English for European trade unionists

Level Two

Unit 9

European Works Councils

The ETUI-REHS is financially supported by the European Commission
LOOKING AHEAD

In this unit you will explore aspects of European Works Councils, learn some of the related vocabulary and write some e-mails

Vocabulary

- Words beginning with multi-
- Words relating to the EWC Directive

Grammar

- The past progressive (continuous) tense
- The use of modal verbs to express ability, permission and obligation.
The European Union

- Make a list of the member countries of the European Union
- Now name their capital cities
- Compare your list with that of a colleague
WORKING WITH READING 1

Exercise 9.1 European Works Councils (EWCs)

Read the following text and then answer the questions below.

The EWC Directive (94/45/EC) applies to all companies with 1,000 or more workers, and at least 150 employees in each of two or more EU Member States.

It obliges them to establish European Works Councils to bring together workers’ representatives (usually trade unionists) from all the EU Member States the company operates in, to meet with management, receive information and give their views on current strategies and decisions affecting the enterprise and its workforce.

Of the estimated 2,204 companies covered by the legislation, some 772 (35%) have EWCs in operation. The majority of companies covered by the Directive employ fewer than 5,000 workers - only 23% have EWCs. Among multinationals employing 10,000 people or more, 61% have EWCs.

The existing coverage of just over one-third of companies with EWCs after 12 years could be seen as a depressing outcome. The trade union side, however, sees it as no mean achievement, knowing the battles that workers have had to fight to get this far. Nonetheless, it is clearly inadequate. The companies that have so far failed to set up EWCs tend to be smaller enterprises, often with a low level of trade union organisation, with managements hostile to involving workers in decision-making, or companies that have undergone drastic restructuring in recent years. An active, representative trade union organisation is the first guarantee of a well-functioning EWC.

(www.etuc.org)

1. When and why was the Directive issued?
2. How many people must be employed by an undertaking for it to be included under the legislation?
3. What percentage of companies to which the Directive applies has EWCs?
4. In which kind of companies has the legislation been most successful?
5. In which kind of companies has the legislation been least introduced, and why?
6. What leads to effective EWCs?
7. Can you provide any examples of companies that have a European Works Council?
WORKING WITH VOCABULARY 1

STUDY BOX

Multi-words

Multi- is of Latin origin and means many. We can combine multi- with other words

For example:

Multinational: A company that operates in many countries.
Multimillionaire: a multimillionaire owns many millions.
Multiple-choice: a choice of answers to a question.
Multicoloured: in many colours.
Multicultural: the culture of diverse ethnic groups.
Multimedia: a combination of audio-visual aids.
Multiply: to increase.
Multiracial: many different races.
Multitude: a large number.
Multi-tasking: doing a lot of jobs at the same time

Can you add any other multi-words? (Use your dictionary)

Now make up sentences to show a partner the meaning of any more multi-words that you can think of.

Exercise 9.2

Fill in the gaps in the following sentences with an appropriate word from the list above.

1. My uncle won £5m in the National Lottery, so now he’s a 

........................................

2. A company which operates in different countries is called a 

........................................
3. At a recent conference, the health and safety rep gave an excellent ................. presentation.

4. The company’s ......................... sales brochure was very attractive.

5. The secretary usually receives a ....................... of requests for help and advice.

6. There was music and dancing from many ethnic groups. It was a happy .................. evening.

7. You need to ......................... the number by three to understand the size of the problem.

8. Do you think your country is ......................?

9. Most part-timers find they are .........................

10. Tutors often use ......................... questions to test course participants.

My uncle won £5m in the National Lottery ...
WORKING WITH LANGUAGE1

The past progressive (or continuous) tense

Like the present progressive, (see Unit 8) this tense is formed with the verb to be followed by the main verb, ending in –ing (the present participle) only this time to be is in the past tense. It is used to describe an incomplete/unfinished action in the past and usually describes a situation when something else is complete in the past.

