English for European trade unionists

Level Three

Trade Union Organisation

The ETUI-REHS is financially supported by the European Commission
Foreword

Effective communication is an essential tool in the goal of building a European trade union identity that transcends political and geographical borders. The ability to speak a language other than one’s own is an important step towards achieving this goal, enabling trade unionists from across the European Union to exchange information and experience, and to learn about other cultural and trade union contexts.

The Education Department of ETUI-REHS (formerly ETUCO) has been involved in the promotion and delivery of foreign language training since 1993. This activity has involved a number of publications, including *English for European Trade Unionists Levels 3 + 4* which first appeared in 1995 under the auspices of a LINGUA-funded project. This material has now been revised and updated, and made available as electronic files for the first time.

The new units are:

- Introductory unit: Language learning strategies for European trade unionists
- Three level 3 units (upper intermediate): Trade union organisation; Trade unions and Europe; Health and Safety
- Three level 4 units (advanced): Working Women; Workers of the World; European Works Councils

A description of the language level, a profile of the target group, advice on how to use the materials and a grid showing the full contents can be found in the Introductory Unit. Tutors will find additional advice on approaches and methodology in the *Language Trainers Guide* published in 2005.

My thanks to all those who have participated in the preparation and production of these materials. We hope that they will contribute to improved communications and better understanding amongst trade unionists throughout Europe.

Jeff Bridgford

Director
ETUI-REHS Education

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Jacky Barry

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John Eden

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Acknowledgements

We are grateful to the following individuals and organisations for permission to reproduce materials within these units:

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<thead>
<tr>
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<tbody>
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</tr>
<tr>
<td>BBC</td>
<td><a href="http://www.bbc.co.uk">www.bbc.co.uk</a></td>
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<td>Commission of the European Union</td>
<td><a href="http://ec.europa.eu">http://ec.europa.eu</a></td>
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<td>European Public Services Union</td>
<td><a href="http://www.epsu.org">www.epsu.org</a></td>
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<td>European Trade Union Confederation</td>
<td><a href="http://www.etuc.org">www.etuc.org</a></td>
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<td>Health and Safety Executive</td>
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<td><a href="http://www.ituc-csi.org">www.ituc-csi.org</a></td>
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<tr>
<td>Irish Confederation of Trade Unions</td>
<td><a href="http://www.ictu.ie">www.ictu.ie</a></td>
</tr>
<tr>
<td>International Labour Organisation</td>
<td><a href="http://www.ilo.org">www.ilo.org</a></td>
</tr>
<tr>
<td>International Textile Garment and Leather Workers’ Federation</td>
<td><a href="http://www.itglwf.org">www.itglwf.org</a></td>
</tr>
<tr>
<td>Labour Research Department</td>
<td><a href="http://www.lrd.org.uk">www.lrd.org.uk</a></td>
</tr>
<tr>
<td>NATFHE (now University and College Union)</td>
<td><a href="http://www.ucu.org.uk">www.ucu.org.uk</a></td>
</tr>
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<td>New Internationalalist</td>
<td><a href="http://www.newint.org">www.newint.org</a></td>
</tr>
<tr>
<td>New Statesman</td>
<td><a href="http://www.newstatesman.com">www.newstatesman.com</a></td>
</tr>
<tr>
<td>National Union of Journalists</td>
<td><a href="http://www.nuj.org.uk">www.nuj.org.uk</a></td>
</tr>
<tr>
<td>El Pais</td>
<td><a href="http://www.elpais.es">www.elpais.es</a></td>
</tr>
<tr>
<td>Public and Commercial Services Union</td>
<td><a href="http://www.pcs.org.uk">www.pcs.org.uk</a></td>
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<tr>
<td>Public Services International</td>
<td><a href="http://www.world-psi.org/">www.world-psi.org/</a></td>
</tr>
<tr>
<td>Jon Robins</td>
<td><a href="mailto:JonRobins@aol.com">JonRobins@aol.com</a></td>
</tr>
<tr>
<td>SASK – Trade Union Solidarity Centre of Finland</td>
<td><a href="http://www.sask.fi/english/">www.sask.fi/english/</a></td>
</tr>
<tr>
<td>Seppo Leinonen</td>
<td><a href="http://www.seppo.net">www.seppo.net</a></td>
</tr>
<tr>
<td>SIPTU</td>
<td><a href="http://www.siptu.ie">www.siptu.ie</a></td>
</tr>
<tr>
<td>The Sunday Times</td>
<td><a href="http://www.sunday-times.co.uk">www.sunday-times.co.uk</a></td>
</tr>
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<td>The Times</td>
<td><a href="http://www.timesonline.co.uk">www.timesonline.co.uk</a></td>
</tr>
<tr>
<td>Transport and General Workers’ Union</td>
<td><a href="http://www.tgwu.org.uk">www.tgwu.org.uk</a></td>
</tr>
<tr>
<td>Trades Union Congress</td>
<td><a href="http://www.tuc.org.uk">www.tuc.org.uk</a></td>
</tr>
<tr>
<td>UNISON</td>
<td><a href="http://www.unison.org.uk">www.unison.org.uk</a></td>
</tr>
<tr>
<td>Union Ideas Network</td>
<td><a href="http://www.uin.org.uk">www.uin.org.uk</a></td>
</tr>
<tr>
<td>UNITE-HERE</td>
<td><a href="http://www.unitehere.org">www.unitehere.org</a></td>
</tr>
<tr>
<td>Vintage Press</td>
<td><a href="http://www.randomhouse.com/vintage">www.randomhouse.com/vintage</a></td>
</tr>
</tbody>
</table>

We have tried to contact all relevant organisations and individuals but would welcome information regarding any that have inadvertently been overlooked so that permission can be sought and due acknowledgement given.
Looking Ahead

In this unit, you will focus on aspects of trade union organisation at workplace and national level, such as publicity, recruitment, organisational structures and campaigns. You will study the following:

Vocabulary

➤ for describing your job and union responsibilities
➤ for describing organisational structures and campaigns

Grammar

➤ asking questions
➤ adjectives and adverbs
➤ comparison
➤ connectives
➤ relative clauses

Functions

➤ recruiting new members
➤ making presentations about your organisation
➤ listening to others making presentations
Trade Union Organisation

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Publicising the union

With partner, discuss the following:
1. What is the main message of each of these images?
2. Do you think this is an effective form of advertising? Why? Why not?
3. Make a list of possible means and methods of advertising a union.
4. How does your union publicise its work to potential members?
**Persuading others to join the union**

*In small groups, draw up a mind-map to show all the possible positive reasons for joining a union.*

*Now look at the UNISON list ‘Ten good reasons’ on the next page and see if you have covered all the points.*

- Are there any significant differences?
- Which do you think are the most important benefits?
- Which are the least important?
- Are there any other benefits you would add?

**Most important benefits**

**Least important benefits**

**Other benefits**
Why join UNISON?
Ten good reasons
With more than 1.3 million members working across the public services, being part of UNISON means you have the full weight of Britain’s biggest trade union behind you.

