I really want to say?” Be ruthless in your answer. You have to focus on your subject, you can't include everything in one speech. Decide what you really want to say, and don't throw in any other material. You can't include every wise thought that has ever crossed your mind. Remember Voltaire's observation: “The secret of being a bore is to tell everything.”

The next important step is to analyze your audience. Try to imagine how the audience feels about you, will the people coming to hear you speak be friendly, hostile or apathetic? Don't be too quick to assume an audience will be hostile. Even if the audience doesn't agree with your viewpoint, they might appreciate your open-mindedness, your careful reasoning and your balanced approach. As to apathetic audiences, remember, that some people won't be the least bit interested in your subject. Surprise them. Startle them. Wake them up. Use anecdotes, examples and humour to keep their attention.

It is also important to find out about the age range of an audience and to plan your speech accordingly. What works for one age group might backfire mightily with another.

And last but not least, you should consider where and when you will give your speech. The length and the contents of your speech should largely depend on who you are going to speak for. It is also wise to see the location beforehand. If that is impossible, ask the

program host for a rough sketch of the room. How big is the area? Where will you stand? Where will the audience sit? Are the chairs moveable? Seeing all this at least on paper first will help you feel more comfortable when you actually speak there.

Ex. 14 Express your opinion on the following statements.

1. The world is as we are.
2. University students should not be required to attend classes.
3. A person's childhood years are the most important in a person's life.
4. Violence can solve no problem.

Ex. 15 Make a three-minute speech on either of the following topics.

1. Wise men learn much from their enemies. *Aristophanes, 414 B.C.*
2. Too much of a good thing is good for nothing.

Ex. 16 Time to debate: talk show on the topic "Beauty will save the world". The time limit for presentations is 5 minutes.

UNIT 5

PUBLIC DIPLOMACY

Pre-reading Activity

<p>1. transformation n</p> <p>to transform v</p> <p>transformer n</p>	<p>1. ձևափոխություն, փոխակերպում, կերպարանափոխություն</p> <p>2. վերածում, վերածելը</p> <p>1. ձևափոխել, վերափոխել, փոխակերպել</p> <p>2. վերածել, դարձնել</p> <p>վերափոխող, փոխակերպող</p>
<p>2. perception n</p> <p>perceptible adj</p> <p>perceptive adj</p>	<p>ընկալում, գիտակցում, ըմբռնում</p> <p>1. ընկալելի, ճանաչելի</p> <p>2. նկատելի, շոշափելի, զգալի</p> <p>ընկալող, ըմբռնող, դիտարկող</p>
<p>3. to disseminate v</p> <p>dissemination n</p>	<p>1. տարածել, սերմանել (լուրեր և այլն)</p> <p>2. ցանել, շաղ տալ</p> <p>1. տարածում, սերմանում</p> <p>2. ցանում, շաղ տալը</p>
<p>4. settlement n</p> <p>to settle v</p>	<p>1. կարգավորում, լուծում (հարցերի, անհամաձայնության վերացում)</p> <p>2. բնակեցում, բնակավայր</p> <p>1. վճռել, լուծել</p> <p>2. որոշել, պայմանավորվել</p> <p>3. կարգավորել գործերը</p> <p>4. բնակություն հաստատել, հաստատվել</p> <p>5. հարմար նստել, տեղավորվել</p> <p>6. խաղաղվել, հանգստանալ, հանդարտվել</p>

<p>7. cultivation n</p> <p>to cultivate v</p> <p>cultivated adj</p>	<p>1. զարգացում</p> <p>2. մշակում, աճեցում, բազմացում</p> <p>1. զարգացնել, ստեղծել, մշակել</p> <p>2. մշակել, աճեցնել</p> <p>1. կիրթ, բարեկիրթ</p> <p>2. մշակված</p>
<p>8. cognizant adj</p> <p>cognizable adj</p> <p>to cognize v</p> <p>cognizance n</p>	<p>տեղյակ, իրազեկ</p> <p>1. ճանաչելի</p> <p>2. իրավասության ենթակա, ենթադաս</p> <p>ճանաչել, ընկալել, տեղեկանալ</p> <p>1. ճանաչելը, իմանալը</p> <p>2. իրազեկություն</p> <p>3. իրավասություն</p>
<p>9. to reckon v</p> <p>be reckoned to be sth</p> <p>reckon with sth</p> <p>reckon on sth</p> <p>reckoning n</p> <p>make no reckoning of</p>	<p>1. համարել, ընդունել</p> <p>2. հաշվի առնել, ուշադրության արժանացնել</p> <p>3. կարծել</p> <p>համարվել, դիտվել</p> <p>հաշվի առնել, նկատի ունենալ</p> <p>ապավինել, հույս դնել</p> <p>1. հաշվարկ</p> <p>2. պատկերացում, կարծիք, տեսակետ, տեսանկյուն, գաղափար</p> <p>3. հատուցում, վճարում</p> <p>հաշվի չառնել, ուշադրություն չդարձնել</p>

<p>10. to proliferate v</p> <p>proliferation n</p> <p>prolific adj</p>	<p>1. արագ աճել՝ բազմանալ, տարածվել</p> <p>2. առաջացնել մեծ քանակներով</p> <p>1. արագ բազմացում, տարածում</p> <p>2. մեծ քանակություն</p> <p>1. բեղուն, պտղաբեր, արգասավոր</p> <p>2. առատ, հարուստ</p>
<p>11. to adjust v</p> <p>adjustable adj</p> <p>adjustment n</p> <p>adjustability n</p> <p>adjuster n</p>	<p>1. կարգավորել</p> <p>2. հարմարեցնել</p> <p>3. հարմարվել</p> <p>կարգավորելի, հարմարվող</p> <p>1. կարգավորում, համաձայնեցում</p> <p>2. հարմարեցում</p> <p>3. շտկում, ճշտում</p> <p>հարմարվողականություն</p> <p>1. հավաքակցող</p> <p>2. կարգավորիչ</p>
<p>12. to tighten v</p> <p>tight adj</p> <p>run a tight ship</p>	<p>ուժեղացնել, սեղմել, ձգել</p> <p>1. սերտ, խիտ, հոծ</p> <p>2. նեղ, ամուր</p> <p>3. դժվար, ծանր</p> <p>4. աղքատիկ, սուղ (միջոցների մասին)</p> <p>խստորեն կառավարել</p> <p>կազմակերպությունը</p>
<p>13. target n</p> <p>to target v</p>	<p>1. թիրախ, նշանակետ</p> <p>2. քննադատության թիրախ</p> <p>3. նպատակակետ, նպատակ</p> <p>1. թիրախավորել, նպատակակետ դարձնել</p> <p>2. ուղղված լինել, նկատի ունենալ, ուղղել (ինչ-որ նպատակի)</p>

TEXT A

The Rise of a Not So New Tool of Diplomatic Communication

One of the most significant effects of the **transformation** in information technologies that has taken place in the decades since the Second World War has been an increase in the need for public diplomacy. At its broadest, public diplomacy refers to communication that governments and other diplomatic actors make to the general public. Public diplomacy has been employed to generate support for a government's foreign policies, the objectives and operations of a multilateral organization, and even the policies of global firms. Contrary to some contemporary popular **perceptions**, public diplomacy itself is not a new development in diplomatic practice. According to 1930s historian C.K. Webster, late nineteenth-century German Chancellor Otto von Bismarck responded to the rise in the importance of public opinion, which resulted in an increased focus by the print media on foreign affairs, by manipulating German and foreign media organizations **to disseminate** hopes and fears among the people of Europe. Webster specifically describes as public diplomacy US President Woodrow Wilson's efforts to 'sell' his plans for a post-World War I **settlement** to the US domestic public in his **stump** speeches. The characterization of public diplomacy as we tend to think of it today **is** generally **credited** to professional diplomat Edmund Gullion, who described public diplomacy in 1965 as dealing with the influence of public attitudes on the formation and execution of foreign policies. Gullion regarded **cultivation** by governments of public opinion in other countries as increasingly important, as communication between diplomats and journalists became necessary due to the growing link between reporting of foreign affairs in the media and the resulting impact on the making of foreign policy. Another professional diplomat-turned scholar, Kishan Rana, argues that public diplomacy has become a 'lobbying' and 'networking'

practice. Joseph Nye has described foreign policy behavior of governments that is intended to ‘win hearts and minds’ as ‘soft power’. Jan Melissen describes soft power as ‘the post-modern variant of power over opinion’. Political communication in general, and public diplomacy in particular, are key instruments of soft power. Governments today **are cognizant** of the need **to reckon** consciously **with** the necessity of engaging in public diplomacy, and to be seen to be doing so by their own citizenry and the global public.

But if, in the nineteenth century, public diplomacy was an instrument for manipulating the media to communicate to publics in a mono-directional way about foreign policy, successful public diplomacy today increasingly is viewed more broadly as a bi-directional process of inter-cultural communication. As media channels **have proliferated** and become progressively more disintermediated, governments and other diplomatic actors have come **to perceive** the importance of communicating to and listening to foreign publics as they form, implement and **adjust** their foreign policies. Today’s media have not only given governments, firms and civil society organizations an unprecedented multiplicity of channels through which to communicate to global publics. Contemporary media have also given global publics the ability to talk back: to respond directly or indirectly to diplomatic actors about the policies with which they may agree or not. The recent growth of public diplomacy is a testament to the **tightening** of this feedback loop, through which governments can take account of how their policies are being received by **targeted** audiences and make adjustments accordingly.

So the notion of public diplomacy stands primarily for the notion of an active involvement of civil society in the public debate of international issues of all kinds – in the media, notably the electronic media, in parliament on issues of the day or on fundamental strategic issues of war and peace and on the issues of a global nature notably on

the environment, sustainable development in order to overcome poverty and on mass migration.

(from Contemporary Diplomacy)

Ex. 1 Fill in the spaces with an appropriate word in the relevant form.

perception perceptive perceptible perceptibly

1. Our _____ of things is often influenced by subjective factors, such as tiredness.
2. Two or three years elapsed before Luther began to be generally known and to exercise a _____ influence upon affairs.
3. Her writing showed she was intelligent and _____ though she demonstrated incredibly poor judgement at times.
4. _____ plays an important role in election battles.
5. Those in the military are often rewarded for evasive and _____ actions that they take.
6. Conflicts between reasoning and _____ are resolved in favour of _____.
7. Henceforward Lanfranc exercised a _____ influence on his master's policy.
8. The attitude of the government on the Afghan question and generally in regard to Russia was held by many to have been _____ stiffened owing to Lord Rosebery's influence.
9. The alteration in national habits following on the adoption of this European system has had a very _____ effect in some cases.
10. There is a general public _____ that standards in schools are falling.
11. These developments hardly affected the public _____ of the crisis.

12. But over the last weeks China's rhetoric has _____ weakened.

cultivation cultivate cultivated

1. He not only obtained for his government an advantageous treaty, but secured for himself a grant of a district which he proceeded to colonize and _____ .
2. The Taliban had largely eradicated opium _____ in Afghanistan in 2000.
3. Events in Tibet reveal a dark side that undercuts China's carefully _____ image.
4. You should _____ the habit of listening to what you are told.
5. The main idea of Confucianism is the _____ of virtue and the development of moral perfection.
6. The _____ individuals have been imbued with a sense of social purpose.
7. He purposely tried _____ good relations with press.
8. _____ was even down in the Taliban stronghold of Helmand province in the south.
9. Recent excavations testify to the presence of _____ inhabitants on the hill during the Arthurian period.
10. She already _____ several key relationships with the nearby city officials.
11. The Romans were the first _____ the vine in Britain.
12. Culture is a word that relates to a process of _____ or improvement.
13. MFAs also _____ popular approval directly, especially via their websites.

cognizance cognize cognizable cognizant

1. _____ and deal with the void contract is a very important problem in legal study and practices.

2. The police are empowered to start investigating a _____ offense.
3. All soldiers were _____ of the horrors they participated in.
4. That clearly demonstrates the difference between the Germans and the Japanese with its _____ to its deeds in the WWII.
5. One of the side virtues of commission's work is that it elevates the principle of indirect responsibility to international _____ .
6. _____ of the President's intentions, Banza increased his vocalization of dissenting political views.
7. One of the art's purposes is _____ the world.
8. People still need to be wary and _____ and ask the right questions.
9. Normal capacity cannot _____ all information of every aspect of things.
10. The Obama White House was clearly _____ of the comparisons being made between the two presidents.
11. Government of India has taken very late _____ of this fact and has banned the drug for animals.
12. She is _____ of fundamental issues and aggressively seeks improvements.
13. At the present time, human actual law system is far distant from the _____ justice target.

proliferation proliferate prolific

1. The _____ Harvard historian explains how the West came to dominate the globe.
2. As the vaccine spreads in use, reports of horrible side effects are already starting _____ .
3. The president will not make his speech on weapons _____ at the NATO summit.

4. When rule-makers seek to eliminate small risks, preserve consequences _____ .
5. He was a _____ writer, perceptive and discriminating in his choice of topics.
6. He became an outspoken critic of Mr. Hussein's regime and of nuclear _____.
7. Like nuclear weapons, cyber technology _____ unless there are some international ground rules.
8. The _____ of voting before Election Day raises many important questions.
9. In the human management of distributed control, hierarchies of a certain type _____ rather than diminish.
10. With the _____ of smartphones, such recordings have become commonplace.

adjustment adjust adjustable adjustability

1. Each model reflects general indicators of migrant _____ to a new environment and new life.
2. Over years, many parts of the world have adopted some form of time change _____ to conserve energy and maximize daylight hours.
3. _____ your language to the age of your audience.
4. The disputes between England and her American colonies had reached a point at which no amicable _____ was possible.
5. _____ is absolutely essential when a family shares a computer workstation.
6. This is a general declaration of intention to lend themselves to the peaceable _____ of difficulties and employ their diplomacy to this end.
7. We have been preparing our fighters _____ themselves to civil society.
8. Diplomacy is the _____ of relations between states by mutual agreement.

9. His use of target language to convey the author's intention is a continuous choice-making process characterized by relevancy, intermediateness, mediation and _____ .
10. Any difference between the government and the council, if not possible of _____ is to be settled by arbitration.
11. _____ period after a separation or divorce can cause many issues in children such as deviant behavior, poor academic performance and depression.

Ex. 2 Suggest the Armenian equivalents for the English word combinations.

1. at its broadest _____
2. the objectives and operations of a multilateral organization _____

3. to manipulate foreign media organizations _____

4. public diplomacy is credited to _____

5. resulting impact _____
6. lobbying and networking practice _____

7. to become progressively disintermediated _____

8. to perceive the importance of communicating _____

9. unprecedented multiplicity of channels _____

10. to take account of _____
11. to tighten the feedback loop _____

Ex. 3 Find in the text the English equivalents to the following.

1. տեղեկատվական տեխնոլոգիաներ _____
2. աջակցություն ստեղծել կառավարության արտաքին քաղաքականության համար _____
3. նոր զարգացում/փոփոխություն դիվանագիտական պրակտիկայում _____
4. «գովազդել» ծրագրեր առաջին հետպատերազմյան միջազգային կարգավորման համար _____
5. ներքին հասարակություն _____
6. արտաքին քաղաքականության ձևավորում և իրագործում _____
7. համաշխարհային հասարակություն _____
8. միջմշակութային հաղորդակցման գործընթաց _____
9. իրականացնել և կարգավորել արտաքին քաղաքականություն _____
10. շտկումներ անել _____

Ex. 4 Supply the equivalents from the text for the underlined words.

1. War and politics, which have a great effect on the whole world, are primarily hot topics for the creation of euphemism.
2. During the 1990s, it became apparent that even under structural arrangement some countries could not get out from under the weight of their debt and begin to develop.
3. Mubarak failed to keep his promise to accomplish liberal economic reforms, and economic conditions were dire.

4. Track two diplomacy utilizes individuals outside of governments to carry out the task of conflict arrangement.
5. Governments consider public diplomacy more as a form of a diplomatic engagement as well as part of a broader collaboration with other actors.
6. Even among elite leaders working amid similar external conditions, some individuals seem to have a great influence on foreign policy than others.
7. Public diplomacy involves choosing both foreign publics and elites, attempting to create an overall image that enhances a country's ability to achieve its diplomatic objectives.
8. The most important outcome of World War II was the advent of two superpowers – the United States and the Soviet Union – as the primary actors in the international system.
9. Diplomacy between a firm and its host government traditionally was considered internal political bargaining or interest group politics.
10. Evidence from the United States suggests that the elites do care about the preferences of the public, although they do not always directly embrace those attitudes in policy decisions.
11. Traditional diplomacy is all about international problem solving and conflict resolution through political and cross-cultural communication, negotiation and compromise.
12. In practice neither diplomats nor ministries have adapted easily or well to the challenges of the globalization age.

Ex. 5 Match the following words with their definitions.

1.increase	a) to control or influence sb/sth, often in a dishonest way so that they do not realize it
2.objective	b) the ability to understand the true nature of sth: syn insight
3.perception	c) a rise in the amount, number or value of sth

4.to manipulate	d) the fact of a politician going to different places before an election and trying to get people's support by making speeches
5.the stump	e) advice, criticism or information about how good or useful sth or sb's work is
6.to credit	f) to consider or treat sb/sth as a serious opponent, problem
7.to lobby	g) to believe or say that sb is responsible for doing something, especially sth good
8.cognizant	h) something that you are trying to achieve: syn. Goal
9.to reckon	j) having knowledge, having an understanding of; aware of sth through personal experience; fully informed
10. feedback	k) to try to influence a politician or the government and persuade them to support

Ex. 6 Fill in the blanks. Use the words given below in the correct form.

The processes and purposes of international organizations' public diplomacy are different from those undertaken by the states that 1. _____ them. National public diplomacy depends largely on the work of embassies, but most international organizations see public diplomacy more as a centrally directed communication 2. _____. Some have ambitious communication units, such as the North Atlantic Treaty Organization's Public Diplomacy Division at NATO's Brussels headquarters.

Some of the larger organizations with regional membership, such as NATO or the EU, now see public diplomacy as 3. _____ necessity. They focus a great deal of their public outreach, however — indeed the lion's 4. _____ of their communication work — on internal audiences. NATO's 5. _____ to its treaty area

electorates aims to muster support for its 6. _____ organization and missions, while an important EU focus is promoting an EU identity and 7. _____ EU citizens with objective of Union citizenship. Beyond their membership, NATO's and the EU's public diplomacy efforts are aimed at demonstrating their 8. _____ as an international actor, as well as their contribution as global norm 9. _____. In addition, the EU has developed some collaborative public diplomacy initiatives that are breaking new ground. One is the so-called EUNIC scheme, which aims at 10. _____ among several European countries' cultural institutes, such as the Alliance Francaise, the Instituto Cervantes, and the British Council; the other is the highly 11. _____ European External Action Service (EEAS), the EU's own diplomatic service to spread the Union's influence through a wide network of 'embassies' called 12. _____ delegations.

ambitious, to inculcate, share, external, outreach, coherence, cooperation, to comprise, entrepreneur, renewed, existential, effort, inspiring

TEXT B

Public Diplomacy or Propaganda?

Public Diplomacy, when viewed as a mono-directional communication of information, has been linked in the minds of some observers with propaganda. In the twentieth century propaganda was associated with the distribution of false information by governments about their states and societies. The word 'propaganda' stems from Latin word *propagare* ('to propagate'), meaning to foster growing knowledge of, familiarity with, or acceptance of (as in an idea or belief). Pope Gregory XV coined the word propaganda in 1622 in response to Catholic fears about the spread of Protestantism,

establishing the office for Propagation of the Faith (*Congregatio de propaganda fide*) to supervise the Church's missionary efforts in the New World. First World War allies Great Britain and the United States gave the term a more pejorative cast by defining the communications and persuasion tactics of their enemies as propaganda. In the meantime they themselves were producing propaganda of their own in order to conjure up public support for war efforts against the 'barbarian Hun'. Gradually, as the evidence of allied propaganda was exposed to the American and British publics, they became outraged by the half-truths, exaggerations and outright lies that were told them by their own governments.

Today, public opinion tends to regard propaganda as a deceitful and dangerous practice, even though a more descriptive definition of propaganda might be more neutral. Propaganda analysis pioneer Jacques Ellul defines propaganda as 'communication employed by an organized group that wants to bring about the active or passive participation in its actions of a mass of individuals, psychologically unified through psychological manipulation and incorporated in an organization'. Randal Marlin calls propaganda 'the organized attempt through communication to affect belief or action or instil attitudes in a large audience in ways that avoid or exceed an individual's informed, rational, reflective judgement. Karen Johnson-Cartee and Gary Copeland contend that effective propaganda requires taking into account the predispositions of the audience: 'Propaganda is not brainwashing — or the introduction of new ideas, attitudes, and beliefs — contrary to the individuals' cognitive structure. Rather, propaganda is a resonance strategy, the discovery of culturally shared beliefs and the deliberate reinforcement and ultimately development of those beliefs'. Ultimately, public diplomacy and propaganda have many of the same goals, the most important of which is to influence public attitudes or to influence people's opinions. Although propaganda may have a negative connotation, its use may prove to be effective in reaching goals under particular limited conditions. In

analyzing and measuring the effectiveness of contemporary public diplomacy, the feedback loop emerges as crucial. Hence a key factor in distinguishing effective public diplomacy campaigns from those that are not is trust. Those governments that are perceived by publics, domestic or foreign, as regularly engaging in deceptive public diplomacy, whether labelled as propaganda or not, come to find that they are not trusted. This in turn limits their ability to engage in effective public diplomacy.

(abridged from Contemporary Diplomacy)

Ex. 7 Make up 10 logical questions to cover the contents of the text.

Ex. 8 Discuss text B in pairs making use of your questions.

It Is Worth Knowing **The Huns**

The Huns were a nomadic tribe prominent in the 4th and 5th centuries CE whose origin is unknown but, most likely, they came from somewhere between the eastern edge of the Altai Mountains and the Caspian Sea, roughly modern Kazakhstan.

In attempting to locate the origin of the Huns, scholars since the 18th century CE have speculated that they may have been the mysterious Xiongnu people who harassed the borders of northern China. The French scholar Joseph de Guignes (1721-1800 CE) first proposed that the Huns were the same people as the Xiongnu, and others have since worked to find support for his claim or argued against it. In modern scholarship there is no consensus on the Xiongnu-Hun link but, largely, it has been rejected for lack of evidence.

The Huns' ability to appear out of nowhere, attack like a whirlwind, and vanish away made them incredibly dangerous

opponents who seemed impossible to defeat or defend against. The Hun fighting force, already formidable, would become more so with their unification under the most famous of the Huns: Attila. Under Attila (434-453 CE) the Huns became the most powerful, and most feared, military force in Europe and brought death and devastation wherever they went. They became one of the primary contributors to the fall of the Roman Empire.

By 452 CE, Attila's empire stretched from the regions of present-day Russia down through Hungary and across Germany to France. He received regular tribute from Rome and, in fact, was paid a salary as a Roman general even as he was raiding Roman territories and destroying Roman cities.

In 453 CE Attila married a young woman named Ildico and celebrated his wedding night with too much wine. This is how a Roman historian Jordanes described his death: “He had given himself up to excessive joy at his wedding, and as he lay on his back, heavy with wine and sleep, a rush of excessive blood, which would ordinarily have flowed from his nose, streamed in deadly course down his throat and killed him, since it was hindered in the usual passages. Thus did drunkenness put a disgraceful end to a king renowned in war”.

After Attila's death his sons fought each other for supremacy, squandered their resources, and the empire which Attila had built fell apart by 469 CE.

In Hungary, a legend developed based on medieval chronicles that the Hungarians, and the Székely ethnic group in particular, are descended from the Huns. However, mainstream scholarship dismisses a close connection between the Hungarians and Huns.

(from <https://www.britannica.com/topic/Hun-people>)

NOTES: 1. **Hun (plural Huns)** A member of a nomadic tribe (the Huns) who invaded Europe in the fourth century from Central

Asia. (figuratively) A vandal, a barbarian, an uncivilized destructive person.

2. CE stands for “common (or current) era”, while BCE stands for “before the common (or current) era”. These abbreviations have a shorter history than BC and AD, although they still date from at least the early 1700s.

TEXT C

Techniques of Public Diplomacy

One of the most common, and most successful, approaches intended to project a positive image of a country abroad is the sharing of its culture through cultural diplomacy: arts, educational and sporting exchanges. Making the best use of the media – print, audiovisual and electronic – is at the core of most public diplomacy strategies. Advertising and sponsorship of media programming and events have the advantage of being able to be targeted specifically to the desired audience, whilst running a greater likelihood of viewers perceiving the promotional objective directly. This approach can be effective, provided that the state that is advertising or sponsoring does not have a significantly negative impression in the minds of viewers at the start of the campaign. Publicity is a strategy of making use of media to cover events that feature the country in a positive light. Publicity has the advantage of appearing more spontaneous and less scripted, allowing the viewer to make his or her own positive associations between the story told and the country concerned, but the audience reached may not be able to be targeted as effectively as through advertising and sponsorship.

Whereas advertising, sponsorship and publicity tend to be largely mono-directional communicative strategies, a media relations strategy moves more towards bi-directional communication. Media relations involves meeting and communicating with journalists, editors,

producers, radio and television chat show hosts, bloggers and other personalities. Diplomats provide background information on the country and related issues on an as-needed basis to help journalists to produce accurate stories and to assist them as they plan stories, features and coverage in a broad sense. Diplomats may suggest ideas for media coverage that might end up producing advantageous results. For example, one of the first things that former advertising executive Charlotte Beers did after being appointed US Undersecretary of State for Public Diplomacy and Public Affairs in autumn 2001 was to engage Christopher Ross, a former US ambassador and fluent Arabic speaker, to be available to Arabic-language television network Al-Jazeera to rebut anti-US broadcasts by al-Qaeda.

The media relations component of public diplomacy is challenging for a number of reasons. For example, when working with media it is not enough simply to have a well-written pitch. Diplomats must know the publication to which they are reaching out, be aware of the types of stories that the publication covers, understand the topics that interest the editor or journalist and be able to explain why the information or messages the diplomat wants included are valuable to the readership. Particularly important, however, is to be media-savvy enough to grab the editor or journalist's attention and capture their interest. What may facilitate this ability more than anything is the capacity to listen to, take on board and respond sensitively to what the media figures are saying. Often media in target countries will understand their own countries and what people on the ground are thinking better than anyone else, even if they do have their own interests. Hence media relationships can prove crucial in feedback loops for implementing, testing and validating foreign policy. If media figures, like other interlocutors, are able to perceive that their input forms part of an effective policy feedback loop, their ongoing willingness to engage in a productive relationship is likely to be much higher.

