English for European trade unionists

Level Three

Trade Unions and Europe

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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Acknowledgements

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

| The Associated Press       | www.ap.org   |
| BBC                        | www.bbc.co.uk|
| Commission of the European Union | http://ec.europa.eu |
| European Women’s Lobby     | www.womenlobby.org |
| GMB                        | www.gmb.co.uk |
| Guardian News and Media Limited | www.guardian.co.uk |
| European Foundation for the Improvement of Living and Working Conditions | www.eurofound.eu.int |
| European Public Services Union | www.epsu.org |
| European Trade Union Confederation | www.etuc.org |
| Health and Safety Executive | www.hse.gov.uk |
| International Trade Union Confederation | www.ituc-csi.org |
| Irish Confederation of Trade Unions | www.ictu.ie |
| International Labour Organisation | www.iilo.org |
| International Textile Garment and Leather Workers’ Federation | www.itglwf.org |
| Labour Research Department | www.lrd.org.uk |
| NATFHE (now University and College Union) | www.ucu.org.uk |
| New Internationalist       | www.newint.org |
| New Statesman              | www.newstatesman.com |
| National Union of Journalists | www.nuj.org.uk |
| El País                    | www.elpais.es |
| Public and Commercial Services Union | www.pcs.org.uk |
| Public Services International | www.world-psi.org/ |
| Jon Robins                 | JonRobins@aol.com |
| SASK – Trade Union Solidarity Centre of Finland | www.sask.fi/english/ |
| Seppo Leinonen             | www.seppo.net |
| SIPTU                      | www.siptu.ie |
| The Sunday Times           | www.sunday-times.co.uk |
| The Times                  | www.timesonline.co.uk |
| Transport and General Workers’ Union | www.tgwu.org.uk |
| Trades Union Congress      | www.tuc.org.uk |
| UNISON                     | www.unison.org.uk |
| Union Ideas Network        | www.uin.org.uk |
| UNITE-HERE                 | www.unitehere.org |
| Vintage Press              | www.randomhouse.com/vintage |

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 the role of trade unions in Europe. You will look at how trade unions work together in Europe, under the aegis of the ETUC, as well as the process of Social Dialogue and some resulting European legislation. You will also consider some of the challenges of engaging in a European project.

You will study the following:

Vocabulary

➢ for different levels of European legislation
➢ for European decision-making procedures
➢ for European projects
➢ for talking about working time

Grammar

➢ for expressing the future
➢ for making comparisons

Functions

➢ describing the work of the ETUC and European Industry Federations
➢ comparing patterns of working time
➢ writing a short formal letter
➢ influencing others
Trade Unions and Europe

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HOW MUCH DO YOU REALLY KNOW ABOUT EUROPE?

**QUIZ**

[All answers are given for June 2006 except where otherwise indicated.]

**Part One**

1. How many trade union members are represented by the ETUC?
   - 60 million
   - 78 million
   - 99 million

2. How many confederations are affiliated to the ETUC?
   - 54
   - 69
   - 81

3. The ETUC has affiliates in how many countries?
   - 27
   - 39
   - 25

4. Which sectors do the following European Industry Federations represent?
   - EPSU
   - EFBWW
   - EFJ

5. Which of the following are the European Union social partners?
   - UNICE
   - UEAPME
   - ETUC
   - ETUCE
   - CEEP

6. What is the maximum number of hours in the working week as defined by the European Union Working Time Directive?
   - 35
   - 45
   - 48
7. Which of these EU member states are **not** signatories to the Schengen agreement?

<table>
<thead>
<tr>
<th>Ireland</th>
<th>Austria</th>
<th>Finland</th>
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</table>

8. How many countries have signed the Schengen agreement?

26 25 23

9. How many European countries are members of the **Eurozone** (June 2006)?

12 11 15

10. How many official languages are there in the EU (after Jan. 2007)?

23 16 25

11. What percentage of EU citizens speaks English (including mother tongue speakers)?

37% 43% 47%

12. What is the second most widely spoken language in the EU today?

<table>
<thead>
<tr>
<th>French</th>
<th>German</th>
<th>Spanish</th>
<th>Russian</th>
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Part Two

1. List the 25 member countries of the EU, plus the two candidate countries who become members in 2007:

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</table>

2. Can you name the twelve other countries with trade union confederations affiliated to the ETUC?

   CLUES: 3 of these as yet (May 2006) have ‘observer status’ only
   Some of these countries are very small!

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</table>
3. How many of these 39 countries can you locate on this map? 
(See answers to questions 1 + 2)

4. On the map you will find the acronyms of 20 organisations 
affiliated to the ETUC. Draw arrows to show which country 
each organisation comes from.
**Definitions**

**European legislation**

European legislation, whether adopted by the Council of Ministers or jointly by the Council and the Parliament, constitutes a particular kind of agreement.

*Match the following terms with the appropriate definition for the type of agreement:*

<table>
<thead>
<tr>
<th>1. Regulations</th>
<th>a. not binding</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Directives</td>
<td>b. binding on those parties to whom they are addressed: governments, institutions, private enterprises</td>
</tr>
<tr>
<td>3. Decisions</td>
<td>c. binding as to the intentions, terms and conditions, but the form and methods of implementing them are within the discretion of national authorities</td>
</tr>
<tr>
<td>4. Recommendations, Opinions, Resolutions or Declarations</td>
<td>d. binding and applicable in all Member States and taking precedence over national law</td>
</tr>
</tbody>
</table>

1 =  
2 =  
3 =  
4 =  

*Check your answers with those in the Study Guide.*
What kind of decision-making procedure?

Parliament shares in decision-making with the Council, using three different procedures, according to the particular issue:

<table>
<thead>
<tr>
<th>Assent</th>
<th>Co-decision</th>
<th>Cooperation</th>
</tr>
</thead>
</table>

Fill in the gaps with the correct term:

1. Under the __________ procedure it gives its opinions on draft legislation proposed by the Commission which the Commission may then amend to take account of Parliament’s comments.

2. Under the __________ procedure it must give its assent to various items, including enlarging the membership of the EU, international agreements and any changes in election rules.

3. Under the __________ procedure, which is applied in an increasing number of fields, including the internal market, free movement of workers, health, environment, education and consumer affairs, it has equal decision-making power with the Council and on an absolute majority vote can reject legislation proposed by the Council.

Note also:

There are also statutory obligations on the Parliament and the Council to seek the views of other bodies, including social partners, in a variety of consultation processes, depending on the field of legislation, before proposals can be adopted.

Such legislation as is proposed must fall within the framework and objectives of the current Treaty and must also be consistent with the principle of **subsidiarity**. This important principle, introduced in the Treaty of Maastricht, stipulates that the European Union may only deal with matters which, because of their scale or effect, cannot satisfactorily be handled at a national or regional level.
Information transfer

Read the following description of Social Dialogue, which appears on the Europa website:

European Social Dialogue

1. European social dialogue is a unique and indispensable component of the European social model, with a clearly defined basis in the EC Treaty. It refers to the discussions, consultations, negotiations and joint actions undertaken by the social partner organisations representing the two sides of industry (management and labour).