<table>
<thead>
<tr>
<th>Subject</th>
<th>To be</th>
<th>Incomplete action</th>
<th>Finished action</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>was/</td>
<td>working in Brussels</td>
<td>when she met me</td>
</tr>
<tr>
<td></td>
<td>wasn’t</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you</td>
<td>were/</td>
<td>reading the report</td>
<td>When they came</td>
</tr>
<tr>
<td></td>
<td>weren’t</td>
<td></td>
<td></td>
</tr>
<tr>
<td>he</td>
<td>was/</td>
<td>watching television</td>
<td>when I saw him</td>
</tr>
<tr>
<td></td>
<td>wasn’t</td>
<td></td>
<td></td>
</tr>
<tr>
<td>she</td>
<td>was/</td>
<td>organising the</td>
<td>when it happened</td>
</tr>
<tr>
<td></td>
<td>wasn’t</td>
<td>campaign</td>
<td></td>
</tr>
<tr>
<td>it</td>
<td>was/</td>
<td>raining</td>
<td>when we went out</td>
</tr>
<tr>
<td></td>
<td>wasn’t</td>
<td></td>
<td></td>
</tr>
<tr>
<td>we</td>
<td>were/</td>
<td>talking to the boss</td>
<td>when the news arrived</td>
</tr>
<tr>
<td></td>
<td>weren’t</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you</td>
<td>were/</td>
<td>leaving</td>
<td>when the phone rang</td>
</tr>
<tr>
<td></td>
<td>weren’t</td>
<td></td>
<td></td>
</tr>
<tr>
<td>they</td>
<td>were/</td>
<td>laughing</td>
<td>as the meeting ended</td>
</tr>
<tr>
<td></td>
<td>weren’t</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 9.3

Insert the correct form of the past simple or the past progressive tense of the verbs in brackets.

1. What (do) .............. you when the accident (happen) ............?
2. When she (arrive) ............. the delegates (have) ........... a break.
3. He (tell) ........... me he (go)........ to send me an e-mail.
4. They (not listen)......... when I (make) ........... the announcement.
5. (You use) .............. the computer when it (crash) ..........?
WORKING WITH SPEAKING 1

Exercise 9.4

With a partner take turns in asking and answering the following questions:

1. What you were doing between 9 and 11am this morning?
2. What were you doing on Saturday morning?
3. What was the weather like when you went out this morning?
4. What were your colleagues thinking about they listened to the tutor?
5. What was the tutor talking about?
6. Where were you living before ______?
7. Who was_______?
8. Why were_______?
9. How was________?
10. When were_______?

WORKING WITH LISTENING 1

Exercise 9.5  An interview with a British member of a European Works Council

Listen to an interview with a British member of a European Works Council. Then answer these questions.

1. When was EWC Directive approved?
2. When did the Directive become law in the UK?
3. What kind of agreements existed in the UK before the Directive became law?
4. How many employees are required to be employed in a country before that country is represented on the EWC?
5. Are all European works councillors members of trade union organisations?
6. What advantages do management have in discussions?
7. Discuss how EWC delegates can obtain help in their work.
WORKING WITH READING 2

Exercise 9.6  Issues for EWCS

➢ Check with your colleagues that you understand the meaning of the issues 1-11 listed below by explaining them to each other.

➢ Select the three issues that you think are the most important for EWC delegates.

➢ Compare your choice with that of your colleagues.

➢ What issues are most frequently discussed at your meetings?

The competence of the EWC is limited to matters that concern the enterprise as a whole or those that concern its operations in at least two member states.

As a minimum, European legislation says that the following must be covered by the EWC:

1. The structure, economic and financial situation of the company.
2. The probable developments of the business, and production and sales.
3. The number of jobs and future prospects.
4. Investment.
5. Substantial changes in organisation, new working methods or process.
6. Transfers of production.
7. Mergers, cutbacks or closures.
9. But in practice, EWCS often discuss much more. The following three issues are frequently discussed by EWC delegates:
   • Training.
   • Equal opportunities.
   • Health and safety.
WORKING WITH WRITING 1

Membership of an EWC

The European Works Council of a multinational employing some 30,000 workers worldwide consists of representatives from many countries. Below is a table showing the number of delegates per country and their different nationalities.