<table>
<thead>
<tr>
<th>Number</th>
<th>Reason</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You can earn more</td>
<td>Year on year, UNISON wins pay rises for its members. Average earnings are around eight per cent higher in unionised workplaces.</td>
</tr>
<tr>
<td>2</td>
<td>You're more likely to get equal pay</td>
<td>UNISON is campaigning to bring women’s pay into line with men’s. workplaces with union recognition are 20 per cent more likely to have an equal opportunities policy.</td>
</tr>
<tr>
<td>3</td>
<td>You get more holiday</td>
<td>UNISON has won increased leave for many of its members wherever they work.</td>
</tr>
<tr>
<td>4</td>
<td>You get more and better training</td>
<td>UNISON provides courses to help you learn new skills, improve existing ones and develop your career. Since 1994 UNISON has won agreements with employers to pay for courses and provide time off for employees to attend them.</td>
</tr>
<tr>
<td>5</td>
<td>You get more maternity leave or parental leave</td>
<td>If you belong to UNISON, your employer is more likely to have parental leave policies which are more generous than the statutory minimum.</td>
</tr>
<tr>
<td>6</td>
<td>You're less likely to be injured at work</td>
<td>UNISON health and safety stewards are trained to minimise the risk of workplace injuries and ensure that employers meet their legal obligations.</td>
</tr>
<tr>
<td>7</td>
<td>If you do get injured at work, you'll get better compensation</td>
<td>UNISON wins millions in legal compensation for people who are injured or become ill at work. We won over £37 million in 2004 for members and their families.</td>
</tr>
<tr>
<td>8</td>
<td>You're less likely to be discriminated against</td>
<td>UNISON campaigns for tougher laws to make it illegal to discriminate on the basis of sex, race, age, disability or sexual orientation. Black and Asian trade unionists earn 32 per cent more than non-unionised colleagues.</td>
</tr>
<tr>
<td>9</td>
<td>You can help keep our public services public</td>
<td>UNISON campaigns against all forms of privatisation, including PFI and foundation hospitals. Where our members have been transferred to the private sector we have won them pay and employment protections.</td>
</tr>
<tr>
<td>10</td>
<td>You're less likely to be sacked as non-members.</td>
<td>Trade union members are only half as likely to be sacked as non-members.</td>
</tr>
</tbody>
</table>

[Extract from UNISON website]
Notes:

**UNISON** is Britain’s biggest trade union with more than 1.3 million members. Our members are people working in the public services, for private contractors providing public services and in the essential utilities. They include frontline staff and managers working full or part-time in local authorities, the NHS, the police service, colleges and schools, the electricity, gas and water industries, transport and the voluntary sector. Last year UNISON recruited 155,000 new members - 425 per day.

**PFI – Private Finance Initiative** is a model of using private finance for public sector projects, such as new hospitals or school buildings, which then remain in private ownership and are leased back to the state.

*UCL Hospital London: built with private finance*
Working with words 1

1. Explain these terms used in the UNISON list in your own words. Do this without a dictionary, and ask a colleague if you are not sure.

   The first one is done for you as an example:

<table>
<thead>
<tr>
<th>Term used</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>unionised workplaces</td>
<td>These are workplaces where trade unions are allowed to organize.</td>
</tr>
<tr>
<td>union recognition</td>
<td></td>
</tr>
<tr>
<td>equal opportunities</td>
<td></td>
</tr>
<tr>
<td>policy</td>
<td></td>
</tr>
<tr>
<td>increased leave</td>
<td></td>
</tr>
<tr>
<td>career</td>
<td></td>
</tr>
<tr>
<td>parental leave policies</td>
<td></td>
</tr>
<tr>
<td>statutory minimum</td>
<td></td>
</tr>
<tr>
<td>stewards</td>
<td></td>
</tr>
<tr>
<td>legal obligations</td>
<td></td>
</tr>
<tr>
<td>disability</td>
<td></td>
</tr>
<tr>
<td>sexual orientation</td>
<td></td>
</tr>
<tr>
<td>non-unionised</td>
<td></td>
</tr>
<tr>
<td>sacked</td>
<td></td>
</tr>
</tbody>
</table>

2. Working with a partner, write ten new sentences, each containing at least one of these words or expressions.
Skimming - reading for gist

When you want to understand the gist (i.e. the overall meaning) of a text, you do not read to understand every word. Instead, you can skim or look over the text quickly to find key words and sentences which give you the gist.

1. Skim the text below and then write one sentence for each paragraph (A-D) which summarises the main points.

Trade unions

The future is reform

A Unions are in decline throughout the industrialised world. In Britain, as a powerful report published yesterday by the Fabian Society reminds us, membership at 6.4m is half what it was 25 years ago. Unions represent only 29% of the workforce and that is skewed dramatically in favour of the public sector with almost 60% market share against 17.2% in the private sector. Among the reasons for decline are the erosion of manufacturing and of the working class - but sustained prosperity, at least for most workers, has also played a role. Being outside a union does not imply lower wages.

B The unions’ response to decline has been for bigger ones to merge, despite research showing that union mergers are almost as ineffective as private sector ones. The author, David Coats, warns that merger mania means two men could control more than 40% of votes at party conference. This has implications not only for democracy in the Labour party but for the unions’ links with the TUC since two unions will be in effective control. There have been victories - such as the minimum wage, union recognition and the Warwick agreements - but power on the shop floor, partly due to Mrs Thatcher's rule of fire, has been severely eroded. In the public sector strikes are now threatened to protect pensions, not wages, a situation unheard of even five years ago.
What can be done? The author urges the unions to subject themselves to the cathartic reform process that the Labour party has successfully gone through. He wants the movement to capitalise on the paradoxical results of TUC research that while few people outside a union express enthusiasm for them, 62% give support for "collective action". His role models are unions such as Usdaw and Prospect, which have developed a "robust, cooperative relationship" with employers which, he claims, far from being a betrayal of the working class is actually what most members want from their union. It is difficult to argue against his case that the future lies more in unions emphasising life-long learning and career development (the Usdaw model) rather than the confrontational tactics of Bob Crow's RMT even though the latter has delivered some successes for his members.

At a time of sustained rises in real wages the traditional role of unions in striking for higher rewards is less urgent. There are still serious problems - the low-paid earn too little - despite real gains through the minimum wage - and those at the top pay themselves ludicrously over the odds. These are problems which must be dealt with. Meanwhile, at a time of rapid globalisation, it is essential for unions to become a stimulant for growth rather than a brake. Let the debate begin.

© Guardian News & Media Ltd, 2005

Notes:
The Fabian Society is a British socialist intellectual movement founded in 1884 which favours reform over revolution.

The Warwick agreements were agreed between the Labour government and the unions in 2004

USDAW is the Union of Shop, Distributive and Allied Workers

Prospect is the ‘Union for Professionals’ (includes engineers, scientists, managers, specialists in agriculture, environment, etc.)

RMT is the National Union of Rail, Maritime and Transport Workers

2. Read the text again more slowly and carefully this time, and decide if the following statements are TRUE or FALSE:

1. There are more union members in the public sector than in the private sector in the UK. TRUE / FALSE

2. Union mergers mean more democracy. TRUE / FALSE

3. Most people think unions are more effective if they enjoy a good relationship with the employers. TRUE / FALSE

4. The struggle for fair pay is no longer a problem. TRUE / FALSE
**Vocabulary matching**

A. Find a word or phrase in the text which means the same as the word in the list.  
[Complete this column after you have studied Working with Language 1]

This word … … means the same as this word in the text: What part of speech is this?