2. At European level, social dialogue takes two main forms - a bipartite dialogue between the European employers and trade union organisations, and a tripartite dialogue involving interaction between the social partners and the public authorities.

3. European social dialogue has resulted in a variety of outcomes, including the adoption of over 300 joint texts by the European social partners. Combining the values of responsibility, solidarity and participation, European social dialogue complements the national practices of social dialogue which exist in most Member States.

4. Furthermore, it is the essential means by which the social partners assist in the definition of European social standards, and play a vital role in the governance of the Union. European-level social dialogue has received strong institutional recognition in the EC Treaty and in the conclusions to a number of key European Council meetings, notably those in Laeken and Barcelona.

Europa website, Social Dialogue

25 April 2006

Work in pairs.

You have been asked to make a short presentation to colleagues about European Social Dialogue.

1. Take a large sheet of paper, and divide it into four areas numbered 1-4 to correspond to the paragraphs above.

2. Draw diagrams which illustrate the main points in the four paragraphs above to accompany your presentation.

3. Each pair will explain one paragraph with the help of their diagram, and more if there is time.

4. Which diagrams best illustrate the points?
What has Social Dialogue achieved?

Working in groups of four, take one of the following news items each. Read the item, and prepare to tell the others in your group about it in your own words.

<table>
<thead>
<tr>
<th>A</th>
<th>Millions of workers' health to be protected by Europe's first multisector agreement (25-04-2006)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>National social partners need bigger role in making Growth and Jobs strategy work, Tripartite Social Summit hears (23-03-2006)</td>
</tr>
<tr>
<td>C</td>
<td>Social Dialogue Conference brings European representatives of 31 sectors together for first time (13-03-2006)</td>
</tr>
</tbody>
</table>
| D | European agreement of the Agricultural Social partners concerning}
In the context of the European social dialogue in agriculture, the social partners EFFAT* and GEOPA** signed an agreement on 21 November 2005, in the presence of Odile Quintin, Director General for Employment, Social Affairs and Equal Opportunities, on the reduction of the exposure of workers to the risk of musculoskeletal disorders.

*European Federation of Food, Agriculture and Tourism Trade Unions
** Employers’ group of Agricultural Organisations in the European Union

** What has social dialogue achieved?
The European Trade Union Confederation

One way in which trade unions in Europe cooperate is through the European Trade Union Confederation.

1. Read the following text, to answer the following questions:

1. Why was the ETUC created?
2. What is the main objective of the ETUC?
3. Who are its members?

The ETUC

The European Trade Union Confederation (ETUC) was set up in 1973 to promote the interests of working people at European level and to represent them in the EU institutions.

The process of European integration, with the euro, the European Constitution, and the growing impact of EU legislation on daily life, has changed the setting in which trade unions operate. To defend and bargain for their members effectively at national level, they must coordinate activities and policies across Europe. To influence the economy and society at large, they need to speak with a single voice and act collectively at European level. This is the challenge that the European Trade Union Confederation has taken up. The ETUC’s objective is an EU with a strong social dimension that safeguards the wellbeing of all its citizens. Committed to building a unified European trade union movement, it already had a large number of new trade union affiliates in Central and Eastern Europe before EU enlargement in May 2004.

At present, the ETUC has in membership 79 National Trade Union Confederations from 35 European countries, as well as 11 European industry federations, making a total of 60 million members, plus observer organisations in Macedonia and Serbia. Other trade union structures such as EUROCADRES (the Council of European Professional and Managerial Staff) and EFREP/FERPA (European Federation of Retired and Elderly Persons) operate under the auspices of the ETUC. In addition, the ETUC coordinates the activities of the 39 ITUCs (Interregional Trade Union Councils), which organise trade union cooperation at a cross-border level.

The ETUC is one of the European social partners and is recognised by the European Union, by the Council of Europe and by EFTA as the only representative cross-sectoral trade union organisation at European level.

From ETUC website, April 2006
2. **Now look at the text again, and find words or expressions in the text which mean the same as:**

<table>
<thead>
<tr>
<th><strong>example</strong></th>
<th><strong>set up</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. established (para. 1)</td>
<td>set up</td>
</tr>
<tr>
<td>b. importance (para. 2)</td>
<td></td>
</tr>
<tr>
<td>c. negotiate (para. 2)</td>
<td></td>
</tr>
<tr>
<td>d. protects (para. 2)</td>
<td></td>
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<tr>
<td>e. welfare (para. 2)</td>
<td></td>
</tr>
<tr>
<td>f. pledged (para. 2)</td>
<td></td>
</tr>
<tr>
<td>g. members (para. 2)</td>
<td></td>
</tr>
<tr>
<td>h. formally accepted (para. 4)</td>
<td></td>
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</tbody>
</table>

3. **Explain the following phrases from the text (in bold) in your own words:**

   a. At present, the ETUC has in membership 79 National Trade Union Confederaions from 35 European countries ... plus observer organisations in Macedonia and Serbia. (para.3)

   b. ... and EFREP/FERPA (European Federation of Retired and Elderly Persons) operate under the auspices of the ETUC. (para.3)

   c. The ETUC is one of the European social partners ... (para. 4.)

4. **What are the roots of these nouns from the text?**

<table>
<thead>
<tr>
<th>cooperation</th>
<th>organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>confederation</td>
<td>legislation</td>
</tr>
</tbody>
</table>

   *For example, the root of the noun education is the verb educate.*
You may find it useful to learn sets of words based on the same root. (See also Introductory unit, Vocabulary section)

*Fill in the gaps in this table with the missing words. The first one has been done for you:*

<table>
<thead>
<tr>
<th>Verb root</th>
<th>Noun</th>
<th>Adjective</th>
<th>Adjective with opposite meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>organise</td>
<td>organisation</td>
<td>organised</td>
<td>unorganised disorganised</td>
</tr>
<tr>
<td>assist</td>
<td></td>
<td>organised</td>
<td></td>
</tr>
<tr>
<td>develop</td>
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<td>encourage</td>
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<tr>
<td>affiliate</td>
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</tbody>
</table>

5. **Look carefully at these two sentences.**

*Do you notice anything unusual about the order of the different parts of the sentences?*

1. To defend and bargain for their members effectively at national level, they must coordinate activities and policies across Europe.

2. To influence the economy and society at large, they need to speak with a single voice and act collectively at European level.

In both sentences, the clause of purpose (to + infinitive) is placed unusually at the beginning of the sentence. This is a rhetorical device known as ‘fronting’ which gives emphasis to what is placed first, here focusing on the *purpose* of the action.

*Can you find another example (in the same paragraph)?*
**European Industry Federations**

European industry federations (EIFs) are constituent members of the European Trade Union Confederation (ETUC) together with the national trade union organisations. These are trade union organisations which organise within one or more public or private economic sectors. They represent the interests of workers in their sectors at the European level, principally in negotiations.