Exercise 9.7

Fill in the gaps in the table with the name of the country or the nationality

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of delegates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 Austrian delegate</td>
</tr>
<tr>
<td></td>
<td>1 ............... delegate</td>
</tr>
<tr>
<td></td>
<td>0 Czech delegates</td>
</tr>
<tr>
<td></td>
<td>1 Dutch delegate</td>
</tr>
<tr>
<td></td>
<td>5 ............... delegates</td>
</tr>
<tr>
<td></td>
<td>10 ............... delegates</td>
</tr>
<tr>
<td></td>
<td>1 Hungarian delegate</td>
</tr>
<tr>
<td></td>
<td>2 ............... delegates</td>
</tr>
<tr>
<td></td>
<td>0 ............... delegates</td>
</tr>
<tr>
<td></td>
<td>2 ............... delegates</td>
</tr>
<tr>
<td></td>
<td>1 ............... delegate</td>
</tr>
<tr>
<td></td>
<td>4 ............... delegates</td>
</tr>
</tbody>
</table>

➢ What do you know about this company as a result of the composition of the EWC?

➢ Prepare a table for your own EWC (or for a EWC that you know)
WORKING WITH VOCABULARY 2

Exercise 9.8  Agreement

Negotiations between employer and worker representatives usually end in a settlement. An agreement in the form of a document contains the details (provisions) of the settlement.

List as many verbs as you can that go with the word agreement. Two examples are provided:

<table>
<thead>
<tr>
<th>Verb</th>
<th></th>
</tr>
</thead>
</table>
to reach an agreement|  |
to negotiate an agreement|  |

Now write sentences to illustrate the meanings of all the expressions you have listed.

With a partner, use as many of these verbs as possible to discuss any negotiations you have been involved in.

Exercise 9.9  Provisions of a European Works Council Agreement

A European Works Council Agreement usually includes reference to the provisions given in the table below.

Match the provisions in the list below with their definitions

Example:

1. Frequency (b) (of meetings): how often the EWC will meet.

<table>
<thead>
<tr>
<th>Provision</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Frequency</td>
<td>(a) (of the Agreement): how long the Agreement will last (for example, 4 years).</td>
</tr>
<tr>
<td>2. Location</td>
<td>(b) (of meetings): how often the EWC will meet.</td>
</tr>
<tr>
<td>3. Duration</td>
<td>(c) The list of the issues to be discussed.</td>
</tr>
<tr>
<td>4. Facilities</td>
<td>(d) The powers of the EWC: what the EWC can discuss</td>
</tr>
</tbody>
</table>
5. Competence (e) (of information): things that have to remain secret.

6. Agenda (f) Preparatory meeting of delegates before the meeting of the full European Works Council

7. Confidentiality (g) Where the meetings will be held.

8. Pre-meeting (h) For the meetings, for example, interpreters, training, secretarial help.

Now comment on the above terms with reference to the EWC Agreement of your company (or suggest what you would negotiate in a new Agreement).
WORKING WITH LANGUAGE 2

Some modal verbs

There are a number of verbs that are used to express a variety of meanings (for example: ability; permission; obligation) when used with other verbs. Here are some of them:

- **Ability**: can
- **Permission**: may; could; can
- **Obligation**: should; must; have to

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative – full form</th>
<th>Negative - short form</th>
<th>Question form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can</td>
<td>I cannot</td>
<td>I can’t</td>
<td>can I?</td>
</tr>
<tr>
<td>I may</td>
<td>I may not</td>
<td>I mayn’t</td>
<td>may I?</td>
</tr>
<tr>
<td>I could</td>
<td>I could not</td>
<td>I couldn’t</td>
<td>could I?</td>
</tr>
<tr>
<td>I should</td>
<td>I should not</td>
<td>I shouldn’t</td>
<td>should I?</td>
</tr>
<tr>
<td>I must</td>
<td>I must not</td>
<td>I mustn’t</td>
<td>must I?</td>
</tr>
<tr>
<td>I have to</td>
<td>I do not have to</td>
<td>I don’t have to</td>
<td>have I?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I haven’t to</td>
<td>do I have to?</td>
</tr>
</tbody>
</table>

The same form of the verb is used for all persons of the verb (there is no difference for he, she, it) with these verbs, except for the verb have to which uses has with he, she, it.