Other strategies are likely to succeed or fail similarly to the extent to which they are conducted in a dialogic manner. Hosting and participating in public events in target countries is a vital way both to communicate and to listen. Conferences, symposia, panel discussions, roundtables and academic seminars are all venues not just for disseminating, but for exchanging and developing ideas. Events with a wide range of participants, including political, business and other civil society figures, will often produce the greatest effects. The sending abroad of ‘goodwill ambassadors’ selected from amongst prominent achievers in sport and the arts can also be an effective tool for communicating and listening. Nation-state governments and multilateral organizations alike make use of this strategy. The US State Department appointed figure skating champion Michelle Kwan in 2006 and a baseball star Cal Ripken Jr., in 2007 to serve as ‘Public Diplomacy Envoys’ and promote better relations and perceptions of the United States through sporting cooperation. Kwan toured China and Russia, meeting with youth in both countries, and Ripken was engaged in a baseball training exchange with China in 2007 in which he trained Chinese coaches at his Aberdeen, Maryland training academy and later went to China to participate in training young players directly. At the August 2007 announcement of Ripken’s appointment, Secretary of State Condoleezza Rice said: Public diplomacy cannot be an American monologue; it must be dialogue with people from around the world. That dialogue must be sought out and conducted, not only by people like us in government, but by committed Americans like Cal Ripken Jr. He truly exemplifies America at its best, our aspirations to be a better nation and to help build a better world.

Multilateral organizations have also found this public diplomacy technique effective.

(abridged from “Contemporary Diplomacy”)

Ex. 9 Say if the following statements are true or false.

1. Cultural diplomacy is a key type of public diplomacy strategy.
2. Sponsorship and advertising of media programming are weak instruments of public diplomacy to achieve its goals.
3. Advertising, sponsorship, publicity facilitate bi-directional communication.
4. Media relations incorporates meeting and communicating with exclusively highranking officials.
5. Diplomats provide detailed information on the country and the related issues to help journalists to produce fantastic stories.
6. Cognizance of publication is not essential for diplomats.
7. Media relations strategy plays an essential role in the implementation and testing of foreign policy.
8. Public events are venues just for spreading ideas and manipulating people's beliefs.
9. As an advantageous strategy public diplomacy devaluates the role of a 'goodwill ambassador'.
10. Condoleezza Rice states that mainly government officials should conduct dialogue with people from around the world.

Ex. 10 Sum up text C in writing, using no more than five sentences.

Grammar Supplement

The Infinitive

	Active	Passive
Indefinite (simple) refers to the present or future	to do	to be done
Perfect refers to a prior activity	to have done	to have been done
Continuous refers the activity at the moment of speech	to be doing	_____
Perfect Continuous refers to a prior activity that has/had been lasting for or since some time.	to have been doing	_____

verb/noun/adjective phrase + full infinitive

Some verb, noun and adjective phrases are usually followed by **the full infinitive**.

He **hoped to see** the ambassador gone.

able	ask	encourage	hope	prepare	tend
afford	attempt	expect	manage	pretend	want
agree	beg	fail	offer	promise	wish
appear	choose	happen	plan	refuse	would like
arrange	decide	help	pleased	seem	

verb + bare infinitive

Some verbs can be followed by **an object + the bare infinitive**.

She always **makes me read** her articles.

feel	hear	let	make
notice	see	watch	

verb+ full infinitive or –ing form with little or no change in meaning

Some verbs can be followed by the full infinitive or the – ing form with little or no change in meaning. We began presenting our requirements to the council. We began to present our requirements to the council.			
begin	continue	intend	prefer
can't bear/ stand	hate	love	start

verb+ full infinitive or – ing form with a change in meaning

Some verbs can be followed by both the full infinitive and the – ing form. The choice depends on the meaning. I remember the President wearing black jacket. I remembered to leave the door open as she requested.			
consider	imagine	mean	stop
forget	learn	regret	teach
go on	like	remember	try

prefer, would rather, had better

Form	Use	Examples
prefer +noun/-ing +to +noun/-ing	expressing general preference	I prefer history to geography. I prefer reading English articles to speaking in English.
would prefer +full infinitive +rather +than (+bare/full infinitive)	expressing specific preference (on this occasion)	I'd prefer to have the lecture on Monday rather than (to have it) on Friday, if that's possible.
would rather +bare infinitive +than (+	expressing general or specific preference	I'd rather have the lesson on Monday

bare infinitive)		than (have it) on Friday if that's possible.
would rather +sb +past simple/ past continuous	expressing general or specific preference (about someone else)	I'd rather you didn't go to Berlin.
had better + bare infinitive	giving advice	You' d better ask your supervisor if you can defend your diploma paper on this subject.

Ex.11 Translate the following sentences into Armenian paying attention to the underlined parts.

1. The main goal of democratic countries is to improve international relations and promote peace.
2. His junior colleague certainly needed to be consulted on his main responsibilities.
3. Modern English is the primary international language used in diplomacy, though it used to be French.
4. The foreign minister's initiative seeks to create a platform for open discussions on global challenges.
5. The government needs to be investing more in renewable energy to combat climate change.
6. The administration is proud to have accomplished significant reforms during its term.
7. We know the committee to have been considering the project for several months already.
8. The Polish Prime Minister is to meet with his Canadian counterpart tomorrow to discuss bilateral and international issues.
9. Ambassadors were to have been exchanged after the talks, but the decision was cancelled.
10. The two leaders are expected to sign a treaty on economic and trade cooperation.

11. The United Nations has been called upon to mediate talks between conflicting parties in the region.
12. Hosting an international forum will help to display the nation's commitment to global cooperation.

Ex. 12 Use the verbs in brackets in appropriate Infinitive forms.

1. _____ a diplomat, one must speak a number of languages, including doubletalk. (to be)
2. The MP seemed _____ all the friendliness he had shown during his previous interview. (to lose)
3. The first step in forgiveness is the willingness _____ those who have wronged us. (to forgive)
4. _____ a big dream requires the same effort as having a small dream. Dream big! (to have)
5. She claims _____ a number of great politicians, but I am not sure about it. (to meet)
6. Greg would prefer _____ in a secure country with fewer problems and threats. (to be born)
7. The public speaker seemed _____ the audience with his monotonous, dull speech. (to annoy)
8. Abraham Lincoln's 1st inauguration is considered _____ the tensest in the history of the USA. (to be)
9. I hate _____ you, but the man is still waiting _____ a definite answer. (to bother, to give) old
10. The diplomats are supposed _____ at the agenda of the talks for two years. (to work)
11. The politician appears _____ almost all European languages; he is said _____ them while travelling in his youth. (to know, to learn)
12. Pierre Trudeau is considered _____ the most significant prime minister of Canada. (to be)

Ex. 13 Translate the following sentences into English.

1. Թեկնածուն խոստացավ նվազեցնել գործազրկությունը՝ աշխատատեղեր ստեղծելուն միտված ծրագրերի միջոցով:
2. Ընտրարշավի խոստումները պետք էր կատարել, որպեսզի պահպանվեր ընտրողների վստահությունը:
3. Դիվանագիտական կապերը ամրապնդելու նպատակով երկու երկրների առաջնորդները համաձայնել են փոխանակել մշակութային պատվիրակություններ:
4. Միջազգային կազմակերպությունները հաճախ համագործակցում են՝ ճգնաժամի մեջ գտնվող տարածաշրջաններում մարդասիրական օգնություն ապահովելու համար:
5. Շրջակա միջավայրի կարգավորումները պետք է կատարված լինեին, որպեսզի նվազեցվեր օդի և ջրի աղտոտվածությունը:
6. Լարվածության սրվելուց խուսափելու նպատակով դեսպանները որոշել են բանակցություններ սկսել:
7. Գազաթնաժողովի նպատակն է աջակցել հակամարտող կողմերին՝ հասնելու փոխըմբռնման:
8. Հարկերը բարձրացնելու պատգամավորի առաջարկը թեժ քննարկումներ առաջացրեց օրենսդիր մարմնում:
9. Արտգործնախարարի այցը միտված է ամրապնդելու տնտեսական համագործակցությունը երկու երկրների միջև:
10. Բոլորը գիտեն, որ հեշտ է սխալներ անել, սակայն չափազանց դժվար է ուղղել դրանք:
11. Միջազգային կազմակերպությունը որոշեց հետևել տարածաշրջանում մարդու իրավունքների խախտման դեպքերին:
12. Պատգամավորը ձևացրեց, թե շատ զբաղված է և չի նկատում իրեն սպասող քաղաքացուն:

Speaker's Corner

How to Research a Speech?

After you have determined the nature of your audience and considered where and when you will speak, the next step is to gather information for your speech. Don't rush off to the library yet. Just sit down and think. Your best information source is your own head. Ask yourself, "What do I already know about this subject?" Make some rough notes, write down important facts, opinions, examples – whatever information you already know. Let your notes "sit for a day or two", if possible. Then review them.

Now begin to look for specific information in the form of statistics, quotations, examples, definitions, comparisons and contrasts.

If you don't have enough specifics or enough variety of specifics, do some research and get them.

- ✓ Visit relevant websites
- ✓ Look through magazines related to the subject
- ✓ Consult with friends and colleagues
- ✓ Call up a specialist in the field and ask for a comment
- ✓ Introduce yourself to a reference librarian, explain your speech assignment, and ask for resources

WHAT TO LEAVE OUT?

- ✓ irrelevant details
- ✓ boring details
- ✓ any information you can't verify
- ✓ anything you wouldn't want to be reminded of next year

And remember, you should approach the topic from the audience's perspective. Audiences tend to trust and to like speakers who show a real understanding of them.

Ex. 14 Express your opinion on the following statements.

1. Self-confidence is the most important factor for success.
2. All is not gold that glitters.
3. Trust, goodwill and idealism seem old-fashioned nowadays.
4. The United States of Europe is a fine idea.

Ex. 15 Make a three-minute speech on either of the following topics.

1. Use your enemy's hand to catch a snake. *Persian proverb*
2. An eye for an eye leaves everyone blind. *Mohandas Gandhi*

Ex. 16 Time to debate: talk show on the topic "Money makes the world go round". The time limit for presentations is 5 minutes.

Improve Your Writing Skills

Process Analysis Essays

A Process analysis essay shows a logical progression of stages that lead to a finished product or end result. A process analysis essay might illustrate a natural process, describe how something is made or done.

Introduction

- ✓ The hook introduces the process.
- ✓ Background information helps the readers understand the process.
- ✓ The thesis statement identifies the process to be explained.

Body paragraphs

- ✓ The topic sentence in each paragraph introduces one stage of the process.
- ✓ Each state is organized into a logical sequence of connected steps. Body paragraphs use facts, examples, key terms, and definitions.

Conclusion

- ✓ The conclusion gives a restatement of the process.
- ✓ It may include a final comment that is an evaluation, a recommendation or a warning.

Ex. 17 Read the essay below.

“The Greatest Invention of the 20th Century”

Of all the inventions created in the 20th century, the most significant achievement, in my opinion, is the Internet. Although it is true that advances in biomedical engineering and genome mapping have the potential to alleviate suffering from many diseases, I did not choose them because they will affect our futures. The Internet, on the

other hand, is affecting all of us right now. I especially notice four areas in which the Internet has brought revolutionary change.

Clearly, communications have been transformed by e-mail over the Internet. Messages across international boundaries can now be sent instantly at minimal cost. The convenience and cost-effectiveness has encouraged global interaction and has contributed to the exchange of ideas at all levels of personal and professional communication.

Business has also been revolutionized by the Internet. Besides the obvious advantages of advertisement to a global consumer community by large companies, individual consumers have also found that shopping on eBay or other websites offers them a wider selection of goods than their local stores. The success of business over the Internet is evidenced by the huge yearly increase in the number of shoppers using the Internet for purchases.

Another area that has shown fundamental change as a result of the Internet is the political arena. In some countries, politicians running for office are using websites to contact constituents and speak to a large number of potential supporters. Politicians in other countries have noted the effectiveness of this model, and are also beginning to take advantage of the Internet for political action.

Finally, it is worth mentioning that all of the technology that was crucial to the invention of the Internet has been used to create many useful products. The microchip, which was key to the information superhighway, is found in everything from microwaves in the kitchen to toys in the playroom, as well as cell phones and navigation equipment in our vehicles.

To conclude, it is fair to say that the Internet is the most important achievement of the twentieth century for the effect that it has had on so many levels of our society.

(from Barron's Practice Exercises)

Ex. 18 Use the chart below to write an outline for a process analysis essay on the stages of a significant invention that you are familiar with.

Introduction

Hook:

Background information:

Thesis statement:

Body paragraph 1

Topic sentence:

Steps in sequence with explanations:

Body paragraph 2

Topic sentence:

Steps in sequence with explanations:

Body paragraph 3

Topic sentence:

Steps in sequence with explanations:

Conclusion

Restatement:

Evaluation, recommendation, or warning:

UNIT 6

NEGOTIATIONS

Pre-reading Activity

1. to designate v designate adj designation n	1. նշանակել (պաշտոնի) 2. որոշել, նշել 3. մատնանշել, ցույց տալ, անվանել, բնութագրել նշանակված (պաշտոնի) 1. նշանակում (պաշտոնի) 2. նշում, անվանում
2. clarification n to clarify v	1. պարզում, պարզաբանում 2. մաքրում, զտում 1. պարզել, պարզաբանել 2. մաքրել, հստակեցնել
3. to configure v configuration n	ձևավորել, ձև տալ, կազմել ուրվագիծ, տեսք
4. to conceive v conceivable adj	1. հասկանալ, ըմբռնել, ընկալել 2. ձևակերպել, արտահայտել 3. երևակայել, պատկերացնել, գլխի ընկնել 4. միտք հղանալ, մտածել հասկանալի, ըմբռնելի
5. to encompass v	պարունակել, ներառել, ընդգրկել
6. realm n	1. տիրույթ, տերություն, տիրապետություն, աշխարհ 2. թագավորություն
7. to grapple v	1. պայքարել որևէ բանի դեմ, աշխատել հաղթահարել

	<p>դժվարությունները</p> <p>2. լուծել խնդիրը</p>
<p>8. threatening adj</p> <p>threat n</p> <p>to threaten v</p>	<p>սպառնացող, վախեցնող, սարսափեցնող</p> <p>սպառնալիք, վախ, վտանգ</p> <p>սպառնալ, վախեցնել</p>
<p>9. intermediary n</p> <p>intermediary adj</p> <p>to intermediate v</p> <p>intermediation n</p> <p>intermediator n</p>	<p>միջնորդ</p> <p>1. միջնորդ</p> <p>2. միջանկյալ միջնորդ լինել, միջնորդի դեր խաղալ</p> <p>միջնորդություն</p> <p>միջնորդ</p>
<p>10. genuine adj</p> <p>genuineness n</p>	<p>իսկական, անկեղծ, բուն</p> <p>1. իսկություն</p> <p>2. անկեղծություն, ազնվություն</p>
<p>11. drastic adj</p>	<p>կտրուկ, վճռական, արմատական, յուրջ, բախտորոշ</p>
<p>12. to resolve v</p> <p>resolve n</p> <p>resolved adj</p> <p>resolute adj</p> <p>resolution n</p>	<p>քվեարկությամբ վճռել, որոշել</p> <p>1. որոշում, վճիռ</p> <p>2. հաստատականություն, վճռականություն</p> <p>վճռական, հաստատական, կայուն</p> <p>խիստ, վճռական, կտրուկ</p> <p>1. պաշտոնական որոշում, բանաձև</p> <p>2. վճիռ, որոշում</p>
<p>13. implication n</p> <p>to implicate v</p> <p>be implicated in</p>	<p>1. առնչություն</p> <p>2. ենթադրություն</p> <p>3. եզրակացություն</p> <p>4. ենթատեքստ, ներիմաստ ներգրավել, մասնակից դարձնել մասնակից լինել որևէ գործի</p>

implicate n implicit adj implicit faith to imply v	ենթադրվող բան 1. ենթադրելի, թաքնված, կողմնակի 2. լիակատար, անվերապահ կույր հավատ ենթադրել, ակնարկել, նշանակել
14. acute adj acuteness n	1. սուր 2. խորաթափանց, սուր (միտք) 3. բարձր, ծակող սրություն, խորաթափանցություն
15. to falter v	1. անարդյունավետ դառնալ, խափանվել 2. տատանվել, վարանել, անվստահություն ցուցաբերել 3. զայթել, երերալով քայլել 4. կմկմալ, կակազելով խոսել, մրմնջալ

TEXT A

Negotiations

In international politics, negotiation consists of discussion between officially **designated** representatives designed to achieve the formal agreement of their governments to the way forward on an issue that is either of shared concern or in dispute between them. Negotiation can be defined as an attempt to explore and reconcile conflicting positions in order to reach an acceptable outcome. Whatever the nature of the outcome, which may actually favour one party more than another, the purpose of negotiation is the identification of areas of common interest and conflict. In this sense, depending on the intentions of the parties, the areas of common interest may be clarified, refined and given negotiated form and

substance. Areas of difference can and do frequently remain, and will perhaps be the subject of future negotiations, or indeed remain irreconcilable. In those instances in which the parties have highly antagonistic or polarized relations, the process is likely to be dominated by the exposition, very often in public, of the areas of conflict. In these and sometimes other forms of negotiation, negotiation serves functions other than reconciling conflicting interests. These will include delay, publicity, diverting attention or seeking intelligence about the other party and its negotiating position. Negotiation is only one of the functions of diplomacy and in some situations not the most urgent; this might be issuing a warning or seeking **clarification** of a statement. In traditional diplomacy via resident missions, it is also true that negotiation is not the activity to which most time is generally devoted. Although when diplomats lobby some agency of the state to which they are accredited, as they have always spent much of their time doing, the only differences from negotiation are that the dialogue is **configured** differently and any successes are not formally registered. Negotiation even **conceived** narrowly remains nevertheless the most important function of diplomacy when itself conceived broadly. This is in part because the diplomatic system now **encompasses** considerably more than the work of resident missions. And negotiation becomes more and more its operational focus as we move into the **realms** of multilateral diplomacy, summitry, and above all into that other growth sector of the world diplomatic system – mediation. It hardly needs labouring that it is the process of negotiation that **grapples** directly with the most **threatening** problems, whether they are economic dislocation, environmental catastrophe, or war.

Format

As to the format of the negotiations, will they be direct (face-to-face) or indirect? Direct talks between enemies have many practical advantages. If negotiations between bitter rivals nevertheless need to

be indirect, perhaps because of problems of recognition or worries over loss of prestige, who will be the **intermediary**? Will it have to be a **genuine** mediator or will provision of good offices by a third party be sufficient?

If more than two parties are to be involved in the talks, as is often the case, will they be conducted by a series of parallel bilateral discussion, a multilateral conference, or some combination of both? Bilateral discussions have in their favour maximum flexibility, speed and secrecy. On the other hand, they are likely to inspire suspicion among allies that one or other among their number is seeking a separate deal with the rival; they also lack the propaganda value of a big conference.

Not surprisingly, the question of format was a serious and complicated problem in the case of Jimmy Carter's Middle East diplomacy in the late 1970s. With the **drastic** decline in Soviet influence in Egypt which had preceded the Yom Kippur War, the United States was firmly in the driving seat as far as negotiations to **resolve** the Arab-Israeli conflict were concerned. And Washington's view was that, while secret bilateral diplomacy was the only format that would be likely to achieve any real breakthrough, this would only happen if the Geneva Conference format was to be employed in some way.

Venue

Choice of the format of negotiations sometimes goes a long way towards dictating where they will take place: their venue. For example, had the Arab-Israeli talks of the Carter years in fact followed the Geneva Conference format, it is likely that they would have taken place in Geneva. Indeed, the American proposal was that, as in 1973, the UN Secretary General should once more issue the invitations, and there is no suggestion in the public record of the discussions at the time that an alternative venue was ever seriously considered. It was likely, then, that the talks would have taken place in Geneva, but not

inevitable. When the next international conference on the Middle East, co-chaired by the superpowers and in most essentials resembling the 1973 Geneva Conference, actually took place in the aftermath of the Gulf War in November 1991, it did not take place in Geneva but in Madrid. This was not because the Swiss city had been destroyed by fire or was suffering from a strike by air-traffic controllers. Why is venue often an important matter in prenegotiations between bitter rivals and why does it, as a result, often cause considerable difficulties?

The venue of negotiations is important because if a state is able to persuade its rival to send a delegation to its own shores, this will be of great practical convenience to it. For this reason it will also suggest very strongly that it is the more powerful.

Some venues are chosen for negotiations because either by convention or law they are neutral ground. This explains the popularity of venues in Switzerland and Austria, both permanently neutral states in international law.

Venue is not only of symbolic importance because of its **implications** for prestige; it may also be of symbolic signification because of the ability of a particular venue to assist one or the other of the parties in making some propaganda point.

Some venues have air services, conference facilities, hotels, entertainment, and security that are vastly superior to those available to others.

If prenegotiations are successfully concluded, the next task for the negotiators is to move into 'around-the-table' mode. This is generally more formal and there is usually more public awareness of what, in broad terms, is going on. First comes the task of trying to agree on the basic principles of a settlement: the 'formula stage'. If this is achieved, the details then have to be added. This is often more difficult, not least because it is the moment of truth for the negotiators.

Negotiation is thus generally a lengthy and laborious process, proceeding through 'prenegotiations' and a formula to the details

phase. In each stage there is a risk of breakdown, though this is probably most **acute** in the first and last – in the first not least because the ‘exit costs’ are low, while in the last because this is the negotiators’ moment of truth. The moment of the negotiations may thus **falter** even if both parties in a bilateral negotiation, or a majority of parties in a multilateral negotiation, are serious about making them a success.

(abridged from G.R. Berridge “Diplomacy”)

Ex. 1 Fill in the spaces with an appropriate word in the relevant form.

designate (v adj) **designation** **designated**

1. The president’s _____ successor is his son.
2. The Prime Minister _____ obviously viewed me with suspicion, as being closely associated with his predecessor.
3. The leader’s _____ of his own successor signaled to the people that he was gravely ill since he would never give up power if he were capable of leading.
4. Whenever a disagreement arose, a third observer _____ by consensus by the working group issued the final verdict.
5. This _____ may be made informally, without any amendment to Rule 39 of the rules of procedure of the Assembly, by means of a letter to the President.
6. The president in question _____ by his peers.
7. The Committee favours the _____ of the house as a historic building.
8. The agent providing the service _____ the controlling agent which negotiates for component sub-services.

threat **threaten** **threatening**

1. This isn’t the first time a world leader constructed a wall between himself and those he deemed imminent _____.

2. The fighting _____ to turn into a full-scale war.
3. We can't ignore the _____ posed by the nuclear weapons.
4. Liberal policy was unpatriotic because it recognized other national interests and _____ dissolution of the empire.
5. These outbreaks pose a significant _____ to the general public.
6. Russia and England used _____ language, and Turkey replaced the hospodars.
7. All countries in the region had the right to protect themselves against external _____.
8. The poor were economically necessary but politically _____.
9. _____ of legal challenge are already in the wind.

resolution resolve resolute resolved

1. He replied that the UN had passed two major _____ calling for a complete withdrawal.
2. This is not a conflict that can _____ with brutality and ridicule.
3. Our political and financial commitment to defending our nation remains _____.
4. The new candidate for the president was a strong and _____ character.
5. He called for _____ action to battle terrorism.
6. The draft _____ was also expected to spell out the requirements for a political settlement leading to a permanent ceasefire.
7. We both think that disputes should _____ peacefully and in accordance with international law.
8. The government reiterated its _____ to uncover the truth.
9. The member of the opposition is a proficient and _____ politician.

10. Many of these _____ were hardly contentious, their clauses merely restating existing government policy.
11. This is a government with _____ and purpose.
12. The way _____ this is to have a leadership election.

implication imply implicit

1. The referendum vote has immense political _____ but no direct legal effect.
2. As these changes _____, political policing had become even more complicated after the revolution.
3. The prevalence of politeness indicates submission to _____ power difference between teachers and students.
4. He condemned the court and, by _____, the entire legal system.
5. The attempts _____ him in corrupt transactions were not successful; but his political opponents endeavoured to make capital in subsequent campaigns.
6. This is seen as _____ warning not to continue with military action.
7. What were the main challenges in this case and the possible _____?
8. The evidence _____ many government officials in the conspiracy.
9. He _____ the country had lost its sense of direction both at home and abroad.
10. He was to resign when one of his own aides _____ in a financial scandal.
11. Until now the government _____ that any refusal to grant third country listing would be unacceptable.
12. The Attorney General was aware of the political _____ of his decision to prosecute.

Ex. 2 Suggest the Armenian equivalents for the English word combinations.

1. officially designated representative _____
2. conflicting positions _____
3. identifications of areas of common interest and conflict _____
4. the exposition of the areas of conflict _____
5. to be of shared concern _____
6. to seek clarification of a statement _____
7. registered success _____
8. to be conceived narrowly/broadly _____
9. to grapple directly with a threatening problem _____
10. to have in favour _____
11. drastic decline _____
12. bitter rivals _____
13. public awareness of sth _____
14. in broad terms _____
15. basic principles of a settlement _____
16. to falter negotiations _____

Ex. 3 Find in the text the English equivalents to the following.

1. ընդունելի արդյունք _____
2. կողմերի մտադրությունները _____
3. խիստ թշնամական կամ բևեռացված հարաբերություններ _____
4. հասնել կառավարությունների միջև պաշտոնական համաձայնության _____

5. շատ ժամանակ նվիրել ինչ -որ բանի _____

6. տարբեր կերպ ձևավորված լինել _____

7. զգալիորեն ավելին ընդգրկել _____

8. տնտեսական կազմալուծում _____
9. իրավական ճանաչում _____
10. ինչպես հաճախ է պատահում _____
11. հրավեր ուղարկել _____
12. որպես հետևանք _____
13. խորհրդանշական նշանակություն ունենալ _____

Ex. 4 Supply the equivalents from the text for the underlined words.

1. The supply of advice on foreign policy is an essential function of diplomacy.
2. A keen sense of how much is at stake in any alteration breeds doubt of every reform.
3. Within two weeks of arrival all foreigners had to record with the local police.
4. The plans were conceived in haste by politicians trying to look tough in the wake of the banking crisis.
5. The final exam will include all the topics learned throughout the semester.
6. He is charged with making interstate intimidating communications.
7. The defeat had inescapable consequences for British policy.
8. The war has aggravated severe economic crisis.

9. Our challenge is to motivate those voters and stimulate them to join our cause.
10. His aim to delay the election into the summer failed.

Ex. 5 Match the following words with their definitions.

1. to seek	a) having a strong or violent effect
2. lobby	b) to be like or similar
3. to accredit	c) a general rule, instruction or a piece of advice
4. propaganda	d) the action of involving sb or being involved in sth
5. drastic	e) the path or direction that sb/sth is moving in
6. implication	f) a group of people who try to influence politicians on a particular issue
7. to configure	g) exaggerated and false ideas or statements that are intended as publicity for a political cause
8.track	h) to arrange or put together in a particular form
9. to conclude	i) to appoint sb to an official position, esp as an ambassador
10. guideline	j) to reach a decision about what one believes as a result of reasoning
11. to resemble	k) to look for sth, to try to find or get sth

Ex 6. Fill in the blanks. Use the words given below in the correct form.

