English for European trade unionists

Level Three

Trade Unions and Migrant Workers

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 and 4 which first appeared in 1995 under the auspices of a LINGUA-funded project. The first stage of the revision of these materials was completed in 2006, with the publication of seven units:

- 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

We are now pleased to complete this revision with the publication of these three additional units:

Level 3: Trade unions and migrant workers
Level 4: The changing world of work, Trade unions and the environment

All these units can be downloaded as pdf files from the ETUI-REHS website at http://www.etui-rehs.org/education/Media/Ert/keyword/Language-learning

A description of the language level, a profile of the target group and advice on how to use the materials 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.

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# Acknowledgements

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

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Website</th>
<th>Organisation</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizens Advice Bureau</td>
<td><a href="http://www.citizensadvice.org.uk">www.citizensadvice.org.uk</a></td>
<td>ITUC (International Trade Union Confederation)</td>
<td><a href="http://www.ituc-csi.org/">www.ituc-csi.org/</a></td>
</tr>
<tr>
<td>BSI Group</td>
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<td>International Textile, Garment and Leatherworkers' Federation</td>
<td><a href="http://www.itqliwf.org">www.itqliwf.org</a></td>
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<td>GMB</td>
<td><a href="http://www.gmb.co.uk">www.gmb.co.uk</a></td>
<td>Mark Lynas</td>
<td><a href="mailto:marklynas@zetnet.co.uk">marklynas@zetnet.co.uk</a></td>
</tr>
<tr>
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<td><a href="http://www.eto.org.uk">www.eto.org.uk</a></td>
<td>Television Trust for the Environment (TVE)</td>
<td><a href="http://www.tve.org">www.tve.org</a></td>
</tr>
<tr>
<td>European Foundation for the Improvement of Living and Working Conditions</td>
<td><a href="http://www.eurofound.eu.int">www.eurofound.eu.int</a></td>
<td>T &amp; G section of UNITE</td>
<td><a href="http://www.tgwu.org.uk">www.tgwu.org.uk</a></td>
</tr>
<tr>
<td>ETUC (European Trade union Confederation)</td>
<td><a href="http://www.etuc.org">www.etuc.org</a></td>
<td>University and College Union</td>
<td><a href="http://www.ucu.org.uk">www.ucu.org.uk</a></td>
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</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.
Trade unions and migrant workers

Looking ahead

In this unit you will focus on the relationship between trade unions and migrant workers. You will look at some of the problems faced by migrant workers and examine some of the ways that trade unions are seeking to address these problems.

You will study the following:

Vocabulary

- for expressing attitudes and opinions about migration
- for discussing relationships between migrants and trade unions
- for dealing with employment and social benefits issues

Grammar

- present simple and present continuous
- past simple, present perfect and perfect continuous
- some phrasal verbs

Functions

- making presentations
- interviews
- summary and letter writing
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<td></td>
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</tr>
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<td></td>
</tr>
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<tr>
<td>Form and use of the present simple and present continuous</td>
<td></td>
</tr>
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<td>Review of form and uses</td>
<td></td>
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<td>3. Some phrasal verbs</td>
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<tr>
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<td></td>
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Unit Contents
Who are these migrant workers?

1. **Work in small groups then compare your answers in the plenary:**
   1. What are these people doing?
   2. Where do the migrant workers in your country come from?
   3. What kind of jobs do they do?
   4. Where do migrant workers who leave your country generally go?
   5. What kind of work do they find?
   6. Do you personally know any migrant workers and if so where do they come from and what jobs do they do?

2. **Distinguish between the following types of migrants**
   - asylum seekers
   - cross-border workers
   - seasonal workers
   - irregular workers
   - family dependants
   - agency workers
Responding to other people

**Study box**

**Expressions used in response to information from other people**

**Indicating surprise**

<table>
<thead>
<tr>
<th>Never!</th>
<th>That’s surprising!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Really?</td>
<td>Good heavens!</td>
</tr>
</tbody>
</table>

**Indicating disappointment**

<table>
<thead>
<tr>
<th>What a pity!</th>
<th>That’s disappointing</th>
</tr>
</thead>
<tbody>
<tr>
<td>What a shame!</td>
<td>Oh dear!</td>
</tr>
</tbody>
</table>

**Responding to good news**

<table>
<thead>
<tr>
<th>That’s great!</th>
<th>Absolutely wonderful!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fantastic!</td>
<td>I’m so pleased!</td>
</tr>
</tbody>
</table>

