

ENGLISH FOR SPECIFIC PURPOSES

LABOR STUDIES

VOL. III

SILVIA OSMAN

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VOL. III



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În loc de cuvânt înainte...

Oricât ar părea de neobișnuit, 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 gramatica 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, mai mult sau mai puțin, acum, în prezentul demers. An de an, am încercat să înțeleg ce trezește, de fapt, curiozitatea studenților mei și am încercat să adaptez materialele de studiu și temele de discuții sferei lor de interes.

Necesitatea unui astfel de suport de curs pentru seminariile de limba engleză destinate studenților facultăților de comunicare, științe politice, administrație publică, relații internaționale, jurnalism etc. - pentru care materialele de studiu sunt extrem de limitate, reduse de cele mai multe ori la instrumente de lucru de genul dicționarelor – este, fără îndoială, 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 comunicare și relații publice, științe politice, administrație publică, 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 marea lor majoritate – 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, sunt menite 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 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 latina – “*communis*” înseamnă comun, împărtășit și face parte 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 prototipului studentului la comunicare, administrație publică, relații internaționale, științe politice, 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 mereu mai buni!

Silvia Osman

București, August 2014

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Unit 1

“He who works with his hands is a laborer. He who works with his hands and his head is a craftsman. He who works with his hands and his head and his heart is an artist.”

– Francis of Assisi

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.

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.¹ 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?

European Integration and Industrial Relations: A Case of Variable Geometry?²

(I)

This contribution considers the implications for industrial relations of European economic integration, and possible trade union responses. We can understand industrial relations as institutions and processes of social regulation

¹ (Latin) i.e. - id est – that is

² Richard Hyman - **Industrial Relations Department, London School of Economics, London, England, UK;**

of work and employment, whether by law, collective bargaining or more diffuse norms and standards (often, a combination of all three). These systems of worker protection became consolidated at national level; their foundations are eroded by increasing economic internationalization (to which the European single market was a response, but which it further reinforced). Through the dynamic of “regime competition”, multinational capital can play off national governments and national trade unions against one another, while norms of worker protection are subverted by growing insistence on “shareholder value”. Effective regulation of work and employment must be reconstructed transnationally; but most trade union energy has been devoted to a vain pursuit of European analogues of national legislation and collective agreements within a bureaucratic elite process of “social dialogue”. What is needed is, first, effective articulation between European- level trade union action and the day-to-day realities of national and workplace trade unionism, and second, a struggle to create a European civil society within which the protection of workers’ rights can win popular support and which can sustain effective collective mobilization.

Introduction

I begin my contribution³ with two quotations from Manuel Castells’ (1996, 1997, 1998) breathtaking, if contentious, overview of global society at the end of the millennium. In the first volume of his trilogy, he (1996:475-476) argues that modern information technology has disconnected capital from fixity of spatial location, while labor—in other words, existing workers—necessarily inhabits a locale from which it can escape only with difficulty, if at all.

At its core, capital is global. As a rule, labor is local...⁴ So while capitalist relationships of production still persist (indeed, in many economies the dominant logic is more capitalist than ever before), capital and labor tend to exist in different spaces and time: the space of flows and the space of places, instant time of computerized networks versus clock time of everyday life. This has obvious implications for what we term, in the banal AngloSaxon phrase, “industrial relations”: “under the conditions of the network society, capital is

³ **Richard Hyman** (born in Reading, 1942) has recently moved to the London School of Economics after 33 years at the University of Warwick. He is the founding editor of the *European Journal of Industrial Relations*. His latest book, entitled *Understanding European Trade Unionism: Between Market, Class and Society*, was published by Sage in April 2001.

⁴ © 2001 Editorial Board of *Antipode*. - Published by Blackwell Publishers, 108 Cowley Road, Oxford OX4 1JF, UK and 350 Main Street, Malden, MA 02148, USA

globally coordinated, labor is individualized. The struggle between diverse capitalists and miscellaneous working classes is subsumed into the more fundamental opposition between the bare logic of capital flows and the cultural values of human experience” (Castells 1996:475-476).