When parties to a conflict start 1_____ the possibility of a negotiated 2_____ they do not, of course, do this in a political vacuum. A variety of circumstances, at home and abroad, will affect the likelihood that negotiations 3_____ successfully. To begin with, it is obviously necessary for the leadership on both sides to be domestically 4_____. This will give them 5_____ that they will be able to ride out any charge that they 6_____ to “sell out” to the

enemy. In democracies, this 7_____ argues for rapid movement after elections, when a new government has the opportunity to take 8_____action in the reasonable expectation that the voters will either have forgotten or secured 9 _____blessings by the time they are next able to express a 10_____.

to propose, view, to explore, settlement, consideration, secure, to compensate, to launch, confidence, unpopular

TEXT B

Prenegotiations

Prenegotiations, despite their misleading name, are the first stage of negotiations. Perhaps more readily understood by the term ‘talks about talks’, their job is to establish that substantive, around-the-table negotiations are worthwhile, and then to agree on the agenda and the necessary procedures for tackling it.

Whether formal or informal, public or well-hidden, prenegotiations — or, as they are also sometimes innocently described, ‘preliminaries’— are often far more important and far more difficult than is usually supposed. This is especially true in tense relationships, where prenegotiations are always fragile; but, even in friendly relationships, they are far from trivial and can cause problems requiring lengthy discussion.

It should never be forgotten that states sometimes engage in prenegotiations, and even substantive negotiations, merely in order to buy time or obtain the propaganda advantages that may aim at seeking a peaceful solution. Having agreed that negotiating may be better than not negotiating, they then have to agree on an agenda and all of the multifarious questions that come up under the heading of ‘procedure’. This being so, it may be thought surprising that states ever get round to substantive negotiations at all. That they do is testimony not only to

the remorseless logic of circumstance but to the fact that diplomacy is a professionalized activity.

Prenegotiation is the whole range of activity conducted prior to the first stage of formal substantive, or 'around-the-table', negotiation. It is directed at achieving agreement on three matters. The first of these is agreement on the possibility that negotiation may prove advantageous to all parties concerned. The second is agreement on an agenda for talks. And the third is agreement on the manner in which the talks should be conducted – questions of procedure.

Establishing the need for negotiations is often a complicated and delicate matter, in many cases more complicated, time-consuming, and difficult than reaching agreement once negotiations have begun. For instance, because establishing the need for negotiations rests fundamentally on gaining acceptance of the fact that a stalemate exists, any party to whom suspicions of weakness attach might feel the need to raise the temperature of the conflict while simultaneously putting out feelers for negotiations. Third parties might be calling for gestures of goodwill, but stepping up the pressure will safeguard the balance and offer protection against domestic hard-liners. If, on the other hand, powerful third parties are positioning themselves to act as mediators, they might be able — for example, by regulating the flow of arms to the rivals — to engineer a stalemate.

Prenegotiations are most likely to make progress if incidents that cause public alarm are avoided. Of course, this is true of all stages of negotiations, as the Hebron massacre in March 1993, which occurred while Israel and the PLO were trying to settle the details of their framework agreement of the previous September. Such occurrences can wreck any stage of negotiations, but prenegotiations are most vulnerable to them. In this stage, relatively little prestige will have been tied to a successful outcome, and retreat from negotiations will not, therefore, generally carry a high price.

If the need for negotiations is recognized and conditions are propitious, it becomes possible to discuss an agenda for talks. This

means not only agreeing what will be discussed but also the order in which the agreed items will be taken. Unless one of the parties is indifferent to these points on the assumption that it is merely entering a dialogue rather than a negotiation, this often creates more difficulties than might be imagined. In an adversarial relationship, in particular, a proposed agenda might be ‘prejudicial’ rather than ‘neutral’.

(from G.R. Berridge “Diplomacy”)

Ex. 7 Make up 10 logical questions to cover the contents of the text.

Ex. 8 Discuss text B in pairs making use of your questions.

TEXT C

Diplomatic Momentum

If there is a lull in the talks for any reason, the great danger is that it will drag on and become permanent. There are four main reasons why this may be a real danger. First, an absence of progress may demoralize the negotiators and, just as important, demoralize their supporters. Secondly, such a development will provide the enemies of negotiations with a fresh opportunity for sabotage and provide them with further ammunition: ‘we told you this approach would not work!’. Thirdly, both parties are still likely to be on their best behaviour. As a result, one or the other may be led to draw the false conclusion that perhaps the status quo is not so bad after all, and that the price of a deal is too high. Finally, and perhaps most fatally of all a lull in negotiations permits the attention of key personnel to be drawn to other items on the crowded international agenda. This at one time seemed to be the likely fate of the Uruguay Round in early 1991 when the Gulf War literally blew up at just the point when a pre-Christmas crisis left the talks drifting aimlessly and urgently in need of top-level

attention. In such circumstances, what can be done to sustain momentum, and to regain it if lost?

One way to maintain high momentum is, of course, for one side to give in to the other on every item on the agenda; but this would be a capitulation rather than a negotiation. Nevertheless, an important method of sustaining momentum in genuine negotiation is to employ the step-by-step approach. This minimizes the risk of stalemate by proceeding in piecemeal fashion, usually from the less to the more difficult issues; and by building up a list of tangible achievements over a relatively long period demonstrates the value of diplomacy. A good example of such an achievement used to this end is provided by the Cairo Accords on security signed between PLO and Israel in early February 1994, which broke months of deadlock in the details stage of this negotiation but left other issues for later. If ratification of the initial achievements is contingent on a package deal the step-by-step approach also gives the negotiators a vested interest in driving the talks towards a final conclusion. After all, they will not normally wish to see their achievements thrown away and have to admit that their time has been wasted. The step-by-step approach, however, is rarely able to maintain momentum unaided, not least because it has a downside too. Its unavoidable slowness, together with the impression that it generally gives of ‘ducking’ the main issues, can generate exasperation. It is, then, perhaps, the step-by-step approach that is the strategy of negotiation most in need of special assistance in the maintaining of momentum.

(abridged from “Diplomacy. Theory and Practice”)

Ex. 9 Say if the following statements are true or false.

1. If the talks advance rapidly it will pose a great danger to negotiations.
2. The lull in talks may produce an effect of frustration.

3. The enemies of negotiations can gain an extra advantage of hindering the process.
4. During the procrastination both parties can achieve precise conclusion.
5. The chief staff of the negotiations can never change their permanent agenda.
6. “Ducking” the main issues is the most efficient method of diplomatic success in negotiations.
7. The step-by-step approach is one of the best ways of sustaining momentum in negotiations.

Ex. 10 Sum up text C in writing, using no more than five sentences.

It Is Worth Knowing **Deadlock vs Stalemate**

Are you confused about the difference between a *deadlock* and a *stalemate*? You are not alone. These two terms are often used interchangeably, but they actually have distinct meanings in different contexts. We'll explain the difference between a *deadlock* and a *stalemate*, and when you should use each of them.

A *deadlock* is a situation where two or more parties are unable to make progress because they are each waiting for the other to act. In other words, they are stuck in a standstill because neither side is willing to make the first move. It may also describe a situation where there is no progress due to a lack of agreement or decision-making.

A *stalemate*, on the other hand, is a situation where progress is halted because neither side can gain an advantage. This can happen in a game of chess, for example, when neither player can make a move that will put them in a better position without also putting themselves at risk.

To sum up, a *stalemate* is a concept that frequently arises in various fields, including military strategy, chess, negotiations, and conflict resolution. It refers to a situation in which neither side involved in a conflict or competition can make any further progress or gain an advantage over the other. *Stalemate* often results in a *deadlock*, where all parties find themselves in a state of impasse.

So, which term should you use? It depends on the situation. If you are talking about a situation where two or more parties are at a standstill because they are each waiting for the other to act, use the term *deadlock*. If you're talking about a situation where progress is halted because neither side can gain an advantage, use the term *stalemate*.

Here are a few examples that illustrate the difference between the two words:

- In the political negotiations, the opposing parties reached a *deadlock* as neither side was willing to compromise on the key issues.
- The peace talks faced a *stalemate* as conflicting ideologies prevented any meaningful resolution from being achieved, leaving the region in a state of uncertainty.
- Diplomats struggled to break the *deadlock* in the arms control negotiations, highlighting the deep-seated mistrust between the nations involved and the difficulty in finding common ground.
- Granting veto power entails the danger of a *stalemate* and thereby decreases rule efficiency.

(from <https://thecontentauthority.com/blog/deadlock-vs-stalemate> and <https://dotcommagazine.com/2023/05/stalemate-a-must-read-comprehensive-guide/>)

Grammar Supplement

The Gerund

(verbal – ing form with properties of the noun)

Forms

	Active	Passive
Non-perfect - (refers either to the present or past activity)	doing	being done
Perfect (rare) – (used to avoid misunderstanding with clear reference to the prior activity)	having done	having been done

Verbs followed by the Gerund

admit	fancy	postpone
advocate	forgive	put off
anticipate	finish	practice
appreciate	favour	quit/give up
avoid	hate	risk
complete	include	resist
consider	involve	recall
delay	imagine	recollect
discuss	justify	resume
dispute	keep	resent
dislike	mention	suggest
detest	miss	tolerate
doubt	mind	understand
enjoy	promote	

The Gerund preceded by adjectives with a preposition.

good/bad/surprised/annoyed	at
afraid/ashamed/aware/capable/tired/suspicious	of
common/responsible/important/essential/necessary/easy/	for

difficult/good/bad/useless/sorry	
accustomed/used/committed/similar	to
bored/fed up/disappointed/pleased/satisfied	with
excited/happy/upset	about
interested/busy	in

The Gerund follows certain verbs with or without prepositions.

apologize/excuse/thank/blame/forgive	for
believe/succeed/confide/participate	in
depend/rely/congratulate/insist	on
oppose/object/look forward	to
dream/think/accuse	of
decide/warn	against
prevent/stop/keep/save	from

Ex. 11 Translate the following sentences into Armenian paying special attention to the underlined parts.

1. Israel objected to Palestine sending its representatives to the conference.
2. France keeps urging a diplomatic solution to the crisis.
3. The German speaker avoided dealing with the military operation in Iraq.
4. Russia suggests putting an end to nuclear proliferation.
5. The sides aim at reaching an agreement banning the militarization of the space.
6. The UN members are concerned about the resolution being rejected.
7. During the recent negotiations the two countries avoided discussing territorial disputes.
8. The Security Council suspected Iraq of trying to conceal its weapons of mass destruction.
9. A Minister for foreign affairs is to have qualities that should prevent him from being compromised.

10. The representative of the opposition party accused the government of violating the accord.
11. Both India and Pakistan are responsible for millions of dollars being spent on military programmes.
12. ASEAN has succeeded not only in cooperating between its ten members but also in providing an essential geopolitical platform.

Ex. 12 Use the verbs in brackets in an appropriate Gerund form.

1. The agreement represents a major step toward _____ a crisis of confidence between India and Pakistan. (to end)
2. Some European allies were opposed to the idea of _____ US plans over Iraq in the Security Council. (to back)
3. The French government postponed _____ all crucial issues after the election. (to settle)
4. The first full negotiation session between the Prime Ministers of Palestine and Israel started with stating the parties' positions on _____ the violence. (to stop)
5. It took the parties a long time but finally they succeeded in _____ the problem. (to settle)
6. The latest cases of violence in Palestine prevented the parties from _____ the peace talks. (to resume)
7. Before _____ to a higher post, foreign officers are to serve in various regions of the world. (to promote)
8. They had no objections to the draft _____ in the Security Council. (to approve)
9. The task of _____ the issue is difficult. (to settle)
10. The US effort at _____ Iraq as a grave threat to humanity went so far that it leaves American leadership in a place from which it is difficult to return. (to document)
11. The activity of the Council should be aimed at _____ international disputes by peaceful means. (to settle)
12. The participants of the conference postponed _____ the issue. (to consider)

Ex. 13 Translate the following sentences into English.

1. Չնայած բոլոր ջանքերին, կողմերին չհաջողվեց հասնել կայուն խաղաղության Մերձավոր Արևելքում:
2. Սահմանային համաձայնագիրը ստորագրելուց հետո արտգործնախարարները մամլո ասուլիս տվեցին:
3. 2003թ. ԱՄՆ-ն և իր դաշնակիցները նպատակ ունեին տապալել Սադամ Հուսեյնին ամեն գնով:
4. Միջազգային հանրությունը մեղադրում է Հյուսիսային Կորեային միջուկային ծրագիրը զարգացնելու մեջ:
5. Ընդդիմության ներկայացուցիչը պնդում էր, որ բանաձևում փոփոխություններ կատարվեն:
6. Փաստաթղթերը վավերացվեցին՝ աչքի անցկացնելուց հետո:
7. Պաշտոնի նշանակվելուց հետո նա հանդիպեց դեսպանատան աշխատակիցների հետ:
8. Խորհրդարանական հանձնաժողովը ստիպված էր ուշացնել օրինագծի ներկայացումը:
9. Երկրում անցկացվեց համազգային հանրաքվե՝ մոտ ապագայում նախագահական ընտրություններ անցկացնելու նպատակով:
10. Լոնդոնի օդանավակայան ժամանելուն պես արտգործնախարարը կարճ հայտարարություն արեց:
11. Կողմերը կտրականապես դեմ են, որ բանակցությունները կրկին հետաձգվեն:
12. Վարչապետին չհաջողվեց զգալի փոփոխություններ անել կառավարության կազմում:
13. Կողմերը անհամբերությամբ սպասում էին պայմանագիրը ստորագրելուն:

Speaker's Corner

Writing a Speech

All right. Enough thinking, enough planning, enough researching. Now's the time to sit down and write.

What do you have to do to write a good speech? Two things:

Make it simple.
Make it short.

What do you have to do to write a great speech?

Make it simpler.
Make it shorter.

Here is the formula for a successful speech. It always works.

Tell them what you are going to tell them.
Tell them.
Tell them what you have told them.

The opening is the toughest part. If you don't hook your listeners within the first thirty seconds, your cause is probably lost.

Start with a "grabber" – an anecdote, a startling statistic, a quotation, a personal observation, a literary, historical or biblical allusion.

It can be risky to begin a speech with a joke. If it fails, you're off to a terrible start, so don't use a joke unless you are absolutely sure

you can deliver it well. Even then, use a joke only if it's short and if it relates to the topic of the speech.

It is not necessary or even desirable to begin with "Good evening, ladies and gentlemen". Greetings like this are really just fillers. Skip them. Jump right in with the first line of your speech.

The same goes with most introductory **thank yous**. They can sound feeble, and feeble is not the way to begin a speech. Avoid trite openings. Almost every boring speech begins with something like, "It's such a wonderful pleasure to be here today." If you are really enthusiastic about giving your speech, it will show in your content and delivery.

It is impossible to say everything in a speech. Focus your material, and limit the number of points you make. If you concentrate on one central idea, your audience will have a better chance to understand you.

It is a good idea to prepare the body of the speech first and only then write the introduction and the conclusion.

A speech conclusion emphasizes the key idea or ideas of a speech and leaves the audience with heightened interest in the topic. There are three of the most effective kinds of conclusions: the **summary**, the **recommendation** and the **stirring ending**.

Winston Churchill emphasized the importance of a stirring closer, "The ending", he said "is the last impression the speaker leaves with an audience. Even if your talk has been flat, you can still leave your audience roused with a good closer. The difference between polite and hearty applause depends most on how you finish your talk. Your conclusion may be the only thing the audience remembers, so make it memorable with an electric ending."

Ex. 14 Express your opinion on the following statements.

1. There is nothing that young people can teach the old.
2. It is better to be a member than a leader of a group.

3. Keep your friends close – hold your enemies closer. *Arabian proverb*
4. The remaining monarchies should be allowed to die a natural death.

Ex. 15 Make a three-minute speech on either of the following topics.

1. To receive a favour is to sell your liberty. *Latin proverb*
2. The best way to predict the future is to create it.

Ex. 16 Time to debate: talk show on the topic “The world is a stage, people are actors”. The time limit for presentations is 5 minutes.

UNIT 7

MEDIATION

Pre-reading Activity

<p>1. to design v</p> <p>design n</p> <p>by design</p> <p>have design on sb</p>	<p>1. մտադրվել, նախատեսել</p> <p>2. նախագծել, նախագիծ կազմել, ծրագրել</p> <p>3. նկարել, ուրվագծել</p> <p>1. նախագիծ, ուրվագիծ</p> <p>2. կառուցվածք, դիզայն</p> <p>3. նախշ, զարդանկար</p> <p>դիտավորյալ, միտումնավոր</p> <p>մտադրված լինել, նպատակադրվել</p> <p>ինչ-որ բան անելու (սովորաբար անազնիվ ճանապարհով)</p>
<p>2. to promote v</p> <p>promoter n</p> <p>promotion n</p>	<p>1. օգնել, օժանդակել, աջակցել, նպաստել, խթանել</p> <p>2. գովազդել</p> <p>3. բարձրացնել, առաջ քաշել (պաշտոնում)</p> <p>4. կոչում տալ</p> <p>1. կազմակերպիչ, գովազդող</p> <p>2. հովանավոր, պաշտպան</p> <p>1. կոչում/աստիճան տալը</p> <p>2. գովազդում</p> <p>3. աջակցություն, օգնություն, խթանում</p> <p>4. առաջխաղացում, առաջ քաշում (ծառայության մեջ)</p>

promotional adj	1. խթանող, նպաստող 2. գովազդային
3. inclination n to incline v be/ feel inclined (to) incline n inclined adj inclined to think/ believe /agree, etc.	1. հակում, տրամադրվածություն, ցանկություն, ձիրք 2. թեքում, խոնարհում, թեքություն 3. շեղում 4. թեք հարթություն թեք(վ)ել, խոնարհ(վ)ել հակված լինել, տրամադրվածություն ունենալ թեքություն, թեք մակերես, լանջ 1. միտված, տրամադրված 2. հակված մտածելու, կարծելու, հավատալու, համաձայնելու հակված
4. impartial adj impartiality n	անաչառ, անկողմնակալ, անկողմնապահ անաչառություն, անկողմնակալություն, արդարացիություն
5. to confuse v confused adj confusing adj confusion n	1. շփոթեցնել, շփոթության մեջ գցել 2. ավելի բարդացնել, խճճել 3. շփոթել, խառնել 4. անկարգություն, խառնակություն առաջ բերել 1. խառնված, խճճված 2. անկարգ, խառնաշփոթ 3. շփոթված, մոլորված շփոթեցնող, խրթին, անհասկանալի 1. անկարգություն, խառնաշփոթություն 2. խճճվածություն 3. հուզմունք, շփոթմունք

6. facilitator n facilitation n to facilitate v facilitative adj	1. օգնող, հեշտացնող, աջակցող, նպաստող 2. թեթևացնող հեշտացում, նպաստում, օժանդակում, աջակցում հեշտացնել, թեթևացնել, օգնել, աջակցել, օժանդակել, նպաստել հեշտացնող, թեթևացնող, օգնող, աջակցող, նպաստող, օժանդակող
7. interpretation n to interpret v interpreter n	1. մեկնաբանություն, պարզաբանություն, բացատրություն 2. բանավոր թարգմանություն 1. մեկնաբանել 2. բացատրել, լուսաբանել 3. բանավոր թարգմանել 1. մեկնաբան 2. թարգման, թարգմանիչ (բանավոր խոսքի)
8. palatable adj palatability n	1. լավ, ընդունելի 2. համեղ, ախորժահամ, հաճելի ախորժահամություն, դուրեկան համ
9. reassurance n to reassure v reassuring adj	վստահեցում, հավաստիացում, կասկածները ցրելը հավաստիացնել, հորդորել, հանգստացնել, համոզել հավաստիացնող, հանգստացնող
10. subsequent adj subsequence n subsequent to prep subsequently adv	հետագա, հաջորդ հետևություն (գր. անգլերեն) (formal) հետո, հետևելով հետագայում, հետո, արդյունքում, այնուհետև
11. mantle n	պատասխանատվություն, պարտականություն (պաշտոնի հետ կապված)

12. to defuse v	1. լարվածությունը թուլացնել (մարդկանց հանգստացնելով) 2. լիցքաթափել (վտանգավոր իրավիճակը) 3. վնասագերծել, լիցքաթափել (պայթուցիկ սարքը)
13. prudent adj prudence n prudential adj	1. զգույշ, շրջահայաց 2. խելամիտ, խոհեմ 3. խնայող, տնտեսող, հաշվենկատ 1. զգուշություն, շրջահայացություն 2. խոհեմություն, խելամտություն 3. խնայողություն, հաշվենկատություն խելամիտ, խորաթափանց
14. exponentially adv exponential adj exponential growth	արագորեն արագ աճող արագ աճ

TEXT A

Mediation

Mediation is a special kind of negotiation **designed to promote** the settlement of a conflict. In this negotiation a distinctive role is played by a third party, that is, one not directly involved in the dispute in question. The third party must have a special characteristic in addition to an **inclination** to behave in a special way. To be precise, it must be substantially **impartial** in the dispute, at least once the negotiation has started, and on the issue actually on the agenda. Certainly, the third party must want a settlement but any settlement with which the parties themselves will be happy. As to its role, in a mediation — which is not to be **confused** with being a ‘**facilitator**’ or providing ‘good offices’ — the third party searches actively for a

settlement, and for this reason is sometimes described as a ‘full partner’ in the negotiations. Typically, this means drawing up an agenda, calling and chairing negotiating sessions, proposing solutions, and — where the third party is a powerful state — employing threats and promises towards the rivals. In short, mediation is the active search for a negotiated settlement to an international or intrastate conflict by an impartial third party. The third party will also assist with the **interpretation** of messages and be able to show one or both parties how the style, as well as the content, of a message from one party can be made more **palatable** to the other. It should also provide **reassurance** to each party that the other means what it says and is sincere in seeking a negotiated settlement.

Having brought the parties together, the **subsequent** role of the third party depends on a variety of factors. These include its own motives, influence, diplomatic skill, and standing with the parties; and whether or not the latter have been brought to a stage where they can bear it to be known that they are talking face-to-face with their enemies. A third party may lack significant influence with the rivals and find that in any case they are by now prepared to talk directly. This was the case in the Sino-American rapprochement in the early 1970s in which Pakistan had emerged as the most important provider of good offices and now withdrew to the wings.

Who are today’s mediators? It is now conventional to divide them into official and unofficial categories, or ‘track one’ and ‘track two’. The most important mediators in international relations are states, whether acting singly or collectively, or via the international organizations such as the United Nations that are largely their creators. The major powers, which held a virtual monopoly over mediation until the twentieth century, generally involve themselves in it in pursuit of three main goals.

First and generally foremost, they seek the mediator’s **mantle** in order **to defuse** crises that threaten the global stability, including global economic stability, in which they have such an important stake.

Secondly, the major powers generally think it **prudent** to mediate in conflicts if these occur within alliances or looser associations of states in which they play leading roles. The motive here is even clearer: they are anxious to maintain internal solidarity and pre-empt offers of ‘assistance’ from outside.

Finally, it is clear that the major powers also see mediation in general as a means of their networks of dependent clients. In other words, they see it not only as a means of preserving existing influence but also of projecting it into areas where previously it had not been great, especially if this means displacing an important rival.

The major powers, however, are not the only kind of states that involve themselves in mediation efforts. Middle powers, or ‘regional great powers’, periodically play this role and for many reasons similar to those that lead to its adoption by the major powers, not the least their interest in regional stability.

It is important to note that small states, too, sometimes mediate in international conflicts, including those far larger states than themselves. A case in point is the mediation of Algeria in the hostage crisis between the United States and Iran at the beginning of the 1980s. Clearly, Algeria was interested in both the huge prestige that successful mediation in this most serious crisis would bring in its train and the increased influence in Tehran and Washington that it would produce as well.

Finally, it is important to note that states also mediate in international and intrastate conflicts under the authority of the charter obligations of the international organizations that they have established. As well as the United Nations, these include regional bodies such as the Organization of American States (OAS), the Organization of African Unity (OAU), etc.

Mediation (as well as the provision of good offices) by private individuals and non-governmental organizations was known in the United States as ‘citizen diplomacy’ until it was christened ‘track two’ by the American diplomat Joseph Montville in 1981. It has

increased **exponentially** over recent decades. Such people are prompted by corporate interests, political ambitions or charitable instincts. As for NGOs, there are now hundreds of them in this area. Among these, religious bodies have long been important and new ones are still emerging.

(abridged from G.R.Berridge "Diplomacy")

Ex. 1 Fill in the spaces with an appropriate word in the relevant form.

promotion promote promoter

1. Finally all _____ and leadership positions will be determined by the president.
2. The government of Niger is working hard _____ its oil potential to overseas investors.
3. The main campaign issue was on _____ economic development and reducing the high unemployment rate.
4. The success of _____ in securing state-level majorities is further evidence of strong popular support for public spending on improvements.
5. International organizations have been set up by a number of sovereign states _____ international cooperation.
6. They are making every effort for the _____ of world peace.
7. It is difficult _____ economic progress at the same time as winding down government expenditure.
8. She became a leading _____ of European integration.
9. Public bodies have a duty to eliminate discrimination in the way they work and _____ equality of opportunity and good race relations.
10. Science and art must contribute to the _____ of human welfare.

impartiality impartial impartially

1. The state must ensure the independence and _____ of the justice system.
2. The governor has called for an _____ investigation of the city's police department.
3. The regulatory body was accused of failing to act _____.
4. Get free and _____ expert advice to find the best deal for you.
5. We have a total commitment to _____, certainty and transparency.
6. They carried out their responsibilities conscientiously and _____.
7. He is often chosen as a mediator, reflecting his reputation for _____.
8. Public servants are supposed to _____ serve the government of the day.
9. _____ is a vital feature of the conciliation officer's role.
10. The parties agreed to submit their dispute to an _____ arbitrator.

facilitate facilitation facilitative facilitator

1. Friendly contacts between different peoples _____ the cultural and economic interchange.
2. The mediator merely functions as a _____ and has no legal power to force the parties to accept these suggestions.
3. _____ leadership requires communication skills, social skills and a collaborative approach.
4. Special issues have covered the topics of supply chain security and trade _____.
5. Legislation is urgently needed _____ police counterterrorist operations.
6. He was the chief _____ in the peace talks.