**Responding to bad news**

<table>
<thead>
<tr>
<th>I’m so sorry!</th>
<th>How dreadful!</th>
</tr>
</thead>
<tbody>
<tr>
<td>That’s awful!</td>
<td>What a disaster!</td>
</tr>
</tbody>
</table>
1. *Can you add any other expressions to those above?*

Here are some examples of how people may respond to certain statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Verbal response</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The President’s changed his mind”</td>
<td>“Never!” (a surprise)</td>
</tr>
<tr>
<td>“She’s just been given a full-time contract”</td>
<td>“That’s great!” (good news)</td>
</tr>
<tr>
<td>“I’m sorry I can’t come tomorrow”</td>
<td>“What a pity!” (disappointment)</td>
</tr>
<tr>
<td>“Two workers have been seriously injured”</td>
<td>“How dreadful!” (bad news)</td>
</tr>
</tbody>
</table>

2. *Discuss with a partner how you might respond to the following statements. There may be more than one response in which case you need to explain the reason for your choice.*

a. My brother’s just got a new job.

b. The meeting’s been cancelled.

c. We need more workers to complete the project on time

d. The minimum wage hasn’t been increased.

e. There has been a major accident in the plant.

f. The two confederations have agreed to work together.

3. *Exchange views with a partner about one or more of the following subjects using some of the expressions in the Study Box above.*

- A recent change in your work situation
- Attitudes towards migrant workers
- A current TV news story
International labour migration

The following six paragraphs are an extract from an ILO report (June 14 2002) entitled ‘Current dynamics of international labour migration: Globalisation and regional integration’:

1 In small groups, discuss what you expect to find under the following sub-headings:

- ‘The benefits of international labour migration’
- ‘Irregular migration and exploitation of labour’
- ‘Loss of highly skilled workers’
- ‘Negative forces of globalisation’

2 Now read through the report and decide where the four sub-headings belong:

A International migration has contributed to growth and prosperity in both host and source countries. Migrant worker remittances represent the second largest international monetary trade flow, exceeded only by petroleum. Migrants also provide a valuable source of semi-skilled and unskilled labour to many industrialising countries and provide a source of highly skilled labour to advanced countries, thereby assisting the latter in maintaining economic competitiveness.

B On a regional level, labour mobility has the potential to yield substantial benefits. The evolution of economic integration and experience in Europe and in emerging regional economic integration processes in the Americas, the Caribbean and Southern Africa demonstrate that flexible or free movement of labour within areas of economic integration is essential to ensuring progress towards integration, as well as to accelerating rates of economic development.

C Perhaps the greatest global concern in the area of international labour migration is the unprecedented rise in irregular forms of migration that has occurred in recent years. The numbers of unauthorised migrant workers are increasing in virtually every part of the world. Of the 80 to 97 million migrant workers and their dependents now in countries other than their own, it is estimated that perhaps no less than 15 per cent are working on an irregular basis. This development may, in part, be attributed to the increasing commercialisation of the private recruitment process and the growing practice among developed countries of applying unduly restrictive immigration policies.
In addition to fostering irregularity this climate has contributed to the opening up of a lucrative market for the smuggling and trafficking of migrant workers. Women and children are especially victimized; many are trafficked into conditions of slave labour and/or forced prostitution. The human suffering, maltreatment and exploitation that ensue as a result require little explanation and have been the focus of much media, governmental and NGO attention.

Indeed, it is clear that all categories of migrant workers are regularly subject to abusive, exploitative and discriminatory treatment in host countries. Application of human and labour rights norms to non-citizens is often inadequate in many countries, particularly as regards irregular migrants who have no authorization to enter or remain in the country.

While the emigration of labour has reduced unemployment and increased remittances to many developing countries, alarms are again being sounded over the potential damage that the emigration of the highly skilled can cause to their development aspirations. A significant number of immigrants with professional qualifications are increasingly recruited for employment in more developed countries where skilled labour is needed in order to sustain the rapid growth of the new knowledge industries. A regional approach to migration must enhance the beneficial aspects and at the same time develop mechanisms to encourage the retention or return of talent.