<table>
<thead>
<tr>
<th>Ex.</th>
<th>distorted</th>
<th>skewed</th>
<th>adjective</th>
</tr>
</thead>
</table>

**Paragraph A**

1. mean
2. pay

**Paragraph B**

3. notwithstanding
4. connections
5. seriously reduced

**Paragraph C**

6. encourages
7. purifying
8. build
9. contradictory
10. strong
11. really

**Paragraph D**

12. achievements
13. ridiculously
14. catalyst
Trade union organisation

Discussion points

- What is the trend for union membership in your country?
- Have there been mergers between trade union organisations?
- What are the main issues for trade unions in your country today?

B. Complete each sentence with one of the words or phrases given:

<table>
<thead>
<tr>
<th>tier</th>
<th>discipline</th>
<th>carry out</th>
<th>entitled</th>
<th>elected</th>
</tr>
</thead>
<tbody>
<tr>
<td>hostile</td>
<td>grievance</td>
<td>security</td>
<td>say</td>
<td>status</td>
</tr>
</tbody>
</table>

Example:

Ex. *The female kitchen staff are fighting for equal .... status ... with the male kitchen workers.*

1. The management have no ................. in choosing the union rep.
2. In the present economic climate, there is not much ................ of employment in the building trade
3. The workers have a .................. about the unsatisfactory working conditions in the factory.
4. Membership of that club .................. him to a free ticket to that show.
5. The management wanted to .................. the worker because he had broken the rules.
6. The workers have .................. a shop steward to represent them in meetings with the management.
7. The union rep said it was difficult for her to .................. her union duties as usual.
8. The workers were extremely ............ to the managements' proposal to reduce their wages.
9. Most unions have a three ................ structure: local, regional and national.
ADJECTIVES and ADVERBS

1. Complete the paragraph below putting one word from the box in each space:

<table>
<thead>
<tr>
<th>terribly (2)</th>
<th>carefully (2)</th>
<th>complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>quickly</td>
<td>nervous</td>
<td></td>
</tr>
<tr>
<td>unfortunately</td>
<td>confident</td>
<td>loud</td>
</tr>
</tbody>
</table>

I still remember the day I went to my first union meeting. I had planned my speech very .................. (1) but as the time to start got nearer, I began to feel .................. (2) ..................... (3). There were .................... (4) voices coming from the meeting room but when I opened the door, the noise died down ....................(5) and by the time I reached the table at the front of the room there was .........................(6) silence. I introduced myself in what I hoped was a ....................(7) voice and placed my papers on the table in front of me. .........................(8) I did not do it .........................(9) enough and the papers fell onto the floor. I was.........................(10) embarrassed and bent down to pick them up.

Now read the paragraph again, underline all the adjectives and put a circle round all the adverbs.

Adjectives  give information about nouns and are used:

- before nouns - for example: A confident voice
- with certain verbs - for example: There was complete silence.

Some common verbs in this group are:
be, seem, appear, look, feel, sound, taste.
For example: You look rather tired.
This tea tastes awful.

**Adverbs** give information about verbs and adjectives.

For example: I had planned my speech very carefully.
I began to feel terribly nervous.

**Formation**

The following table shows how adverbs are formed from adjectives. Fill in the missing examples.

<table>
<thead>
<tr>
<th>regular</th>
<th>clear</th>
<th>clearly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>usual</td>
<td></td>
</tr>
<tr>
<td></td>
<td>complete</td>
<td></td>
</tr>
<tr>
<td></td>
<td>__________</td>
<td></td>
</tr>
<tr>
<td>change of spelling</td>
<td>happy</td>
<td>Happily</td>
</tr>
<tr>
<td></td>
<td>capable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>true</td>
<td></td>
</tr>
<tr>
<td></td>
<td>__________</td>
<td></td>
</tr>
<tr>
<td>no change</td>
<td>hard</td>
<td>hard</td>
</tr>
<tr>
<td></td>
<td>fast</td>
<td>fast</td>
</tr>
<tr>
<td></td>
<td>straight</td>
<td>straight</td>
</tr>
<tr>
<td>irregular</td>
<td>good</td>
<td>well</td>
</tr>
</tbody>
</table>

**Note:** Be careful with some adjectives that end in -ly. They cannot be used as adverbs. You should use another adverb with a similar meaning or an adverb phrase instead.

For example: He gave me a friendly smile.
He smiled at me in a friendly way.

Now use silly, ugly and lovely in similar sentences of your own.
Comparison of adjectives and adverbs

<table>
<thead>
<tr>
<th>train</th>
<th>bicycle</th>
<th>car</th>
<th>boat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bus</td>
<td>plane</td>
<td>taxi</td>
<td></td>
</tr>
</tbody>
</table>

1. Look at the forms of transport above and complete these sentences:

   a. Travelling by ......................... is cheaper than travelling by .................
   b. A ......................... is more convenient than a .........................
   c. A ......................... can be parked more easily than a .........................
   d. The least reliable method of transport is a ............................

Check your answers with a partner.

2. Study the following carefully:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>One syllable:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cheap</td>
<td>----------er than</td>
<td>(the) -----------est</td>
</tr>
<tr>
<td>Two or more syllables:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sociable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adverbs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>easily</td>
<td>more -----------than</td>
<td></td>
</tr>
<tr>
<td>less</td>
<td>less -----------than</td>
<td></td>
</tr>
<tr>
<td>Irregular forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>good</td>
<td>better</td>
<td>(the) best</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td>(the) worst</td>
</tr>
<tr>
<td>far (distance)</td>
<td>farther</td>
<td>(the) farthest</td>
</tr>
<tr>
<td>far (time)</td>
<td>further</td>
<td>(the) furthest</td>
</tr>
</tbody>
</table>
Now make sentences of your own about the forms of transport above using these words:

<table>
<thead>
<tr>
<th>safely</th>
<th>expensive</th>
<th>comfortably</th>
</tr>
</thead>
<tbody>
<tr>
<td>quickly</td>
<td>hard</td>
<td>economically</td>
</tr>
</tbody>
</table>

For example:
You can travel more quickly by train than by car but it is more expensive.

3. Look back at Why join UNISON: Ten good reasons on page 6
Complete the following sentences to make comparisons:

Example:
UNISON members earn more ..... money than non-members.
1. Non-members don’t..........................................................
2. As a UNISON member, you can get..........................................
3. Non-members get injured....................................................
4. UNISON members are less likely...........................................
5. You’ll get ................................................................. if you have a baby.

4. Put the adjective or adverb in brackets into the comparative form which best suits the meaning of the sentence:

1. What do you think is (difficult) aspect of being a trade union rep?
2. Who is (useful) to society, a trapeze artist or a trade unionist?
3. I think women drive (carefully) than men.
4. They bought (expensive) house they could afford.
5. There is nothing (bad) than missing a connecting flight
6. He gave up smoking last year and now feels much (fit).
7. That really is (bad) meal I have ever eaten.
Trade unions today – putting the case

Below are some comments that you may hear in everyday conversation:

“Trade unions used to be important years ago, but they are irrelevant these days”
“The law protects people at work, so they don’t need to belong to a union”
“I’ll be discriminated against if I join a union”
“What’s the point? I’m only on a temporary contract”
“If you have a problem, you can go and see your line manager - there’s no need to involve the union”
“Employers don’t have to take any notice of unions”

Work in groups to decide how you would respond to these comments.
Put your main comments on a flipchart or transparency.
Choose someone in your group to give a report on your discussion.

