

**English for Political Science, International  
Relations and Journalism /  
Engleza pentru Științe Politice,  
Relații Internaționale  
și Jurnalism**

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International Relations  
and Journalism /  
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și Jurnalism**



**EDITURA UNIVERSITARĂ  
București**

## ***Introducere***

Ideea unui altfel de manual aparține studenților mei.

S-a născut în timpul seminariilor, din discuțiile purtate cu ei pe marginea multor subiecte de interes pentru toți: cum putem asimila activ o limbă străină, de ce gramatică și de ce nu, cum păstrăm ce am achiziționat de-a lungul timpului, cum perfecționăm ceea ce am acumulat și cum adăugăm ceva nou unui bagaj de cunoștințe divers, sedimentat în decursul anilor anteriori de studiu al limbii engleze.

Trebuie să mărturisesc aici că entuziasmul lor a fost de-a dreptul contagios: rezultatul vi se înfățișează acum, prinzând corporalitate în prezentul demers.

Necesitatea unui astfel de suport de curs pentru seminariile de limba engleză destinate studenților facultăților de științe politice, administrație publică, relații internaționale, jurnalism, sociologie, etc - pentru care materialele de studiu sunt extrem de limitate, reduse de cele mai multe ori la instrumente de lucru de genul dicționarelor - este de netăgăduit.

Lucrarea de față se orientează cu prioritate către aceste domenii de studiu, prin textele actuale, alese cu precădere din sfera politicului și a libertății presei, precum și prin tematica abordată în dezvoltarea vocabularului specific acestor zone de interes.

Structura unitară a întregului material își propune să dezvolte aptitudini multiple, menite să conducă în timp la dezvoltarea unui model de studiu individual, de stimulare a unui proces de învățare continuă, fără de care perfecționarea achiziției unei limbi străine este, din păcate, imposibilă.

Fiecare capitol conține un text de specialitate și unul de cultură generală.

**Textul de specialitate** este izvorul **vocabularului**, a cărui deslușire este necesară studenților facultăților de științe politice, relații internaționale, jurnalism și nu numai, pentru abordarea – cu prioritate – a materialelor de cercetare destinate studiului individual pentru celelalte materii curriculare, a căror sursă de proveniență a informației este de expresie engleză. Pentru a veni în întâmpinarea studentului dornic să se perfecționeze, definițiile termenilor necunoscuți sunt date în limba engleză.

**Textul de cultură generală** aduce un plus de culoare și are menirea de a întări aptitudinile de înțelegere a textului citit la prima vedere, prin întrebările vizând conținutul acestora.

**Noțiunile de gramatică** prezente succint în fiecare capitol se vor a aduce un plus de informație și noțiuni practice privind structurile limbii engleze, expresiile idiomatice și sinonimia și sunt dublate de exerciții aplicative.

**Temele de portofoliu** sunt opționale, destinate în special celor care învață scriind. Subiectele selectate se pliază în general după opțiunile studenților și reflectă, în marea lor majoritate, interesul manifestat de aceștia pentru diferite tematici ale contemporaneității: dialogul permanent asupra “problemelor cetății”, ale modernității noastre - a condus la identificarea temelor pentru eseurile propuse la finele fiecărui capitol.

**Comunicarea** este – în mod cert - indispensabilă lumii în care trăim. Comunicând transmitem, oferim și primim poate bunul cel mai de preț: **informația**. Cuvântul “comunicare” vine din latină - “communis” înseamnă comun, împărtășit și face din aceeași familie de cuvinte cu comuniune și comunitate. Nu putem însă avea o comunitate a informației, până când nu reușim să o împărtășim și celorlalți, care trebuie să o vadă, să o perceapă, să o înțeleagă la fel ca și noi. Cu atât mai mult în cazul în care informația ne survine într-o limbă străină! Iată, de aici, necesitatea includerii în structura fiecărui capitol a unui punct destinat comunicării, punct care își propune să răspundă unor întrebări relativ simple, precum *Ce este comunicarea?* sau *Cum comunicăm eficient?*

Încerc să închid astfel un cerc al studiului limbii engleze, cerc (oricât ar părea de incomplet la prima vedere) pe care îl desenez în jurul studentului la științe politice, sociologie, administrație publică, relații internaționale, jurnalism, etc. dornic să știe mai mult și să se perfecționeze continuu.

Vă invit să vă bucurați de informația cuprinsă în acest volum și să vă doriți să deveniți mai buni: mult succes tuturor!

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## Unit 1

***“Heaven and Earth never agreed better to frame  
a place for man’s habitation.”***

**– Captain John Smith, 1607**

### 1.1 Reading Skills

- **Previewing:** Research shows that it is easier to understand what you are reading if you begin with a general idea of what the passage is about. Previewing helps you form a general idea of the topic in your mind.
- To preview, read the title (if there is one), then the first sentence of each paragraph and the last sentence of the passage. You should do this as quickly as possible: remember that you are not reading for specific information, but for an impression of the topic.

