English for European trade unionists

Level Two
Working with video and Study Guide

The ETUI-REHS is financially supported by the European Commission
WORKING WITH VIDEO

General suggestions

The use of these video clips will vary according to the level and needs of the users.

For example:

- Beginners may be asked to observe the images and try to identify objects and people (What? Who? Where?).
- Tutors may pre-teach certain vocabulary items such as-trade union related terms (for example, in Speak up for public services: target, pay freeze, recruitment retention, settlement, at stake); idiomatic expressions (for example, in Partnership for progress: cosy love-in, instant fix, on tap, lost our way).
- Users can follow the clips with the transcripts; they can read the text out loud in parallel to the audio.

See also the section Listening and Viewing in the Introductory unit ‘Language learning strategies’

ACKNOWLEDGEMENTS

We are grateful to the following organisations for permission to use video clips as follows:

- **ETUC** ([www.etuc.org](http://www.etuc.org))
  - Extracts from: ETUC Congress Video (Migrant workers and trade unions in the UK)

- **TUC** (hbl media for Congress TV, see [www.congresstv.tv/](http://www.congresstv.tv/))
  - Extracts from: Working together in the Northeast; Work your proper hours; Speak up for public services; Partnership for progress.

- **Will flash for cash** ([www.willflashforcash.com](http://www.willflashforcash.com))
  - A very personal assistant
1. **A very personal assistant** *(Will flash for cash)*

Tutors can use this material in a variety of ways depending on the level of the learners.

For example, learners could be asked to identify characters and objects and the actions that are taking place.

More advanced learners could be asked to discuss the use of cartoons in communications.

After viewing, the tutor could ask learners to infer the meanings of certain vocabulary items such as "personal assistant", "cool", "low-down" and "silly puppy".

The tutor should exploit this clip primarily for its humour, so extensive analysis should not be necessary!
2. Migrant workers and trade unions in the UK  
(*ETUC Congress Video*)

*Watch the video and answer the following questions:*

1. Why was the female Polish worker sacked?
2. How soon was she re-instated in her job?
3. How many migrant workers have been recruited to the GMB union as a result of the work of training organisers from migrant workers’ communities?
4. What type of companies employ the cleaners?
5. Which trade union took action on behalf of the cleaners?
6. Which countries do Bendita and João come from?
7. Which two key factors are important for unions to know about migrant workers?

**Discussion Points**

*Work in small groups.*

- Which particularly vulnerable groups of workers need the support of trade union organisations?
- What is the situation regarding migrant workers in your country?
- Is there more emigration (from your country), or immigration (into your country)? Which countries do these workers come from or go to?
- What kind of jobs do migrant workers generally do in your country?
- What special problems do these workers face?
- What help do they receive from the trade unions?
3. **Working together in the Northeast** *(Congress TV)*

*Before watching the video discuss:*

a. the meaning of “upskilling” and “sustainable employment”

b. possible benefits from companies and unions working together to improve the skills of workers.

*Watch the video and answer the following questions:*

1. List as many advantages of skills training as you can and compare your list with that of a colleague:

<table>
<thead>
<tr>
<th>Companies</th>
<th>Individual workers</th>
<th>The region</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

2. How many people are employed at Cummins Engines Company?

3. How many union learn reps are there at Cummins?

**Discussion Points**

*Work in small groups*

- What opportunities you have for training within your employment?
- What part do trade union organisations play in training workers?
- How much training do you think people need?
4. **Work your proper hours** *(Congress TV)*

*Before watching the video discuss with your colleagues the extent to which you think you work unpaid overtime.*

**Watch the video and answer the following questions**

1. How many people are thought to be working unpaid overtime in 2007?
2. What is Elizabeth Jones’s job?
3. What hours does Elizabeth Jones say she works?
4. What are the effects according to Elizabeth of working long hours?
5. In what way does TUC leader Brendan Barber suggest that workers work their proper hours on 22 February?
6. What is Elizabeth Jones’s new job?
7. What benefits does Elizabeth Jones thinks she has gained from her new job?

**Discussion Points**

*Work in small groups*

- In your job, is it acceptable to go home at the proper time and finish the task tomorrow? Or would you be expected to stay and work late and finish it?
- Is this your decision, or someone else’s?
5. **Speak up for public services** (*Congress TV*)

![Image of people holding signs]

*Before watching the video list what sectors of the economy are in the public sector in your country and compare your list with other colleagues*

**A. Watch the video for the first time to obtain a general idea about the contents and answer the following questions:**

1. Who is organising the campaign?
2. What is the aim of the campaign?
3. Which groups of workers are represented in the clip?