Developing countries have yet to yield the benefits of the globalisation process in terms of narrowing the gap between per capita incomes of the North and the South. Indeed the gap in per capita GDP between the developed countries and the less developed countries has in fact quadrupled over the past two decades. Recent research in the ILO and elsewhere finds that processes integral to globalisation have, in certain cases intensified the disruptive effects of modernization and capitalist development, with, sometimes, severe consequences on human displacement.
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3 Find words in the text that have the same meaning as the following alternative words:

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Alternative words</th>
<th>Words in text</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>payments sent home</td>
<td></td>
</tr>
<tr>
<td>(B)</td>
<td>to produce</td>
<td></td>
</tr>
<tr>
<td>(C)</td>
<td>worldwide</td>
<td></td>
</tr>
<tr>
<td>(C)</td>
<td>family members</td>
<td></td>
</tr>
<tr>
<td>(D)</td>
<td>profitable</td>
<td></td>
</tr>
<tr>
<td>(D)</td>
<td>permission</td>
<td></td>
</tr>
<tr>
<td>(E)</td>
<td>ambitions</td>
<td></td>
</tr>
<tr>
<td>(E)</td>
<td>to support</td>
<td></td>
</tr>
<tr>
<td>(F)</td>
<td>disparity</td>
<td></td>
</tr>
<tr>
<td>(F)</td>
<td>multiplied by four</td>
<td></td>
</tr>
</tbody>
</table>

4 Word building

Complete the table below of words found in the text by adding the missing grammatical forms.
The first one is shown as an example.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>contribute</td>
<td>contribution</td>
<td>contributory</td>
</tr>
<tr>
<td></td>
<td>evolution</td>
<td></td>
</tr>
</tbody>
</table>
Trade unions and migrant workers

<table>
<thead>
<tr>
<th>Positive words</th>
<th>Negative words</th>
</tr>
</thead>
<tbody>
<tr>
<td>growth</td>
<td>concern</td>
</tr>
<tr>
<td>prosperity</td>
<td>irregular</td>
</tr>
</tbody>
</table>

In the box below list those words in the report that you consider to be positive and those that you consider to be negative with regard to international labour migration. A few examples are given:
6 Discuss with a partner whether overall you think the report presents a positive or a negative picture of labour migration then compare your findings with another pair.

Discussion points:
- How do you think migration can best be managed, to benefit all concerned?
- Are there minimum labour and workplace standards in operation in your country?
- What role can trade unions play to ensure fair migration policies and practices?

Study Box
Some useful expressions for discussing reports

To refer to a report
The report states/says/indicates/finds/explains/ outlines that...
The report proposes/advocates/rejects the idea that...
We can see from the report that...
In the report you’ll find that...

To highlight key points
The report stresses/emphasises that...
The report makes the point that...
The report contains 2/3 key points that...
The most important/crucial point is that...

To locate points in a report
If we look at the second paragraph, the report...
As you can see on the third line of the final/last paragraph...
At the top/bottom of the page you will see that......
Under the heading ‘irregular migration’, the report....
**Working with language 1**

**Review of the present tense**

There are two forms of the present tense in English:

- **The present simple**
- **The present continuous**

The **present simple** is for habitual and routine actions:

- I work for the Confederation
- They start work at 7pm every day

**Remember:**

- to use the subject pronouns (I, you, he, it, we and they)
- to add an extra “s” to the verb with “he”, “she” and “it”
  - She works for the Confederation
- We use “do/does” to make questions and “do not/does not” (“don’t/doesn’t”) in the negative and for short answers (tags)
  - Do you speak English? No. I don’t
  - He doesn’t have a contract of employment? Do you?

The **present continuous** is used for actions in progress now or for future plans or arrangements.

It is formed with the verb “to be” plus the present participle “-ing”

- I’m writing the report about the meeting right now
- We’re watching television at the moment
- They are taking the plane to Paris tomorrow
- She’s not applying for a new job (in the immediate future)

**Study the difference between:**

- Where do you live? (your present address)
- Where are you living? (at this moment - this suggests a temporary arrangement)
- What do you do? (what is your job?)
- What are you doing? (how are you spending your time at the moment?)
Trade unions and migrant workers

With some verbs of feelings and emotions (e.g. like, love, hate, understand, remember, know, believe, forget, need) we usually just use the present simple:

- I like this job
- I don’t understand what you are saying
- I remember my home town at this moment
- I need to get some money

1 Complete the following sentences using either the present simple and/or present continuous of the verbs given in brackets. Compare your answers with a partner and explain the difference in those cases where both forms are possible.

Example: He (to speak) Italian
Both forms are possible:
- He speaks Italian (He knows the Italian language)
- He is speaking Italian (Italian is the language he is using at the moment).

a. On the whole immigrants (to contribute) to economic development
b. A new arrival often (to need) help to integrate into the community
c. I usually (to travel) to work by bus
d. She’s on the phone at the moment. She (to talk) to her boss
e. I never (to drink) alcohol. What about you?
f. What you (to do) this afternoon?
g. I (not to like) the English weather
h. I (not to understand) very well because you (to speak) very quickly
i. People in Britain (to watch) a lot of TV
j. She (to organise) a party next week.