7. The _____ process masks that reality.
8. The conference is chaired by a highly skilled _____ who has been fully trained.
9. A mediator is _____ in that he/she manages the interaction between parties and _____ open communication.
10. The new trade agreement should _____ more rapid economic growth.
11. In the new system the teacher will no longer be only instructor but a _____ and guide.

confuse confusion confusing confusedly

1. People tend _____ bad decisions with bad luck.
2. The climate of political _____ has only reinforced the country's economic decline.
3. The initial aim was to develop real-time aids to help military pilots make decisions using incomplete and _____ data from many sources.
4. Through the streets soldiers in various uniforms walked or ran _____ in different directions like ants from a ruined ant-hill.
5. The rebel leaders appear to have escaped in the _____.
6. The situation might have been further _____ by local government reorganization.
7. The resignation of the prime minister will cause much _____.
8. Those who do go to cast their vote may find the ballots _____.
9. The diplomat's comments only served _____ the issue further.
10. It is arguable that giving too much detail may actually be _____.
11. A series of strange images flashed _____ before my eyes.
12. Love generally _____ with dependence.

interpret interpretation interpreter

1. The whole speech might well _____ as a coded message to the Americans.
2. Could you tell your _____ of the current political situation?
3. The case was conducted through a sign language _____.
4. The government's failure to pass the bill widely _____ as a personal defeat for the president.
5. A British _____ working with the police said they still used their position to harass tribal rivals.
6. He blamed judges for wrongly _____ Human Rights laws that stop foreign terror suspects from being deported.
7. In parts of Sudan, the _____ of Islamic law dictates that females wear the veil starting at the age of five.
8. In fact, the media often present contradictory information, and the audiences are frequently engaged in _____ the meaning of the information they receive.
9. She is working as a volunteer _____ at the international conference.
10. Low voter turnout can _____ as a sign of satisfaction with the current government.

reassurance reassure reassuring

1. It is a brilliant idea that gives people _____ and peace of mind, knowing that their wishes will be found and acted on.
2. _____, there were no false positives, but there were several false negatives.
3. Crime is soaring; yet what do they do _____ the public?
4. The teacher kept _____ her students that the test wouldn't be difficult so they would be encouraged.
5. They will have to seek coalition partners and _____ international investors if they are to meet the expectations of their people.

6. The protesters wanted _____ that they would not be met with aggressive police tactics.
7. The mayor _____ them they would be given a roof over their heads.
8. _____ free of any offense on bourgeois society, the book promotes the heady confidence in progress typical of the high culture of imperialism.
9. The Government must deal with this situation swiftly and _____ the public that prisons will be managed safely.
10. It was highlighted how important a _____ staff presence is.

subsequence subsequent subsequently subsequent to

1. _____ interpretations have favoured the identification of different factions within a ranked society.
2. A great majority of the disagreements were _____ resolved through discussion.
3. _____ the bill being passed in the Congress, there were protests in Washington D.C.
4. Independent for more than 300 years, Iceland was _____ governed by Norway and Denmark until 1944.
5. Developments on this issue will be dealt with in a _____ report.
6. More complex instructions required several _____.
7. The theft of the items could have been _____ the murder and not the reason for it.
8. An inaugural open meeting was held attended by over 100 older people and a committee of 15 people was _____ elected.
9. It's difficult to find _____ in a sentence.

Ex. 2 Suggest the Armenian equivalents for the English word combinations.

1. distinctive role _____

2. to be precise _____
3. to be impartial in the dispute _____
4. to call and chair a negotiating session _____

5. to employ threats and promises _____

6. to assist with the interpretation of messages _____

7. to provide reassurance _____
8. Sino-American rapprochement _____
9. virtual monopoly _____
10. first and generally foremost _____
11. to have an important stake _____
12. networks of dependent clients _____
13. to bring in its train _____
14. the charter obligations of the international organization _____

15. political ambitions _____

Ex. 3 Find in the text the English equivalents to the following.

1. ուղղակիորեն մասնակցել վեճին _____
2. բանակցությունների լիիրավ մասնակից _____
3. սահմանել/կազմել օրակարգ _____
4. միջազգային կամ ներպետական հակամարտություն _____

5. ընդունելի լինել _____
6. երրորդ կողմի հետագա դերը _____
7. հետ քաշվել _____
8. միջազգային կազմակերպությունների միջոցով _____

9. հետամուտ լինելով նպատակների _____
10. միջնորդի պատասխանատվություն/պարտականություն _____
11. մեղմացնել ճգնաժամը _____
12. պահպանել ներքին միասնությունը _____
13. կանխել առաջարկը _____
14. ընդհանուր շահեր _____
15. բարեգործության մղում _____

Ex. 4 Supply the equivalents from the text for the underlined words.

1. Conflict resolution facilitators must be unbiased to the conflicting groups and must adhere to the rules of democratic dialogue.
2. The vice-president must now take on the responsibilities of supreme power.
3. It might be sensible to get a second opinion before going ahead.
4. Developments on this issue will be dealt with in a succeeding report.
5. Skilled negotiators helped to neutralize the crisis.
6. A good training course will forestall many problems.
7. The mediators made a collective effort to settle the conflict.
8. An acceptable suggestion was favoured by all the parties.
9. An important purpose of diplomacy is to encourage good relations between states.
10. The organization was engaged in worldly affairs.
11. Diplomacy requires special art of explaining and defending national policies at a global level.
12. As members of the alliance we must keep our defence pledges.
13. The president is facing an intimidation to his leadership from his deputy.

Ex. 5 Match the following words with their definitions.

1. distinctive	a) to make sb unable to think clearly or understand sth
2. inclination	b) the fact of giving advice or help that takes away a person's fears or doubts
3. impartial	c) a situation in which the relationship between two countries becomes more friendly after a period of feud
4. to confuse	d) to prevent sth from happening by taking action to stop it
5. palatable	e) involving or shared by all the members of a group
6. reassurance	f) the respect and admiration that sb/sth has because of their social position, or what they have done
7. rapprochement	g) a feeling that makes you want to do sth
8. to defuse	h) not supporting one person or group more than another
9. to pre-empt	i) kind in your attitude to other people, especially to those who are in need
10. prestige	j) pleasant or acceptable to sb
11. corporate	k) having a quality or characteristic that makes sth different and easily noticed
12. charitable	l) to stop a possibly dangerous or difficult situation from developing

Ex. 6 Fill in the blanks. Use the words given below in the correct form.

The task of the mediator is to help the parties 1. _____ difficult issues and nudge them forward in the peace process.

Mediators can play different roles. They serve as hosts, observers, facilitators, formulators, educators, manipulators, or advocates. The mediator's role 2. _____ those of a ship's pilot, consulting medical doctor, midwife, and teacher. A mediator has to be able to evaluate 3. _____ and to adopt the role that is the most suitable for that particular setting. Being a mediator is a particular 4. _____, and it is not for everybody working in diplomacy and international relations.

Different styles of mediation can be distinguished between the following approaches: facilitative, evaluative, and transformative mediation. Facilitative mediation is the 'original' style of mediation. The facilitative mediator does not make 5. _____ to the parties, give his or her own 6. _____ or opinion as to the 7. _____ of the case, or predict what a court would do in the case. The mediator is in charge of the process, while the parties are in charge of the outcome. An evaluative mediator might make formal or informal recommendations to the parties as to the outcome of the issues. Transformative mediation, finally, is based on the idea that mediation can potentially 8. _____ transformative effects, and that these effects are highly 9. _____ for the parties and for society. Transformative mediation 10. _____ the concepts of 11. _____ and recognition. Empowerment refers to enabling the parties to understand the variety of options available to them and allowing them to realize that there are choices to be made and that they have 12. _____ over these choices.

outcome, to combine, valuable, control, setting, recommendation, empowerment, to generate, to open, advice, to stress, skill

It Is Worth Knowing

40 Years Later: The Role of Algerian Diplomacy During the Iran Hostage Crisis

By Dr. Arslan Chikhaoui Executive Chairman, Nord-Sud Ventures Consultancy Center

On January 20, 1981, an “Air Algerie” Aircraft landed on the tarmac at Algiers International Airport, coming from Tehran, with 52 American diplomats on board, who had just been freed after 444 days of being held hostage at their embassy in Tehran.

To recap, while the United States welcomed the Shah of Iran, exiled in Mexico after the Islamic revolution of January 1979, 400 students attacked the American embassy in Tehran. After a two-hour siege, they invaded the scene and took 63 hostages as well as administrative staff. Their demands were clear: the release of the hostages in exchange for the delivery of the Shah to stand trial in Iran. Yet, the United States was unwilling to surrender its former ally, which it received for medical purposes, and it did not want to give in to Ayatollah Khomeini, suspected of being responsible for this operation. Thirteen hostages were released during the first weeks, while 52 had to wait for another 444 days. The 2012 Ben Affleck movie *Argo* depicted the escape of the very first hostages.

Yet, this story was much more than a Hollywood script and it turned out that the two countries in crisis chose Algeria as a mediator, at least for the second phase. Thus, the Algerian Government set up a “flying committee” of high-ranking experts, who, from Algiers, ensured communication between both the American and the Iranian governments, by shuttling as necessary, sometimes to Washington, sometimes to Tehran, and by also receiving their representatives in Algiers.

The mediators had to meet specific conditions: to be of a high level, to have a great deal of experience in international negotiation,

and to have technical knowledge in various fields to find solutions adapted to various problem sets. The choice therefore fell mainly on three personalities: Abdelkrim Ghrieb, Algerian Ambassador in Tehran; Redha Malek, Algerian Ambassador to the United States; Seghi Mostefai, Head of the Central Bank of Algeria; as well as Minister of Foreign Affairs, Mohamed-Seddik Benyahia, as a negotiator-in-chief.

The three mediators began their work on November 10, 1980, and more than being just a channel of communication between the two countries in conflict, they worked on preparing the way for a solution that was likely to be accepted by the two antagonists by circumscribing the scope of the negotiation and reducing the differences between the positions of each party.

The negotiations were stuck on a specific point, linked to the financial “quantification” of Iranian assets seized by the USA. The Algerian mediators then proposed the idea of an Algerian Declaration which would set out the “independent obligations” of both the United States and Iran instead of the classic form of the Bilateral Agreement.

On January 19, the Algiers Agreement was signed. The hostages were then released and flew to Algiers the day after and were then returned to their country on January 27, 1981.

Faithful since its independence to the values of dialogue and cooperation, Algeria did not hesitate to contribute, without departing from its neutrality, to the happy outcome of the crisis between the two countries.

Note: Algiers is the capital city of Algeria

(from <https://nesa-center.org/40-years-later-the-role-of-algerian-diplomacy-during-the-iran-hostage-crisis/>)

TEXT B

Multiparty Mediation

So far, and despite occasional hints to the contrary, it has been assumed that mediation is an activity carried out by a single party. However, the involvement of more than one mediator in the attempt to settle a conflict, including those in both track one and two, is now so common as probably to be the norm. According to the editors of one major study, multiparty mediation consists of attempts by many third parties to assist peace negotiations in any given conflict.

In fact, multiparty mediation divides up into a variety of species. It may, to begin with, involve either simultaneous or sequential participation in a mediation by two or more parties. In the former case, it may further separate into coordinated and uncoordinated mediation. Where it is an uncoordinated, competitive mediation, the parties to the conflict simultaneously exploit rival brokers seeking the sole contract. This happened in the early stages of the Sino-American rapprochement at the beginning of the 1970s, although in the event these turned out to be only competitive good offices. In the opposite situation, that is, when a simultaneous multiparty mediation is coordinated, it is sometimes described as ‘collective mediation’ and the coordinating body involved as a ‘contact group’. Typically having four or five members, the most important example of a contact group in recent years is the Contact Group on Bosnia. It consisted of Germany, France, Russia, Britain and the United States. When there are only two mediators, as for example in the original UN/EU mission to broker a settlement in Bosnia, the designation ‘joint mediation’ is more common. In all such mediations, responsibility is formally shared between equals.

As for sequential multiparty mediation, this occurs when single mediators execute deliberate ‘hands-offs’ at watersheds in the ‘life cycle’ of a conflict (rising, followed by falling, levels of violence) when different kinds of mediators appear to be more appropriate. This

sort of mediation was seen in Haiti in the early 1990s. Here, responsibility for the mediation started with the Organization of American States (OAS), was then passed to the UN, and finally — when the threat of real force seemed necessary — came to rest with the United States. It is important to stress that not all successive single mediations are examples of this species of multiparty mediation, and certainly not if they are random, unconnected, and separated by years.

(from “Diplomacy Theory and Practice”)

Ex.7 Make up 10 logical questions to cover the contents of the text.

Ex.8 Discuss text B in pairs making use of your questions.

TEXT C

The Ideal Mediator

The attributes of the ideal mediator vary according to the nature of the conflict with which it is called upon or aspires to deal. Small states may be appropriate as mediators between major powers since the latter will not feel threatened by them. The UN often seems best for the mediation of conflicts that appear intractable but are of relatively marginal concern to the major powers. Track two NGOs may have a role in the settlement of a conflict in which at least one of the parties believes that track one intervention would give too much legitimacy to its rival, or in which the major powers would dearly like to see progress but, for one reason or another, cannot risk direct involvement themselves. As for the major powers, they are usually the best-suited to the mediation of conflicts that are amenable only to power.

In the first place, all mediators should be perceived as impartial on the specific issues dividing the parties to a conflict. In the second, they should have influence, if not more effective power, relative to

them. In the third, they should possess the ability to devote sustained attention to their dispute. And in the fourth place, all mediators should have a strong incentive to achieve a durable settlement.

Mediation, by definition, requires a third party that is impartial on the issue of the moment even if the parties to the conflict are not in general held in equal affection. However, it is still necessary to explain the advantages of impartiality. The key point is that impartiality enables the third party to be trusted by both parties. This is important for many reasons. Among these, it is important if the parties are to believe that the mediator will convey messages between them without distortion, that its reassurances about their mutual sincerity are well-founded, and that their confidences will be kept. It is also important if they are to believe that any compromises it proposes are of equal benefit to both, and that it will implement any guarantees if this is required by any defaulting on the settlement achieved — irrespective of which party is guilty. Of course, a third party with close ties to only one of the parties to the conflict may be attractive as a mediator to the party without such ties as a means of drawing the third party away from its traditional relationship to its rival. This may also strengthen the hand of such a mediator, once the mediation has started, by enabling it to play on the fears of desertion of the one and the hopes of consolidating a new friendship of the other. The fact remains, however, that the party that has not hitherto enjoyed friendly relations with the third party is only likely to accept it as a mediator on two conditions. First, it must believe that it will be impartial on the issue actually on the table and second that it is able to ‘deliver’ its traditional friend. This is why the Egyptians accepted American mediation with the Israelis in the late 1970s.

It is important that the mediator should be able to give continuous attention to a conflict, possibly over many years. The conflicts that require mediation are the most intractable, and intractable conflicts are not settled overnight. Continuous involvement produces familiarity with the problem and key personalities, enables relationships of

personal trust to develop that reinforce calculations of interest, and fosters a routine that reduces the likelihood of false expectations being generated.

Finally, it is clear that the ideal mediator should have a strong incentive to obtain a settlement. The different motives of different kinds of mediators have already been discussed and it is clear that often these are sufficient to sustain a mediator through a lengthy and costly negotiation. Nevertheless, a successful mediation also increases the reputation of the mediator for diplomatic skill and political weight (prestige), at home as well as abroad. It is for this reason that the ideal mediator, while being able to rely on the support of ‘friends’, is also usually not one who shares formal responsibility for the mediation with them.

(from G.R.Berridge “Diplomacy”)

Ex.9 Say if the following statements are true or false.

1. Mediation attaches great importance to NGOs as they have a significant role in the settlement of the conflicts that are amenable only to power.
2. Mediators are perceived as biased because they have their own interest in the conflict.
3. The essential characteristic features of the mediation are impartiality and confidence.
4. Mediators have an immediate responsibility for the settlement of the conflict and they deal with the issue occasionally.
5. Beneficial mediation is the principal way to enhance the authority of the mediator for professional diplomatic skill and political weight.

Ex. 10 Sum up text C in writing, using no more than five sentences.

Grammar Supplement

The Participle

(Verbal form with properties of a verb and an adjective)

Participle I (Non-perfect Participle)	Participle I (Perfect Participle)	Participle II
Active – doing Passive – being done	having done having been done	- done

Functions

A. The Present Participle (Participle I) non-perfect may function as:

attribute (before or after a noun)	The parties holding talks/ the negotiating parties
adverbial modifier of	<p>time Arriving at the hotel the delegation was invited to the reception.</p> <p>reason Not knowing how to help the injured man they decided to send for a doctor.</p> <p>concession While agreeing you may be right, I still object to your argument.</p> <p>result Being not ambitious, he was satisfied with what he had.</p>
verbal part in complex subject (process is emphasized)	He was heard coming up the stairs slowly.
verbal part in complex object (process is emphasized)	I heard him coming up the stairs slowly.

B. The Perfect Participle functions in a sentence only as an **adverbial modifier of:**

time	Having served in the army for two years, he returned a grown up person.
cause	Having been warned about the danger, the residents were leaving their homes.

C. Past Participle (Participle II) functions in sentences as:

part of verbal predicate	He looked confused when he realized his mistake.
attribute	The hostages looked at the terrorists with frightened faces.
adverbial modifier of time	When asked , the politician denied his involvement in the matter.
adverbial modifier of reason	Pleased with himself, he left the office in high spirits.
adverbial modifier of condition	He didn't usually utter a word unless spoken to.
verbal part in complex subject	He was seen engaged in a lively conversation.
verbal part in complex object (with a passive meaning)	I will have to get the article published .

Ex. 11 Translate the following sentences into Armenian paying special attention to the underlined parts.

1. Recognized for her human rights activities, the young woman received a prestigious award.
2. Having negotiated for a long time, the diplomats successfully brokered a peace agreement.
3. The negotiations, conducted behind closed doors, resulted in a historic agreement.

4. Addressing the nation, the prime minister announced about his further steps in different spheres.
5. The election results, announced yesterday, have caused a significant shift in political power.
6. Having resolved the border dispute, tensions between the neighboring countries eased.
7. Being asked into the reception room, the diplomat left his coat in the hall.
8. Having been written long ago, the important document was illegible.
9. If discovered, those documents might be used as a proof of his innocence.
10. The powers conferred on the president are very wide.
11. The order given, all the soldiers ran out of the trench.
12. The government, facing economic challenges, implemented a new tax policy.

Ex. 12 Use the verbs in brackets in an appropriate participle form.

1. The controversial decision, _____ by the opposition party, gave rise to nationwide protests. (to criticize)
2. The summit _____ now in Brussels attracts public attention. (to hold)
3. _____ for a long time, the method can be relied on. (to use)
4. If _____, the article will become a sensation. (to publish)
5. The bill _____ in both Houses became a law at last. (to hear)
6. _____ to serve their country, diplomats promote its interests abroad. (to commit)

7. _____ by the unexpected election results, the incumbent politician admitted defeat. (to surprise)
8. _____ about his opinion, the diplomat answered that he didn't take sides. (to ask)
9. When _____ over the Council of Europe, a country gets certain advantages. (to preside)
10. _____ in the House of Commons, the Bill will be heard in the House of Lords. (to discuss)
11. _____ by the information, the editor hesitated whether to publish the article. (to puzzle)
12. _____ trade agreements, the diplomats wanted to strengthen relations with neighboring countries. (to negotiate)

Ex.13 Translate the following sentences into English using Participle I or Participle II.

1. Դիվանագիտական ճգնաժամով մտահոգված՝ արտաքին գործերի նախարարը զիջեր ու զօր աշխատում էր՝ բանակցությունների միջոցով խնդիրը լուծելու համար:
2. Դափնիճ մտնելով՝ նախագահը ողջունեց ներկաներին և զբաղեցրեց իր տեղը:
3. Բոլոր հիշատակված կազմակերպությունները մասնակցելու են մարդասիրական օգնության ծրագրին:
4. Ես հարգում եմ իրենց իրավունքների համար պայքարող մարդկանց:
5. Տասնամյակներ շարունակ պետությունը ներկայացրած դիվանագետը որոշեց թոշակի գնալ:
6. Նոր բարեփոխումների իրականացման դեպքում շատ շուտով կնկատվեն դրական փոփոխություններ:
7. Որպես միջնորդ ծառայելիս նա զովեստի է արժանացել իր դիվանագիտական հմտությունների համար:

8. Ժամանելով Լոնդոն երեկոյան՝ պատգամավորները որոշեցին հետաձգել այդ օրվա պայմանավորվածությունները:
9. Երկար տարիներ արտասահմանում ապրելով՝ դիվանագետը անհամբերությամբ սպասում էր հայրենիք վերադառնալուն:
10. Բոլորն ակնկալում են, որ ազգային ժողովում քննարկվող օրինագիծը հնարավորինս շուտ ուժի մեջ կմտնի:
11. Կարծում եմ, որ երկարատև քննարկումներից հետո հարցը կարելի է լուծված համարել:
12. Մասնակցելով բազմաթիվ դիվանագիտական ընդունելությունների՝ նա լավ ծանոթ էր արարողակարգին:

Speaker's Corner

Style

Politicians, military leaders, business executives, and civic leaders give thousands of speeches every day. Most of these speeches are forgotten as soon as the audience leaves the room – if not sooner.

But, some speeches do linger in the minds and hearts of audiences. What makes these speeches special? Style.

Speeches with style have a certain “ring” that makes them easy to remember. They have a psychological appeal that makes them seem important to remember and they create an impact that makes them irresistibly quotable.

We have considered rhetorical techniques in Unit 2, page 57. Below is a more detailed analysis with illustrations. Let us discuss them once again.

Tripartite division

Tripartite division is a device that breaks things into three parts. For some mysterious reason, the human mind is strongly attached to things that come in threes. Throughout history, speakers have known that tripartite division is a powerful mnemonic device.

Julius Caesar, “Vini, vidi, vici” (“I came, I saw, I conquered”).

Abraham Lincoln, “We cannot dedicate, we cannot consecrate, we cannot hallow this ground.”

Douglas McArthur, “Duty, honour, country. Those three hallowed words reverently dictate what you ought to be, what you can be, what you will be.”

Parallelism

Use a parallel structure to create balance – the emotional appeal of harmony.

John F. Kennedy, “If a free society cannot help the many who are poor, it cannot save the few who are rich”.

Richard Nixon, “Where peace is unknown, make it welcome; where peace is fragile, make it strong; where peace is temporary, make it permanent.”

Imagery

Be specific, be vivid, be colourful – and you will make your point and your audience will remember your point.

Winston Churchill, “An iron curtain has descended across the continent.”

Franklin Delano Roosevelt, “When you see a rattlesnake poised to strike, you do not wait until he has struck before you crush him.”

Inversion of elements

If you switch the elements in paired statements, you can produce some memorable lines.

Winston Churchill, “This is not the end, nay, not even the beginning of the end, but it is, perhaps, the end of the beginning.”

John F. Kennedy, “Ask not what your country can do for you. Ask what you can do for your country.”

Richard Nixon, “Always be prepared to negotiate, but never negotiate without being prepared.”

Peter Ustinov “Terrorism is the war of the poor; war is the terrorism of the rich”.

Repetition

Audiences do not always pay attention. Their minds wander. They often miss whole sections of a speech. If you have an important word or phrase or sentence, be sure to repeat it again and again.

Winston Churchill, “We shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and strength in the air, we shall defend our island, whatever the cost may be, we shall fight on the beaches, we shall fight in the fields, and in the streets, we shall fight in the hills; we shall never surrender.”

Diane Ravitch, (scholar, formerly assistant US Secretary of Education), “Freedom means responsibility, not freedom from responsibility.”

Rhetorical questions

Ask rhetorical questions to involve your audience. Pause a moment or so after each question. This will allow listeners some time to answer the question in their own minds and it will help reinforce your message.

Some of *Jesus Christ's* most trenchant teachings are phrased in the form of a question:

“For what does a man profit if he shall gain the whole world but lose his soul?”

“Which of you intending to build a tower does not sit down first to count the cost?”

Winston Churchill, “The Japanese have committed against us at Pearl Harbour, in the Pacific Islands, in the Philippines, in Malay... it becomes difficult to reconcile Japanese action with prudence or sanity. What kind of people do they think we are?”

A Grammy-winning singer, Kathryn Dawn Lang (on behalf of animal rights), “We all love animals, but why do we call some of them pets and some of them dinner?”

Rhyme

Rhyming (using two or more words or phrases containing identical or similar sounds) will make your message vivid and unforgettable.

Winston Churchill, “Out of intense complexities, intense simplicities emerge. Humanity, not legality should be our guide.”

Benjamin Franklin, “Little strokes fell great oaks.”

Ted Sorenson (a speechwriter for Kennedy), “In a world of mass extermination, nations must turn to the rule of self-determination.”

Martin Luther King, “Injustice anywhere is a threat to justice everywhere.”

Metaphor

If you hope to make your speech memorable, vivid words can make all the difference. They make the speech more powerful and persuasive.

Martin Luther King, “Millions of Negro slaves had been seared in the flames of withering injustice.”

Elie Wiesel (writer, witness to the suffering endured by Jews in concentration camps of Nazi Germany), “If they knew we thought, surely those leaders would have moved heaven and earth to intervene.”

Ex. 14 Express your opinion on the following statements.

1. The longer you look back, the farther you can look forward.
Winston Churchill
2. Never interrupt your enemy when he is making a mistake.
Napoleon
3. In politics there is no place for pity. *Otto von Bismarck*
4. Diplomacy without arms is music without instruments. *Fredrick the Great*

Ex. 15 Make a three-minute speech on either of the following topics.

1. Trust your friend as if one day he will be your enemy, and your enemy as if he will one day be your friend. *Laberius, 45 B.C.*
2. Wounds heal; humiliation festers.

Ex. 16 Time to debate: talk show on the topic “Capital punishment should be abolished”. The time limit for presentations is 5 minutes.

Improve Your Writing Skills

Cause and Effect Essays

A cause and effect essay explains why certain actions, situations and behaviours happen. The essay can start with an effect, such as success, and find its causes, which might be education or talent. Or the essay can begin with a cause and describe its effects.

Introduction

- ✓ The hook introduces the cause(s) or effect(s).
- ✓ Background information helps the reader understand the cause(s) or effect(s). It can give historical information.
- ✓ The thesis statement shows the relationship between the cause(s) and effect(s).

Body paragraphs

- ✓ The topic sentence in each paragraph defines a specific cause or effect to support the thesis.
- ✓ All supporting details must relate to the topic sentence. These details can include explanations, examples, or facts.
- ✓ Body paragraphs are organized in order of importance, chronologically, or according to short-term or long-term effects.
- ✓ Each paragraph must use clear logic.

Conclusion

- ✓ The conclusion restates the cause(s) and effect(s) of the essay.
- ✓ It may evaluate or reflect on the ideas presented.
- ✓ It may give advice.

CONNECTORS INTRODUCING A CLAUSE

In a cause and effect essay, connectors create coherence by indicating the relationship between ideas in sentences.

Cause connectors: as, because, since, due to, because of, on the grounds that, in view of, owing to, now that, for, so, as a result of

Effect connectors: therefore, as a result, consequently, then, under those circumstances, if so, otherwise, thus, hence, for this reason, as a consequence, so

Model Essay

Effects of a Positive Outlook on Our Lives

Happiness is a state of being that everyone wants to achieve. A positive outlook can help you be happy and change the outcome of your life. It can enrich your relationships, improve your health and guide you through some of life's greatest challenges.

A positive outlook helps you find happiness in professional, social, and personal relationships. Having a positive attitude will help you find a good job and keep it. Colleagues enjoy working with someone who always looks at the bright side and avoids conflict. Friends will appreciate your energy and want to spend more time with you. A happy person makes everybody else happy. It is contagious. Happiness and a positive outlook on life can also have a beneficial effect on personal relationships. As a consequence, any partnership will be a solid, strong and happy relationship.