**Can** is the verb usually used to express ability:

**Examples:**

- Can Jack speak German?
- Can you swim?
- Vladimir can’t run very fast.
- We can all sing this song.
- I cannot agree with you.
Exercise 9.10 Expressing abilities

Tim wants to work in the union office. Maria asks him what he can and cannot do.

*Work with a partner. Take turns to play the role of Tim and Maria asking and answering questions about Tim’s abilities. See if you can think of any more skills he needs!*

<table>
<thead>
<tr>
<th>What Tim can do</th>
<th>What Tim cannot do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use a PC</td>
<td>type financial documents</td>
</tr>
<tr>
<td>Start work at 8 am</td>
<td>work overtime at weekends</td>
</tr>
<tr>
<td>Ride a bike</td>
<td>drive a car</td>
</tr>
<tr>
<td>Speak English</td>
<td>speak French</td>
</tr>
<tr>
<td>Understand EU directives</td>
<td>negotiate with employers</td>
</tr>
</tbody>
</table>

*Example:*

**Maria:** Tim, can you drive a car?

**Tim:** No, I can’t, but I can ride a bike.

*May, could and can* are usually used to express *permission*:

*Examples:*

<table>
<thead>
<tr>
<th>Very formal</th>
<th>May I say something?</th>
<th>May I use your mobile?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polite</td>
<td>Could I say something?</td>
<td>Could I send an e-mail?</td>
</tr>
<tr>
<td>More informal</td>
<td>Can I say something?</td>
<td>Can I ask you a question?</td>
</tr>
</tbody>
</table>

It is usual to add the word ‘*please*’ to requests for permission.
Exercise 9.11 Asking permission

Work with a partner and ask each other for permission to do the following:

- ask a question.
- borrow a pen.
- open the window.
- smoke a cigarette.
- take a photo.
- leave work early

Discuss which form you have used and why.

**Should, must and have to** are usually used to express obligation.

1. **Should** is not for strong obligations. It is used to give advice.
   - You **should** learn English - it is very useful.
   - We **should** visit London sometime - it’s interesting.
   - I **should** learn more vocabulary.

2. **Must** is used when the obligation comes from the speaker.
   - You **must** learn English - if you want to work in the International Department.
   - We **must** visit London - because my sister is ill.
   - I **must** learn the vocabulary - because there is a test tomorrow.

3. **Have to** is used when the obligation is from a rule or law or custom.
   - You **have to** drive your car on the left side of the road in the UK.
   - We **have to** pay our telephone accounts before we leave the hotel.
   - They **have to** sign the visitors’ book before they enter the factory.
Exercise 9.12 Expressing obligation

*Complete the following sentences with a suitable form of **should**, **must** or **have to**. There may be more than one answer.*

1. Large multinational companies ................. establish European Works Councils.
2. Pablo works in the International Department. He ................. speak English.
3. I want to improve my English. I ................... attend a Course.
4. They have a friend in England. They ................. visit her.
5. My doctor says I ................. stop drinking alcohol.
6. Antonia is working in Brussels. She says she ................. learn French.

*We should visit London sometime - it’s interesting.*
Reform of the EWC Directive

Proposals made by the ETUC (2006/7) to amend the current legislation governing EWCs.

Exercise 9.13

- With a partner find words in the box below that match the meanings of the words in bold.
- Check that you understand the meaning of the ETUC proposals.
- Discuss what you think are the four most important proposals.

<table>
<thead>
<tr>
<th>locations</th>
<th>disregard</th>
<th>penalties</th>
</tr>
</thead>
<tbody>
<tr>
<td>infringements</td>
<td>concept</td>
<td>stopped</td>
</tr>
</tbody>
</table>

1. A clearer definition of information and consultation;
2. Redefinition of the notion of confidentiality, to ensure EWC members are not prevented from communicating with their trade unions, for example;
3. A reduction in the period allowed for negotiating agreements, from three years to one year;
4. A framework of sanctions for companies that flout the law, and a legal right for workers’ representatives to challenge breaches of agreements;
5. The right to training for EWC members - covering languages and economic, financial and social affairs;
6. Better access to expert advice;
7. The right to hold preparatory and follow-up meetings;
8. The right for EWC members to enter company sites.