2 Discuss with a partner your daily routine at work.

Example: I usually arrive at work at 8 o’clock. I open my emails and.....

3 Write down what is happening now and then compare your list with a new partner.

Example: I’m sitting in the classroom. The teacher is talking to someone....

4 Describe what is happening in the news at the moment
Trade unions and migrant workers

Working with video 1

The work scene: a diversity of opinions

Pontefract, West Yorkshire, in the north of England: in this extract from Inside Out England (BBC1, 13 November 2006) you will see and hear about the experiences of several workers from Eastern Europe - their reactions to Britain and life there and comments from British workers and officials.

A. Watch the video clip twice, then answer the questions below:

NB: See Exercise C: Word Box which you may prefer to do before watching the video

1. a. What does this factory make? ____________________
   b. How many workers were laid off? ________________
   c. What happened 8 days later? ________________
   d. Why was this unfair? ____________________

2. Who is Bill Chard? ____________________

3. What did he say that firms are now doing?
   a. ____________________
   b. ____________________
4. **Opinion 1:**
   Does he condemn employers?
   
   __________________________________________________________
   __________________________________________________________

5. What nationality are the agency workers? ________________

6. **The wages of the agency workers:** How much per hour do they earn
   
   a. in the UK? __________
   b. in their own country __________

7. Who is **Paul Kowalski**? _______________________

8. What jobs does he do?
   
   Days | Job
   --- | ---
   a. __________ | __________
   b. __________ | __________
9. **Opinion 2:**
What is Paul’s reply to “You may be taking a job from a man in the UK”?

*(complete the sentences below)*

“When I came here to this country, there were
a) __________ of  b) ___________ and it was not the
case that we were c) _______________ jobs.

It is up to the English d) ___________ to take care of
English e) ___________. It’s not our f) ___________”

10. Who is Richard Edwards? __________________________

11. What happened to:
   a. his family? __________________________
   b. his home? __________________________

12. **Opinion 3:**
   What does Richard say about:
   a. his own work situation? __________________________

   __________________________

   b. firms employing East European workers? __________

   __________________________

13. **Sir Digby Jones:**
   a. His former post was: __________________________

   *CBI = Confederation of British Industry*  
   *(the employers’ organisation)*

   b. Where is he at this moment? __________________________
14. **Opinion 4:**

Complete his comments about Britain and migrant workers:

‘If it wasn’t for them coming in, a)___________ to work hard and to work for legal wages, above the minimum wage but lower wages, we’d have wage b)___________ in Britain. That would mean interest rates would go up and your c)___________ and mine would cost more money. ...... They are an enormous d)___________ to a successful e)___________ but, if certain people who would be called “British” are going to sit on their f)___________ and not get off [them] and do a day’s work, don’t blame the Poles, blame the Brits. We can’t do without them’
Trade unions and migrant workers

B. With a partner or in a small group discuss the different opinions you’ve just heard.

➢ Can you understand the feelings of each speaker?
➢ Which opinions do you accept or reject? Why?
➢ Which speaker do you identify with the most? Why?

C. These are words or expressions used in the video. You may prefer to do this exercise before you watch the video ... or after...

They are listed in the order they are used.

What do these mean?

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a pallet</td>
<td></td>
</tr>
<tr>
<td>2. (to be) laid off</td>
<td></td>
</tr>
<tr>
<td>3. peaks and troughs in the market</td>
<td></td>
</tr>
<tr>
<td>4. (to) shed jobs</td>
<td></td>
</tr>
<tr>
<td>5. a terraced street</td>
<td></td>
</tr>
<tr>
<td>6. a degree (qualification)</td>
<td></td>
</tr>
<tr>
<td>7. a greenhouse</td>
<td></td>
</tr>
<tr>
<td>8. a truck</td>
<td></td>
</tr>
<tr>
<td>9. a mate</td>
<td></td>
</tr>
<tr>
<td>10. nowt (a dialect word)</td>
<td></td>
</tr>
<tr>
<td>11. a power breakfast</td>
<td></td>
</tr>
<tr>
<td>12. top dog</td>
<td></td>
</tr>
</tbody>
</table>
Attitudes towards migrant workers