Having a positive outlook also makes a person healthy. In fact, medical science has proved that stress, which causes many of today's common illnesses such as high blood pressure, heart disease and cancer, can be avoided when people feel good about themselves. If you have a good sense of humour and laugh a lot, a chemical substance called serotonin will be released into your bloodstream, giving you an immediate feeling of well-being and tranquility. It has also been found that the elderly recover faster from illness when they are cheerful. Being positive and happy is synonymous with health and longevity.

Finally, people with positive outlooks are stronger and capable of confronting difficult situations. They develop clear minds which help

them cope with life’s challenges better than those individuals who are not at peace with themselves. Happy people’s optimism creates the strength needed to find rational solutions to the many unexpected problems that life presents. This optimism also promotes self-esteem.

In conclusion, it is a good idea to have a positive outlook and recognize what makes us happy since it will bring us more harmony. Happiness will bring us strong relationships, good health and the ability to face any obstacle. If we promise ourselves to laugh more and think positively, we will change our lives for the better.

Ex. 17 Examine the organization of the model essay above by answering the following questions.

- 1. Circle and label the hook.
- 2. Underline the background information.
- 3. Circle the thesis statement.
- 4. Underline the topic sentence in each body paragraph.
- 5. Write two details from body paragraph 2 that illustrate the effects of happiness.
- 6. How are the introduction and the conclusion similar?

Ex. 18 Write a five-paragraph essay on the causes of stress in our society today. Before starting write an outline for your essay.

Introduction

Hook:

Background information:

Thesis statement showing a relation between cause and effect:

CAUSE 1 Body paragraph 1

Topic sentence:

Supporting details:

CAUSE 2 Body paragraph 2

Topic sentence:

Supporting details:

CAUSE 3 Body paragraph 3

Topic sentence:

Supporting details:

Conclusion

Restatement:

Evaluation, reflection, or advice:

UNIT 8

TELECOMMUNICATIONS

Pre-reading Activity

1. profound adj profoundity n	1. հսկայական 2. խորը, խորքային 1. խորություն 2. խորիմաստ գաղափար
2. conveyance n to convey v	1. հաղորդում, արտահայտում 2. տեղափոխում, փոխադրում 1. հաղորդել, փոխանցել 2. տեղափոխել, փոխադրել
3. refinement n to refine v refined adj	1. կատարելագործում, մշակում, հղկում 2. մաքրում, զտում 1. կատարելագործել, մշակել 2. մաքրել, զտել 1. հղկված, մշակված 2. զտած, մաքրած
4. to enhance v enhancement n enhanced adj	մեծացնել, բարձրացնել, ուժեղացնել, բարելավել ավելացում, բարձրացում բարելավված, մեծացած
5. caution n Caution is the parent of safety. cautious adj cautionary adj	զգուշություն, շրջահայացություն Զգուշությունը ապահովության գրավականն է: զգույշ, շրջահայաց նախազգուշացնող, նախազգուշական

<p>6. appeal n</p> <p>eye appeal have appeal to appeal v</p> <p>appealing adj appealer n</p>	<p>1. գրավչություն 2. դիմում, կոչ արտաքին գրավչություն դուր գալ</p> <p>1. գրավել, հրապուրել 2. դիմել, կոչ անել գրավիչ, հրապուրիչ դիմող, խնդրող անձ</p>
<p>7. unrivalled adj rival n to rival v rivalry n</p>	<p>բացառիկ, հավասարը չունեցող ախոյան, մրցակից մրցել, մրցակցել մրցապայքար, մրցակցություն</p>
<p>8. transcript n to transcribe v transcription n</p>	<p>գրառում, արձանագրություն գրառել, արձանագրել, գրանցել</p> <p>1. գրառում, արձանագրություն 2. տառադարձում</p>
<p>9. deniable adj to deny v denial n flat denial undeniable adj deniability n</p>	<p>հերքելի, ժխտելի հերքել, ժխտել մերժում, ժխտում կտրուկ հերքում անհերքելի ժխտելիություն, հերքելիություն</p>
<p>10. expedient adj expedience n</p>	<p>նպատակահարմար, ձեռնտու նպատակահարմարություն</p>
<p>11. to fester v</p>	<p>բորբոքվել, բարդանալ, ծանրանալ</p>
<p>12. integrity n</p> <p>a man of integrity to integrate v</p> <p>integrated adj</p>	<p>1. ամբողջականություն 2. ազնվություն, շիտակություն անկաշառ մարդ ամբողջություն կազմել, միացնել ամբողջական</p>

integral adj integration n	լրիվ, ամբողջ, անբաժանելի միացում, ամբողջություն կազմելը
13. to amplify v amplify one's statement amplifier n amplification n	1. մեծացնել, ուժեղացնել 2. ընդլայնել ավելի մանրամասն ներկայացնել միտքը, դրույթը ուժեղացուցիչ մեծացում, լայնացում, ուժեղացում (ռադ.)
14. consumption n to consume v be consumed with curiosity consumer n consumer goods consumer society consuming adj	օգտագործում, սպառում սպառել, ծախսել, օգտագործել հետաքրքրությունից այրվել սպառող լայն սպառման ապրանքներ սպառողական հասարակություն հույժ կարևոր, հետաքրքիր
15. simultaneously adv simultaneous adj	միաժամանակ միաժամանակյա
16. commitment n commit oneself without committing oneself committed adj to commit v	1. խոստում, պարտավորություն 2. կատարում պարտավորվել, պարտավորություն վերցնել առանց պարտավորությունների նվիրված, հավատարիմ 1. կատարել (ոճիւր, սխալ, անձնասպանություն) 2. հանձնարարել, ձերբակալել

17. indispensable adj indispensable to life indispensability n	անհրաժեշտ, կարևոր, էական կենսականորեն անհրաժեշտ, անփոխարինելի անհրաժեշտություն, կարևորություն
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TEXT A

Telecommunications

From ancient times until the 19th century all messages, including diplomatic messages, were carried by hand. Even at the beginning of the 21st century diplomatic couriers are still sometimes employed for the delivery of certain top secret packages. But none of this represents telecommunication and it is telecommunication that has had such a **profound** impact on diplomacy over the past 150 years.

Telecommunication is any mode of communication over a long distance that requires human agency only in the sending and reception of the message that it contains and not, as with a diplomatic courier, in its **conveyance**. The communication by drums and smoke-signals, which originated in ancient times, were forms of telecommunication just as much as the telegrams, radio and television broadcasts, faxes and emails of today. Nevertheless, it is not surprising that telecommunication did not make a major impact on diplomacy until the introduction of the electric telegraph towards the middle of the 19th century. Soon using submarine as well as land cables, written messages sent by telegraph cut delivery times over some routes from weeks to hours; they were also more reliable.

The invention of radiotelegraphy in the 1890s improved this medium even more. In the early 20th century a further radical development occurred in telecommunication when it became possible to deliver the spoken word over vast distances by telephone (available in the late

19th century over only short distances) and shortwave radio. Since the Second World War further well-known **refinements** have been added, notably fax, electronic mail, and multimedia video conferencing. The prospect of “wireless” communications via an increase in the number of satellites, will add even more to the efficiency and sophistication of communication. This latest development in information and communications technologies (ICTs) will also vastly **enhance** the extent and mobility of the points from which messages may be transmitted and received, as well as their speed.

Worries over security, in particular, have traditionally caused governments to employ the latest technological developments in telecommunications in the exchange of classified messages only with great **caution** and after considerable hesitation. Nevertheless, in the end, the **appeal** of these various means of communication has generally won the day.

Telephone diplomacy

The appeal of a secure telephone connection as a means of making possible direct communication between governments over great distances is obvious. Other forms of telecommunication may be as fast as the telephone but in other important respects it is superior to them. For one thing it is easier to use. For another, it is more personal and therefore more flattering to the recipient; written messages, especially at the highest level, are usually drafted by someone else and recognized as such. The telephone also provides **unrivalled** certainty that a message has got through. Furthermore, it can generally be assumed that a telephone call (unless recorded) will generate no verbatim **transcript** and thus be **deniable** if this should prove **expedient**. It also makes possible the immediate correction of a misunderstanding or immediate adjustment of a statement that has given unintended offence, so that neither is allowed to **fester**. Finally, the telephone provides the opportunity to extract an immediate

response from the party at the other end of the line. It is chiefly for these reasons, that political leaders and senior officials attach such importance to using the telephone in maintaining their overseas communications.

A particularly vivid account of the effective use of the telephone in a crisis is provided in the memoirs of James Callaghan, British foreign secretary in the mid-1970s. Here he describes the many calls he exchanged in the hours immediately following the Turkish invasion of Cyprus on 20 July 1974, which led to an immediate threat of war between Greece and Turkey. This was a crisis in which Britain could not avoid playing a key role because not only was Cyprus a member of the Commonwealth, but also Britain was one of the three guarantors of its constitution, independence and territorial **integrity** under the Treaty of Guarantee of 1960. The other two guarantors were NATO allies Greece and Turkey. Callaghan wished to obtain an immediate ceasefire and get talks going between the Greeks and the Turks, for which he needed American assistance. In the course of a day of “mad activity” on 21 July, Callaghan spoke on two occasions each to the Turkish president, the Greek foreign minister and the French foreign minister. He also spoke to the Austrian chancellor about the possibility of using Vienna as the venue for the talks. And he spoke to the US secretary of state, Henry Kissinger, about 9 or 10 times. By means of these almost continuous telephone exchanges, **amplified** massively by the fact that Kissinger was also calling both the Greeks and the Turks, shortly before midnight Callaghan learned that the Turks had finally accepted a ceasefire effective from 14.00 on the following day. Talks between the foreign ministers of the 3 guarantor powers began three days after that.

Radio, television and internet broadcasting

Radio and television broadcasts, together with official websites, can also be used for direct communication between states. Leaders always make speeches and governments always issue statements that

are intended as much for the **consumption** of foreign leaders as for the public. Messages may be sent through channels, controlled by governments, like the Voice of Russia, Voice of America, or influenced by government, like the BBC World Service; or they may be sent by means of statements issued to the independent mass media. In a crisis such channels are valuable if, for example, an urgent “no change in policy” message needs to be sent to a large number of allied states **simultaneously**. The fact that the **commitment** has been made publicly also gives added reassurance. If all other channels of communication with the rival state or alliance have collapsed, broadcast communications may be **indispensable**. With its capacity to present visual images of political leaders, ministerial spokesmen, and ambassadors, television is particularly useful because it can send non-verbal as well as verbal messages.

(abridged from Diplomacy. Theory and Practice)

Ex. 1 Fill in the spaces with an appropriate word in the relevant form.

refine refined refinement

1. The new plan is a _____ of the one before.
2. Ease of access to computers _____ analysis and presentation of data.
3. Her voice was very low and _____.
4. His solicitude was a _____ of cruelty.
5. He was given an education that _____ his taste.
6. The information system constantly _____ and updated.

caution cautious cautionary cautiously

1. She looked _____ around and then walked away from the house.

2. The government is _____ in its response to the report.
3. The utmost _____ must be exercised when handling explosives.
4. What has made you so suddenly _____?
5. He ignored the _____ advice of his parents.
6. The information should be treated with _____.
7. He accused the government of being unduly _____.

rival (n v) rivalry unrivalled

1. Bitter ethnic _____ within the region have grown in recent years.
2. No one can deny that he is an _____ public speaker.
3. The company is well-equipped to compete with its industrial _____.
4. The paper's coverage of foreign news is _____.
5. No one can _____ her when it comes to eloquence.
6. There is a certain amount of friendly _____ between the teams.
7. Everybody admired the _____ bravery of the young man.

deny denial deniable undeniable

1. The terrorist issued a _____ of responsibility for the attack.
2. It is an _____ fact that crime rate is rising.
3. He categorically _____ being involved in the fraud.
4. Despite official _____, it appears the government did make a deal with the terrorists.
5. No one would _____ that there is a very great need for change.
6. It is not _____ that terrorism can't be justified.
7. The chairman of the company published a _____ of the allegations.

commit committed commitment

1. The president _____ to reforming health care.
2. A career as a diplomat requires 100 per cent _____.
3. The treaty _____ each party to defend the other.
4. We are _____ to improving services.
5. The prime minister made a firm _____ to increasing spending on welfare.
6. They are _____ democrats.
7. The organization reaffirmed its _____ to human rights.

Ex. 2 Suggest the Armenian equivalents for the English word combinations.

1. diplomatic courier _____
2. mode of communication _____
3. to cut delivery time _____
4. over vast distances _____
5. to win the day _____
6. flattering to the recipient _____
7. to get through _____
8. verbatim transcript _____
9. to extract an immediate response _____
10. added reassurance _____

Ex. 3 Find in the text the English equivalents to the following.

1. հույժ գաղտնի փաթեթ _____
2. հսկայական ազդեցություն _____
3. հաղորդակցման միջոցով _____
4. զգուշությամբ օգտագործել հեռահաղորդակցումը _____

5. այլ տեսակետներից _____
6. ոչ միտումնավոր վիրավորանք _____

7. կարևորություն տալ/վերագրել _____
8. հայտարարություն/հաղորդագրություն հրապարակել _____
9. անկախ լրատվական միջոցներ _____
10. բառերով արտահայտված կամ ոչ բառային հաղորդում/ուղերձ _____

Ex. 4 Supply the equivalents from the text for the underlined words.

1. It is reasonable to suppose that the economy will continue to improve.
2. The news programme came to us by means of satellite.
3. Both governments are seeking to improve relations between their countries and peoples.
4. The team overcame difficulties and emerged victorious.
5. The meeting was devoted to the pressing demand for more state funding.
6. The conflicting parties were ordered to withdraw the troops at the same time.
7. A good dictionary is essential for learning a foreign language.
8. She has an enormous aptitude for hard work.

Ex. 5 Match the following words with their definitions.

1. medium	a) to write the first rough version of sth
2. reliable	b) the size or scale of sth
3. radical	c) making sb feel pleased and special
4. extent	d) that can be trusted
5. to transmit	e) the ability or power to do sth
6. hesitation	f) that needs to be dealt with or happen immediately
7. flattering	g) in favour of thorough and complete political or social change

8. to draft	h) a way of communicating information, etc. to people
9. urgent	i) the action of pausing before saying or doing something
10. capacity	j) to send an electronic signal, radio or TV broadcast

Ex. 6 Fill in the blanks. Use the words given below in the correct form.

Direct telecommunication between governments is now a very important channel for the conduct of diplomacy, both in crises and in more normal times. In crises, the telephone is especially valued as a means of communication between 1. _____ and friendly states. Here it seems to be used chiefly as a 2. _____ for providing reassurance and intelligence, urging support, explaining attitudes, and agreeing on joint responses. 3. _____ in a crisis are more likely to use written telecommunication, whether over a hotline or via a 4. _____ statement, though telephone exchanges are certainly not unknown. Here, 5. _____ of intention seems to be the main function fulfilled. In routine diplomacy, direct telecommunication of all kinds is even more common.

Nevertheless, even some of the most enthusiastic supporters of the use of telecommunications in diplomacy 6. _____ that its limitations remain considerable. These are particularly 7. _____ in the field of negotiation, especially between hostile states, though it also seems to be true that most of the other functions of diplomacy can at best be supplemented by direct communication. Before turning to the conduct of diplomacy on a face-to-face basis, however, two 8. _____ observations should be stressed. First, there is a variety of different forms of telecommunication and it is

important to try to weigh up the implications for diplomacy of each of these 9. _____. Secondly, this is not easy because the existing research on this subject is still very much in its 10. _____.

separately, cautionary, infancy, acknowledge, obvious, broadcast, clarification, vehicle, allied, adversary

TEXT B

Video Conferencing

The visual images of television enable body language to be conveyed more readily. Furthermore, video conferencing is becoming increasingly sophisticated and more secure, and is even better able to overcome the insensitivity of telecommunication to non-verbal communication. The whole world is already using it to create “virtual meetings” between discussants in different countries.

However, even the smartest video conference, in which the parties are in visual as well as oral contact, obviously cannot replicate entirely the personal encounter. The participants in such a “virtual meeting” remain physically remote and thus quite incapable of exploiting the physical dimension of body language, or, for that matter, the social rituals that help to create the atmosphere in which messages are most likely to be sympathetically received. It is significant that only two forms of body language can be employed on television or in a video conference: facial expression and tone of voice. All of the others – the handshake, embrace, and displays of inconvenience and triumph – require a personal encounter. In some cultures, physical touch and proximity are unusually important. Moreover, it is these forms of body language that are most useful in establishing the desired tone at threshold moments in a relationship. It is especially in hostile relationships that it is so necessary to relieve the inevitable tension of a diplomatic exchange by gracious social

ritual and acts of hospitality, and the limitations of telecommunication here become all too obvious.

Video conferences also provide no opportunities for “corridor diplomacy”, that is, for informal personal contacts where the real breakthroughs in negotiations are sometimes made and useful information gleaned. And by leaving delegations at home, these so-called “conferences” also leave them under the immediate influence of their constituencies and thus in the position in which they are least likely to adopt an accommodating outlook. Negotiations are best done face to face, and even video does not work very well unless the parties know each other and the stakes are relatively minor. On the other hand, it should not be forgotten that in quite a lot of routine diplomacy the parties do indeed know each other well and are looking for a compromise on questions where the stakes are indeed relatively minor.

(from G.R. Berridge “Diplomacy”)

Ex. 7 Make up 10 logical questions to cover the contents of the text.

Ex. 8 Discuss text B in pairs, making use of your questions.

It Is Worth Knowing

Corridor Diplomacy

“Corridor diplomacy” refers to the practice of engaging in diplomatic efforts and negotiations in the hallways or corridors of international conferences, summits, or other official gatherings. It involves informal and often spontaneous discussions between diplomats, leaders, and representatives from different countries. This form of diplomacy plays a crucial role in international relations for several reasons.

Corridor diplomacy facilitates more candid and open communication. In formal settings, leaders may be constrained by official positions, while in the informal atmosphere, participants can engage in more direct and honest conversations. This allows for a deeper understanding of each other's perspectives, concerns, and priorities, fostering trust and paving the way for more constructive dialogue.

Corridor diplomacy is particularly essential for resolving conflicts and addressing sensitive issues. Formal negotiations often have rigid structures and may face public scrutiny. In contrast, the private and discreet nature of corridor diplomacy provides a favorable environment for exploring solutions and compromises without the pressure of immediate public or media attention.

Corridor diplomacy plays a significant role in building personal relationships among world leaders and diplomats. Establishing strong personal connections can enhance mutual understanding and trust, creating a foundation for more effective collaboration in the future.

As the global community faces increasingly complex challenges, the role of corridor diplomacy is likely to remain indispensable in promoting dialogue, understanding, and cooperation among nations.

(from <https://www.degruyter.com/document/doi/10.7208/9780226658490-007/html>)

TEXT C

The Limitations of Telecommunications

Even the most enthusiastic supporters of the use of telecommunications in diplomacy acknowledge that its limitations remain considerable. The telephone, for instance, is rarely a feature of diplomacy between hostile states. Telephone conversations cannot be entirely scripted: remarks made spontaneously may not convey exactly the meaning intended, and the issues that come up are not

entirely predictable. Things said over the telephone cannot be unsaid, and there is no telling to what use an adversary might put a suitably edited tape-recording of a telephone conversation. Direct telecommunication by telephone seems for good reasons, then, to be a rarity in the delicate diplomacy between hostile states. Nevertheless, it may be employed following a breakthrough secured by other means, for example, to arrange subsequent meetings or clarify the wording of an agreement.

The limitations of telecommunications are considerable in normal relationships as well, even though they are likely to diminish with further technological advance. In the first place, there are logistical difficulties involved in using the telephone, especially at head of state or government level. In fact, one former senior minister and ambassador of Saudi Arabia has noted that ‘there are few diplomatic tasks more difficult than setting up a phone call between two heads of state... preparing a phone call’, he adds, ‘can sometimes take days’. Apart from possible language problems, there are time differences and differences in congested daily schedules with which to cope.

In addition, telecommunication in general is vulnerable to wiretapping unless exceptional precautions are taken. The fact that the telecommunications of permanent missions of member states at UN headquarters in New York, as well as those of the Secretary-General, are controlled by the intelligence agencies of major powers was confirmed by revelations arising from a court case in London in February 2004. Not surprisingly, Kofi Annan expressed concern that the attention drawn to the vulnerability of his telephone lines was likely to make those to whom he speaks on the phone more cautious in what they say and thus impede his diplomacy.

It is chiefly because of the vulnerability of telecommunications to wiretapping that foreign ministries have been very cautious about the introduction of electronic mail. Anxiety about the security of telecommunications helps to explain, too, why states still employ special envoys and sometimes diplomatic couriers, who enjoy

significant protection in international law, to deliver orally or hand-carry messages of a particularly sensitive nature. If governments are forced, as for example during a crisis, to rely on radio or television broadcasts to communicate with each other, the whole world is in principle able to wiretap since the messages are immediately in the public domain. Knowing this, those responsible for sending such messages should be extremely careful.

Another considerable disadvantage of telecommunications is that when the representatives of states, whether leaders or junior officials, communicate by telephone and radio, and especially by e-mail and fax, they cannot – should they wish to do so – provide nuance or emphasis to their messages to the degree available in communication via personal encounters. The use of body language, dress, venue, and setting, by means of which a diplomat can also say one thing but mean another, are all forgone in telecommunication of this sort.

(abridged from “Theory and Practice”)

Ex. 9 Say if the following statements are true or false.

1. Telecommunications are commonplace in diplomacy all over the world with insignificant disadvantages.
2. The impossibility to plan beforehand the details of a telephone conversation may have negative consequences.
3. It is unlikely that telephone communication may be successfully used at any stage of dialogue between hostile states.
4. Arranging telephone communication between heads of states or government members may be a painstaking job.
5. High level telephone communication is immune to wiretapping.
6. Today diplomatic couriers are employed for the sake of tradition.
7. Non-verbal communication has a number of disadvantages over communication via personal encounters.

Ex. 10 Sum up text C in writing using no more than 5 sentences.

Grammar Supplement

The Infinitive, Gerund, Participle

Ex.11 Put the verbs in brackets in the correct form of the Infinitive, Gerund or Participle.

1. The questions _____ here haven't been settled. (to discuss)
2. The government postponed _____ diplomatic relations with the country. (to resume)
3. Their intention was _____ the proposal to the Security Council. (to submit)
4. The Israeli government postponed _____ all crucial issues till after the election. (to settle)
5. What the US wants is for its European allies _____ the anti-terror campaign. (to back)
6. The latest cases of violence prevented them from _____ the peace talks. (to resume)
7. The Palestinian failure _____ Hamaz militants led to the Israeli decision to cut off all ties with the Palestinian leadership. (to arrest)
8. The speaker avoided _____ the participants' questions. (to answer)
9. The delegate _____ the conference arrived yesterday. (to address)
10. The trust _____ between the two countries was due to personal contacts of the leaders. (to build)
11. Sources say that US and British officials will visit Beijing and Moscow early next week _____ ground for a new UN resolution. (to prepare)
12. The Austrian Chancellor _____ by the Foreign Minister left for Stockholm. (to accompany)
13. Some details of the trade agreement _____ by the

- two countries are under consideration now. (to conclude)
14. The United Nations Secretary-General proposed global measures _____ the poorest nations. (to help)
 15. During the recent talks the two countries avoided _____ territorial issues. (to discuss)
 16. All parties _____ are present here. (to concern)
 17. The sides kept _____ the EU enlargement scheme. (to consider)
 18. The treaty _____ between the two countries is of great importance. (to sign)
 19. The delegates who _____ the conference yesterday have left for Oslo today. (to address)
 20. Everyone was waiting for a joint statement _____ the talks. (to follow)

Ex. 12 Put the verbs in brackets in the correct form of the Infinitive, Gerund or Participle.

English by TV

Can one 1. _____ a foreign language by TV? (to learn) Many intelligent people have merely turned the question into a statement – of course one can't. The truth is that there are many different ways of 2. _____ a language 3. _____ one wants 4. _____ so. (to learn, to provide, to do) Some are slower, others are quicker and more pleasant. If you have a certain aptitude and desire 5. _____, you can acquire a language even by the poorest method 6. _____. (to learn, to offer) It is all a question of efficacy and speed. But one thing appears certain: if you want 7. _____ the 8. _____ language you must hear it 9. _____ (to learn, to speak, to speak). Conversations 10. _____ in textbooks are mainly dead matter. (to reproduce) 11. _____ in the country where the language is spoken is of course excellent, but some preparatory 12. _____ is

indispensable if you are 13. _____ fully by it. (to be, to train, to profit)

A good TV programme with an 14. _____ text seems 15. _____ nearly ideal conditions for 16. _____ the language at work, but what about the learner's participation? (to accompany, to offer, to observe) Won't the learner 17. _____ a mere passive listener? (to remain) Certainly he may, but the programme itself provides that he does not. His participation is ensured through questions 18. _____ to him. (to address) Viewers are not only invited 19. _____ questions but also 20. _____ words and phrases just as they might be in a classroom. (to answer, to repeat) A TV learner, of course, lacks a guide 21. _____ out to him his individual mistakes, but if he is intelligent enough, he will develop a sharp ability of self-observation. (to point) All this we believe 22. _____ powerful encouragement to achieve involvement in the course, 23. _____ again the viewer aspires 24. _____. (to be, to provide, to participate) If not, he will at least 25. _____ to the language for so many minutes a week which will inevitably be of some help. (to expose) How much he will learn from such a course depends after all predominantly on himself. But isn't that true of any method of 26. _____? (to teach)

Ex. 13 Translate the following sentences into English, paying special attention to Gerund, Infinitive and Participle

1. Ամբողջ աշխարհում հասարակական վայրերում ծխելն արգելված է, քանի որ այն վտանգի է ենթարկում ոչ միայն ծխողի, այլև շրջապատի մարդկանց առողջությունը:
2. Արտաքին գործերի նախարարը պետք է ունենա այնպիսի հատկանիշներ, որոնք նրան թույլ չեն տա զիջումների գնալ կարևոր քննարկումների ժամանակ:
3. Երբ հրամանը տրվեց, բոլոր զինվորները դուրս վազեցին խրամատից:

4. Մենք հետաձգեցինք որոշում կայացնելը, քանի որ նրանց բերած փաստերը համոզիչ չէին:
5. Նա արժանի է առաջխաղացում ստանալու քաղաքական ասպարեզում ակտիվ գործունեության համար:
6. Քարտուղարը հրաժարվում է պատասխանել իմ հարցերին, քանի որ չգիտի, թե ինչ ասի:
7. Նա կանգնած էր հոր առջև՝ հայացքը հատակին հառած:
8. Լսելու և սովորելու ունակությունը կարևոր է դիվանագետի համար:
9. Նա ինձ նայեց, ասես թե զգուշացնելով՝ չհավատալ թղթակցի ասածին:
10. Ջոնը դադարեց պատասխանել իմ նամակներին, և հետաքրքիր էր, թե ինչը կարող էր լինել դրա պատճառը:
11. Մենք պետք է համոզենք նրանց ուսումնասիրել իրավիճակը և հարցին անկողմնակալ լուծում տալ:
12. Վիեննայում ապրելու ժամանակ նրանք հաճախ այցելում էին թանգարաններ և ցուցահանդեսներ:
13. Այս իրավիճակը մեզանից պահանջում է շատ զգույշ լինել, քանի որ երկրում կատաղի բախումներ են մոլեգնում:
14. Ես անհամբերությամբ սպասում եմ տեսնելու նրա դեմքի արտահայտությունը, երբ նա կլսի այդ լուրը:
15. Հավանական է, որ ընտրարշավն առաջնորդող թեկնածուն կհաղթի ընտրություններում:

Speaker's Corner

Practicing Delivery

Practice makes perfect, the saying goes. Practice your delivery, not just your speech. It is not enough to know the content of your speech. You must also be comfortable with the gestures, pauses and emphases that will help get your message across to the audience.