### THE U.S. CONSTITUTION AND GOVERNMENT (I)

The United States of America has a written constitution, which sets out the principles of government. Drawn up in 1787, it has so far been changed or amended twenty-six times. The first ten amendments, known together as the Bill of Rights, set down such basic rights as the freedom of speech, of religion and of the press.

To ensure that no individual or group has too much power, the Constitution shares power among three groups, the executive (the President), the legislative (Congress) and the judicial (the courts), in such a way that each has a certain authority over the others (a system of checks and balances).

The President represents the country as Head of State but also has real political power. Elections for President are held every four years and no President may own office for more than two terms.

Presidential candidates are chosen by the political parties either through Primaries (direct elections) or at state conventions or caucuses (meetings of party representatives), depending on the state.

Congress consists of two houses, the Senate (to which each state elects two senators for a period of six years) and the House of Representatives, in which the number of representatives from each state depends on its population. Bills cannot become law until they have been passed by both houses, and if they are not passed by a two-thirds majority they can still be vetoed by the President. Bills must not conflict with the constitution.

The Federal government is responsible only for matters of national importance, such as foreign affairs, trade and defence. The governments of the individual states are responsible for all other matters.

*The Courts.* Federal judges are appointed by the President and confirmed by the Senate. The highest court, the Supreme Court, has the power to judge whether a law passed by the government conforms to the constitution and whether the President has acted constitutionally. If it judges that the President's behaviour has been unconstitutional, he or she may be impeached (accused of a crime against the State).<sup>1</sup>

## 1.2 Building Vocabulary

**caucus** *n* ~ 1) small group of people in a political party or organization who have a lot of influence or similar interests; 2) in the US: meeting held to decide which candidate a political group will support.

**system of checks and balances** – rules intended to prevent one person or group from having too much power within an organization.

**office** *n* – 1) work room or part of a company (We've got offices in London and Madrid.); 2) a position of authority and responsibility in a government or other organization; 3) a department of the national government in Britain, or an official government organization: the Home Office, the Foreign Office, the Office of Fair Trading, etc

**Primaries** *n* - in the USA, an election in which people who belong to a political party choose who will represent that party in an election for political office.

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<sup>1</sup> From *Oxford Advanced Learner's Dictionary*, Oxford University Press, 1995

**to draw (drew, drawn) up** (phrasal verb) – 1) to prepare something, usually something official, in writing 2) to move a chair near to someone or something

**to impeach** *v* – to make a formal statement saying that a public official is guilty of a serious offence in connection to their job, especially in the US.

**to set down** *v* - (phrasal verb) 1) to write or print something, especially to record it in a formal document; 2) if a vehicle sets down a passenger, it stops so that the passenger can get out; 3) to land an aircraft

**to set out** *v* - (phrasal verb) 1) to start a journey; 2) to start an activity with a particular aim; 3) to give the details of something or to explain it, especially in writing, in a clear, organized way; 4) to arrange something, usually a number of things, in an attractive and organized way.

**to share** *v* - 1) to have or use something at the same time as someone else; 2) to divide food, money, goods, etc and give part of it to someone else; 3) if two or more people or things share an activity, they each do some of it; 4) if two or more people or things share a feeling, quality or experience, they both or all have the same feeling, quality or experience; 5) to tell someone else about your thoughts, feelings, ideas, etc.

### 1.3 Vocabulary Practice

Form full, coherent sentences with the new vocabulary acquired in 1.2. Include them in your Portfolio.

### 1.4 Grammar Skills – Acquiring Structures / Grammar Practice and Exercises

#### Focusing on Structures

Choosing the right grammatical structure can make your sentences stronger and more concise. Although it is important to have variety in sentence structure, think about the best structure to use. Here are some guidelines for choosing the best structures:

- a) The subject and the verb of a sentence should reflect what is most important in a sentence. Example:
- **Inconcise:** The situation that resulted in my grandfather's not being able to study engineering was that his father needed help around the farm.
  - **Concise:** My grandfather couldn't study engineering because his father needed help around the farm.
- b) Postponing the subject with structures like there is and it is can be effective to emphasize a point. But frequently they are just extra words that weaken your sentences. Example:
- **Inconcise:** There were 25 cows on the farm that my grandfather had to milk every day. It was hard work for my grandfather.
  - **Concise:** My grandfather worked hard. He had to milk 25 cows on the farm every day.
  - **More concise:** My grandfather worked hard milking 25 cows daily.
- c) Complex sentences can often be made more concise by reducing clauses to phrases and phrases to single words. Example:
- **Inconcise:** Dairy cows were raised on the farm, which was located 100 kilometers from the nearest university and was in an area that was remote.
  - **Concise:** The dairy farm was located in a remote area, 100 kilometers from the nearest university.
- d) Use the passive voice only when the object, not the subject, is the focus. The passive voice is indirect, and in this structure the actor (the subject) loses its importance. The passive voice also requires a helping verb and the prepositional phrase that names the actor.
- **Inconcise:** In the fall, not only did the cows have to be milked, but also the hay was mowed and stacked by my grandmother's family.
  - **Concise:** In the fall, my grandmother's family not only milked the cows, but also mowed and stacked the hay.
- e) Some verbs need extra words to convey meaning. One verb that carries the complete meaning by itself can often replace a verb like this. Example:
- **Inconcise:** My father didn't have time to stand around doing nothing with his school friends.
  - **Concise:** My father had no time to loiter with his school friends.