<table>
<thead>
<tr>
<th>housing</th>
<th>alleviate</th>
<th>restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>contribution</td>
<td>shortage</td>
<td>victimised</td>
</tr>
<tr>
<td>undercut</td>
<td>overtime</td>
<td>resistance</td>
</tr>
<tr>
<td>ageing</td>
<td>verbal</td>
<td>manifestation</td>
</tr>
<tr>
<td>anti-migrant</td>
<td>disproportionate</td>
<td>hard-line</td>
</tr>
</tbody>
</table>

1 Use the words in the box above to complete the following report on attitudes towards migrant workers:

There is certainly a current (1)_____________ of labour and it is felt that migrant workers could make a major (2) ___________ to certain sectors of the economy. Immigration will also help to compensate for (3)__________ populations. Therefore the government proposes to open its borders to (4)__________ the problem.

However, some politicians advocate a (5)____________ approach and want to maintain tough (6) _____________. In some quarters there is a considerable degree of prejudice against migrant workers. This is encouraged by (7)_____________ sections of the popular press. In some areas migrants have received hate-mail and they have been subject to stone throwing and (8) ______________ abuse.

This is a new phenomenon for most well-educated incomers and they are not sure whether this is a (9) ______________ of the underlying racism that exists within society or whether it should be put down to jealousy. Whatever the cause they certainly feel (10) ______________.
It is rumoured that migrant workers are occupying a (11)________________ amount of the limited pool of (12)________________. There is also (13) ________________ within the workplace. Some local workers think the newcomers will (14)________________ their wages. The situation is not helped by some employers exploiting migrant workers by paying them single time rates instead of (15) __________________.

2 **Find words in the box that have the same meaning as the following:**

<table>
<thead>
<tr>
<th>relieve</th>
<th>uncompromising</th>
<th>expression</th>
<th>accommodation</th>
</tr>
</thead>
</table>

3 **Find words in the box that have the opposite meaning to the following:**

<table>
<thead>
<tr>
<th>surplus</th>
<th>reasonable</th>
<th>normal time</th>
</tr>
</thead>
</table>

4 **Below are some problems encountered by migrant workers.**

- Inadequate housing
- Lack of knowledge of language
- Racial discrimination
- Job insecurity
- Low status jobs
- Overqualified for jobs available
- Unable to cope with cultural differences
- Exploited by gangmasters
- Limited access to benefits and assistance
- Frustrated by the laziness of the local workers

a. If you were a migrant worker yourself how would you rank these in order of importance?

b. Which of these problems, if any, could you address as a trade union officer?

c. Compare and discuss your answers with a partner.
Living and working in a British city

In February 2007 Southampton City Council published a report “East European Nationals Living in Southampton: an overview of the nature and impact of in-migration by East Europeans into Southampton since May 2004”.

The following is a summary in note form of the introduction to this report.

Note that in summaries:
- definite and indefinite articles, i.e. “the” and “a(n)”, are omitted
- verbs are often omitted

Southampton’s East European population:

- 10,000-12,000 A8* nationals in Southampton.
- majority registered on the Workers’ Registration Scheme (WRS) are Polish – men under 30.
- reasons for coming to Southampton:
  - existence of established East European community
  - work easy to find
  - proximity to London

* A8 countries = the 8 East European countries which joined the EU in May 2004

East Europeans and employment in Southampton

It was felt generally by a group of professionals (all involved with different aspects of migrants’ lives: employment, benefits, housing, English language, trade unions etc) that the newcomers often undertook employment in a whole range of unskilled work, e.g. in factories, agriculture, hotels, flower picking, security, restaurants, on building sites, yet most of them are qualified to do other jobs. Some are considering setting up their own businesses utilising the skills that they have such as mechanic, baker or importing goods from Eastern Europe.
The new workers are considered to be hard-working and they have high aspirations. They are also considered to be a valuable asset in the local community, i.e. they pay taxes and are currently doing jobs that the locals do not want to do. They are proactive and not afraid to take risks, therefore keen to set up their own businesses. Sometime, unaware of the legal regulations such as tax, VAT or insurance, the new businesses are set up illegally. Some, though, come for advice.

There is a concern that businesses/employers are using the fact that the new migrants agree to work for lower wages. The employers use them as a means of lowering hourly rates particularly within the construction and haulage industries.

This may cause a reduction in wages of current employees or redundancy for those who do not want to accept the new work arrangements.

It was also reported that recruitment agencies often take advantage of the new workers whom they employ. They do not respect the hourly rate, do not pay holiday pay and very often give cash-in-hand and no wage slips. Those workers who, in addition to employment, get their accommodation from the same agency are put to live in accommodation such as 12 in a three-bedroom house.