To do this, practice the speech in six stages. First, familiarize yourself with the script itself. Then, familiarize yourself with the delivery techniques you'll need.

1. Begin by reading the speech aloud to yourself. Tape-record it. How long does it take? Where do you need to pause to avoid running out of breath in mid-sentence? Should you rewrite any sentences so they are easier to remember? Do you need to vary your pace? How does your voice sound? Does it fade at the end of sentences?

2. Deliver the speech standing in front of a mirror. By now, you should be familiar enough with the material to look up from the manuscript fairly often. Concentrate on emphasizing the right parts. See how your face becomes more animated at certain points in the speech.

Caution: Be sure to rehearse the entire speech each time you practice. Otherwise, you'll have a well-prepared beginning but a weak ending.

Deny yourself the luxury of "backtracking." If you make a mistake during the rehearsal (trip on a line or leave something out) don't go back and start again. Be realistic. How would you recover from a mistake in front of an audience? That's how you should recover from it during your rehearsal.

3. Deliver the speech to a friend. Try to simulate a realistic environment. Stand up. Use a lectern. Arrange some chairs.

If you need to put on glasses to see the script, now's the time to practice doing that unobtrusively. Practice moving the pages quietly to the side. Don't "flip" them over. Look at your listener.

By this point, you should have memorized the first thirty seconds of your speech and the last thirty seconds, moments when eye contact is most critical. Do not try to memorize the rest of the speech as your delivery will sound stilted (the only exception is the case when you have to deliver your speech without notes, at public speaking competitions, etc.); focus on the ideas, not the words. Just look up a lot to make sure you are getting those ideas across. It is this eye contact with an audience that animates a speaker.

Allow yourself to smile when it feels natural. Gesture with your hand to make a point. Let your face talk, too.

4. Practice again before a small group. Try to make eye contact with each person. Play with your voice a little bit to keep your listeners' attention. Notice where it helps to speak faster, slower, louder, softer.

5. Give it your best shot. Consider this advice from Lord Chesterfield: "Aim at perfection in everything, though in most things it is unattainable. However, they who aim at it and persevere, will come much nearer to it than those whose laziness and despondency make them give it up as unattainable."

6. If possible, practice on site. You'll feel more confident in a room that seems familiar. If you can't practice on-site, be sure to arrive extra early so you can get comfortable with the layout of the room before you begin your speech.

Ex. 14 Express your opinion on the following statements.

1. The only sure basis of an alliance is for each party to be equally afraid of the other.
2. He, that wrestles with us, strengthens our nerves and sharpens our skill. Our antagonist is our helper. *Edmund Burke*

3. Yield to all and you will soon have nothing to yield. *Otto von Bismarck*
4. A diplomat must use his ears, not his mouth.

Ex. 15 Make a three-minute speech on either of the following topics.

1. No good deed goes unpunished.
2. Better to light a candle than to curse the darkness.

**Ex. 16 Time to debate: talk show on the topic “People and wars”.
The time limit for presentations is 5 minutes.**

UNIT 9

THE UNITED NATIONS ORGANIZATION

Pre-reading Activity

1. representative n representation n to represent v representative adj	1. ներկայացուցիչ, պատգամավոր, լիազոր 2. ներկայացուցիչների պալատի անդամ (ԱՄՆ-ում) 3. նմուշ, օրինակ 1. ներկայացում, ներկայացուցչություն 2. հայտարարություն 1. ներկայացնել, ներկայացուցիչ լինել 2. բովանդակել, ընդգրկել 1. բնորոշ, հատկանշական 2. ներկայացնող 3. ներկայացուցչական (քաղ.)
2. to pledge v pledge n the pledge of love	1. պարտավորվել 2. երաշխավորել, խոստանալ 1. խոստում, ուխտ, երդում 2. երաշխավորություն, գրավական 3. նշան, խորհրդանիշ սիրո գրավական (երեխա)
3. delegate n to delegate v delegation n delegacy n	պատգամավոր 1. պատգամավոր ուղարկել, լիազորել 2. հղել, հանձնարարել պատգամավորություն, պատվիրակություն 1. պատգամավորություն, պատվիրակություն 2. պատգամավորի լիազորություններ

<p>4. to deliberate v</p> <p>deliberate adj</p> <p>deliberation n</p> <p>deliberative adj</p>	<p>1. քննարկել, խորհրդակցել</p> <p>2. խորհել, մտածել, խորհրդածել</p> <p>1. դիտավորյալ, միտումնավոր, կանխամտածված</p> <p>2. զգույշ, շրջահայաց</p> <p>1. խորհրդածում, մտորում, կշռադատում</p> <p>2. քննարկում, խորհրդակցում</p> <p>3. զգուշություն, շրջահայացություն</p> <p>խորհրդակցական</p>
<p>5. to ratify v</p> <p>ratification n</p>	<p>հաստատել, վավերացնել, ստորագրել</p> <p>հաստատում, վավերացում</p>
<p>6. to obligate v</p> <p>obligation n</p> <p>undertake obligations</p> <p>obligatory adj</p> <p>obligator n</p>	<p>պարտավորեցնել, պարտադրել</p> <p>1. պարտավորություն</p> <p>2. պարտականություն</p> <p>պարտավորություններ վերցնել</p> <p>պարտադիր, հարկադրական</p> <p>1. պարտավորություն ստանձնող անձ</p> <p>2. պարտապան</p>
<p>7. to attain v</p> <p>attainability n</p> <p>attainable adj</p> <p>attainment n</p>	<p>1. հասնել</p> <p>2. նվաճել, ձեռք բերել</p> <p>հասանելիություն</p> <p>հասանելի</p> <p>1. հասնելը</p> <p>2. նվաճում</p>
<p>8. to refrain v</p>	<p>1. իրեն պահել/զսպել, հետ կանգնել, խուսափել, ձեռնպահ մնալ</p> <p>2. հետ կանգնեցնել, զսպել, սանձել</p>

<p>9. preventive adj</p> <p>preventive n</p> <p>to prevent v</p> <p>preventer n</p> <p>prevention n</p>	<p>1. կանխարգելիչ, նախագգուշական</p> <p>2. կանխիչ, առաջն առնող, նախապաշտպանական նախագգուշական/նախապաշտպանական միջոց</p> <p>1. կանխել, առաջն առնել</p> <p>2. խանգարել, խոչընդոտել, արգելակել</p> <p>կանխող անձ/բան</p> <p>կանխում, կանխելը, առաջն առնելը</p>
<p>10. enforcement n</p> <p>to enforce v</p> <p>enforceable adj</p> <p>enforceability n</p> <p>enforced adj</p>	<p>հարկադրանք</p> <p>1. հարկադրել, ստիպել, բռնադատել</p> <p>2. կիրառել (օրենքը)</p> <p>3. ուժեղացնել, շեշտել, ամրացնել</p> <p>իրագործելի, կիրառելի</p> <p>հարկադիր կերպով</p> <p>իրագործելիություն</p> <p>հարկադրական</p>
<p>11. to intervene v</p> <p>intervener n</p> <p>intervention n</p> <p>intervening adj</p>	<p>1. խառնվել, միջամտել</p> <p>2. տեղի ունենալ, պատահել, կատարվել (իրադարձությունների միջև)</p> <p>3. ընդհատել/միջամտել</p> <p>1. գործընթացի մեջ մտնող կողմ</p> <p>2. նվաճող, զավթիչ</p> <p>1. միջամտություն</p> <p>2. ներխուժում</p> <p>երկու իրադարձությունների միջև ընկած ժամանակահատվածում ընթացող/կատարվող</p>
<p>12. admission n</p>	<p>1. ընդունելություն</p> <p>2. ընդուն(վ)ելը</p> <p>3. ընդունելը, խոստովանելը (մեղքը, սխալը)</p>

admissions n admissible adj to admit v admit defeat generally admitted admit interpretation admittance n admittedly adv	4. մուտք, թույլատրելը 5. մուտքի գումար/վճար 1. ընդունող հանձնաժողով 2. ընդունվածների քանակ թույլատրելի, ընդունելի 1. ընդունել, խոստովանել 2. թույլատրել ներս մտնել, ընդունել, ներս թողնել ընդունել պարտությունը բոլորի կողմից ընդունված ընդունել մեկնաբանությունը մուտք, մուտքի թույլտվություն ճիշտ է, իհարկե, պետք է ասել, որ...
13. to concur v concurrence n concurrent adj	1. համաձայնել, համամիտ լինել 2. համընկնել, զուգադիպել 3. աջակցել 1. համաձայնություն 2. համընկնում, զուգադիպում (հանգամանքների) 3. աջակցություն 1. համընկնող 2. միաժամանակյա, զուգընթաց

TEXT A

The United Nations Organization

The name “United Nations”, coined by United States President Franklin D. Roosevelt, was first used in the “Declaration by United Nations” of 1 January 1942, when **representatives** of 26 nations **pledged** their Governments to continue fighting together against the Axis Powers during the Second World War.

The United Nations Charter was drawn up by the representatives of 50 countries at the United Nations Conference on International Organization, which met in San Francisco from 25 April to June 1945. Those **delegates deliberated** on the basis of proposals worked out by the representatives of China, the Soviet Union, the United Kingdom and the United States at Dumbarton Oaks in August-October 1944. The Charter was signed on 26 June 1945 by the representatives of the 50 countries. Poland, which was not represented at the Conference, signed it later and became one of the original 51 Member States.

The United Nations officially came into existence on 24 October 1945, when the Charter had been **ratified** by China, France, the Soviet Union, the United Kingdom and the United States and by a majority of other signatories. United Nations Day is celebrated on 24 October each year.

United Nations Charter

The United Nations Charter is the constituting instrument of the Organization, setting out the rights and **obligations** of the Member States, and establishing the United Nations organs and procedures. The Charter codifies the major principles of international relations – from the sovereign equality of States to the prohibition of the use of force in international relations.

The Charter opens with a Preamble, and includes chapters on United Nations Purposes and Principles, Membership, Organs, Pacific Settlement of Disputes, Action with Respect to Threats to the Peace, Breaches of the Peace and Acts of Aggression, International Economic Cooperation, and Non-Self-Governing Territories.

Purposes and principles

The purposes of the United Nations are:

- . To maintain international peace and security;
- . To develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples;

- . To cooperate in solving international economic, social, cultural and humanitarian problems and in promoting respect for human rights and fundamental freedoms;
- . To be centre for harmonizing the actions of nations in **attaining** these common ends.

The United Nations acts in accordance with the following principles:

- . It is based on the sovereign equality of all its Members;
- . All the Members are to fulfill in good faith their Charter obligations;
- . They are to settle their international disputes by peaceful means and without endangering international peace and security, and justice;
- . They are to **refrain** from the threat or use of force against any other State;
- . They are to give the United Nations every assistance in any action it takes in accordance with the Charter, and shall not assist States against which the United Nations is taking **preventive** or **enforcement** action;
- . Nothing in the Charter is to authorize the United Nations to **intervene** in matters which are essentially within the domestic jurisdiction of any state.

Membership

Membership in the United Nations is open to all peace-loving nations which accept the obligations of the Charter and, in the judgement of the Organization, are willing and able to carry out these obligations.

New Member States are admitted by the General Assembly on the recommendation of the Security Council.

Official languages

Under the Charter, the official languages of the United Nations are Chinese, English, French, Russian and Spanish. Arabic has been added as an official language of the General Assembly, the Security Council and the Economic and Social Council.

Structure of the Organization

The Charter established six principal organs of the United Nations, which are the: General Assembly, Security Council, Economic and Social Council, Trusteeship Council, International Court of Justice and Secretariat. The United Nations family, however, is much larger, encompassing 15 agencies and several programmes and bodies.

General Assembly

The General Assembly is the main deliberative organ. It is composed of representatives of all Member States, each of which has one vote. Decisions on important questions, such as on peace and security, **admission** of new Members and budgetary matters, require a two-thirds majority.

Sessions

The General Assembly's regular session usually begins each year in September. At the start of each regular session, the Assembly elects a new President, 21 Vice-Presidents and the Chairpersons of the Assembly's six Main Committees. To ensure equitable geographical representation, the presidency of the Assembly rotates each year among five groups of States: a) African, b) Asia-Pacific, c) Eastern European, d) Latin American and Caribbean, e) Western European and other States.

In addition, the Assembly may meet in special sessions at the request of the Security Council, of a majority of Members of the United Nations, or of one Member if the majority of Members **concur**. Emergency special sessions may be called within 24 hours at a request by the Security Council on the vote of any nine members of the Council, or by a majority of the UN Members, or by one Member if the majority of Members concur.

Security Council

The Security Council has primary responsibilities, under the Charter, for the maintenance of international peace and security.

The Council has 15 members: 5 permanent members – China, France, the Russian Federation, the United Kingdom and the United States – and 10 elected by the General Assembly for two-year terms. Each Council member has one vote. Decisions on procedural matters are made by an affirmative vote of at least 9 of the 15 members. Decisions on substantive matters require nine votes, including the concurring votes of all five permanent members. This is the rule of ‘great Power unanimity’, often referred to as the ‘veto’ power. If a permanent member does not agree with a decision, it can cast a negative vote, and this act has power of veto.

Economic and Social Council

The Charter established the Economic and Social Council as the principal organ to coordinate the economic and social work of the United Nations and the specialized agencies and institutions – known as the United Nations family of organizations. The Council has 54 members, who serve for three-year terms. Voting in the Council is by simple majority; each member has one vote.

Trusteeship Council

The Trusteeship Council, one of the main organs of the United Nations, was established to supervise the administration of Trust Territories placed under the Trusteeship System, which was set up under the Charter to promote the advancement of the inhabitants of the 11 original Trust Territories and their progress towards self-government or independence. The Trusteeship Council is made up of the five permanent members of the Security Council – China, France, the Russian Federation, the United Kingdom and the United States.

The Charter authorizes the Trusteeship Council to examine and discuss reports from the Administering Authority on the political, economic, social and educational advancement of the peoples of Trust Territories; to examine petitions from the Territories; and to undertake special missions to the Territories.

International Court of Justice

The International Court of Justice, based at The Hague, the Netherlands, is the principal judicial organ of the United Nations. It settles legal disputes between States parties and gives advisory opinions to the United Nations and its specialized agencies. Its Statute is an integral part of the United Nations Charter.

The Court is open to the parties to its Statute, which automatically includes all Members of the United Nations. A State which is not a United Nations Member may become a party to the Statute, as is the case for Switzerland and Nauru. The Court is not open to private individuals.

Secretariat

The Secretariat – an international staff working in offices around the world – carries out the diverse day-to-day work of the Organization. It serves the other principal organs of the United Nations and administers the programmes and policies laid down by them. At its head is the Secretary-General, who is appointed by the General Assembly on the recommendation of the Security Council for a five-year, renewable term.

The duties carried out by the Secretariat are as varied as the problems dealt with by the United Nations. These range from administering peacekeeping operations to mediating international disputes, from surveying economic and social trends and problems to preparing studies on human rights and sustainable development.

(abridged from “Basic Facts about the United Nations”)

Ex. 1 Fill in the spaces with an appropriate word in the relevant form.

representative (n adj) represent representation

1. The green movement lacks effective _____ in Parliament.

2. This decision _____ a significant departure from previous policy.
3. He was the Queen's _____ at the ceremony.
4. The accused was not allowed legal _____.
5. The President _____ at the ceremony by the Vice-President.
6. The committee includes _____ from the industry.
7. The king _____ as a villain in the play.
8. We have made _____ to the prime minister, but without success.
9. The singer is regarded as a _____ of the youth of her generation.

deliberate (adj v) deliberation deliberative deliberately

1. The speech was a _____ attempt to embarrass the government.
2. They _____ on whether to continue with the talks.
3. She's been _____ ignoring him all day.
4. After ten hours of _____, the jury returned a verdict of 'not guilty'.
5. He packed up his possessions slowly and _____.
6. The _____ of the committee are completely confidential.
7. She signed her name with great _____.
8. She said it _____ to provoke me.
9. Ann _____ on my question for a moment and then spoke.
10. On strengthening the United Nations, the leaders reaffirm the central position of the General Assembly as the chief _____, policy-making and representative UN organ.

obligation obligate obligatory

1. It is _____ for all employees to wear protective clothing.
2. The international treaty _____ Member States to settle their disputes by peaceful means.
3. We have a moral _____ to protect the environment.
4. It is _____ to remove your shoes before entering the mosque.
5. She did not feel under any _____ to tell him the truth.
6. I don't want people coming to see me out of a sense of _____.

attain attainable attainment attainability

1. Most of our students _____ five 'A' grades in their exams.
2. The _____ of his ambitions was still a dream.
3. This standard is easily _____ by most students.
4. As the Charter proclaims, we can combine our efforts _____ the common ends of all humanity.
5. It is unrealistic to believe perfection is an _____ goal.
6. She values educational _____ above all else.
7. It is a good idea to start with easily _____ goals.
8. Her scientific _____ have made her quite well-known in the field of biology.

Ex. 2 Suggest the Armenian equivalents for the English word combinations.

1. constituting instrument of the organization _____

2. breaches of the peace and acts of aggression_____
3. sovereign equality of all the Member States_____
4. to refrain from threat_____
5. preventive or enforcement action_____
6. to intervene in matters within the domestic jurisdiction of any state_____
7. to carry out obligations_____
8. Trusteeship Council _____
9. admission of new Members and budgetary matters_____
10. the Chairpersons of the Assembly's six Main Committees_____
11. trust territories_____
12. to administer the programmes and policies laid down by the UN_____
13. renewable term_____
14. to mediate international disputes_____
15. economic and social trends_____

Ex. 3 Find in the text the English equivalents to the following.

1. ժողովուրդների ինքնորոշում և հավասար իրավունքներ

2. խթանել հարգանքը մարդու իրավունքների և հիմնական ազատությունների հանդեպ _____
3. բարեխղճորեն կատարել պարտավորությունները _____

4. կանոնադրության համաձայն _____
5. ՄԱԿ-ին լիազորել միջամտելու _____
6. ներառել գործակալություններ _____
7. խորհրդակցական մարմին _____
8. հերթական նստաշրջան _____
9. ապահովել աշխարհագրական անկողմնակալ բաշխում _____
10. անվտանգության խորհրդի խնդրանքով _____
11. արտակարգ / հատուկ նստաշրջան _____
12. միջազգային խաղաղության և անվտանգության պահպանում _____
13. վարման կարգ/ընթացակարգային հարցեր _____
14. դրական քվե _____
15. կարևորագույն հարցերի վերաբերյալ որոշումներ _____
16. մեծ տերությունների միակամության կանոն _____
17. մասնագիտացված գործակալություն _____
18. դատական մարմին _____
19. միջազգային անձնակազմ _____
20. խաղաղապահ գործողություն _____

Ex. 4 Supply the equivalents from the text for the underlined words.

1. The group has promised to continue campaigning.
2. Historians have agreed with each other on this view.
3. The jury contemplated for five days before finding him guilty.
4. They reminded him of his contractual commitments.
5. He has desisted from criticizing the government in public.
6. The job includes a wide range of responsibilities.
7. The report concluded that no important changes were necessary.

8. John would never do anything to jeopardize his career.
9. In many conflicts, civilian populations have been deliberately targeted as a means to gain political ends.

Ex. 5 Match the following words with their definitions.

1. instrument	a) the act of stopping sth being done or used, especially by law
2. signatory	b) to stop yourself from doing sth, especially sth that you want to do
3. to set out	c) to give official permission for sth, or for sb to do sth
4. prohibition	d) to be in charge of sb/sth and make sure that everything is done correctly, safely, etc.
5. procedure	e) a formal rule of an organization or institution
6. to refrain	f) a written document signed by a large number of people that asks sb in a position of authority to do or change sth
7. to authorize	g) to create or start sth
8. to intervene	h) a formal legal document
9. to supervise	i) to present ideas, facts, etc. in an organized way, in speech or writing
10. to set up	j) to become involved in a situation in order to improve or help it
11. statute	k) that can continue or be continued for a long time
12. petition	l) a person, a country or an organization that has signed an official agreement
13. sustainable	m) the official or formal order or way of doing sth, especially in business, law or politics

Ex.6 Fill in the blanks. Use the words given below in the correct form.

Weapons of mass destruction and the United Nations belong to the same generation. The former represent the single greatest threat to the 1. _____ of humankind; the latter our strongest defence against that threat.

Hope for a peaceful world after the Second World War was replaced by fear. 2. _____ relations among States, and particularly among the Security Council's permanent members, 3. _____ the system of collective security outlined in the UN Charter. During this period, better known as the years of "Cold War", progress for arms 4. _____ was painfully slow.

In the 1990s, with the "Cold War" finally over, the world was past the 5. _____ between the East and the West. This helped achieve significant gains in the area of disarmament: a comprehensive nuclear Test Ban Treaty 6. _____; and a convention banning landmines and another convention banning production, use or stockpiling of chemical weapons 7. _____. Numbers of nuclear weapons almost halved; and world military 8. _____ declined by some 30 per cent between 1990 and 1998.

Much of this was possible because of the efforts of the United Nations.

Regrettably, our world still remains a dangerous place. Dozens of wars are still fought at local levels; weapons 9. _____ continue to grow; more people train for war every day; and the costs of the arms race remain 10. _____ high.

to undermine, expenditure, stockpile, to go into force, survival, prohibitively, deteriorating, reduction, to conclude, rivalry

TEXT B

The UN As A Mediator

Ever since its creation, the United Nations has been a principal actor in the peacemaking scene. In the United Nations, the act of mediation describes the political skills utilized in efforts carried out by the Secretary-General or his representatives, through the exercise of the Secretary-General's 'Good Offices', without the use of force and in keeping with the principles of the Charter. As a mediator, the United Nations has two clear advantages. Most obviously, it is the world's only global organization with unparalleled legitimacy. Though this legitimacy may be strained at times and be different in different parts of the world, there still is no substitute for the moral authority and convening power of the UN. A second advantage is the very extent of the UN system. The UN system, though unwieldy and lacking any real command and control system, is still linked in many ways with the UN Secretariat and the various agencies, funds, and programmes involved in almost every conceivable issue. The fact remains that only the UN can mediate start-up and manage peacekeeping operation, raise funds and deliver humanitarian assistance, and lead a process for longer-term reconstruction and development.

Relatively little has changed over the years in how the world body engages in mediation. The 'Good Offices' continue to be a key form of action. Only during the past few years, however, has a dedicated UN mediation capacity and expertise been developed: the Mediation Support Unit within the political department of the UN Secretariat. The bigger shift has happened around the UN and the way it engages with partners in mediation has been redefined. It works on mediation with member states but also with regional organizations and private diplomacy and mediation NGOs.

In this new world of multiple mediators, the UN is the only actor that can effectively regulate the mediation market by standards, codes

of conduct, and basic principles of good mediation practice. But in operational mediation the space for UN mediation has shrunk and it is not the primary actor and perhaps should not be.

(from The Oxford Handbook of Modern Diplomacy)

Ex.7 Make up 10 logical questions to cover the contents of the text.

Ex. 8 Discuss text B in pairs making use of your questions.

TEXT C

Peacemaking and Peacekeeping

Peacemaking

Peacemaking refers to the use of diplomatic means to persuade parties in conflict to cease hostilities and to negotiate a peaceful settlement of their dispute. The United Nations provides various means through which conflicts may be contained and resolved, and their root causes addressed. The Security Council may recommend ways to resolve a dispute or request the Secretary-General's mediation. The Secretary-General may take diplomatic initiatives to encourage the momentum of negotiations.

The Secretary-General plays a central role in peacemaking, both personally and by dispatching special envoys or missions for specific tasks, as negotiation or fact-finding. Under the Charter, the Secretary-General may bring to the attention of the Security Council any matter which appears to threaten international peace and security.

To help resolve disputes, the Secretary-General may use 'good offices' for mediating, or to exercise preventive diplomacy. The impartiality of the Secretary-General is one of the United Nations' great assets. In many instances, the Secretary-General has been instrumental in averting a threat to peace or in securing a peace agreement. This was dramatically illustrated in February 1998 when,

following consultation with Security Council members, Secretary-General Kofi Annan visited Baghdad and succeeded in resolving a dispute with Iraq over weapons inspections which threatened a renewal of hostilities with that country. A decade earlier, in 1988, action by the Secretary-General led to the end of the war between Iran and Iraq that had raged since 1980.

Preventive diplomacy refers to action to prevent disputes from arising, to resolve them before they escalate into conflicts or to limit the spread of conflicts when they occur. The United Nations monitors carefully political developments around the world to detect threats to international peace and security, thereby enabling the Security Council to carry out or to foster preventive action. Envoys and special representatives of the Secretary-General are engaged in preventive diplomacy and mediation throughout the world to help reconcile parties in conflict.

Peacekeeping

Peacekeeping operations, which are authorized by the Security Council, are a crucial instrument at the disposal of the international community to advance international peace and security. The role of peacekeeping was recognized by the world in 1988, when the United Nations peacekeeping forces received the Noble Prize.

While not specifically envisaged in the Charter, peacekeeping was pioneered by the United Nations in 1948 with the establishment of the United Nations Truce Supervision Organization in the Middle East. Peacekeeping operations are authorized to be deployed by the Security Council with the consent of the host Government, and usually of other parties involved. They may include military and police personnel, together with civilian staff. Operations may involve military observer missions, peacekeeping forces, or a combination of both. Military observer missions are made up of unarmed officers, typically to monitor an agreement or a ceasefire. The soldiers of the peacekeeping forces have weapons, but in most situations can use them only in self-defence.

The military personnel in United Nations peacekeeping operations are voluntarily provided by Member States and are financed by the international community.

Operations are financed through a United Nations budget and include troops from many countries: this “burden-sharing” can offer extraordinary efficiency in human, financial and political terms.

Operations can take many forms, and are constantly evolving in the light of changing circumstances. Among the tasks discharged by peacekeeping operations over the years are maintenance of ceasefires and separation of forces, preventive deployment, implementation of a comprehensive settlement, protection of humanitarian operations during conflict.