f) Information in two or more sentences can often be combined into one sentence. Example:

- **Inconcise:** profits from the farm were not large. Sometimes they were too small to meet the expenses of running a farm. They were not sufficient to pay for a university degree.
- **Concise:** Profits from the farm were sometimes too small to meet operational expenses, let alone pay for a university degree.

## 1.5 Trivia<sup>2</sup> / Extra<sup>3</sup> / Miscellaneous<sup>4</sup>

The **nuclear family**, consisting of a mother, father and their children, may be more an American ideal than an American reality. Of course, the so-called traditional American family was always more varied than we had been led to believe, reflecting the very different racial, ethnic, class and religious customs among different American groups.

The most recent government statistics reveal that only about one third of all current American families fit the traditional mould and another third consists of married couples that either have no children or have none still living at home. Of the final one third, about twenty percent of the total number of American households are single people, usually women over sixty-five years of age. A small percentage, about three percent of the total, consists of unmarried people who choose to live together; and the rest, about seven percent, are single, usually divorced parents, with at least one child. Today, these varied family types are typical, and therefore, normal. Apparently, many Americans are achieving supportive relationships in family forms other than the traditional one.

## 1.6 Reading Comprehension Skills

*After reading the text carefully, please answer the following questions:*

1. With what is the passage mainly concerned?
  - a) the traditional American family,
  - b) the nuclear family
  - c) the current American family
  - d) the ideal family

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<sup>2</sup> Less important details or information

<sup>3</sup> Additional (information)

<sup>4</sup> Consisting of a mixture of various things which are not usually connected with each other

2. How many single people were identified in the survey:
  - a) one third
  - b) one fourth
  - c) one fifth
  - d) less than one tenth of the total surveyed?
3. Who generally constitutes a one-person household?
  - a) a single man in his twenties,
  - b) an elderly man,
  - c) a single woman in her late sixties,
  - d) a divorced woman.
4. The author implies that
  - a) there have always been a wide variety of family arrangements in the United States,
  - b) racial, ethnic, and religious groups have preserved the traditional family structure,
  - c) the ideal American family is the best structure,
  - d) fewer married couples are having children.

## 1.7 Portfolio

Write a short essay, trying to answer the following question: **Is the ethos<sup>5</sup> of the traditional family at risk nowadays?** Please argument your personal standpoint.

## 1.8 Communication Skills

### Conversation, the Heart of Communication

The main way we trade ideas is in conversation. Conversation is the most important means of communication we possess.<sup>6</sup> It is flexible and dynamic. Any organization in general – and the organization that you belong to, in particular – is, in essence, a network of conversations. In fact, that's all it is. Without effective conversations, it cannot operate.

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<sup>5</sup> Ethos – a set of beliefs, ideas, etc about social behaviour and relationships of a person or a group: national ethos, working class ethos, etc.

<sup>6</sup> Harvard Business Review on Effective Communication, Harvard University School Press, 1999

Conversations are the way we create shared meaning. All the other ways we communicate – interviews, presentations, written documents, and meetings – are variations on this central mode of communication. They all develop, or substitute for, conversation. If you want to communicate better, begin by improving your conversations.

How can we communicate more effectively? How can we begin to improve the quality of our conversations?

Point 8 in every Unit seeks to answer these questions and help you improve your conversation skills.



## Unit 2

***“The revolution was effected before the war commenced. The revolution was in the hearts and minds of the people.”***

**– Former American President John Adams, 1818**

### 2.1 Reading Skills

Reading for Main Ideas

- By previewing, you can form a general idea of what a reading passage is about, or – in other words – you identify the topic.
- By reading for main ideas, you identify the point of view of the author, i.e.<sup>1</sup> what the writer’s thesis is. Specifically, what does he propose to write about the topic?
- If one could reduce the reading to one sentence, what would it be?

### THE U.S. CONSTITUTION AND GOVERNMENT (II)

The President and Vice-President are both elected for a term of four years. The President has a good deal of authority. He has an annual salary and an annual allowance for travelling expenses. The Vice-President takes the place of the President in case a substitute is needed; ordinarily he acts as presiding officer of the Senate without a vote, except in the case of a tie.

The Cabinet is made up of the heads of the government departments. The President with the approval of the Senate appoints the members of the Cabinet; they are his official advisers and help him in carrying out his policies. Their term of service is generally the full four years that the administration lasts. They are responsible to the President for their official acts, and Congress has no power to remove them.

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<sup>1</sup> (Latin) i.e. - id est – that is