Prepare a short speech in which you describe some of the benefits of trade union membership to a small group of non-trade unionists.

Choose someone in your group to give the speech.
Plan and prepare an information leaflet

1. In your group, plan and prepare an information leaflet for foreign workers based on union organisation in your workplace.

2. Decide who the leaflet is aimed at, and what message you want to convey. Then do a rough sketch of the leaflet showing:
   - page size
   - heading(s)
   - images to include
   - main points of the text

Present your ideas to the other groups.

Cover of a recruiting leaflet for the National Union of Journalists
Communication activity 1

Recruiting new members

This is a role-play in which a union rep tries to persuade a new colleague to join the union. According to UNISON (the UK public services union), ‘face-to-face recruiting is our best tool and gains more members than any other method’.

Work in groups of three, and adopt one of the following roles in each group.

Now look at the preparation notes for your role (5 minutes).
Before you start the role-play, agree on your sector and workplace, and the name of the union.
A. The union rep

Opening remarks:

- "I have been talking to some other people and they think..."
- "We have been trying to get people together to..."
- "(UNION NAME) is concerned about..."

What to say next: Identify issues. Start by using general questions and then narrow the focus:

- "How are things going here at work?"
- "What has changed here recently/over the last...?"
- "What would you change if you could?"

Learn about the worker and workplace:

- "How long have you been working here?"
- "What is your job/role?"

If you are already aware of an issue, use this to open up the conversation:

- "Are you worried about..."
- "What is happening about..."
- "How do you think you and your workmates could be affected by..."

Some general points:

- Listen and ask questions for at least 70% of the time when you first meet a potential recruit.
- Identify any concerns; don't make promises but highlight that there may be hope.
- Recognise that concerns about joining are real and acknowledge them. No large organisation is perfect - be honest about the union.
B. New colleague who is sceptical about the benefits of union membership

Decide on your job in this new workplace

- “I work in ....... department as a ............”
- “I’ve been here since ...............”

Say something about your family circumstances

- “I’m single / married / divorced / separated...”
- “I’ve got x children”
- “I support my mother/father/ etc. so I can’t afford to lose my job

What were you doing before? Or is this your first job?

- “I used to work at /in ........”
- “This is my first proper job

Were you a member of the union in your previous job?

Think about some issues you are concerned about

- Holidays
- Time off for looking after sick children
- General working conditions
- Job security
- Pay rises
- Pension arrangements etc.

[Adapted extract from UNISON website, InFocus 04]
C. **Observer**

*Listen carefully to the conversation between A + B.*

*Fill in this Listening feedback sheet:*

<table>
<thead>
<tr>
<th><strong>Listening feedback sheet</strong></th>
<th>✓/✗</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the union rep introduce him/herself?</td>
<td>✓</td>
</tr>
<tr>
<td>Did s/he ask if it was a convenient time to talk?</td>
<td>✓</td>
</tr>
<tr>
<td>Had s/he made an appointment?</td>
<td>✓</td>
</tr>
<tr>
<td>Were the questions clear?</td>
<td>✓</td>
</tr>
<tr>
<td>Did s/he put the new colleague at their ease? How?</td>
<td>✓</td>
</tr>
<tr>
<td>Did s/he maintain good eye contact?</td>
<td>✓</td>
</tr>
<tr>
<td>Did s/he give clear answers to the colleague’s questions?</td>
<td>✓</td>
</tr>
<tr>
<td>Do you think s/he answered his/her concerns?</td>
<td>✓</td>
</tr>
<tr>
<td>Did s/he offer to find out more information?</td>
<td>✓</td>
</tr>
<tr>
<td>Did s/he arrange another chat?</td>
<td>✓</td>
</tr>
<tr>
<td>Did s/he speak for 40 /50 /60 /70 /80% of the whole time of the interview?</td>
<td>✓</td>
</tr>
<tr>
<td>Do you think the new colleague will join the union?</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Suggestions:**

*Now swap roles, but change the sector/workplace and union.*
**Trade union organisation**

**Working with video 1**

**Recruiting new members**

**Listening for specific information**

When listening for specific information, it is not necessary to understand the entire passage. You need to listen for signposts, usually particular words or phrases, which will signal that the information you need is about to be given. You do not need to worry about understanding everything that is said.

In this video extract, you will see four trade union officials talking about the challenge of recruiting new members in their respective organisations. Watch the video, and list (i) their ideas for recruiting new members and (ii) some of the problems they face.

1. **Neil Kearney**
   
   *General Secretary, International Textile, Garment and Leather Workers’ Federation (ITGLWF)*

1.1 How does Neil Kearney suggest doubling the membership?

1.2 Why do people think trade unions are like insurance companies?
2. Edgar Romney,  
*UNITE-HERE, U.S.*

2.1 In which industry did UNITE start to organize?

2.2 Give some of the reasons:

2.3 Why is it difficult to organize in this sector?
3  **Silas Kuveya,**  
*General Secretary, Textile and Tailor Workers’ Union, Kenya*

**Thabo Tshabalala,**  
*Regional organiser, Africa Region, International Textile, Garment and Leather Workers’ Federation*

**Note:** EPZ = Export Processing Zones (see unit *Workers of the World* for more information)

3.1 How did they start their recruitment campaign?  

3.2 When did they talk to the workers?  

3.3 What percentage of EPZ workers in Mombasa did they manage to recruit?  

3.4 How did the company react?
Unite Here! – New members

You are about to watch an extract from a video made by the North American union UNITE-HERE (formerly UNITE), designed for new members.

Before you watch the video, read the questions below, so you know what information you are listening for.

1 ‘Pride’ – introductory sequence
1.1 What are people doing in the opening sequence?
1.2 In which sectors does UNITE organize?
1.3 What are the roots of UNITE?

2 Negotiating a union contract
2.1 How did the union discover the needs and concerns of the workers?
2.2 How did they ensure they achieved the best possible contract?
2.3 What was the result of the ballot?

3 Protecting your rights on the job
3.1 What can you do if you have a problem?
3.2 How does this shop steward describe his job?

Discussion point

- Do you think this video is an effective means for recruiting new members?
- What other topics would you cover in a video for new members?
Finding the right words to describe my job

What kind of contract do I have?
- part-time / full-time
- employee / worker
- seconded – on secondment
- free-lance (independent)
- fixed-term / short-term contract
- permanent contract
- agency worker

I’m on a / I have a………/ I’m a/n………/I work as an………

What is my union rôle?
- officer
- official
- number of hours per week/ month (facility time) spent on trade union duties
- TU duties or TU activities
- elected representative (frequency, duration)
- salaried employee
- staff member

I’m a ……………………………………………
In what sector do I work?
- public/private
- agriculture/industry/services
- hotel and catering
- health
- education and training
- commerce
- metal/wood/chemical/mining
- energy

I work in the ..................sector as a/n..........................