**B. Now watch the video again and answer the following questions:**

1. Why does the Government want a pay freeze?
2. How many people are said to work in the public sector?
3. What pay rise was offered to teachers?
4. Which important items are rising in price?
5. What is the effective pay rise of prison officers?
6. What percentage of prison officer posts are said to be vacant in London?
7. What is the likely impact of the current pay policy on public sector workers?
8. What is the political danger for the Government of discontent in the public sector?

**Discussion Point**

- Discuss with colleagues the relation between prices and pay in your countries.
6. **Partnership for progress** *(Congress TV)*

This video is about a partnership between management and unions in the case of HBOS—a major UK bank (created as a result of the merger of the Halifax Group plc and the Bank of Scotland in 2001).

**Watch the video and answer the following questions:**

1. How many workers are employed by HBOS and how many are union members?
2. What benefits does HBOS see in an increase in union membership?
3. Why does the General Secretary of the union Accord want HBOS to be a successful company?
4. What is the main aim of the National Secretary of the union Unite?
5. Where in the UK do you think Dunbarton is? (the accents of the branch staff might help you with the answer).
6. What is the current issue at the branch?
7. What does the union rep appreciate about the branch manager?
8. What does the branch manager value about the union rep?
9. What help does the union rep get from the union head office?
10. Why does the Group Human Resources Manager want to encourage people to become union reps?

**Discussion Point**

- Do you have any experience of “partnerships” between management and unions? Are there any dangers in such arrangements?
WORKING WITH VIDEO

Study Guide

2. Migrant workers and trade unions in the UK

1. Because she distributed union literature inside the factory.
2. Within 48 hours.
3. Thousands and thousands.
4. Contracting companies who supply the services of the cleaners to office companies. In other words this work is outsourced.
5. The T&G (Transport and General Workers Union).
6. Portugal and Angola.
7. Language and culture.

3. Working together in the Northeast

a. *Upskilling* means to improve your skills, taking existing skills to a new and higher level.

b. *Sustainable employment* is employment that occurs within a context that respects the environmental impact of the economic activity, and which supports sustainable development. The jobs are also therefore more likely to be more permanent, as they take into account the use of renewable energy, and may depend on new technologies and transferable skills.

1. List as many advantages of skills training as you can and compare your list with that of a colleague:

<table>
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<th>Individual workers</th>
<th>The region</th>
</tr>
</thead>
<tbody>
<tr>
<td>increased productivity</td>
<td>gain experience</td>
<td>bigger pool of better educated labour available</td>
</tr>
<tr>
<td>less wastage</td>
<td>gain knowledge</td>
<td>higher skills</td>
</tr>
<tr>
<td>better skills to complete jobs on time</td>
<td>gain qualifications</td>
<td></td>
</tr>
<tr>
<td>small cost-huge rewards</td>
<td>more motivated</td>
<td></td>
</tr>
<tr>
<td>reduce costs - improve quality</td>
<td>more productive</td>
<td></td>
</tr>
</tbody>
</table>

2. 2
3. 12
4. Work your proper hours

1. Nearly 5 million
2. She works as a city lawyer, that is she works as a lawyer in a firm of lawyers (a law firm). “City” suggest the firm is based in The City (of London) -the financial centre
3. Starts 8-8.30; finishes 7.30-8.00-9 o’clock. Sometimes works all night!
4. She’s exhausted. She can keep going for so long and then becomes ill. Long hours impact on relationships, they wreck friendships, she becomes unreliable and has to cancel arrangements.
5. He encourages workers to come into work on time, to leave on time and to take their lunch break.
6. She more relaxed, she’s not tied to her desk she’s in control of her hours, her work and her social life.

5. Speak up for public services

1. In order to fight inflation.
2. 6m.
3. 3 year deal of 2.3%.
4. Housing, transport, gas and electricity.
5. 1.9% because the recommended increased has been staged (not given at once but paid in stages) by the Government
6. 50%.
7. Due to difficulties in recruitment and retention of employees-an increase in workload with workers stressed and de-motivated.
8. Potential loss of many votes (6m workers) at the next election.

6. Partnership for progress

1. Workforce = 68,000; union membership some (about) 35,000.
2. It will make the unions more truly representative of the employees. A real and productive partnership will differentiate the bank from its competitors. Unions and management feel they working together for the common good (for mutual benefit).
3. So members can have secure jobs, fair rewards and dignity at work.
4. To make sure members have got job security.
5. Dunbarton is in Scotland - 15 miles from Glasgow (Google Dunbarton to learn about the changing nature of employment there).
6. Staffing on Saturdays. Banks used to be closed on Saturdays, now they are generally open at least in the morning but staff prefer not to work at weekends-hence the use of rota systems where staff take it in turns to work on Saturdays.

7. She always finds time to see her.

8. She has a strong bond with the branch staff.

9. There is always someone to talk her through things, to tell her what the next step is and what she needs to do.

10. It is good to get strong local relationships because most issues (problems) can be solved at local level.