In his final volume, Castells (1998) analyses the process of European integration as both a reaction against and a regional reinforcement of economic internationalization. A project that arose out of political idealism – the institutionalization of cooperation among European states in place of the centuries of rivalry and war, the diffusion of humane standards of social protection and social welfare – achieved its lowest common denominator as a common market. Shaped primarily to constitute an economic bloc capable of competing with the US and Japan, united Europe acquired its efficacy primarily as one actor within the dynamic of intensified global competition: a process that imposed severe costs on ordinary European workers and citizens, resulting in disenchantment and resistance. “Widespread citizen hostility to the process of unification is reinforced by the discourse of most political leaders presenting the European Union as the necessary adaptation to globalization, with the corollary of economic adjustment, flexibility of labor markets and shrinkage of the welfare state” (Castells 1998:326).

These comments provide an apt entry to my topic. To what extent is “Europe” an arena in which trade unions can effectively coordinate their actions to respond to the dynamics of a capitalism that has increasingly escaped the constraints of national regulation? How far are “the cultural values of human experience” a resource that unions can adopt, and adapt, to win a popular legitimacy that in most countries they have manifestly lost? And how far can this provide a basis for a different style of European engagement, one which might allow the European trade union movement to reinvent itself as an effective protagonist of a genuine “people’s Europe”?

The ideal of a “real Social Union”, adopted as the goal of the European Trade Union Confederation (ETUC) at its ninth congress, is a challenge to the deregulation of industrial relations, which has been a theme of academic analysts and a project of policy makers in much of Europe for over a decade. In this paper, I examine critically both the theory and the practice of deregulation. Before doing so, however, it is necessary to clarify what we understand by regulation. This also provides a basis for considering whether the weakening of the established system – or complex of systems – of employment regulation at national level can provide a stimulus to the creation of a new industrial relations order at European level. If so, how can we characterize such a new order? (to be continued).

1.2 Building Vocabulary

bare *adjective*

2. only the most basic or important

*I just packed the bare **essentials** (= the most basic and necessary things).*

*There isn't much time, so I'll just give you the bare **facts/details** .*

3. **the bare minimum**

the least possible amount

*She eats only the bare **minimum** to stay alive.*

bare *verb* [T]

to uncover something or make it bare

*The men bared their **heads** (= took their hats off as a sign of respect) as they entered the church.*

*He became nervous when the dog growled and bared its **teeth** at him (= showed its teeth to him) .*

bargain *verb* [I or T]

to try to make someone agree to give you something more favourable for you, such as a better price, or better wages or working conditions

*Unions bargain **with** employers for better rates of pay each year.*

bargain sth away *phrasal verb*

to exchange something good for something of less value

*I realized that by trying to gain security I had bargained **away** my freedom.*

contention *noun*

1. [U] the disagreement that results from opposing arguments

There's a lot of contention about that issue - for every person firmly in favour, there's someone fiercely against it.

*The matter has been settled - it's no longer **in** contention.*

contention *noun*

3. **be in/out of contention for something**

to be able/not able to achieve or win something, especially in sport

*This decisive defeat **puts** them **out of** contention for this year's championship finals.*

contentious *adjective*

causing or likely to cause disagreement

a contentious decision/policy/issue/subject

deregulate *verb* [T] = to remove national or local government controls or rules from a business or other activity

The government plans to deregulate the banking industry/the bus system.

deregulation *noun* [U]

*Couldn't the deregulation **of** broadcasting lead to a lowering of standards?*

disenchanted *adjective* = no longer believing in the value of something, especially having learned of the problems with it

*Many voters have **become** disenchanted **with** the government.*

disenchantment *noun* [U]

*There is (a) growing disenchantment **with** the way the country/school/club is being run.*

drive a hard bargain INFORMAL

to expect a lot in exchange for what you pay or do

locale *noun* [C] FORMAL

an area or place, especially one where something special happens, such as the action in a book or a film

The book's locale is a seaside town in the summer of 1958.

manifestly *adverb* FORMAL

very obviously

*He claims that he is completely committed to the project and yet this is manifestly **untrue**.*

play off *phrasal verb*

to play a game, in a team sport, to decide which side will win

United and Rangers are playing off for the championship.

play sb/sth off against sb/sth *phrasal verb* [M]

to encourage one person or group to compete or argue with another, hoping to get some advantage from this situation

Management policy seemed to be to play one department off against another.

playoff *noun* [C usually singular]

an extra game in a competition played between teams or competitors who have both got the same number of points, in order to decide who wins the competition