Where do I work? At what level do I operate?
- branch/local/workplace level
- head office
- regional
- national
- European/international

I work at...........................................

What does my job involve?
- management/administration/secretarial/personnel
- legal/finance/banking
- production
- teaching/training
- nursing/caring
- sales
- quality control

My job involves...................................
Trade union organisation

What am I responsible for?

- recruitment
- campaigns
- collective bargaining
- training
- equal opportunities
- health and safety

I am responsible for

Describe your job with at least one sentence based on information from each of the boxes above. Make notes, and ask your tutor or colleagues for clarification of any vocabulary or expressions you are not sure of.

Practise in pairs, changing pairs so you do this several times; try to do it eventually without looking at your notes!
**Working with language 3**

**Asking questions**

*Look at the following statement:*

“In Ireland, trade union representatives are usually elected by branch members.”

This could be the answer to several different questions, for example:

a. How are trade union reps chosen in Ireland?

b. Who elects trade union reps in Ireland?

c. What happens in Ireland?

Questions (a) and (b) are specific questions which seek to elicit specific information. Question (c) is a more general and open-ended question, which could be answered in several different ways.

1. **Working with a partner, turn the following statements into as many questions as you can think of:**

   Example:
   
   *Trade unions help secure better conditions for members*
   
   1. Do unions help secure better working conditions?
   2. What are trade unions for?
   3. What do trade unions do?
   4. For whom do trade unions help secure better conditions? Or
   5. Who do trade unions secure better conditions for?

- Being a trade union rep is hard work.
- More women should be encouraged to participate.
- Union reps can help members with their problems.
- Trade union reps need to be effective communicators.
- Young people are an important target group for recruitment.
2. Look at this NATFHE campaign poster (National Association of Teachers in Further and Higher Education, now University & College Union).

Write questions to go with the answers below:

Example:

What is the NATFHE campaign about?

The campaign is against job losses.

1. ......................................................................................................................?

It is aimed at protecting the jobs of academic staff.

2. ......................................................................................................................?

The campaign was conducted at the Universities of Sunderland and Northumbria.
3. ...................................................................................................................?
It led to the withdrawal of compulsory redundancies.

4. ...................................................................................................................?
It was a very determined campaign.

5. ...................................................................................................................?
NATFHE challenges institutions that do not consult staff or dismiss staff without justification.

6. ...................................................................................................................?
Job cuts affect teaching quality, student support and staff workloads.

7. ...................................................................................................................?
The poster is encouraging people to join the union today.

**NATFHE** is the National Association of Teachers in Further and Higher Education, which is one of the unions which represents lecturers in colleges and universities in the UK. It amalgamated with the Association of University Teachers in June 2006 to form **UCU –the University and College Union**.

Notice the word *association*, which is often used in the title of trade union organisations for certain professions, rather than the word union.
3. **Read the following poem:**

**The Shop Steward's Lament**

Who is the worst paid man today?
With haggard look and hair turned grey,
Who's blamed when things do not go right
Who gets no rest by day or night?
Though never having been to college
He must possess the widest knowledge
On rates of pay and hours of labour
And how to keep peace with one's neighbour.
Of income tax and how to pay it,
What's best to say, and when to say it,
The how and why and which and when
Of all the problems known to men.
If with the foreman he's agreed,
He's sold the men and been weak-kneed.
When for the men he tries to cater
He's called a blinking agitator.
Who is this chap? What! Don't you know him?
Or how much you really owe him?
This chap, whose torment is assured,
Is no one else than your SHOP STEWARD!

Anon

1. **How many questions can you find in this poem?**
2. **What is the overall effect of using so many questions?**
3. **In pairs, practice reading the poem aloud, until you think you have the pronunciation, rhythm and intonation right.**

**Discussion points:**

- How does this portrayal of a shop steward differ from reality today?
- Why would many modern trade unionists find it unacceptable?
- Can you re-write it to make it acceptable?
MORE COMPARISONS

**as......as**

1. When you say two things are the same in some way, you can use *as........as* with an adjective or adverb.

   **For example:** It's *as cold as* ice.
   She drove *as fast as* she could.

2. In negative comparisons, we can use:
   - *not as........as*
   - *not so........as*

   **For example:** He's *not as tall as* his brother.
   He's *not so tall as* his brother.

**like or as?**

1. When you say that people, things, actions or situations are similar to each other, you can use *like* or *as* depending on the grammar of the sentence.

   **Like** is a preposition and so is followed by a noun or a pronoun.

   **For example:** She's very *like* her mother.
   My brother is not very much *like* me.
**Trade union organisation**

**As** is a conjunction and is followed by a clause, with a subject and a verb.

**For example:** She’s a dedicated trade unionist, **as** her mother used to be.

He’s a good public speaker, **as** his predecessor was.

In informal American English, **like** is very often used as a conjunction:

**For example:** Nobody loves you **like** I do.

This usage is becoming more common in British English.

1. **Work with a partner and decide if these sentences are correct. Where necessary, correct them:**
   
   1. He speaks well English like you do.
   2. She is as big than her sister.
   3. Your union branch is not so big as ours.
   4. The buildings in the city centre are as prisons.
   5. Unions today fight for their members like they have always done in the past.
   6. She does not attend meetings as often as I do.

2. **Answer these questions about the grammatical rules for making comparisons:**
   
   1. How do you make the comparative and superlative of a short adjective like easy?
   2. How do you make the comparative and superlative of long adjectives like considerate?
   3. What happens to good, bad and far in the comparative and superlative?
   4. How do you make comparative sentences using **as**?
   5. How do you make adverbs from the following?
      
      *slow / angry / good / intelligent / hard /fast*
   6. What is the comparative of friendly and clever?
3. Complete the following sentences with like or as:

1. The buildings in the city centre are ........ large prisons.
2. The union fights for its members just ........ it has always done in the past.
3. Works Councils in Denmark are set up by legal statute, ........ they are in France.
4. The location of the meeting, ........ the dates, has already been decided by the committee.
5. She represented the members in disciplinary cases ........ her predecessor had done before her.

4. Write sentences comparing two countries or cities that you have visited. Try and say something about the character of the people who live there as well as the place itself.

Examples:

- It is usually hotter in Spain than it is in France
- They eat meals much later in Spain than in France
- There seem to be fewer bars in French towns compared to Spanish towns.
- On the surface, Spanish people seem more sociable than French people.
Using connectives

Getting your message across

- It is important when you are making a speech to a group of people to make your speech 'listener-friendly'.
- You will have to make choices about how to organise your information: you may choose to speak about general points before going on to more specific points; you may choose to talk about things in chronological order; you may talk about the important things before the least important.
- It will help your listeners if you 'signpost' the different sections of your speech.

The 'signposts' you use are called Connectives.

Study this list of connectives:

1. Ordering points of information: firstly, secondly, etc. next, then, furthermore, in addition, moreover, lastly, finally

2. Moving from one point to another: (Transition) let me now turn to, with reference to, with regard to, with respect to to sum up, in conclusion, to conclude

3. Summing up or concluding:
Trade union organisation – national level

In this activity you will prepare a short presentation on the organisation of the trade union movement in your country.

1. Work with one or two colleagues from the same country. After discussion, fill in the sheet on the next page. Transfer this information to an overhead transparency or flip chart.