1. Watch this interview with Brian Synnott, the Liaison and Campaign officer of EPSU, the European Federation of Public Services Union, and answer the following questions:
   1. What is EPSU? What does it do?
   2. What contact do individual members have with EPSU?
   3. Why does Brian Synott think it is important to organize at European level?
   4. What does his work involve?
   5. What is EPSU’s role in the negotiation of wages?

2. Explain the underlined words and expressions in your own words. The first one is done for you as an example.

Example:

...the ETUC, which is the umbrella group for all trade unions at a European level.

...the ETUC, which is the overarching organisation which covers all trade unions at a European level.

1. European law **supersedes** national law.

   __________________________________________________________

2. That’s usually done **on a more formal footing**.

   __________________________________________________________

3. ...European legislation can somehow **inadvertently impact** upon the lives of ordinary trade union members.

   __________________________________________________________
Working with speaking 2

Finding out about the European Industry Federations

Web research and presentation of findings

Visit the website of one of the 12 industry federations from the list below, and prepare a short presentation based on answers to the following questions.

Before you start your short presentation, explain any specialist vocabulary that your listeners will need to understand.

1. Which sectors are represented by this industry federation?
2. How many members does it have?
3. Where is its head office?
4. Who is the General Secretary?
5. What are its aims?
6. What are its current campaigns?

- **EAEA** European Arts and Entertainment Alliance
- **EUROCOP** European Confederation of Police
- **EFBWW/FETBB** European Federation of Building and Woodworkers
- **EFFAT** European Federation of Food, Agriculture and Tourism Trade Unions
- **EFJ/FEJ** European Federation of Journalists
- **EMCEF** European Mine, Chemical and Energy Workers’ Federation
- **EMF/FEM** European Metalworkers’ Federation
- **EPSU** European Federation of Public Service Unions
- **ETF** European Transport Workers’ Federation
- **ETUCE/CSEE** European Trade Union Committee for Education
- **ETUF-TCL/FSE-THC** European Trade Union Federation - Textiles Clothing and Leather
- **UNI-EUROPA** Union Network International
Prepositions

1. Insert the correct preposition in the gaps in the text below. Note that some prepositions occur more than once in the text, and that more than one preposition can be used in some cases.

<table>
<thead>
<tr>
<th>across</th>
<th>on</th>
<th>from</th>
<th>for</th>
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<tr>
<td>with</td>
<td>within</td>
<td>about</td>
<td>during</td>
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<tr>
<td>throughout</td>
<td>between</td>
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A changing Europe

Against this global background, Europe is itself undergoing radical change (1) across an economic and political level as it strives (2) for greater coordination through the European Union (EU), whilst at the same time witnessing a resurgence of national and cultural identities.

The European Union seeks the development of an economic bloc, transcending traditional national boundaries. It also seeks to stimulate and create the social and political conditions (3) within Europe allowing the single European (economic) market to function, if not (4) for a level playing field, then at least with the minimum of distortions (5) among EU member states.

This has created a whole new landscape (6) throughout which trade unions must work. The free movement of goods and labour (7) within the EU presents challenges, many of which trade unions will be familiar (8) with.

As European economic integration proceeds, and the Union itself grows in size with the accession of countries (9) between the Mediterranean region and Central and Eastern Europe, trade unions will more and more need to develop their international consciousness and practice. This will place demands (10) on the ability of trade unionists to “think local and act global”.

There is much to learn and understand (11) across the industrial and employment practices of other European countries, as well as their trade union practices. There are also questions of language and culture which have to be addressed, in order to arrive at European trade union policies and objectives which mean as much to workers in offices, factories, shops, and hospitals as they do to the trade union leaders who discuss and agree them (12) at European meetings.

Extract from Trade Unions and Transnational Projects, ETUCO, 5th edition.
2 in, at or on?

Combine the correct preposition with the word or phrase that follows. Some words can be combined with more than one preposition, depending on the meaning.

Be prepared to explain your choices.

Example: ___ the bus ___ on the bus

| ___ Newcastle    | ___ university  | ___ the wall     |
| ___ the plane    | ___ hospital    | ___ the door     |
| ___ school      | ___ my brother’s| ___ the airport  |
| ___ bed         | ___ the phone   | ___ a factory    |
| ___ the conference | ___ home      | ___ work        |
| ___ France      | ___ the meeting | ___ my office    |
| ___ a restaurant| ___ the train   | ___ my car       |
| ___ my bag      | ___ the table   | ___ holiday      |
Talking about the future

Look at these examples below and underline the verb forms used to talk about the future:

a. They’re having a project meeting in Brussels next Friday.
b. I think the union is going to call a strike next week.
c. What time does the conference begin?

The Present Continuous (a) and the going to future (b) are both used to talk about future actions or events which have already been planned.

The going to future is used to express a more personal intention.

The Present Simple is used to talk about events or actions in the future which are part of a fixed programme or timetable (see c. above).

For example

- The train leaves at 8.30am for Paris.
- We arrive in Paris at midnight.
- The Conference starts at 9.30am.

Look at these sentences:

- I have missed the bus. I’ll take a taxi. (but not ‘I take a taxi’)
- We’ve run out of coffee. I’ll go out and buy some. (but not ‘I go out and buy some’)

The Future Simple is used here to express a sudden decision, taken at the moment of speaking, and is often an offer to do something.

Note the difference between the following sentences:

a. There’s no need to write. I’m going to send an e-mail.
b. There’s no need to write. I’ll send an e-mail.

In sentence (a) this is a plan I have already made.
In sentence (b) this is a decision I have just made at this moment.
1. Complete the following sentences with a suitable form of the verb in the second column.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I ____________________ to London tonight.</td>
<td>fly</td>
</tr>
<tr>
<td>2. We normally ____________________ dinner at 9 pm. Is that alright?</td>
<td>have</td>
</tr>
<tr>
<td>3. A friend of mine ____________________ a speech tonight.</td>
<td>deliver</td>
</tr>
<tr>
<td>4. When ____________________? It's almost 6 o'clock already.</td>
<td>finish</td>
</tr>
<tr>
<td>5. Travel agent: There are no flights left. Customer: In that case, I ______________ my trip.</td>
<td>cancel</td>
</tr>
<tr>
<td>6. Oh! I've broken your pen. I ____________________ you another one.</td>
<td>buy</td>
</tr>
<tr>
<td>7. The earliest train ____________________ at 6 am.</td>
<td>leave</td>
</tr>
<tr>
<td>8. Look at the sky. There ____________________ a storm.</td>
<td>be</td>
</tr>
<tr>
<td>9. The final project review meeting ____________________ on 16th September.</td>
<td>take place</td>
</tr>
<tr>
<td>10. During our visit to London next month, we ____________________ the Mayor of London.</td>
<td>meet</td>
</tr>
</tbody>
</table>
2 Work with a partner and imagine that you are to visit another trade union organisation in another EU country together. You have received the following details about the programme. Take it in turns to ask and answer questions based on the itinerary below.