(abridged from “Basic Facts about the United Nations”)

Ex. 9 Say if the following statements are true or false.

1. Peacemaking is a diplomatic process aimed at settling the problems in such a manner that international peace and security are not endangered.
2. The Secretary-General plays a substantive role in peacemaking, as he resolves the disputes between hostile countries by means of ‘public diplomacy’.
3. Preventive diplomacy is mainly carried out by the Secretary-General himself, and, to a lesser extent, by envoys and special representatives.
4. Peacekeeping operations are authorized with the approval of the Security Council.
5. Peacekeeping operations are authorized by the General Assembly and encompass mainly military forces.

Ex. 10 Sum up text C in writing, using no more than five sentences.

It Is Worth Knowing

Dear students, in this unit you came across a couple of political terms that may arouse questions and need clarification.

Firstly, let us once again explain the difference between “good offices” and “mediation”.

Pacific settlement of disputes between states has formed a significant part of international law and order. It is a subject that has occupied the thoughts of many statesmen and has found expression in the writings of contemporary jurists. Everybody admits the significant role of “good offices”. “Good offices” implies a more discreet action, limited to initiating direct negotiations between the parties concerned without active participation, whereas a mediator takes a more active part in the discussion and is often expected to suggest solutions to the problem.

Thus, the expression “good offices” is used to denote a procedure whereby a third party or state either on its own initiative or upon request seeks through diplomatic means to bring the parties to the dispute to a conference table to resume direct negotiations or to agree on a method of pacific settlement with the view to bringing an end to the existing conflict. However, “good offices” themselves do not participate in the negotiation.

Whereas in mediation the conflicting parties submit their disputes to a third party who facilitates the negotiation process and actively participates in the negotiation to form the terms of settlement. The mediator also adds his suggestions in resolving the dispute. In “good offices” the third party only brings the disputing parties together for a negotiation whereas in mediation the third party conducts the negotiation.

Another pair of political terms we are going to consider is **simple majority** and **absolute majority**. A simple majority is when a majority of those who are present agree to an idea. Some ideas need to be agreed to by an absolute majority. An absolute majority is when

more than half of the total membership of a legislative body or some other organ agrees to the idea.

Let us see which votes require a simple majority and which votes require an absolute majority in the US Congress. Most ideas - motions – are agreed to by a simple majority (when a majority of those who are present agree to the idea).

However, there are some ideas that need to be agreed to by an absolute majority. In case of the USA an absolute majority is when more than half of the total membership of the Senate or the House agrees to the idea. In the Senate there are 76 senators, so an absolute majority is at least 39 senators (half of 76 plus one equals 39). In the House of Representatives there are 151 members, which makes an absolute majority at least 76 members (half of 150 plus one equals 76).

Here are some examples of when an absolute majority is required:

- if the Senate wants to rescind – undo an order or decision of the Senate
- if the Senate or the House of Representatives is voting on the third reading of a bill to alter the Constitution.

*(from <https://digitalcommons.law.ggu.edu/cgi/>,
<https://viamediationcentre.org/>,
<https://www.dictionary.com/browse/simple-majority>
and <https://peo.gov.au/understand-our-parliament/>)*

Grammar Supplement

Conditionals

In English the unreality of the action may be expressed in a number of ways.

Pattern 1. Conditionals with set expressions

Form	Example
a) I wish/if only + past simple/could (expressing a desire for sth to be different in the present) b) I wish/if only + past perfect (expressing a regret about the past)	I wish/If only people learned/could learn from history. I wish/If only she hadn't refused to listen to reason.
What if/suppose/supposing + past simple/past perfect	What if/suppose/supposing he rejected/had rejected our suggestion for closer cooperation.
As if/as though + past simple (for unreal present) / past perfect (for unreal past) / would (for unreal future)	She is looking at me as if she knew me. When she starts speaking it seems as though she would never stop .
a) Had better/would rather + bare Infinitive b) I would rather + sb + past simple / would	I'd rather listen to everybody's opinions before making a final decision. I'd rather you didn't annoy me with so many questions.
It's (high, about) time + past simple	It's about time people learned to live without wars.

Pattern 2. The Conditional Mood in complex sentences containing “if” clauses to express something that is reasonably possible or totally impossible (**Type 2**) or something imagined about the past (**Type 3**).

<p>Type 2 If you were in Venus, you would see the Sun rise in the West.</p>
<p>If Columbus hadn’t read about Marco Polo’s trip to China, he wouldn’t have tried to sail there by crossing the Atlantic.</p>

The Subjunctive Mood (in clauses)

The Subjunctive Mood is used in **that** clauses meaning *нп, нпул-
уqh* **after adjectives, verbs** and **nouns** that express a necessity, plan, or intention for the future. It is mostly used in formal style and American English. Less formally, **should** can be used.

Pattern 3. Subjunctive in “that” clauses after adjectives and passive verbs.

<p>It is/was</p>	<p>necessary important vital essential desirable advisable recommended suggested requested demanded ordered</p>	<p>that</p>	<p>the problem (should) be settled as soon as possible.</p> <p>everybody (should) take part in the conference.</p> <p>you (should) follow the discussion.</p> <p>he (should) deal with this problem.</p>
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Pattern 4. Subjunctive in “that” clauses after active verbs.

The official I They	insist(ed) demand(s) suggest(s) propose(d) recommend order request command	that	this fact (should) not be made public. he (should) be sent to the conference. the party (should) change its policy.
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Pattern 5. Subjunctive in “that” clauses after nouns.

The suggestion The proposal The advice The request The demand The order The matter	is/was/ has been	that	we (should) take a taxi. visitors (should) not touch the museum exhibits. everybody (should) take part in the discussion.
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Pattern 6. To express surprise, disbelief or doubt of the real state of things *should* + *all forms of infinitive* after certain adjectives are used.

It is (was)	strange odd funny natural impossible doubtful surprising	that	he shouldn’t want to take part in the discussion. you shouldn’t have felt anything. she should have been working on the project for so long.
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Ex. 11 Put the verbs in brackets in the correct form. Translate the following sentences into Armenian.

1. It is important that appropriate measures _____ to protect people against criminal abuse. (to take)
2. Your words contradict your actions. I wish you _____ more consistent. (to be)
3. He only requested that he _____ to see the heads of some departments. (to allow)
4. If people _____ more tolerant, there _____ so much suffering and evil in the world. (to be, not to be)
5. The president demanded that the local governments _____ for their activities. (to account)
6. My desire is that people _____ waging wars. (to stop)
7. My youth was so disappointing. If only I _____ it more meaningful. (to make)
8. It is natural that the talks _____ in a friendly atmosphere. (to hold)
9. The suggestion is that the decision _____ unanimously. (to adopt)
10. It was necessary that the news of the attack _____ secret. (to keep)
11. His proposal was that an explanation _____ why the agreement hadn't been reached yet. (to give)
12. It's high time you _____ wasting your efforts and _____ down to work. (to stop, to get)
13. We requested that the speaker _____ to the point. (to keep)
14. It is impossible that the party _____ being involved in the conflict. (to deny)
15. If the Ancient Egyptians _____ bigger boats, they _____ the Atlantic and _____ in America. (to build, to cross, to land)

16. Is it possible that he _____ the post on his own will? (to quit)
17. It is odd that the participants of the last conference _____ the same view on the conflict. (to hold)
18. The recommendation was that if in doubt the delegates _____ in voting (to abstain).
19. The chairman recommended that all those present _____ time on the procedural questions. (not to waste)
20. It is doubtful that the promised reforms _____ successful. (to be)
21. If we _____ about the flight delay, we _____ to wait at the airport for so long. (to warn, not to have)

Ex. 12 Change the sentences so as to use the subjunctive mood.

1. The skill with which the diplomat handled the vexed issue is surprising.
It is surprising that _____.
2. The Allied Forces demanded an unconditional surrender of Germany.
The Allied Forces demanded that Germany _____.
3. The Chairman of the National Assembly thought it was essential to convene a special session. According to the Chairman of the National Assembly it was essential that _____.
4. The Prime Minister's failure to reduce unemployment undermined his strategy, which was only natural.
It was only natural that _____.
5. The judge exercised his constitutional power to require a full inquiry to take place.
The judge required that _____.

6. They suggested setting up a committee to examine the immigration laws.
It was suggested that _____.
7. Truman's order was to drop the bomb if the Japanese didn't surrender by August 3.
Truman's order was that the bomb _____.
8. The thorough consideration of the matter is absolutely essential.
It is absolutely essential that _____.
9. The negotiators believed it was reasonable to adjourn the talks.
The proposal was that _____.
10. Everybody advises him to find a good specialist to deal with the problem.
It is advisable that _____.

Speaker's Corner

How to Deal with Nervousness

"I am afraid I'll be nervous." That's a common feeling and in some ways it's healthy. It shows you care about getting your message across to the audience. You really do want to look and sound good.

But it's important to understand what nervousness is. Nervousness is simply energy. If you channel that energy, you can turn it into a positive force. You can make it work for you. You can use the extra energy to your advantage.

But if you allow that energy to go unchecked – if you allow it to control you – then you're going to have problems. A dry mouth, perhaps, or a cracking voice. Lots of rocking back and forth on your feet, or lots of "uh's" and "um's". Maybe even forgetfulness.

How can you channel your nervous energy? Learn to direct it into eye contact, body language, and vocal enthusiasm. These physical activities provide an outlet for your nervousness. They offer a way to use up some of that extra energy.

What's more, good eye contact, strong body language, and vocal enthusiasm will build your confidence. It's hard to feel insecure when you look directly at your listeners and see the responsiveness in their faces.

Prespeech tricks to prevent nervousness

- ✓ **Try physical exercise.** Just before you speak, go off by yourself and concentrate on the part of your body that feels most tense. Your face? Your hands? Your stomach? Deliberately tighten that part even more, then let go. You will feel an enormous sense of relief. Repeat this a few times.

Yawn a few times to loosen your jaw and your mucous membranes.

- ✓ **Try mental exercises.** Picture something that's given you pleasant memories: sailing on a blue-green ocean; swimming in a mountain lake; or walking on a beach and feeling the sand under your toes.
- ✓ **Try a rational approach.** Say to yourself, "I am prepared. I know what I am talking about." Or, "I've spent a year on this project. Nobody knows as much about this project as I do." Or, "I am glad I can talk to these people. It will help my career."

If you are scared to give a speech, try to think of something that's really frightening. The speech should seem appealing by comparison.

- ✓ **Try a test run.** Visualize exactly what will happen after you are introduced. You will get out of your chair, you will walk confidently across the stage; you will hold your head high, you will look directly at the person who introduced you; you will...

If you see yourself as confident and successful in your mental test run, you will be confident and successful in your delivery.

Ex. 13 Express your opinion on the following statements.

1. There never was a good war or a bad peace. *Benjamin Franklin*
2. Politics is the art of the possible. *Otto von Bismarck*
3. Power politics is the diplomatic name for the law of the jungle.
4. Agreement in principle may mean disagreement in practice.

Ex. 14 Make a three-minute speech on either of the following topics.

1. Be not so soft as to be squeezed dry, nor so stiff as to be broken.
Arab proverb
2. Value is a value only if its value is valued.

Ex. 15 Time to debate: talk show on the topic "Lessons for the future". The time limit for presentations is 5 minutes.

Improve Your Writing Skills

Argumentative Essays

An argumentative essay is sometimes called a persuasive essay. This kind of essay expresses an opinion about a controversial issue. As the writer, you must take a position and persuade the reader to agree with your opinion by using strong, logical reasons to support your argument.

Introduction

- ✓ The hook introduces the issue.
- ✓ Background information gives a broader picture of the issue and why it is important. It can give details about the history of the people involved, what they want and how it affects them.
- ✓ The thesis statement clearly states the writer's point of view about the issue.

Body paragraphs

- ✓ The topic sentence in each body paragraph presents one distinct reason for the writer's point of view stated in the thesis.
- ✓ All supporting details in each paragraph must support the topic sentence. These details can be facts, examples, statistics, definitions, causes and effects, quotations, anecdotes or questions.
- ✓ The writer often presents an opposing opinion (a counter-argument), which is often in body paragraph one or three. However, he may then express some agreement with the opposing view (a concession). In the concession the writer agrees that the opposing point of view is valid, but emphasizes how his argument is still stronger. The refutation is the writer's response to the counter-argument. In the refutation the writer shows why the counterargument is weak and his position is strong. The refutation may also address doubts the reader may have about the writer's position.

Conclusion

- ✓ The conclusion restates the argument that appeared in the thesis.
- ✓ It can end with a prediction, a warning, or other type of comment that reinforces the writer's viewpoint.
- ✓ It may state the general issue in a broader context.

CONNECTORS TO SHOW ADDITION AND CONTRAST

In order to construct a strong argument, it may be necessary to provide additional information, or to contrast different pieces of information. Addition and contrast connectors link ideas between two main clauses and clarify the relationships between ideas.

Connectors that Show Addition

a) Positive addition – and, both ... and, not only ... but also/as well, too, furthermore, further, also, not to mention the fact that, besides, in addition to, moreover

b) Concession – but, even so, however, still, yet, nevertheless, on the other hand, although, even though, despite/in spite of, regardless of, whereas, while, nonetheless

✓ When the clauses are joined in one sentence, the connector is always preceded by a semicolon and followed by a comma.

✓ An addition connector may also begin a separate sentence. In this case it is followed by a comma.

Connectors that show contrast – but, not ... but, although, while, whereas, despite, even if, even though, on the other hand, in contrast, however, yet, at the same time

Many countries today are concerned about the ethics of downloading and sharing movies off the Internet. The case of Yoshihiro Inoue may make some people think twice before downloading copyrighted material off the Internet.

Below is an article on the above topic. Read it carefully and be ready to fulfill the tasks that follow.

Japanese Man Found Guilty of Online Movie Theft

For the first time a Japanese court has found a man guilty of piracy and sentenced him to a year in jail. Yoshihiro Inoue, 42, downloaded movies off the Internet. He made copies of the movie “A Beautiful Mind” and then shared them with others. This is considered a crime in the US, Japan and most other countries in the world. Inoue’s case sets a precedent for anyone who distributes films illegally. His crime was stealing intellectual property. This kind of property, which is someone’s creative invention, is protected by copyright law.

Today over 80 nations have copyright laws. These laws protect filmmakers, writers, photographers and other innovative professionals. People who download and copy these works often do not understand or care about the financial loss to many of these artists. To protect artistic works within the USA, the Copyright Act of 1976 was created. Most recently the Family Entertainment and Copyright Act of 2005 was signed into law. In addition, there are treaties and conventions to protect intellectual property between nations. One of these is the Universal Copyright Convention. Without these laws, piracy would be unchecked. Some of the many types of piracy include making DVDs, duplicating VHS tapes, using hand-held video cameras in movie theatres, and even receiving satellite signals without authorization.

Yoshihiro Inoue is not the first person to steal intellectual property, but he is the first to be charged with a crime for doing it. The movie industries in Hollywood and in Asia are particularly interested in this case because they have a lot to lose. For a number of years the recording industry has pursued anyone downloading music from the Internet. Now the movie industry is following their example because piracy costs them almost \$3 billion each year.

A major film costs about \$55 million - \$80 million to make and \$27 million to advertise and market. Although many people believe that the film industry makes enormous profits, almost half of all film stars do not earn enough money to pay back their investors. If people continue to download movies off the Internet instead of paying to see them, the movie industry will have trouble surviving.

Ex. 16 Write answers for each question.

1. Why was this arrest so important?

2. What is the function of the Universal Copyright Convention?

3. Do you think the law should intervene in cases of Internet piracy?

4. What kind of punishment do you think should be used against people who commit Internet piracy?

5. How are new technologies making it difficult to enforce the law or making it easy for people to break it?

Ex. 17 Write a five-paragraph argumentative essay about whether or not you think it should be legal to download or share copyright materials from the Internet. Make use of the following checklist.

<p>Does the essay have 5 paragraphs?</p> <p>Does the essay have a thesis statement that identifies your point of view?</p> <p>Do the body paragraphs include topic sentences that support your position?</p> <p>Does the third body paragraph contain a counter-argument with either a refutation or a concession?</p> <p>Do the details in the body paragraphs support reasons stated in the topic sentences?</p> <p>Does the conclusion restate the thesis in different words, make a prediction, or state the issue in a broader context?</p>
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Ex. 18 Write a five-paragraph argumentative essay on one of the following topics.

1. In America adopted children can now find out the identity of their birth parents. Write an essay in which you explain whether this is a good or bad idea.
2. In some countries voting in national elections is mandatory, whereas in others there are no laws forcing people to vote. Discuss why voting should or should not be mandatory.

UNIT 10

DIPLOMATS: TASKS AND RESPONSIBILITIES

Pre – Reading Activity

1. steward n to steward v	1. պատասխանատու աշխատող 2. ուղեկցող (ինքնաթիռի) 3. կառավարիչ (կալվածքի) 1. կարգադրել 2. կառավարել (ինչ-որ մեկի ունեցվածքը)
2. to alter v alterable adj alteration n	փոխ(վ)ել, կերպափոխ(վ)ել փոփոխելի, փոփոխական 1. փոփոխում 2. ձևափոխում 3. փոփոխություն
3. to discharge v discharge n	1. կատարել (պարտականությունները) 2. ազատել, դուրս գրել (բանտից, հիվանդանոցից) 3. հեռացնել (աշխատանքից) 4. բաց թողնել, արտահոսել (գազը, ջուրը) 5. զորացրել (ռազմական) 6. վճարել (պարտքը) 7. չեղյալ հայտարարել (իրավունքը) 1. կատարում (պարտականությունների) 2. ազատում 3. դուրս գրում 4. բեռնաթափում, դատարկում

	<p>5. գորացրում</p> <p>6. ազատում պարտքից (սնանկ կազմակերպության մասին)</p> <p>7. չեղյալ հայտարարելը ներելի, շնորհելի</p>
<p>dischargeable adj</p> <p>4. collaboration n</p> <p>to collaborate v</p> <p>collaborative adj</p> <p>collaborator n</p>	<p>1. համագործակցություն, գործակցություն</p> <p>2. համագործակցություն թշնամու հետ</p> <p>1. աշխատակցել, համագործակցել</p> <p>2. թշնամու կողմն անցնել</p> <p>համատեղ</p> <p>1. աշխատակից, համագործակից</p> <p>2. թշնամու հետ համագործակցող անձ</p>
<p>5. commendation n</p> <p>to commend v</p> <p>commendable adj</p>	<p>1. երաշխավորություն (գործողության)</p> <p>2. գովասանք</p> <p>1. գովաբանել, գովել հրապարակավ</p> <p>2. խորհուրդ տալ, հանձնարարել</p> <p>գովելի, գովասանքի արժանի</p>
<p>6. relevant adj</p> <p>relevance n</p> <p>irrelevant adj</p>	<p>տեղին, հարմար, պատշաճ, գործի հետ առնչություն ունեցող, գործին վերաբերող, համապատասխան տեղին՝ պատշաճ լինելը, հարմարություն, պատշաճություն, առնչություն</p> <p>անտեղի, անհարկի, գործին չվերաբերող, ոչ տեղին</p>
<p>7. favourable adj</p>	<p>1. խրախուսական, հորդորիչ, հավանություն արտահայտող, դրական, բարեհաճ, բարյացակամ</p> <p>2. բարենպաստ, նպաստավոր, հոգուտ</p> <p>3. լավ, հարմար</p>

<p>favour n</p> <p>to favour v</p> <p>do someone a favour</p> <p>find favour in sb's eyes</p> <p>in favour of</p> <p>in one's favour</p> <p>look with favour on</p> <p>under the favour of the night</p>	<p>1. բարեհաճություն, համակրանք, շնորհ, բարյացակամություն</p> <p>2. օժանդակություն, աջակցություն, օգնություն, հովանավորություն, ընդառաջում</p> <p>3. սիրալիրություն, շնորհ</p> <p>4. հովանավորություն, կողմնակալություն</p> <p>1. հավանություն տալ, նախընտրել, նախապատվություն տալ, գերադասել</p> <p>2. կողմնապահ լինել</p> <p>3. նպաստավոր լինել, հովանավորել, օգնել, աջակցել</p> <p>4. սիրալիր լինել, բարեհաճել, շնորհ անել, ծառայություն մատուցել</p> <p>լավություն անել, շնորհ անել, ընդառաջել</p> <p>բարեհաճության արժանանալ, դուր գալ, աչքի լույսը դառնալ</p> <p>1. փոխարեն</p> <p>2. հոգուտ, ի պաշտպանություն մեկի օգտին</p> <p>բարյացակամորեն վերաբերվել, բարի աչքով նայել</p> <p>մթության քողի տակ, գիշերվա հովանու ներքո</p>
<p>8. receptive adj</p> <p>receptiveness / receptivity n</p>	<p>ընկալունակ, ըմբռնելու ընդունակ, դյուրըմբռնող</p> <p>ընկալունակություն, դյուրըմբռնողականություն</p>

9. to predispose v predisposition n	1. համոզել (մի բան անելու) 2. նախատրամադրել, տրամադրել 1. նախատրամադրվածություն 2. հակում, միտում
10. to elicit v elicitation n	1. դուրս հանել, երևան բերել, առաջացնել, բացահայտել 2. հարցուփորձ անելով իմանալ կորզում, դուրս բերելը, հարցուփորձ անելով իմանալը
11. precision n precise adj	1. ճշգրտություն, ճշտապահություն, կարգապահություն, որոշակիություն, հստակություն 2. դիպուկություն, շեշտակիություն 1. ճշգրիտ, ճիշտ, հստակ, որոշակի 2. կարգապահ, ճշտապահ 3. ուշադիր, փութաջան 4. բծախնդիր, մանրակրկիտ
12. empathy n	կարեկցանք, ուրիշի ապրումները հասկանալը, ուրիշի ցավը բմբռնելը
13. affability n affable adj	սիրալիիրություն, քաղաքավարություն բարյացակամ, բարեսիրտ, սիրալիր
14. poise n to poise v poised adj	1. հավասարակշռվածություն, հավասարակշռություն 2. կեցվածք, պահվածք հավասարակշռել, հավասարակշռության մեջ լինել 1. հավասարակշռված, գուսպ 2. կազմուկատրաստ
15. acuity n	սրություն, նրբություն (ընկալման)
16. discretion n at discretion	1. խոհեմություն, շրջահայացություն, ողջամտություն 2. գործողությունների ազատություն, հայեցողություն ըստ հայեցողության

Discretion is the better part of valor. discretionary adj	Լավ է խուսափել վտանգից, քան դիմակայել դրան: հայեցողական
17. scrupulously adv scrupulous adj	բծախնդիր կերպով, բարեխղճորեն 1. մանրախնդիր, բծախնդիր 2. բարեխիղճ, ճշտակատար 3. մանրակրկիտ, չափազանց ճշգրիտ
18. acumen n	հնարամտություն, ճարպկություն, ճարտարություն

TEXT A

Tasks And Skills Of Diplomacy

Summing up the material that was presented in the previous units, let us consider more thoroughly who diplomats are and what tasks and responsibilities they discharge.

Diplomats are agents, advocates, informants, and counselors of their governments, which look to them as **stewards** of their nations' interests abroad. There are ten unchanging principal functions of the profession of diplomacy. The international situation gives these content but does not **alter** their contours. Diplomats **discharge** these duties on their own or, sometimes, in **collaboration** with members of the allied professions of arms and espionage.

The major tasks of diplomats are (1) linkage of their government's decision-makers to foreign counterparts; (2) advocacy of their government's policies and views; (3) negotiation on their government's behalf; (4) **commendation** to their government of ways to advance or defend its interests; (5) promotion of trade and investment; (6) protection of compatriots; (7) management of programs of cooperation between governments; (8) reporting and

analysis of **relevant** local developments and realities; (9) establishment of facilitative relationships with officials and members of the elites who influence them; and (10) cultivation of an image for their nation **favourable** to its interests.

These ten functions are inseparably connected.

When decision-makers have positive feelings toward a foreign nation they are more **receptive** to approaches from both its officials and businesspeople. They are also more inclined to give weight to its interests and views. When diplomats have access to a wide range of influential people, their understanding of local trends and developments is enhanced. When programs of official cooperation are well conducted, they facilitate access to those in authority and **predispose** them to cooperate. When diplomats' relations with such men and women are easy and informed by good understanding of local affairs and mind-sets, they are better able to help their citizens do business and to protect those who fall afoul of local law and custom.

When these tasks are properly performed, diplomats have the insight necessary to draw up plans of action to further the interests of their country. Their government will be well informed enough to be able to form its policies wisely. Diplomats will know how to present their government's positions in terms appealing to local interests and sensibilities. They will be more able to persuade host government officials to conclude agreements favourable to their country's interests. They will know how to enable effective communication between their head of government and cabinet members and corresponding officials in their country of assignment. They will be equipped to provide uniquely valuable counsel and support to direct dialogue between such officials.

The basic skills required for diplomats to carry out these tasks are in all times and places the same. Some derive from natural talent but most are acquired only through professional training and experience. These skills are mutually supportive.

Agency

As agents of their government, diplomats must cultivate (1) mastery of the arts of negotiation; (2) a demonstrated capacity **to elicit** prompt, authoritative responses from their own government to the views of their host nation; (3) the ability to add the appearance of sincere personal conviction to the messages they communicate; (4) **precision** of expression both in their own and in other languages; and (5) a sophisticated grounding in their own nation's history and culture.

Advocacy

As advocates of their nation's policies and perspectives, diplomats must embody (1) the credibility that comes from intelligent commitment to its interests and the policies derived from them; (2) a gift for political calculation; (3) tact; (4) the **empathy** and ability to help their own government; (5) fluency in the dominant language of their host nation and the principal diplomatic language of its capital; (6) **affability** and **poise** that shrugs at adversity.

Reporting

As reporters, diplomats must personify (1) **acuity** of observation and accuracy of memory; (2) **discretion**; (3) graceful adaptability to life in alien cultures; (4) ease of fellowship with a wide range of individuals and groups such that they readily share confidences; and (5) facility as **scrupulously** accurate writers.

Counseling

As counselors of their own governments, diplomats must cultivate (1) a reputation for selfless dedication to their nation's interests; (2) knowledge of their host nation's history, including the record of its relations with their own country; (3) an acute sense of how policy is made in their own government; (4) the **acumen** to judge when and how to present to their government recommendations for altered courses of action or requests for new instructions.

Stewardship

As stewards of their people's interests and reputation in foreign lands, diplomats must evidence (1) concern about their compatriots and a dedication to serving them; (2) understanding of commerce and finance; (3) appreciation of the essentials of military science; and (4) knowledge of diplomatic practices and international law.

These basic skills of the diplomatic profession are born of tutoring by senior members of the profession and are perfected through experience in carrying out professional duties. When diplomats come to possess these skills in adequate measure, they are able to perform the functions that their state expects of them.