- Search the ETUC website (www.etuc.org) to see what progress has been made with these proposals.
Exercise 9.14 Are EWCs useful?

In two groups A and B discuss the meaning of the points below. Then exchange views between members of the two groups.

Share any personal experiences of EWCs that you have in the group and discuss what might help to make EWCs more effective.

Writing in the ETUI newsletter Agora, Jean-Claude Le Douaron, ETUI-REHS Education Officer made the following points:

A
- Workers are invited to one or two meetings per year.
- They are bombarded with all sorts of information, some of which is not always relevant.
- They return home to do their own work as local representatives without sparing much thought for the EWC until the next meeting.

B
- The EWC can become a key instrument for workers from the various countries involved.
- EWCs provide an opportunity to set up a network of representatives at European level.
- EWCs may facilitate the flow of information and consultation between local and national representatives in the same group company.

(Agora No. 32 December 2004)
Exercise 9.15  Words connected with e-mailing

Study these words connected with e-mailing. Can you add any more?

<table>
<thead>
<tr>
<th>send</th>
<th>receive</th>
</tr>
</thead>
<tbody>
<tr>
<td>reply</td>
<td>forward</td>
</tr>
<tr>
<td>save</td>
<td>delete</td>
</tr>
<tr>
<td>open</td>
<td>close</td>
</tr>
<tr>
<td>attach</td>
<td>download</td>
</tr>
</tbody>
</table>

When replying to an e-mail it is helpful to acknowledge receipt of the message you received.

**Study Box**

**Some ways of replying**

- Thanks
- Thanks for your message
- Good to hear from you again
- I got your e-mail OK
- I’ll certainly try to help.
- Sorry I’ve just received your message
- Thanks but I didn’t receive the attachment
Exercise 9.16  Replies

Write replies to the following e-mails based on your own experience (or invent the answers).

Hi Fritz,
Remember you promised to send me some information about the composition of your EWC? How many delegates are there per country and how did you decide the number?
Regards
Tom

Hi!
How are you? Sorry I couldn't attend the English Language Training Seminar. I hope it's going well. What's the weather like? What did you do yesterday?
Regards
Francesca

Dear Colleague
I'd like to visit your plant and discuss some aspects of health and safety with you and your colleagues. Please tell me when it would be convenient to make such a visit.
Best wishes
Hans

Hi Joan,
I enjoyed meeting you at the H&S seminar last month. I hope you had a good journey home. When would you like to visit our plant?
Atb
Bernd

Hello Gordon,
I hope you are able to come to our next meeting in Milan on 20 May. Perhaps you could arrive the day before and I could show you some of the sights. Let me know what your plans are.
Ciao
Maria
Exercise 9.17  A day in the life of an EWC delegate

Read the following text and answer the questions below.

My name is Karl-Johan Spuur Mortensen and I am a member of the LO-affiliated union IF Metal and an elected delegate to the European Works Council of Freudenberg a German family-owned company with divisions in the rubber, non-wovens and household products (cleaning materials) business. This last division is where I am employed as a production worker, in a plant in Norrköping, Sweden, where we make sponge cloths.

I usually arrive at work at 8 o’clock. There, I start off by collecting any incoming correspondence and, of course, logging on to my computer. The other day, for example, I received an newsletter issued by the national works council of my German colleagues. It had an interesting article about the sale of a part of my division in Germany. I immediately sent an e-mail to the chairman of our EWC to ask for additional details about this.

When I opened my e-mails I found a message from a union colleague in Spain with pictures attached from the latest English language course our EWC arranged with ETUI. After having sent my questions to the chairman about the newsletter, I sent a brief thank you to my Spanish colleague, adding that it will be very useful to me as I was planning a newsletter in Swedish to all employees in my country. It will look better with some recent photos like the ones he sent me.

Then I looked at my diary and found that there were local negotiations about this year’s wage increases scheduled at 1 o’clock, so I called my colleagues to hear if they were on their way to our preparatory meeting. This meeting took us the rest of the morning.

At lunch I met some shift-working colleagues in the canteen. We discussed the production and the progress of the morning shift as we enjoyed lunch together.