2. Prepare a set of speaker's notes to accompany your presentation. Divide up the task with the colleague(s) in your group.

3. Give your presentation, referring to the overhead transparency or flip chart as appropriate.

4. As you listen to presentations by others in the group, make notes on their use of appropriate language and effectiveness of the presentation. Be prepared to give (and receive!) constructive feedback.

This information could be useful for any visit you make on behalf of your trade union organisation to an English-speaking country, or to certain meetings, seminars or conferences anywhere where English is one of the working languages.
# Trade Union Organisation

## National Level

### COUNTRY

| .......................................................... |
| .......................................................... |
| .......................................................... |
| .......................................................... |

### NATIONAL CONFEDERATION/S OR UNION ORGANISATION

| .......................................................... |
| .......................................................... |
| .......................................................... |
| .......................................................... |

### Questions

1. Percentage of workforce in unions:
   - **Total:**
   - **Male:**
   - **Female:**

2. Number of unions:

3. On what basis are unions organised? (Please tick one or more.)
   - religion
   - politics
   - other
   - occupation
   - industry

4. Number of confederations:

5. On what basis are these confederations organised? (Please tick one or more.)
   - religion
   - politics
   - other
   - occupation
   - industry

6. List two of the most positive features of your trade union organisation.
   - •
   - •

7. What major changes, if any, would you like to see in trade union organisation in your country?
   - •
   - •
Working with speaking 3

Talking about organisational and representational structures

1. You are preparing a talk on the structure of your organisation.

(i) Study the example from the GMB on page 41. Prepare an organisational chart (onto a transparency) for your own organisation and a set of speaker’s notes to go with it.

(ii) Include information about your organisation’s national, regional and local structures.

(iii) Indicate your role within this structure. (see p. 27, Finding the right words to describe my job)

(iv) Indicate your organisation’s affiliation to any national, European, or international federations or confederations, such as the ETUC, ICFTU or sectoral organisations such as EPSU (Public Services), ETF (Transport) etc.

(v) Your talk should conclude with a summary of any recent structural changes (e.g. mergers of regions) that have occurred within your organisation, and the reasons for these.
Structure of the GMB – Britain’s general union, which organises in all sectors, including 34 of the UK’s biggest companies.

From GMB website, April 2006

2 You are going to answer some questions about representation in your organisation.

First of all, look at the diagram below showing you the links that a British workplace rep. has:
Now read this description of workplace representation in the UK, and check the meaning of all terms in bold.

<table>
<thead>
<tr>
<th>Workplace representation in the UK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Local representation</strong></td>
</tr>
<tr>
<td><strong>The job of a rep</strong></td>
</tr>
<tr>
<td><strong>Time off work</strong></td>
</tr>
<tr>
<td><strong>Joint committees</strong></td>
</tr>
<tr>
<td><strong>Regional representation</strong></td>
</tr>
<tr>
<td><strong>National bodies</strong></td>
</tr>
<tr>
<td><strong>Special groups</strong></td>
</tr>
</tbody>
</table>
Trade union organisation

Working in pairs, answer these questions and describe the system of workplace representation for your organisation, with the aid of a diagram.

1. What is the smallest unit represented by your local workplace rep?
2. How many people does s/he represent?
3. How often are elections held?
4. What is s/he responsible for?
5. Does s/he represent your members on a bigger committee in the workplace?
6. How many units (departments, or sections) are represented on that committee?
7. Describe the regional structure of your organisation.
8. OR If your organisation is divided into sectors according to activity (sometimes called ‘branches’), describe this structure.
9. What are the arrangements for time off for your elected workplace reps?
10. What are the national bodies of your organisation?
11. Are there seats reserved for special groups? If so, which?

Trade union campaigns

You are preparing a talk about priorities for your organisation’s work by talking about some of the current issues and campaigns.

1. Look at the extract from the webpage of the Irish union, SIPTU below. Make a list of some of your organisation’s current national or local campaigns and transfer these to a flip chart, or transparency [You may need to consult your organisation’s website]. Prepare a set of speaker’s notes to go with your presentation
2. Include an indication of the different target groups for these campaigns, and an explanation of why these are priorities for your organisation.
3. Be prepared to answer questions on why these are priorities, which of the campaigns is most important for you, and whether there are other priorities not addressed by these current campaigns.
SIPTU Campaigns and Current Issues

The Services, Industrial, Professional and Technical Union (SIPTU) represents over 200,000 Irish workers from virtually every category of employment across almost every sector of the Irish economy.

2006 International Anti-Racism Day marked with new publication

21.03.2006
Speaking today at the launch of a new publication, “Diversity in the Workplace – a Guide for Shop Stewards”, SIPTU General President, Jack O’Connor declared that strengthened employment regulation and proper enforcement of it will optimise the potential of the multicultural workplace. “Failure to do this will result in devastating consequences immediately and in the longer term,” he said.

Tackling Exploitation at Work

Find out more about SIPTU’s campaign to strengthen the Labour Inspectorate - through the employment of more and better qualified staff, better resources and greater powers of inspection

SIPTU’s position on decentralisation

The Government first announced its proposal to relocate over ten thousand civil and public service jobs to fifty-three locations around the country in December 2003. At that time SIPTU argued that any such proposal could only be implemented on an agreed basis which respected the voluntary nature of the programme.

THE ‘FRANKENSTEIN’ DIRECTIVE

The magnificent trade union demonstrations of recent weeks were not only protesting against the race to the bottom currently being pursued by Irish Ferries management against its workers – but also against the same agenda being pursued through the EU’s proposed Services Directive. If the former is the most glaring example of how exploitation is being facilitated by the “law of the sea,” the latter is an attempt to advance the same aims by introducing the “law of the jungle” on land.
Predicting

If you are going to read a text containing ideas and information about a certain subject, it is useful to think over what you already know about a topic before you begin to read. Ask yourself some questions that you think the text may help you to answer. Then you will read with a clear purpose. If you do this you should find that you understand and remember the text more easily.

1. **You are going to read a text entitled TUC chief drops in on ETUCO language course, where Brendan Barber, the General Secretary of the TUC talks to course participants about the challenges for trade unionism in Britain today.**

**Before you start reading, think about the following:**

- What are the crucial issues today for your Confederation?
- Is membership increasing or declining?
- What benefits has EU legislation brought to workers?
- Which groups of people are more likely to join unions in your country?

2. **Now read the text, then choose the most appropriate phrase to complete the statements which follow on page 47.**

**TUC chief drops in on ETUCO language course**

Brendan Barber, General Secretary of the British Trades Union Congress (TUC), paid a visit to ETUCO’s English language course in Newcastle in the UK in early November.

He spoke about the TUC’s vision for improving the world of work, through extending training to upgrade workers’ skills, creating a better quality of working life, and measures for pensions to give people more security. He also outlined steps to ensure employees are consulted on changes in the workplace. These measures form the basis of the TUC’s campaign for the next UK general election in 2005. Childcare will be another crucial issue.