For example:
A. What time do we leave Paris?
B. We leave at 8.30 in the morning.

<table>
<thead>
<tr>
<th>Visit to ICTU</th>
<th>Dublin, March 12-16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Itinerary</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Sunday 12 March</strong></td>
<td></td>
</tr>
<tr>
<td>8.30 am</td>
<td>Depart from Paris to Dublin.</td>
</tr>
<tr>
<td>13.00 pm</td>
<td>Arrive Dublin Evening free.</td>
</tr>
<tr>
<td><strong>Monday 13 March</strong></td>
<td></td>
</tr>
<tr>
<td>am (time to be confirmed)</td>
<td>Visit ICTU HQ</td>
</tr>
<tr>
<td>15.00</td>
<td>Visit Guinness Hop Store</td>
</tr>
<tr>
<td>19.00</td>
<td>Social evening with ICTU members, Palace Bar, Temple Bar</td>
</tr>
<tr>
<td><strong>Tuesday 14 March</strong></td>
<td></td>
</tr>
<tr>
<td>8.00 departure</td>
<td>Visit ICTU conference (Killiney)</td>
</tr>
<tr>
<td>13.00 pm</td>
<td>Lunch with delegates Free</td>
</tr>
<tr>
<td><strong>Wednesday 15 March</strong></td>
<td></td>
</tr>
<tr>
<td>10.00</td>
<td>Press Conference</td>
</tr>
<tr>
<td>14.00</td>
<td>Visit to Phoenix Park, General Post Office and St. Stephen’s Green.</td>
</tr>
<tr>
<td>20.00</td>
<td>Farewell dinner The Trocadero</td>
</tr>
<tr>
<td><strong>Thursday 16 March</strong></td>
<td></td>
</tr>
<tr>
<td>09.50</td>
<td>Depart Dublin Airport</td>
</tr>
<tr>
<td>12.30</td>
<td>Arrive Paris</td>
</tr>
</tbody>
</table>
Where do people go to find work?

1. Individually, draw arrows on this map of Europe to indicate temporary or permanent migration within Europe among members of your family, friends, or colleagues. This could include people that have moved to as well as from your country.

Write the person’s name next to each arrow.

Name:
Name:
Name:
Name:
Name:
Name:
Name:
Name:
2. **In small groups, now tell each other:**
   - Who moved?
   - Why did they move?
   - How long have they moved for?
   - Do they have the necessary language skills for their new environment?

3. **Now pool your information in the plenary group.**
   *Each group will add three or four arrows to a blank map of Europe (on transparency). The arrows will represent the most common types of movement which are the result of their group discussion.*
   *Now discuss the following:*
   - What are the most typical moves?
   - What are the reasons for these movements?
   - What are the most common destinations (country and region)?
NEW PROVISIONS ON FREEDOM OF MOVEMENT AND RESIDENCE

Reading for specific information

Read the following text and then answer the questions below:

On 29 April 2004 the European Parliament and the Council adopted a Directive aiming to update existing legislation on freedom of movement and residence, to facilitate the mobility of citizens within the European Union. Member States are required to bring into force the laws, regulations and administrative provisions necessary to comply with the Directive before 30 April 2006.

The Directive brings together the content of the existing nine Directives and one Regulation as well as the relevant case-law into one single legislative instrument which will give this right more transparency and make it easier to apply, both for our citizens and for national administrations.

In accordance with the new Directive, administrative formalities will be reduced. EU citizens will no longer need to obtain a residence permit in the Member State where they reside: a simple registration with the competent authorities will be enough, and even this will only be required if it is deemed necessary by the host Member State.

The Directive maintains the requirement that EU citizens need to exercise an economic activity or dispose of sufficient resources in order to take up residence in another Member State. However, after five years of uninterrupted residence, Union citizens and their family members will acquire a permanent right of residence, which will no longer be subject to any conditions. This permanent right will be a clear expression of a European citizenship, allowing EU citizens who have developed strong links with the Member State of residence to enjoy stronger rights.

The Directive also seeks to facilitate the movement of family members. For instance, family members who are nationals of third countries will benefit from better rights, for example in the event of the death of the Union citizen on whom they depend or the dissolution of the marriage.

The Directive guarantees a substantial reduction in the possibilities for expulsion of EU citizens and their family members who have acquired a right to permanent residence in the host Member State and more extensive protection for EU citizens who have strong links in the host Member State and for minors.

Your Europe website 26 April 2006
1. What general area is covered by these new measures?
2. Why was it necessary to update the existing laws?
3. Does everybody need a registration document if they move to another EU country?
4. What condition must be respected for the first five years of living in another EU country?
5. What is meant by the term: ‘national of a third country’?
6. How will the rights of ‘nationals of third countries’ be improved by this new legislation?

The European Parliament building in Brussels
Europe United!

You are about to watch an extract from a video “Europe United!” made in 2001, before the most recent enlargement of the EU in 2004.

1 Before you watch this clip, discuss the following briefly with colleagues:

➢ What was the attitude of trade unions in your country to the prospect of enlargement?
➢ What was the attitude of trade unions in your country to the prospect of free movement of workers between member states?
➢ Has the influx of workers from new member states materialised? OR
➢ Has there been an outflow of workers from your country to other EU member states?
➢ What sectors of economic activity have been most affected?
➢ Who is moving to find work? (young workers, women, skilled workers, etc.)

2 Before you watch the video, read through the following questions, then try to answer them after one or two viewings.

1. What was the attitude of the ETUC towards the trade unions in the candidate countries?

2. What were the three suggestions made by Daniel Vaughan-Whitehead for trade unions to protect their workers prior to membership of the EU?
   
i. ........................................................................................................
   
   ii. ........................................................................................................
   
   iii. ........................................................................................................

Note: the acquis communautaire refers to the whole body of Community legislation, resolutions, recommendations, declarations, EU policies in relation to third countries or trade blocs, as well as judgements of the European Court of Justice.
3. How does he suggest that trade unions ensure that social dialogue projects take place in their countries?

4. Which country feared an influx of workers from the East? Why?

5. What does the research on migration patterns reveal?

6. What other factor might lead to someone having to take a less skilled job in another country?

7. What is seen as a major challenge for the newly enlarged EU?

1989 saw the reunification of Europe
Worker mobility in the EU

Free movement of persons is one of the most fundamental freedoms guaranteed by Community law; EU Member States are not permitted to discriminate against migrant workers on the basis of their nationality, and these workers and their families are entitled to equal treatment in employment, access to public housing, tax advantages and other social advantages.

However, there is a transitional period during which the Member States of the EU 15 are allowed to apply for exceptional arrangements (‘derogations’) so that these rights can be applied on a more gradual basis. This transitional period comes to an end in April 2011, when all Member States must fully comply with the law on freedom of movement referred to in the Accession Treaty 2003.