(from Chas Freeman "Diplomacy as a Profession")

Ex. 1 Fill in the spaces with an appropriate word in the relevant form.

alter alterable alteration

1. Prices did not _____ significantly during 2011.
2. The dress will not need much _____.
3. He _____ so much I scarcely recognized him.
4. They are making some _____ to the house.
5. The landscape radically _____, severely damaging wildlife.
6. Nothing can _____ the fact that we are to blame.
7. It doesn't _____ the way I feel.

collaborate collaboration collaborative

1. We _____ on many projects over the years.
2. The government worked in close _____ with teachers on the new curriculum.
3. In _____ classrooms, teachers share authority with students in very specific ways.

4. Effective communication and _____ are essential to becoming a successful learner.
5. Researchers around the world _____ to develop a new vaccine.
6. It was a _____ that produced extremely useful results.

relevant relevance relevantly irrelevant

1. These comments are not directly _____ to this inquiry.
2. Many people consider politics _____ to their lives.
3. I don't see the _____ of your question.
4. The applicant has experience in teaching and, more _____, in industry.
5. The ideas and observations expressed in the book are still _____ today.
6. Whether I believe you or not is _____ now.
7. What he said has no direct _____ to the matter in hand.
8. _____ detail has been swept away.

favourable favourably favour (n v)

1. She made a _____ impression on his parents.
2. The treaty seems _____ the US.
3. As an examiner, she showed no _____ to any candidate.
4. I was very _____ impressed with her work.
5. They offered me a loan on very _____ terms.
6. The suggestion to close the road has found _____ with local people.
7. Many countries _____ a presidential system of government.
8. He speaks _____ of your work.

9. The government looks with _____ upon the report's recommendations.
10. Kant _____ the idea that a revolution was a natural step for a higher ethical foundation for a society.

Ex. 2 Suggest the Armenian equivalents for the English word combinations.

1. unchanging principal functions _____
2. allied professions _____
3. protection of compatriots _____
4. cultivation of an image _____
5. to further the interests of the country _____
6. host government _____
7. favourable to the country's interests _____
8. to carry out tasks _____
9. mutually supportive _____
10. to elicit prompt responses _____
11. precision of expression _____
12. intelligent commitment _____
13. affability and poise _____
14. at adversity _____
15. graceful adaptability _____
16. to share confidence _____
17. selfless dedication _____
18. acumen to judge _____
19. appreciation of the essentials of military science _____

Ex. 3 Find in the text the English equivalents to the following.

1. պարտականություններ կատարել _____
2. կառավարության անունից _____
3. նպաստող կապ/հարաբերություն _____
4. ազդեցիկ մարդկանց լայն շրջանակ _____

5. խախտել օրենքը/օրենքի հետ խնդիրներ ունենալ _____

6. ներկայացնել կառավարության դիրքորոշումը _____

7. համաձայնագիր կնքել _____
8. բացառիկ կարևորություն ունեցող խորհուրդ ապահովել _____

9. ձեռք բերել մասնագիտական ուսուցման և փորձի միջոցով _____

10. բանակցելու հմտություն մշակել _____

11. անկեղծ անձնական համոզմունք _____

12. պատրաստվածություն՝ հարուստ կենսափորձով _____

13. սահունություն տիրապետող լեզվում _____

14. դիտողականության սրություն _____
15. օտար մշակույթ _____
16. բժախնդիր ճշգրտությամբ գրող _____
17. սուր զգացողություն _____
18. քաղաքականության մեջ ուշագրավ նորարարություն _____

Ex. 4 Supply the equivalents from the text for the underlined words.

1. His experience abroad provides a wider viewpoint on the problem.
2. John chose his words with accuracy.
3. These comments are not directly related to this inquiry.
4. Ann was always responsive to new ideas.
5. The prosecution did its best to undermine the reliability of the witness.
6. The President's comments drew sharp criticism from the Republicans.
7. The new trade agreement should ease more rapid economic growth.
8. He has been credited with a businessman's insightfulness and the tact of a diplomat.
9. It is very difficult to change people's mentality.
10. The successful candidate must be able to exercise great prudence and decision-making.
11. Nationalist leaders appealed to the mob for calm.
12. Investigating detectives could not find any evidence at the murder scene, because it had been meticulously cleaned.
13. His informers were middle-class professional women.

Ex. 5 Match the following words with their definitions.

1. agent	a) to give sth to sb or make it available for them to use
2. counselor	b) the quality of being exact, accurate and careful
3. trend	c) a particular attitude towards sth, a way of thinking about sth
4. assignment	d) the ability to think, see or hear clearly
5. to equip	e) a set of attitudes or fixed ideas that sb has and that are often difficult to change

6. to provide	f) a person who has been trained to advise people with problems
7. conviction	g) the quality that sb/sth has that makes people believe or trust them
8. precision	h) the ability to understand another person's feelings, experience, etc.
9. perspective	i) care in what you say or do, in order to keep sth secret or to avoid causing embarrassment to or difficulty for sb
10. credibility	j) to prepare sb for an activity or task, especially by teaching them what they need to know
11. empathy	k) in conflict or having difficulty with
12. acuity	l) the ability to understand and decide things quickly and well
13. discretion	m) a person whose job is to act for, or manage the affairs of other people in business, politics, etc.
14. acumen	n) a task or a piece of work that sb is given to do, usually as part of their job or studies
15. mind-set	o) a strong opinion or belief
16. afoul	p) a general direction in which a situation is changing or developing

Ex. 6 Fill in the blanks. Use the words given below in the correct form.

Diplomats are the 1. _____ eyes and ears of their state in foreign lands. Their reporting describes and 2. _____ events and trends in terms of their implications for the national interests and 3. _____ of the diplomats' state. The purpose of diplomatic reporting is to enable the state to act to shape events to its advantage or to mitigate the 4. _____ of unfavourable developments.

There are three kinds of diplomatic reporting. Factual reports of meetings, events, and data make up the official record that 5. _____ the memory of states. Biographical reports record the

curricula vitae and assess the personalities, views, and policy effectiveness of 6. _____ foreigners. Analytical reports dissect the causes and implications of political, economic, cultural, or military developments and explain the policy 7. _____ of foreign states and peoples to these developments.

Only 8. _____ reports are useful. Reports that arrive after decisions can realistically be made are of interest to those who enjoy 9. _____ about what might have been. Such reporting has no impact on history.

concern, to constitute, visible, influential, timely, to anticipate, impact, to speculate, response

It Is Worth Knowing

The Difference between *Empathy* and *Sympathy*

When we talk about supporting a person during tough times, we sometimes use the words “sympathy” and “empathy” interchangeably. However, not only do these two words have vastly different meanings, but how we show “sympathy” or “empathy” are quite different. Let us explore the differences between empathy and sympathy and discuss what makes empathy a better behavior for relating with someone struggling.

Sympathy Creates Separation

When a person is sympathetic, they may give helpful advice or look upon someone with pity. They often feel relieved that they are not in the same struggle, and they ignore triggers or difficult feelings that arise from the situation. The person struggling may not feel listened to or “heard.”

Sometimes sympathy is the appropriate response. When someone you do not know well experiences a loss, you might send a sympathy card. When two people are not remarkably close, sympathy shows

caring but keeps an appropriate social distance. However, with a close friend or family member, we should strive for empathy in our communication.

Empathy Fosters Connection

Empathy is defined as “the feeling that you understand and share another person’s experiences and emotions” or “the ability to share someone else’s feelings.” It is looking at things from another person’s perspective and attempting to understand why they feel the way they do.

Empathy is not about how to fix another person but about listening to another person’s pain and sharing their difficult thoughts and feelings.

Sometimes expressing empathy is looking into the mirror of your own emotions. It requires you to acknowledge that no one is immune from challenging times. As you dig deep, you find that we are not so different. This realization can be communicated to your loved ones to help them through their pain.

By expressing empathy to your loved ones, you are inviting them into your inner world. When they see that you have struggles of your own, it makes them feel connected. This connection allows them to trust you and share what they are feeling. Empathy creates connection and understanding.

Sympathy comes from our ego. It is what we know we should do, and often, it is telling others what to do or feel as well. Empathy comes from the heart. It is feeling another’s pain and sharing a human experience. Everyone wants to be accepted and understood, and empathy fosters those feelings in the person sharing and the person listening.

Empathy is more than a feeling; it is actionable steps that show you care. But how do we show empathy to others? How should we show up for our loved ones in times of grief or struggle?

There is no set way to show empathy just like there is no set way to have a relationship. However, they are simple behaviors that create

an empathetic space for others in all circumstances. Being supportive, understanding, and compassionate are the building blocks of care for all individuals, both young and old.

(from <https://www.psychmc.com/blogs/empathy-vs-sympathy>)

TEXT B

Diplomats – Agents of their States

Diplomats act as agents of their state in other states and in organizations created by states. They negotiate on behalf of their government with the foreign government or organization that is their host. They are responsible for explaining their government's views, as authoritatively, precisely, and persuasively as possible, to their hosts. Diplomats personify both their nation's traditions and its contemporary culture to the officials and people where they are assigned.

These responsibilities give diplomats their status under international law and in the eyes of their hosts. Professional skill in conducting the duties of agency vis-à-vis foreigners distinguishes diplomats from other foreign policy experts and analysts.

The role of an agent requires the subordination of personal interests to those of the principal being represented. This requires great self-control. Agency resembles acting in that those who engage in it must present the words and convictions of others as their own. Agents' object is not to impress onlookers but to gain the confidence of their interlocutors so as to craft the outcomes desired by their principal. Nor should an agent seek public acclaim. Credit for success should go to the agent's principal. An agent should, however, accept blame for failure. Such aid and avoidance of harm to a principal's reputation are part of the service an agent renders to a principal.

The result sought by an agent negotiating for his principal may be understanding or agreement on particular terms for cooperation or

dispute resolution. It may be delay or – less commonly – impasse or provocation. Such seeming failures can gain time for, or justify, unilateral action that an agent's principal wishes to carry out.

To achieve the results sought by his principal, an agent must be intimately familiar with his principal's objectives. He must understand the interests and presuppositions from which these objectives derive. He must possess dispassionate comprehension of the interests, predispositions, and aspirations of those he is seeking to influence. An agent must wield language with uncommon exactitude. Such precision is needed to achieve desired effects on the other side, to communicate accurately, and to avoid inadvertent misimpressions.

Diplomacy embraces these general demands for effective performance of agency. It adds to them the special requirements of international and intercultural communication. Empathy with foreign interlocutors presupposes understanding of their nation's history, culture, and mode of discourse. Verification that communication is precise requires knowledge of their language. A diplomatic agent must have a sophisticated grounding in the history and culture of his own nation. This is necessary to help his foreign interlocutors understand and accept the validity of the viewpoint of the state he is representing.

Confidentiality and discretion are as essential to the success of negotiations on matters of public concern as they are to the success of private dealings between individuals.

Diplomatic agents are engaged in the public business of their nation. They must be adept at dealing with the public and news media of their own country, as well as those of foreign countries. The crafting of public impressions is part of the negotiating process; it sets the context and influences the agenda for discussion between governments. Accomplishing this is a specialized skill of diplomacy.

A diplomatic agent should restrain the impulse to say something original unless he intends to signal a change in his government's position. A change in position is best communicated by the omission of terms previously insisted upon rather than by their explicit

modification or abandonment. Diplomats know that they must listen to what is not said as much as to what is said.

The choreography of meetings between principals is one of the main tasks of agency. The purpose of meetings at authoritative levels is to enhance mutual confidence and to dramatize the importance of relationships. This requires that the two sides preconcert a common agenda and sequence of events. The avoidance of surprise confirms the existence of mutual understanding and prevents embarrassment to either party. It is the responsibility of an agent to ensure that the other side is prepared to discuss the issues his principal will raise.

(from Zahra Zaman "The History of Diplomacy")

Ex. 7 Make up 10 logical questions to cover the contents of the text.

Ex. 8 Discuss text B in pairs making use of your questions.

TEXT C

Diplomacy as a Path to Safety

Diplomacy is the profession of persuasion. Diplomats are statecraft's visible eyes, ears, and hands. They are the voice of their state in foreign lands. They are the peaceable heralds of its power. Statesmen use diplomats to apply this power through overt measures short of war.

To advance national interests, statesmen must discern the hierarchy of such interests and invoke the values that give them force. To build national well-being, preserve domestic tranquility, and ensure freedom from coercion by other states, statesmen must accumulate power for their state. To do this, they must master the elements of power and the means by which it can be applied. To magnify power's effects, statesmen must be able to maneuver their

state into positions of strategic advantage. To apply power to other states and peoples, they must be able to use warriors, spies, and diplomats with skill. Diplomacy is the form that statecraft takes in times of peace. It is the elegantly unbloody arm of strategy in war.

Diplomats work alongside spies and warriors to counsel statesmen and to monitor and guard the interests of their state in relation to others. They harness the power of other states to that of their own in coalitions to promote these interests. They shape the perceptions and actions of other states and peoples. Diplomats contain rivalry between states, harmonize their interests, and build cooperation between them. They erect and operate the framework for their nation's political, economic, cultural, and military interaction with foreigners. Diplomats assist their fellow citizens in international trade, investment, and cultural exchange. They protect the interests of their compatriots abroad.

The task of diplomats is the nonviolent advancement of the political, economic, cultural, and military interests of their state and people. They nurture relations with foreign states that will evoke cooperation or neutrality when war becomes necessary. Diplomats conduct the passage from protest to menace, from dialogue to negotiation, from ultimatum to reprisal, from war to settlement and reconciliation with other states. They build and tend the coalitions that deter or make war. Diplomats disrupt the alliances of enemies and sustain the passivity of potentially hostile powers. Their activity marks the phase of policy prior to war; it aggregates the power of allies; it helps to set the aims of war; it contrives war's termination; it forms, strengthens, and sustains the peace.

The work of diplomats is thus of vital importance to the wealth, power, and well-being of the nation they serve. Like the arts of war and espionage, diplomacy is a path to safety or to ruin that warrants systematic inquiry by statesmen.

(from Chas Freeman "Diplomacy as a Profession")

Ex. 9 Say if the following statements are true or false.

1. Heralds of the state are for drastic measures such as short wars.
2. Warriors, spies, experienced diplomats are employed by government officials to enhance the nation's impact on other states.
3. As promoters of their country diplomats only defend their compatriots' interests abroad.
4. Advocates of the state do everything exclusively in favour of their country.
5. Diplomats opt for hostilities and severe measures.

Ex. 10 Sum up text C in writing, using no more than five sentences.

Grammar Supplement

Revision

Ex. 11 Insert articles where necessary.

1. The ABC journalist Bob Woodruff, ____ seriously injured in ____ bomb explosion in Iraq is hot news.
2. The two systems of sign-language were developed for ____ deaf and dumb.
3. ____ United Nations has released ____ report which has found that women are discriminated against in almost every country around ____ world.
4. ____ Dutch are proud of their cultural heritage, ____ rich history in ____ art and music.
5. ____ White House spokesman refused to comment on ____ discussion between ____ White House and ____ Environmental Protection Agency.
6. People concerned for Lincoln's safety warned him not to go to ____ Ford's Theatre.
7. ____ FBI has been called in to investigate ____ case.
8. ____ London Times and ____ New York Times received information about ____ Russo-Japanese war over ____ radio in 1903.
9. ____ police are appealing for ____ information from ____ public about ____ armed robbery at ____ cinema in ____ northern Sydney last night.
10. Because of ____ piracy threat in ____ Red Sea both crews planned to leave Thailand together.
11. She was quite ____ outstanding lady and had worked tirelessly as ____ volunteer for ____ Royal Children's Hospital in Melbourne for years.
12. ____ EU and Washington condemned Iran's latest move.

13. ___ two-hour talk which covered many problems followed ___ preliminary discussion.
14. The US Secretary of State, who is on ___ three-day visit to ___ Middle East, flew into ___ capital of Lebanon, Beirut late on Friday.
15. Israeli and Palestinian negotiators today agreed on ___ series of confidence-building measures aimed at ending ___ year of fighting

Ex. 12 Translate the following sentences into English.

1. Միրիայի նախագահը չի կարող մասնակցել գազաթափողովին, քանի որ իր երկրում դրությունը չափազանց լարված է:
2. Իմ ավագ որդին շատ է հետաքրքրվում քաղաքականությամբ: Գուցե մի օր նա հայտնի քաղաքագետ դառնա:
3. Դու չպետք է խախտես խոստումդ, այլապես երեխաներդ կդադարեն քեզ վստահել:
4. Քանի որ առատ ձյուն էր տեղացել, և բոլոր ճանապարհները փակ էին, զբոսաշրջիկները ստիպված էին ոտքով գնալ մինչև մոտակա գյուղը:
5. Նա չի կարող այդքան երախտամոռ լինել և հեռանալ երկրից առանց ինձ տեղեկացնելու:
6. Երբեք մի՛ հակաճառիր ծնողներիդ: Դու պարտավոր ես հարգել նրանց:
7. Ես ստիպված եմ գնալ նրանց տուն, քանի որ նա չի պատասխանում իմ գանգերին:
8. Կարիք չկա նրա ասածը լուրջ ընդունել: Բոլորն էլ գիտեն, որ նա կատակասեր է:
9. Անցյալ տարի մենք չկարողացանք գնալ Կահիրե, քանի որ հեղափոխության պատճառով Եգիպտոսում վիճակը անկայուն էր:

10. Երկկողմանի բանակցություններից հետո երկու նախագահները ասացին, որ պետք է անհապաղ դիմել խաղաղապահ ուժերին՝ հարցին դրական լուծում տալու համար:
11. Եթե ուզում եք բարձր գնահատական ստանալ, պետք է շատ աշխատեք:
12. Դուք պետք է ավելի շատ քաղաքական հոդվածներ կարդաք, եթե ուզում եք տեղեկացված լինել քաղաքականության արդի վիճակի մասին:
13. Բանակցողները ստիպված էին հետաձգել խորհրդակցությունը, քանի որ կողմերից մի քանիսը դեմ էին առաջադրված նախագծին:
14. Յուրաքանչյուր հայ երիտասարդ պետք է ծառայի բանակում:
15. Օսկարի մրցանակ շահած «Արտիստ» ֆիլմը իսկապես շատ լավն է: Դուք պետք է անպայման դիտեք այն:

Ex. 13 Change the sentences into the Passive Voice.

1. States establish diplomatic relations to manage official interaction with national governments.
2. The two leaders discussed a British proposal for expanding trade cooperation.
3. The negotiators are discussing the peace settlement of the Middle East conflict.
4. Senior politicians from the European Union are holding a second meeting with the North Korean leader in Pyongyang.
5. During the meeting president Mubarak's delegation was discussing the manufacture of medium-range missiles.
6. They may deal with the problem during the coming talks.
7. They must not leave the Middle East conflict unresolved indefinitely.
8. He said the Japanese leadership should introduce more competition into the country's domestic economy.

9. The unexpected move has led to a dramatic improvement in Russia's ties with the West.
10. The heads of the delegations and their advisers must have attended these talks.
11. The parties should have signed a joint communiqué.
12. The Governments must have completed all arrangements for opening embassies.
13. The European Union will impose new financial sanctions on Iran in the next few weeks.
14. The Presidents ratified the treaty.
15. During the visit the sides held a detailed exchange of views on bilateral and international issues.

Ex. 14 Put the verbs in brackets in the correct form of the Infinitive, Gerund or Participle.

Until the end of the 19th century Britain managed 1. _____ her traditional policy of "splendid isolation". (to maintain) This meant 2. _____ on the navy 3. _____ communications with the colonies, 4. _____ food supplies and 5. _____ any Continental enemy from attempting 6. _____ the British Isles. (to rely, to defend, to protect, to deter, to invade) On rare occasions when a superior land power threatened 7. _____ the European mainland, Britain reverted to the tactic of building an alliance with the weaker states. (to dominate) But on the while she preferred 8. _____ diplomatic isolation. (to keep up) This really meant that 9. _____ relations with the other powers, she avoided 10. _____ binding commitments 11. _____ in a war. (to maintain, to give, to join) In short, Britain had friends but lacked allies. This was not wholly true. For example, Britain had committed itself to 12. _____ territorial integrity of Belgium. (to secure) But such promises were, as Salisbury

commented, only 13. _____ if it suited Britain's current interests. (to accomplish)

Throughout the 1890s Britain clashed over colonial issues. The Indian Empire was regarded as vulnerable to attacks from across the north-west frontier. But with her 14. _____ forces Britain simply could not ensure 15. _____ all possible challenges by herself. (to limit, to meet)

The implication 16. _____ from Britain's military weakness was that she must seek diplomatic support. (to draw) 17. _____ in the Far East, Russia put Britain's trade at risk. (to expand) It was in this context that Joseph Chamberlain and others proposed 18. _____ an alliance with Germany. (to establish) The combined strength of the two countries might be sufficient 19. _____ Russia 20. _____ any further gains. (to make, to give up) However, this would increase Germany's fears of a two-front war with both Russia and France. This was worth 21. _____ only if Britain was willing and able 22. _____ Germany. (to risk, to sustain) On balance Salisbury judged that it would be a mistake 23. _____ Germany: as the strongest Continental power she might simply 24. _____ 25. _____ another attack on France in the future. (to support, to encourage, to make) As a result, Britain reached the turn of the century still in isolation, but 26. _____ vulnerable. (to feel)

Ex. 15 Translate the following sentences using the patterns of conditionals.

1. Իրատեսական չէ ենթադրել, որ կարելի է հասնել խաղաղության առանց զիջումների:
2. Եթե նման խորհուրդ ինձ տրվեր անցյալում, գուցե ես չանեի այդ ճակատագրական սխալը:
3. Նախագահին առաջարկեց, որ այդ հարցի քննարկումը մտցվի հաջորդ նիստի օրակարգի մեջ:

4. Միջուկային զենքը կարելի կլիներ վերացնել, եթե բոլոր հզոր տերությունները համաձայնեին անել այդ:
5. Կարևոր է, որ բոլոր կողմերը պայմանագիրը ստորագրեն:
6. Եթե օրինագծում ժամանակին անհրաժեշտ փոփոխություններ մտցվեին, այն կարելի կլիներ քննարկել երեկվա նիստում:
7. Աշխարհի ժողովուրդները պահանջում են, որ ատոմային զենքն արգելվի:
8. Վաղուց ժամանակն է, որ Դուք Ձեր կարծիքն արտահայտեք այդ հարցի վերաբերյալ: Ինչու՞ եք լռում:
9. Մեր հիմնական պահանջն այն է, որ հանձնաժողովի անդամները ակտիվորեն մասնակցեն հարցի քննարկմանը:
10. Զոհերի թիվը շատ ավելի մեծ կլիներ, եթե գրոհն իրականացվեր գիշերը:
11. Զարմանալի է, որ ոչ ոք չարձագանքեց Ձեր դիտողությանը:
12. Նա այնքան արագ է խոսում, կարծես վախենում է, որ իրեն կընդհատեն:
13. Բնական է, որ նման հանգամանքներում շտապ միջոցներ ձեռնարկվեն:
14. Տնօրենը պահանջեց, որ բոլոր փաստաթղթերը վերանայվեն:
15. Իմ միակ ցանկությունն այն է, որ բոլորը երջանիկ լինեն:

Speaker's Corner

Delivery

A speech doesn't start when you begin to speak. It starts the moment you enter the room. An audience will start to form an opinion of you as soon as they see you. First impressions count. Make yours good. Carry yourself with presence from the moment you arrive.

All eyes will be on you as you walk to the podium, so don't button your jacket or sort your papers. Take care of those details before you leave your chair. Don't bother to hide the fact that you will use a written text. Just carry the speech at your side – not in front of your chest, where it looks like a protective shield.

When you get to the lectern stand straight and place your weight evenly over both feet. This will help you feel “grounded” and in control of the situation. Take ownership of the space. Mentally own that room – every inch of it. Look at the audience before you start to speak. This pause will quiet them and give you a chance to breathe. Now you are ready to speak.

Demosthenes, the Athenian orator, supposedly practiced speaking with a mouthful of pebbles. You don't have to go to such extremes but you should pay attention to the following:

Rate. Time yourself with a stopwatch. How many words do you speak in a minute? Most people speak about 120-150 words per minute.

Variety. Can you adjust your pace? Slower to set a particular mood? Faster to create excitement?

Emphasis. Do you emphasize the right words?

Volume. Can people hear you? If not, open your mouth more.

Rhythm. Do you vary your sentences?

Fillers. Do you bother your listeners with “uh” and “er” and “ah”?

Clarity. Do you articulate clearly?

EYE CONTACT Good eye contact will do more to help your delivery than anything else. When you look at people they believe you care about them. They believe you are sincere. Avoid looking repeatedly at the same person. It's best to look at as many individuals as possible in the time allowed.

Eye contact will also give you instantaneous feedback. Does the audience look interested? If you sense boredom, intensify your eye contact, vary your voice, use body language.

LECTERNS Something as basic as using (or not using) a lectern will send a powerful signal to your audience. Most speakers use lecterns most of the time. That's reasonable. After all, lecterns provide a convenient place to put your notes and a glass of water.

Unfortunately, many speakers use lecterns all of the time, and that's too bad. A lectern hides about 70% of your body and puts a barrier between you and your audience. If you are willing to step away from the lectern (even briefly), you will convey confidence, appear more likeable and become more persuasive.

BODY LANGUAGE While making a speech it is important to speak with your whole body. A raised eyebrow, a smile, a shrug of the shoulders – they all make a statement. If you use them wisely, they can contribute a lot to your speech.

It is not necessary (or even advisable) to choreograph your body movements in advance. You will find that they will spring naturally from your message, from your belief in what you are saying. If you put energy and thought and life into your message, your body movements will take good care of themselves. If you don't, no amount of hand-waving will help you.

Remember: the more energy you give to an audience the more charisma you will develop. It's an exchange – you give and you get.

WHEN YOU FINISH SPEAKING You have just spoken the last word of your speech. Be careful. Your speech isn't really over. Don't walk away from the podium yet. Hold your position. Look directly at

the audience for a few more seconds. Remain in control of the silence just as you remained in control of the speech.

If you wrote a good speech, your final words were strong and memorable. In fact, your ending was probably the best part of the whole speech. Allow it to sink in.

Then close your folder and walk away from the podium. Walk briskly and confidently – the same way you approached the podium. There may well be applause. Smile and look pleased to be there. It would seem unnatural to act any other way.

Ex. 16 Express your opinion on the following statements.

1. The ballot is stronger than the bullet. *Abraham Lincoln*
2. Politics is the art of looking for trouble, finding it everywhere, diagnosing it incorrectly and applying the wrong remedies. *Groucho Marx* (American comedian and film star)
3. If a free society cannot help the many who are poor, it cannot save the few who are rich. *John F. Kennedy*
4. Those who say religion has nothing to do with politics do not know what religion is. *Mohandas K. Gandhi*

Ex. 17 Make a three-minute speech on either of the following topics.

1. He who denies his heritage is not worthy of one. *Arab proverb*
2. Every empire claims to be eternal. None are. *Henry A. Kissinger*

Ex. 18 Time to debate: talk show on the topic “Borders in our borderless world”. The time limit for presentations is 5 minutes.

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