He emphasised the benefits EU legislation has brought for workers, including better rights for working parents and part-timers, and consultation over change. The TUC reversed its previously negative attitude to the EU 25 years ago, when Jacques Delors was European Commission President.
Constitutional debate

A lively debate is underway in the UK on the European Constitution, said Barber, with a referendum promised for early 2006. The key question for trade unions is whether the Constitution extends and protects the social dimension or undermines it. The TUC is just beginning this debate with its member organisations. Public opinion in the UK is currently very negative on Europe, with an anti-EU media establishment setting the agenda.

The 12 course participants from Austria, Belgium, Estonia, Hungary, Italy, Latvia, Sweden and Turkey had an opportunity to question the TUC leader on issues like recruitment and relations with the British Labour Party.

Barber described the decline in UK union membership, down from 12 million in 1979 to 6.5 million in 2004, with a huge loss of jobs in manufacturing industries. Services are the jobs growth area, and 60% of members are now in the public sector. Trade unions need to look at the way they use resources and develop organisational skills. This is the aim of the TUC Organising Academy, which recruits and trains young people as future organisers.

Asked about the TUC's communications strategy, Barber highlighted the challenge of reaching a public accustomed to sophisticated commercial communication techniques. Cultural changes mean people no longer want to attend evening meetings, and unions need to respond by investing in new approaches such as high quality websites and email bulletins.

A change of image

Another challenge is reaching younger people, who are increasingly mobile in the jobs market. The TUC has been trying to change its "male, pale and stale" image through involving more women and members of ethnic minorities.

It is also strengthening links with student union organisations, since 30-40% of young people go into higher education. Low unemployment means that young people have more choices, so if they encounter a problem at work they change jobs rather than join a union.

The TUC is working on improving relations with the Labour Party and setting an agenda for a possible third term of government. "Skills, rights and pensions will be part of that agenda," said Barber.
1. The TUC is working to
   a. shorten the working week
   b. improve conditions in the workplace
   c. convince members of the disadvantages of EU membership
   d. lower the retirement age

2. TUC membership
   a. has risen since 1979
   b. is about the same as it was in 1979
   c. is little more than 50% of 1979 levels
   d. is greater in the private sector

3. The TUC will update its communications strategy through
   a. organizing more evening meetings
   b. more effective distribution of newsletters
   c. re-designing its website
   d. more use of information communications technology (ICT)

4. The TUC wants to recruit
   a. more young people
   b. more white men
   c. more older people
   d. fewer students

3. Find words in the text that mean the same as:

   1. improve (paragraph 2) ........................................
   2. plans (paragraph 2) ............................................
   3. used to (paragraph 5) ......................................
   4. old (paragraph 6) .............................................
Relative Clauses

Read the following two sentences:

a. The delegates who had missed the train arrived at the conference late.

b. The delegates, who had missed the train, arrived at the conference late.

In sentence a, some of the delegates arrived late because they had missed the train, other delegates had not arrived late. The information "who had missed the train" is essential to the meaning of sentence a.

In sentence b, all the delegates arrived late. The fact that they had missed the train is additional information and could be left out of the sentence without changing the meaning.

In sentence a "who had missed the train" is a defining relative clause.

In sentence b "who had missed the train" is a non-defining relative clause.

Defining Relative Clauses

1. Commas are not used to separate the relative clause from the rest of the sentence.

2. that can be used instead of who or which
   e.g. The union that you wanted to visit has its headquarters in Paris.
   It's a question that has often been asked at meetings.

3. If the relative pronoun is the object of the relative clause, it can be omitted.
   e.g. The meeting he planned has been cancelled.
   The General Secretary I met in Madrid is arriving tomorrow.
4. The possessive pronoun for people and things is *whose*.  
   e.g.  **We stayed in a hotel whose workers were never exploited.**  
        **He is someone whose name I always forget.**

**Non-defining relative clauses**

1. The *non-defining* relative clause is separated from the rest of the sentence by commas.
2. The relative pronoun *that* cannot be used in a non-defining relative clause.
3. The relative pronouns *who* and *which* can never be omitted.

**1 Say which type of relative clause each of the following pairs of sentences contains and what the difference in meaning is.**

a. 1 We argued about the decision which was very close.  
    2 We argued about the decision, which was very close.

b. 1 The demonstrators who had marched through the city centre made their way home by train.  
    2 The demonstrators, who had marched through the city centre, made their way home by train.

c. 1 The news programme which began at 8 o'clock reported the death of the prime minister.  
    2 The news programme, which began at 8 o'clock, reported the death of the prime minister.

**2 In the following sentences, omit the relative pronoun or replace it with *that* where possible.**

1. The training course which he attended examined industrial development in Denmark.
2. They visited a union which was said to be the oldest in the country.
3. You should make sure you talk to representatives who know about European trade union issues.
4. I asked to speak to the woman, who had already sent me several documents.
5. They decided to go to the conference, which was to be held in London.

3. Join the following sentences using relative pronouns. Remember to put commas where necessary.

Example: The cost of training courses is still increasing. It rose by 10% last year.

The cost of training courses, which rose by 10% last year, is still increasing.

1. Sr. Delgado chairs this committee.
   He is the chief union representative for Nissan.

2. Jane works in an insurance office.
   She is pregnant.
   She has not had a holiday for two years.

3. He is a white-collar worker.
   His job is office-based.

4. The aim is to reduce labour costs.
   The labour costs are the highest in the world.

5. This union has an agreement with the engineering industry.
   It recently went on strike for a 36 hour week.
6. Each company will have a negotiations body.
   The members of the negotiating body will be elected or appointed.

7. The company's decision is to transfer its operations to the UK.
   This decision has been widely criticised.

8. A committee was appointed to analyse the range of service activities
   within the trade union movement.
   The committee was set up in 1969.

9. I told you about the results of the survey.
   The results will be published next month.
   They have been produced by the French Working group.
Media strikes

1 Fill in the gaps in the texts with the appropriate word or phrase from the box below. Note that although some of the words have similar meanings such as strike, dispute, and industrial action, the immediate context determines which term is most appropriate.

Notes:
(1) ‘Chapel’ is a traditional term for trade union branches of print workers, usually in the newspaper industry.
(2) ITV - Independent Television (a UK TV company)
(3) Ofcom – Office of Communications - the independent regulator and competition authority for the UK communications industries.

The number in brackets indicates where the word occurs more than once in the texts.

<table>
<thead>
<tr>
<th>action</th>
<th>strike/strikes</th>
<th>redundant</th>
</tr>
</thead>
<tbody>
<tr>
<td>dispute (2)</td>
<td>disruption</td>
<td></td>
</tr>
<tr>
<td>walkouts</td>
<td>ultimatum</td>
<td>bonuses</td>
</tr>
<tr>
<td>rise</td>
<td>settle</td>
<td></td>
</tr>
<tr>
<td>offer</td>
<td>statement</td>
<td>comment</td>
</tr>
<tr>
<td>inflation</td>
<td>members</td>
<td></td>
</tr>
</tbody>
</table>

Express journalists threaten to strike

Dan Milmo

Journalists at Express Newspapers have given management until next week to improve a pay offer or face possible strike (1)________. A meeting between National Union of Journalists members and Express executives broke up without agreement yesterday. Express staff voted in favour of strike action this week after rejecting a 3.3% pay (2)________.

NUJ members said Express management, led by editorial director Paul Ashford, stated a preference for spending money on ensuring that the newspapers are published during a (3)________ rather than using the funds to (4)________ a pay (5)________.