Finding specific information

Work in pairs.

[Note: Questions and answers provided relate to June 2006.]

Do a web search to find answers to the following questions:

1. In which two of the EU15 is it possible for workers from the ten new Member States to work without restriction?
2. Which country operates a Worker Registration Scheme?
3. Which four countries decided to maintain a traditional work-permit system?
4. Which of the ten new Member States apply reciprocity to workers from the EU15 that apply restrictions?

Check your answers with those in the Study Guide
Some useful websites for your search:

European Foundation for the Improvement in Living and Working Conditions
EUROPA
EURES - the European Job Mobility Portal

- Other useful websites you found:

- Useful search terms: worker mobility; EU level developments; living and working conditions; free movement; job mobility

- Other useful search terms you found:
Some workers are more equal than others

In spite of all the provisions and protections that are supposedly in place, those from the new Member States often find that they are discriminated against if they seek to work in the EU15.

Read this extract from an article which appeared on the Union Ideas Network http://uin.org.uk/

Unions and new migrants

A TUC report, Overworked, Underpaid and Over Here, provides examples of the poor treatment of new migrants, with the report concluding that “their weak bargaining power” contributed to their exploitation. Obviously the way out of this poor treatment involves organising migrant workers into strong and effective trade unions. However, recruiting and organising new workers does present new challenges. In both the research we carried out for the Health and Safety Executive and in our research for the East of England Development Agency, union organisers contacted identified a number of problems inhibiting recruitment. These included:

• Fear of victimisation by employers and agencies;
• Inability to communicate due to lack of a common language;
• Mobility and the temporary nature of much of the employment available;
• Existing difficulties in organising the sectors, even in respect of UK staff;
• The fact that migrants are more likely to work for agencies and less likely to work directly for the employer. Unions historically have had limited success in recruiting agency workers;
• The fact that they may see their stay in the UK as temporary and therefore not see the relevance of joining a union;
• They may earn such low wages that union membership subscriptions seem excessive; and
• A lack of a tradition of union organisation among some groups of migrant workers, or a suspicion of unions, based on their historic role in their country of origin.

Sonia McKay  Saturday, 03 June 2006
Drawing up a recruitment action plan

Work in small groups.

1. You are TU reps in your plant / factory / workplace / region.

2. You work in the food-processing / horticultural / agricultural / catering / hotel / transport / health / construction sector (choose which one).

3. Recently, a large number of migrant workers from the A8* group of countries have been employed on short-term contracts.

4. You and your colleagues have been asked to draw up an action plan to try and recruit some of these workers into the union.

5. Present the main points of your discussion to the rest of the group.

*The new Member States, minus Malta and Cyprus, are known as the A8 group: Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia and Slovenia.

Fruit picking in Europe is largely done by migrant workers

Picture: ILO
**TIME**

1. Collocation

The word **time** can be used in conjunction with most of the following adjectives.

Make a list of all the possible combinations.

Cross out any of the following it cannot be used with:

2. Prefixes and suffixes

Combine as many of these prefixes and suffixes with the word **time** as possible, to make new words. Sometimes, you can combine more than one!

<table>
<thead>
<tr>
<th>mis-</th>
<th>pre-</th>
<th>dis-</th>
<th>-less</th>
<th>-ly</th>
</tr>
</thead>
<tbody>
<tr>
<td>re-</td>
<td>de-</td>
<td>over-</td>
<td>-ness</td>
<td>-er</td>
</tr>
</tbody>
</table>
3. Expressions with TIME

Complete the sentences below with the correct phrase or expression from this list:

<table>
<thead>
<tr>
<th>a good time</th>
<th>behind the times</th>
<th>in no time</th>
<th>once upon a time</th>
<th>the time being</th>
</tr>
</thead>
<tbody>
<tr>
<td>at times</td>
<td>doing time</td>
<td>just in time</td>
<td>out of time</td>
<td>time on your hands</td>
</tr>
<tr>
<td>at the time</td>
<td>in good time</td>
<td>kill time</td>
<td>take your time</td>
<td>time’s up</td>
</tr>
</tbody>
</table>

Example: out of time

He would have finished the report today, but he ran out of time.

1. When you have retired, you may find you have too much _______________.
2. My grand-children think I am ____________ because I don’t have a mobile phone.
3. I’ll send the file by e-mail – you’ll have it ____________
4. If we leave at 5.45, we’ll be there in ____________ to check in.
5. The delegates will have ____________ at the end-of-conference dinner.
6. That’s enough for ____________; we can finish the rest tomorrow.
7. ____________, I wished we could go back to the good old days.
8. That’s it, ____________, stop writing and hand in your papers now.
9. Her ex-boss was ____________ for money laundering.
10. ____________, it seemed like a good idea, but I’m not so sure now.
11. ____________, there lived a wicked witch called Antiuniononi, and a good fairy called Solidaria.
12. ____________, there’s no rush, the train doesn’t leave until 6.15.
13. Last time I allowed half an hour to park the car, and I was only ____________ for the meeting.
14. But if we get there too early, we’ll just have to ____________ at the airport.

Now write sentences of your own using the expressions that were new to you.
What do you do all day?

Study the following description of how Jo-Jo Malford spends her day, and then write your own as a contribution to your trade union journal. Use the same headings, or include others as necessary.
The Working Time Directive

The 1993 Working Time Directive (93/104/EC) sets a 48-hour maximum working week and lays down requirements for rest and leave periods. The Directive’s main objective is to promote health and safety at work, given the clear evidence that people who work long hours run higher risks of illness and accidents.

Subsequent legislation means that now workers in most sectors are covered by the provisions of the Working Time Directive, including those originally excluded (workers involved in air, rail, road, sea, inland waterway and lake transport, sea fishing, offshore work and the activities of doctors in training). These sectors are now covered by the Horizontal Amending Directive (HAD) (2000/34/EC) adopted on 1 August 2000. Specific directives also cover workers in road transport, aviation, and seafarers.

Try to work out how your own working time compares with the provisions of the Directive and fill in details in the box below.

Then discuss your work pattern with a partner.

<table>
<thead>
<tr>
<th>The Directive stipulates:</th>
<th>Your Job</th>
<th>Better or worse than Directive?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum weekly working time of 48 hours on average, including overtime</td>
<td>[Give average figures]</td>
<td></td>
</tr>
<tr>
<td>At least four weeks’ paid annual leave</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A minimum rest period of 11 hours in each 24, and one day in each week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A rest break if the working day is longer than six hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A maximum of eight hours’ night work, on average, in each 24</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prepare a short statement to share with your partner describing your patterns of working time, including a description of a typical day.
Study Box 1

Some comparative expressions

- I work for nine hours every night, whereas the Directive lays down that I should normally work no more than eight.
- I get five weeks’ paid annual leave, which is one week more than the stipulated minimum.
- My average working day is five hours, one hour shorter than the minimum required for a rest break, according to the provisions of the Directive.
- Some people who work for unscrupulous employers receive less than the minimum wage, which is against the law, and are also expected to work longer hours than the number stipulated.