After lunch my negotiating partners and I went to the conference room where the collective bargaining was going to take place. We prepared ourselves to stay there the rest of the day! By five o’clock there was no agreement so we decided to adjourn the meeting and set a new date for further negotiations.
Before I left my workplace I looked at my e-mails to see if there was a reply from the EWC Chair and I found a very comprehensive description of the situation concerning the sale of the division in Germany.

*Indicate whether the following statements are true or false and if false, explain why.*

1. Karl-Johan is a trade unionist.
2. He is a full-time EWC delegate.
3. He was appointed to the EWC by his trade union.
4. He works in Sweden.
5. He received an EWC newsletter.
6. The EWC organised an English course.
7. Spanish colleagues are preparing a newsletter.
8. He represents the EWC in collective bargaining.
9. There was no settlement of the wage claim at the first meeting.
10. The household product division in Germany is being sold.
WORKING WITH SPEAKING 2

An interview

Exercise 9.18

Imagine that you are going to interview Karl-Johan about his job. Prepare a number of questions based on the information contained in the above Working with Reading text. With a partner take turns in asking and answering the questions. Feel free to invent additional information.

Study Box

Some useful words for interviews

- Excuse me but I wonder if you could help me...
- I’m interested in...
- Could you give me some information about...
- Could I just check...
- I’d like to know...
- Sorry could you say that again please...
- Can you tell me something about...
- What is the most important task...
- What would you say was the most...
- When do you...
- How do you...
- Why do you...
- That’s been very interesting and helpful
- Thank you for your time
ACTIVITIES

Activity 1

EWC delegate survey (for members of EWCs)

Discuss the following questions. Depending on the composition of the Course participants the discussion could be between members of different EWCs or non-members could interview those who are delegates.

1. How does the EWC function?
   a) How many delegates are there on your EWC?
   b) How often do you meet?
   c) Describe a typical meeting.

2. How are delegates chosen in the different group companies?
   a) What differences, if any, are there in the ways workers are represented at plant level within the group?
   b) What time allowance and facilities, if any, do delegates receive from management to carry out their duties?

3. How do delegates communicate ...
   a) ... with the workforce at their plant?
   b) ... with each other at national level?
   c) ... with other country delegates?

4. What is your opinion of the usefulness of your EWC?
**Activity 2**

**Role-play: Enlarging the membership of the EWC**

*Work in small groups.*

*Before starting the role-play, spend 5 minutes sharing as much vocabulary as possible relating to EWCs.*

*Then divide into two groups A + B as indicated below.*

**Group A**

**Visiting delegation**

You are going to visit some trade union reps in a company in your group employing 200 workers where there is not yet an EWC delegate. You know that they are critical of the idea of sending a delegate to EWC meetings.

*You need to explain to them:*

a. the functions of the EWC  
b. the advantages it offers  
c. the role of a delegate

**Group B**

**Union reps**

You are trade union reps in a company that does not send a delegate to the EWC. EWC delegates are coming to visit you to discuss the possibility of membership. You are not very enthusiastic about the idea of EWCs.

*You want to know:*

a. what the EWC does  
b. the advantages of participating in the EWC  
c. how it is organised

➤ *Both groups have 30 minutes to prepare for the visit in which it is important to divide the questions among the group.*
You should begin by introducing yourselves and with some small talk. However, you will need to get down to business quickly as you have only 30 minutes for this meeting (as you all have to return to work!)

After the meeting you will come out of role and prepare a short report on your experiences to give to a plenary session. How was the meeting? Were you made welcome? Did they understand your explanations? Were you asked relevant questions?

Activity 3

Exchanging information

You hear that the management of your plant with 1500 employees is going to outsource part of the production to a country outside of the EU. This means that about 180 workers will lose their jobs.

Discuss with your colleagues what you would do in this situation.

Prepare an e-mail to the chair of your EWC informing her/him of this decision and asking for help.
Looking back

In this unit you

- Discussed the purpose of EWCs
- Studied vocabulary related to the topic of EWCs
- Practised the use of the past progressive tense and some modal verbs
- Wrote some e-mails

You should now be able to

- Explain something about EWCs in general
- Describe the composition of an EWC
- Understand and use the past progressive tense and some modal verbs
- Write some e-mails