The NUJ chapel at Express Newspapers met after the talks and issued an (6)________.

If an improved pay offer is not forthcoming by Wednesday, management will be served notice of industrial action, the chapel said.
"The chapel invites the management to come forward with a realistic pay (7)________. Should a suitable offer not be forthcoming by Wednesday next week, the chapel empowers the chapel committee to give the management seven days' notice of industrial action," said the Express chapel in a (8)__________.

A spokesman for Northern & Shell, parent company of Express Newspapers, said: "This is not the time to be making a (9)__________."

Express Newspapers, owned by Richard Desmond, employs around 400 journalists, of which an estimated 250 to 300 are NUJ (10)________s.

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**ITV staff to strike in (11)______at pay offer**

Jason Deans

ITV shows including Coronation Street and Emmerdale face (11)______ after staff across the country voted for strike action yesterday over the company's annual pay offer.

The broadcasting union BECTU said it would announce after Easter when (12)______ would be held, after 55% of its ITV members voted in favour of (13)______ in protest at a pay offer of 3.3%.

Gerry Morrissey, the union's assistant general secretary, said: "It is unacceptable that ITV executives award themselves huge share (14)______ but will not give their workers a pay rise in line with (15)__________.

The (16) ______ involves several hundred broadcasting, production and studio staff at ITV centres in London, Leeds, Manchester, Liverpool, Norwich, Birmingham and Nottingham.

The technicians union Amicus is also due to hold a separate vote on industrial action among its ITV members over the pay offer.

The unions asked for a 6% pay increase for 2005 but launched strike votes after ITV tabled a 3.3% offer earlier this month.

The strike vote comes in the same month that it emerged that ITV would be making 95 staff around the country (17)__________, after the regulator Ofcom gave the broadcaster the go-ahead to cut its non-news regional output in its English franchises from three hours to 1.5 hours a week.

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Collocation

Meaningful language is made up of combinations of words, and certain words combine more acceptably than others. For example:

Volkswagen has established a reputation for driving a hard bargain.
The union has negotiated tough terms for the new contracts.

Even though hard and tough are near-synonyms, they are not interchangeable in these two sentences, though we could talk about a tough test or a hard test.

These combinations are called collocations. The acceptability of certain collocations can be demonstrated as follows:

<table>
<thead>
<tr>
<th></th>
<th>challenge</th>
<th>dispute</th>
<th>problem</th>
<th>job</th>
<th>task</th>
<th>test</th>
</tr>
</thead>
<tbody>
<tr>
<td>slight</td>
<td>?</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>light</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>heavy</td>
<td>x</td>
<td>?</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>serious</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>?</td>
<td>✓</td>
</tr>
<tr>
<td>great</td>
<td>✓</td>
<td>?</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>hard</td>
<td>✓</td>
<td>?</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>harsh</td>
<td>?</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

✓ = acceptable combinations
✗ = unacceptable combinations
? = doubtful or unusual combinations

*Note: In this collocation, ‘great’ means wonderful.
1. **Fill in the grid by indicating acceptable combinations with a tick (✔), unacceptable combinations with a cross (✗), and doubtful or unusual combinations with a question mark (?)**.

<table>
<thead>
<tr>
<th></th>
<th>a strike</th>
<th>a dispute</th>
<th>a stoppage</th>
<th>a settlement</th>
<th>an agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>have</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>make</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>do</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>break</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>negotiate</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>reach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Write sentences containing the acceptable collocations.**
**Organising a Visit**

1. **Background Brief**

You are a member of a team which is responsible for planning the programme for the visit of a union delegation from another country to your region. There are 6 male participants and 6 female participants. One of the delegates is partially disabled, another is a vegetarian. Your contact has also informed you that two of the delegates are particularly interested in race issues.

The group will be staying for three days, from Sunday until Wednesday.

*In small groups of four or five, draw up a detailed timetable and programme of events for the delegation using the outline below*

*In your group, you should ensure that the different needs of the visitors are catered for: the vegetarian, the disabled person, and those interested in race issues*

<table>
<thead>
<tr>
<th>PROGRAMME FOR VISIT OF DELEGATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>FROM ___________________________</td>
</tr>
<tr>
<td>(Union organisation)</td>
</tr>
<tr>
<td>Sunday</td>
</tr>
<tr>
<td>am</td>
</tr>
<tr>
<td>Arrival - meet at Airport</td>
</tr>
<tr>
<td>pm</td>
</tr>
<tr>
<td>Monday</td>
</tr>
<tr>
<td>am</td>
</tr>
<tr>
<td>Visit to Union Regional office</td>
</tr>
<tr>
<td>11.00    Presentation on host union organisation</td>
</tr>
<tr>
<td>Introduction to national union structure</td>
</tr>
<tr>
<td>12.30    Lunch</td>
</tr>
<tr>
<td>pm</td>
</tr>
<tr>
<td>Tuesday</td>
</tr>
<tr>
<td>am</td>
</tr>
<tr>
<td>14.00    Mergers: Recent Trends</td>
</tr>
<tr>
<td>(Talk led by Jimmy Murray, TUC Regional Education Officer)</td>
</tr>
<tr>
<td>pm</td>
</tr>
<tr>
<td>Wednesday</td>
</tr>
<tr>
<td>am</td>
</tr>
<tr>
<td>pm</td>
</tr>
<tr>
<td>Departure</td>
</tr>
</tbody>
</table>
2. Planning a sightseeing tour

Stage 1

As part of the visit you have programmed a guided tour around the key sights in your locality. Using your own town/city/region (or the area where your course is taking place), and working in small groups, prepare an itinerary with notes which will serve as your aide-memoire during your guided tour. These notes include maps, diagrams, illustrations, photos as appropriate.

Think about the types of places you would like to include in the tour to cover a range of activities in order to give a balanced impression as well as reflecting the delegation's interests.

For example:
- industrial sites
- geographical features
- transport
- entertainment
- eating out/drinking
- sport
- housing
- local government
- education
- commerce/shopping
- health

Choose from the above according to the area.

Public transport may be used for sections of the tour if appropriate. Remember that one of the delegates is partially disabled, and that special arrangements will need to be made.
Stage 2
You will be asked to present your ideas for the visit to the other groups.

*Divide the task among yourselves.*

Suggestion for division of task:
- Transport, including provision for the partially disabled visitor
- Catering arrangements, restaurants etc.
- Opportunities to discuss race relations, multiculturalism, equality issues
- Itinerary for the sightseeing tour

Stage 3

*Make a list of any key vocabulary that may be useful for your visitors, including explanations of any abbreviations, or any other local specialities or peculiarities!*

Stage 4
As you listen to your colleagues’ presentations, be prepared:
- to ask questions
- to give feedback on their performance
Looking Back

Now you have finished this unit you should....

➢ be more confident in using persuasive language (e.g. for recruitment purposes)
➢ be able to describe your trade union organisation, structures and campaigns
➢ be more confident in listening to others talk about trade union structures
➢ be aware of acceptable and unacceptable collocations
➢ be proficient in asking questions
➢ be able to make comparisons
➢ be more proficient in constructing relative clauses
➢ be able to help plan a visit