European trade unionists demonstrate against the EU working time proposals.

Photo courtesy EPSU 2006
Working Time Directive: the UK opt-out

The UK Government has secured the right to retain the opt-out from the EU Directive on Working Time. This means that workers can be asked to ‘opt-out’ of the provisions of the Directive, and by doing so agree to work longer than the 48 hours maximum which the Directive stipulates.

1. Read this extract from the TUC leaflet advising workers of their rights regarding the opt-out, which is part of the Time’s up for long hours campaign

Most people at work are protected against having to work more than 48 hours a week on average*. Your employer should not expect you to work more than 48 hours on average without asking you to sign an opt out. It should always be your free choice. But some bosses make it a condition of starting a job, or put real pressure on staff to sign away their rights. If you have signed an opt-out, you have the right to opt back in, and tell your employer that you wish to be covered by the rules again. A letter you can use is on this leaflet.

When you opt out the agreement you signed may have included how long you would have to wait if you opted back in again. The longest this can be is three months. If no time period was mentioned in your opt-out agreement, then you should only wait seven days.

If an employer takes action against you (in legal language, you suffer any ‘detriment’) or sacks you because you are opting back in again then he or she is breaking the law, and you can complain to an Employment Tribunal, and, if you win, receive modest compensation.

You should take expert advice from your union or an advice agency if you are not a union member before doing this. You can get advice on which union to join and employment tribunals from the TUC’s Know Your Rights line or www.worksmart.org.uk

Of course it’s never an easy option to challenge an employer on your own. That’s why it’s better to do it as a group or with union backing.

If you think there is a risk your employer might sack you for exercising your rights, you should think carefully about your options. You are in a stronger position if you have worked for your employer for more than a year. After 12 months an employer can only sack you with good reason and must follow proper procedures. Before then an employer does not have to give a reason. It is still illegal to sack you simply because you have exercised your working time rights, but cases can be more complicated to prove, and even if you win, compensation can be modest.

*Some groups of workers are not protected – please see the government guide at www.dti.gov.uk or call the TUC Know Your Rights line at 0845 800 4054 and ask for a copy of ‘Get a grip’, our working time rights leaflet. Please note that you should not rely on either this leaflet or the ‘Get a grip’ leaflet as full statements of the law - always seek expert legal advice.
2. Draft a letter to your employer stating that you no longer want to work 48 hours a week. 

*Use the points below to help you.*

- Say you wish to withdraw from the opt-out
- Refer to the relevant legislation that entitles you to do this
- State the maximum number of hours you are entitled to work
- Ask your employer to acknowledge your request in writing
- Ask for a meeting to discuss how your working time can be adjusted to take account of this.

*When you have written your letter, compare this to the draft letter in the Study Guide.*
Communication Activity 1

Working time in the UK

You are going to participate in an informal discussion about the implementation of the Working time Directive, and the possibility of the ending of the opt-out which still exists in the UK at the time of writing (June 2006).

The discussion takes place between a visiting trade unionist from another EU country, and a group of UK workers. The visitor is trying to find out about the position of workers in the UK, who do not automatically benefit from the Directive.

Work in groups of 4/5

Each person will be allocated a role from the eight below:

- Visiting trade unionist
- Taxi driver
- Barrister
- Truck driver
- Primary school teacher
- Obstetrician / gynaecologist
- Farmer
- Catering manager

Prepare your role from the notes below.
Visiting trade unionist

Prepare to introduce yourself – job, trade union, country, region, sector.

Why are you visiting the UK (work, conference, project, meeting or holiday)?

Make a short presentation of your working time.

Prepare to ask questions about the jobs and working time of others in the group.

For example:

- What do you do?
- Where do you work?
- Have you been there long?
- Are you self-employed?
- Can you describe a typical working day?
- What about breaks?
- What holidays do you get?
- Do you enjoy your work?

All other roles

Read the description of your working day (see pp. 43-45) and make notes in the following grid to help you answer your visitor’s questions (see above).

In addition, make a note of any special vocabulary relating to your job that you will need to explain to your visitor (after you have checked with your teacher or a dictionary).
**Fill in the following grid for your role:**

<table>
<thead>
<tr>
<th><strong>Name and job</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Special vocabulary related to my job</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Wake up time</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Works starts at</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Number of hours worked (day)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Breaks, including lunch</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Work finishes</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Average weekly number of hours worked</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What I do at work</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Holidays</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Job satisfaction (expressed as %, where 100% = total job satisfaction)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Attitude to Working Time Directive</strong></td>
<td></td>
</tr>
</tbody>
</table>

*If you have time, swap roles, and repeat the activity.*
Jonnie Yewdall - Dairy farmer near Bideford, north Devon

- Age: 39
- Hours worked in a week: 70 plus a week

This is our busiest time of year. If I'm milking, I'm up at 5.30am. If I'm not, it's 6ish. We'll milk 250 cows and by the time we've washed out, we - I have one other herdsman who works with me - will be finished by about 8.30am. Then one of us will be feeding the calves - we have about 100. That will take us through to about 10am.

We then check all the stock, move the cows to certain fields, cut silage and bring it in - that sort of thing. I will then go off and do some paperwork for about an hour and a half. There is lots of paperwork - passports for the calves, Cap [Common Agricultural Policy] forms etc. which adds a couple of hours to my day in the evening.

By about 1 pm we stop for lunch for 30-45 minutes, but I will also try to stop for a coffee break at about 10am. Then, after lunch, the tasks start up again. We milk again in the afternoon at about 4pm and finally finish about 6.45pm.

The milk lorry picks 4,500 litres of milk up every evening. We knock off about 7pm, but one of us will need to spend about 45 minutes later on, checking the cows to see if any are unwell or anything. Then we go to bed and it starts all over again.

On average, I do a 12- to 13-hour day with about an hour's combined break over an average six-day week, but normally something will happen on my days off and I will have to spend a couple of hours on the farm. But I don't have to sit on the tube or worry about office politics and I'm my own boss. And another upside is that at the weekends the kids can come with me while I work.

John Hughes - Catering manager, Nottingham City Hospital Trust

- Age: 40
- Hours worked in a week: 44 hours on average

In our kitchens, on any normal day, we will have 12 people catering for 1,100 patients. On top of this, there's the coffee shop and restaurant. In those we probably have a further 15 people working. On a typical day we will have 27 to 30 people working in catering at any one time.

My day starts about 8-8.30am and I will knock off at about 5pm. I don't have a standard lunch hour. My staff do, though. On a shift they will have properly defined times for breaks. In the morning they will have a 15-minute break, then they will have a half-hour lunch break with two further 15 minute breaks over their seven-and-a-half-hour shifts. We do ask people to work weekends as we're a seven-day operation, but the majority of staff will be on a three-week rota in which they will work one weekend.

In theory I'm permanently on call, but this is shared around, so I may be officially on call for one in every five weeks, and I might be called three or four times out of hours over that week. I don't ever work more than 45 to 46 hours a week. I completely dictate my own hours. I think my work-life balance is pretty good. Within catering, in general, the downside comes with having to work nights.

I've worked in motorway catering, high street catering, five-star hotels - many places, and I'd say the working terms are as good here as anywhere I've ever worked.
Richard Salter QC - Barrister, London
Age: 53
Hours worked in a week: 60-65
My average working day varies between 10 and 12 hours. I start at about 8.30am or 9am and get home between 7 and 9pm. The days are longer when I'm in court, or in the days before when I'm rushing around preparing. I'll often keep working when I get home and I usually work one day at the weekend. My wife and I have a cottage in Somerset and we drive down on Friday evenings. On Sunday morning I'll get up relatively late and work. Sometimes my poor, long-suffering wife will drive me back to London and I'll sit in the back of the car working.

When I started at the bar, work was hard to come by. But as one becomes more successful and you build a practice, the hours increase. I took silk in 1995 and the time before you take silk is usually the busiest time of your life. I'm now working longer hours than I expected to be working at my age, but I enjoy it. It's intellectually stimulating, it's solving problems and it's helping people. I will stop when I no longer enjoy what I am doing.

Rikki Chequer - Truck driver, Middlesbrough
Age: 42
Hours worked in a week: about 65
I used to travel all over Europe, but I only do the UK runs now. The law says the maximum you can drive without a break is 4.5 hours and then you need to take a 45-minute break. You can only drive nine hours a day, although twice a week you can stretch that to a 10-hour day. Most drivers don't do the loading or unloading themselves, so there is a lot of sitting around waiting.

A typical run can start at about 6am on a Sunday morning and I'll head straight down the A1 to the outskirts of London carrying a single 40ft container. I'll unload that at Tilbury docks and pick up a loaded container that's going to Cornwall. Then I'll head to Bristol, re-load and head back to Tilbury. We tend to park in a layby and sleep in the truck nowadays - there are very few lorry parks left.

I'm trying to get out of the industry to be honest, because of the hours and the fact it is hard to have a family life. When you get home from a long trip all you want to do is go to bed. Most drivers are male and their partners, wives and girlfriends can find that hard to cope with.

David Claxton, Taxi driver, Newcastle
Age: 58
Hours worked in a week: 60-70
I start at about 4am in the morning and drive until 6pm some days. It can be exhausting - I've done up to 100 hours in a week and been absolutely knackered. But I've got to make the money and it's getting harder. People aren't using taxis as much as they used to. I've always worked these kinds of hours. When I get home I have my tea and I'm normally in bed by about 8pm. My wife's all right about it and you get used to it. I'd like to work fewer hours, obviously, but in this game you can get £20 one hour and £2.50 the next. There's no set amount an hour - it just depends how much work is out there.
Dr Jo Hilborne - Specialist registrar, obstetrics and gynaecology, University Hospital Wales, Cardiff

Age: 41

Hours worked in a week: 32, part-time

I get up at 6.30am, leave at 7am, drive an hour to work from my home in Swansea, get to work shortly after 8am, and have some breakfast. I'll start work at around 8.20am - most clinics start at 9am, so I need to do my half-hour ward round before then. The morning clinic finishes at 1pm, and the afternoon clinic starts at 1.30pm, but they often over-run. and it's standard to have 40-60 patients and just two or three doctors to see them all. If I'm lucky I'll get 10 minutes between the morning and afternoon clinic to grab a sandwich.

Officially, we finish at 5pm, but usually it's more like 5.30pm. Some days I'll have an evening shift through till 8.30pm. You don't usually get a break, you just carry through from 5pm. I also work night shifts, which are usually 13-hour shifts, four in a row. Some colleagues in paediatrics work seven night shifts in a row. Nights are quite variable - sometimes you're working straight through, other times you'll have two to three hours doing nothing.

When I finish work I drive back home. I have three children, but it works because I'm working part-time, my husband does a lot and I have a nanny.

David Morrison - Primary schoolteacher, Edinburgh

Age: 30

Job: Hours worked in a week: never less than 39

I have been teaching for six years and the hours vary enormously. At the moment it's an intensive time as we are writing reports which are due on Monday. I'll be working Saturday and Sunday just to get them finished. I normally get to work at 8.20am and I never leave before 5.15pm - 6pm isn't unheard of. We get 45 minutes for a lunch break and I'll often spend 20 minutes of that sorting out the afternoon lessons. There's no denying you're busy. I teach from Monday to Friday lunchtime because the kids aren't in school on Friday afternoons, but more often than not that time is used for training courses or other activities planned by the school. At the end of the week I certainly feel that I've done a lot of hours.
European Projects

If you are involved in working on a European project on behalf of your organisation, you will soon learn that there are a number of specialist terms associated with this work. It is important to familiarize yourself with these terms, in order to understand the process in which you are engaged.

Collocation

1. Match the verbs in the left-hand column with the word or phrase in the right-hand column

   **Note:** sometimes more than one combination is possible

   **Example: 1c. conduct + a needs assessment**

<table>
<thead>
<tr>
<th>1. conduct</th>
<th>a. measurable objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. allocate</td>
<td>b. target group</td>
</tr>
<tr>
<td>3. identify</td>
<td>c. a needs assessment</td>
</tr>
<tr>
<td>4. draw up</td>
<td>d. resources</td>
</tr>
<tr>
<td>5. work to / keep to</td>
<td>e. co-financing</td>
</tr>
<tr>
<td>6. define</td>
<td>f. a workable schedule</td>
</tr>
<tr>
<td>7. look for</td>
<td>g. agreed deadlines</td>
</tr>
<tr>
<td>8. seek</td>
<td>h. a Project Management Committee</td>
</tr>
<tr>
<td>9. decide on</td>
<td>i. performance indicators</td>
</tr>
<tr>
<td>10. establish</td>
<td>j. potential partners</td>
</tr>
</tbody>
</table>
2. **Now number these actions 1-10 to indicate the logical order in which they should be carried out.**

*Check these combinations and the order with a partner and then with those given in the Study Guide.*

3. **Now take five of these combinations which contain expressions that are new to you, and write sentences which describe what you need to do when planning a project.**

*For example:*

We could **conduct a needs assessment** in order to find out the real needs within our organisation.

1. ............................................................................................................................
2. ............................................................................................................................
3. ............................................................................................................................
4. ............................................................................................................................
5. ............................................................................................................................
Working with words 5

Which language should we use?

Read the following carefully, and fill in the gaps in the text with one of the following words:

<table>
<thead>
<tr>
<th>comprehension</th>
<th>misunderstanding</th>
<th>impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>issue</td>
<td>hindrance</td>
<td>uncommon</td>
</tr>
<tr>
<td>outset</td>
<td>uneasily</td>
<td></td>
</tr>
</tbody>
</table>

Language

Another key problem for many trans-national projects is the (1) issue (synonym = question) of language. It is not (2) ________ (=______) to find that there is no single shared language spoken by all members of the team. This can become a great (3) ________ (=______) to effective communication. Again, in some of the projects this was not planned for at the (4) ________ (=______) and discussions moved (5) ________ (=______) across several languages, with different partners being excluded from communication at different points. In other instances English has been the working language with, for example, an English- and Spanish-speaking Italian partner translating for a Spanish colleague, who understood no English. Whilst this may work reasonably for much of the time, there may also be important occasions when an initial (6) ________ (=______) by the Italian becomes compounded by a mistranslation into Spanish.

Our advice is: be clear from the start which will be the working language(s) of the project. Be clear, too, about what the (7) ________ (=______) of that will be on individual team members. Will they all have the necessary level of linguistic ability - both passive (8) ________ (=______) and active performance? If not, we need to make sure that adequate translation facilities are available for both discussions and written communications.
Synonyms

Now think of a word that means the same as the one you have added in the original text, and write these in the gap in brackets. The first one has been done for you as an example.

Discussion points:

- What other solutions are there to the problem of language on trans-national projects?
- What about communications at a distance, in between meetings?

Trans-national projects can suffer from the lack of a common language.
Project budgets

1. Examine the following budget for the first year of a project and discuss the meaning of the terms numbered 1-8. See Study Guide for explanations.

How do these items correspond to items in project budgets with which you are familiar?

Comment on the overall outcome for Year 1 of this project and discuss the implications for the remaining two years of the project.

Project: European Trade Unions together online (ETUTOL)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Budgeted costs</th>
<th>Actual expenditure</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed costs (1)*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>1000</td>
<td>1200</td>
<td>-200</td>
</tr>
<tr>
<td>Printing</td>
<td>500</td>
<td>300</td>
<td>+200</td>
</tr>
<tr>
<td>Materials preparation</td>
<td>1000</td>
<td>400</td>
<td>+600</td>
</tr>
<tr>
<td>Administration (2)</td>
<td>500</td>
<td>550</td>
<td>-50</td>
</tr>
<tr>
<td>Expert(3)</td>
<td>500</td>
<td>500</td>
<td>0</td>
</tr>
<tr>
<td>Total fixed costs</td>
<td>3500</td>
<td>2950</td>
<td>+550</td>
</tr>
<tr>
<td>Variable costs (4)**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel (partners)</td>
<td>600</td>
<td>1300</td>
<td>-700</td>
</tr>
<tr>
<td>Accommodation (5)</td>
<td>200</td>
<td>800</td>
<td>-600</td>
</tr>
<tr>
<td>Local planning costs (6)</td>
<td>100</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Total variable costs</td>
<td>900</td>
<td>2200</td>
<td>-1300</td>
</tr>
<tr>
<td>Totals</td>
<td>4400</td>
<td>5200</td>
<td>-750</td>
</tr>
</tbody>
</table>

Notes:

*Invoices (7) must be submitted within 3 months of expenditure being incurred
**Expenses will only be reimbursed (8) on presentation of receipts against actual costs
2. **Examine the way the above results at the end of the year can be described:**

1. More money was spent on equipment than had been budgeted for.
2. There was a small sum left over from printing.
3. A great deal less money was spent on material preparation than had been estimated.
4. The costs for the advisers were the same as had been forecast.
5. Fixed costs were less than had been estimated.
6. Travel costs were considerably more than had been allowed for.
7. Administration costs were slightly higher than the budgeted figure.
8. Local planning costs were as had been estimated.
9. Overall the project was in deficit
10. The Year 1 overspend was carried forward

Alternatively the outcome could be described in other terms.

*Match the above with one of the phrases used below, and complete the sentence.*

**Example:**

1. More money was spent on equipment than had been budgeted for.  
   *means the same as:*  
   b) There was an **overspend** on **equipment**.

   a. There was a surplus of 200 € on………………..  
   b. ✔There was an overspend on……………….  
   c. There was a generous surplus of 600 € on………………..  
   d. .......... costs marginally exceeded the budget estimate.  
   e. There was an overall underspend on………………..  
   f. .............. costs matched ................. costs.  
   g. The total ............... was carried forward to the following year.  
   h. Overall ................................ was in the red by 750 €.  
   i. ....................... equalled the estimated costs.  
   j. ....................... costs had been seriously underestimated.

**C. What problems, if any, did you have in managing the finances of any projects that you have been involved in?**
Study Box 2

Influencing others

If you want to influence others, you have to choose your language carefully!

*Study the following, and discuss the shades of meaning associated with these different expressions. Some are more formal than others; some could be used when addressing certain people in certain circumstances, but are not always appropriate.*

**COMMANDS**
- You must/ mustn’t
- Do/don’t
- You will
- Please + imperative
- …………………. will you?
- …………………. won’t you?

**REQUESTS**
- Will you
- Would you
- Can you/we (possibly)
- Won’t you
- Couldn’t you/we
- Could you
- Would you mind
- I wonder if you’d mind
- Would you be so kind as/ kind enough to
- I would be extremely grateful if

**ADVICE**
- You ought to
- You should
- You’d better
- If I were you
SUGGESTIONS
[Note that some suggestions involve the speaker]
- I suggest you/we.........................
- We/ you can...............................if you like.
- Why don’t we/ you........................
- We/ you might.........................
- Wouldn’t it be better if.................?
- Shall we.........................?
- Let’s.................................
- Let’s not.........................
- How about.........................?
- What about.........................?
Communication Activity 2

Meetings - Cultural differences

You are manager of a European project, and are chairing a meeting for the project partners from several different countries. During the meeting, some difficult situations arise, and this activity is designed to help you think how you might deal with these, taking into account any cultural differences.

1. Work in small groups. (Different groups can discuss different problems).

2. Discuss the following, and make a note of what you would say or do in the following circumstances. The expressions for influencing others on pp. 52-53 may give you some ideas.

- You arrive 15 minutes before the meeting is due to start. Two project partners are already in the room, and one of them is smoking.
- At 14.00, when the meeting is due to start, 4 participants still haven’t appeared.
- When the meeting finally starts, you find that several of the participants have not brought the relevant documents with them.
- One of the participants is new, as the normal representative from that organisation was unable to attend. S/he has not been briefed, and his/her knowledge of the main working language is weak.
- The person who was supposed to prepare an important briefing document for the meeting has failed to do so.
- During the meeting, someone’s mobile phone rings.
- After the meeting has been running for 15 minutes, one of the participants asks for a cigarette break.
- During the meeting, two of the participants are often chatting to each other, rather than following the business of the meeting.
- Just as you are about to discuss the main point of the meeting, one of the participants says s/he has to leave to catch a plane.
Looking back

Now you have finished this unit you should be able to:

➢ Explain Social Dialogue in Europe
➢ Describe the role of the ETUC and the EIFs
➢ Discuss the implications of the Working Time Directive
➢ Be a useful member of a European project team