It is also perceived that the new workers are exploited more when there are no trade unions and that a slow process of undercutting the wages is taking place. An example has been given of a Southampton agency paying EU migrants £3 (€4.20) or less an hour. It is therefore vital that the hourly rates are protected. In the long term, once those who now take any job have mastered the language they will be competing for the better jobs. This may be an issue in the future.

Many of the exploitation practices may have their roots in the low self-esteem of the newcomers as they feel that they have no rights, even as EU citizens. The professionals have observed that 80% of the new migrants earn less than £6 per hour and have been told by fellow Poles that they should not claim any benefits or working tax credit. Some women worked for over a year but are still told they are not entitled to maternity rights or pay for their accommodation. Workers employed by agencies are often exploited and not given paid holiday or are dismissed without notice for no reason.

This text is from pp 15-16 of the report www.southampton.gov.uk/Images/East%20European%20immigration%20report
Having read this report, you, as a trade union officer, feel that you should make your TU colleagues in other EU countries aware of the work and living conditions that migrant workers in Southampton are exposed to. You, therefore, decide to send a written summary of the above section to these colleagues and you write it, in note form with bullet points, under the headings below (for style: see the summary of the Introduction on the previous page).

- **Work with a partner or in a small group**
- **Each of you could be responsible for one heading.**
- **Discuss together the information from the report to be included in the summary under each heading.**
- **One of you can write the summary to send as an attachment to your TU colleagues elsewhere.**
- **Don’t forget to send an email (with the attachment) with a greeting, an explanation and an appropriate ending.**

These are the headings for you to expand (an example of this is given under Employment). The headings follow, more or less, the theme of each paragraph:

- Employment: type of work, factories, etc.
- Attitudes towards migrant workers
- Pay rates
- Exploitation
- Trade union concerns
- Psychological effects on migrant workers
Migration: who gains?

Comments like these can often be heard or read:

1. Let us welcome these energies from overseas
2. Young East Europeans are prepared to work hard for a modest hourly rate while more than half a million young British people prefer to live off unemployment benefits thus creating a culture of dependency.
3. Most British towns with a great influx of migrants are suffering because there is not sufficient extra funding for local authorities to provide for the extra housing and schools needed.
4. There is a desperate shortage of dentists in Britain and in many towns the only dentist you can get to see is a recently recruited East European.
5. Many Polish graduates are migrating to Britain as they can earn more in the fields and food factories here but this is seriously damaging the fragile Polish economy.
6. It seems that the government is finally realising that integration isn’t working.
7. Migration from Eastern Europe has both plugged gaps in the labour market and boosted economic growth with very few claims being made on the social benefits system.
8. Britain’s ageing population has had a rush of new blood with this influx of young people from other countries.
9. Why should so much of British tax-payers’ money be spent on providing free information and advice on employment, housing and health issues and even free English lessons for these Eastern European migrants?
10. Probably only a minority of the newcomers will stay in Britain and they will no doubt integrate and respect the British way of life.
11. Here the economy gains from recruiting many of the best educated from poorer countries but this only sustains the poverty there.

Look at each of the opinions above and then, in the table below, write any word(s) which to you have given generally a positive impression and also those which give a negative impression. Sometimes there may be more than one relevant word but sometimes there may be none. Two examples are given.
Trade unions and migrant workers

<table>
<thead>
<tr>
<th>opinion</th>
<th>positive word(s)</th>
<th>negative word(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>welcome, energies</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>work hard</td>
<td>culture of dependency</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td></td>
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<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 The comments include some critical remarks about young British people. Can you identify references to them and:

Work: _____________________________________________

Money: _____________________________________________

The probable consequences of the above:

_______________________________________________
Trade unions and migrant workers

3. Discuss with a partner or in a small group.
   - Opinions on migration in your own country?
   - What other consequences for the local population are mentioned?
   - What are your own views?

Suggest 3 improvements to this situation, if possible, from a trade union point of view:

There is a desperate shortage of dentists in Britain
Blazing a trail for migrant workers

The article below appeared in the March/April 2007 edition of the T&G Record. The T&G has just set up the new Migrant Workers’ Support Unit to help in protection and in sorting out or solving any work problems.

(The T&G is the UK’s Transport & General Workers’ Union. It merged on 1 May 2007 with Amicus union and the new union is called Unite)

When it comes to fighting against the abuse of workers in hard-to-reach industries, blazing a trail is becoming a habit for the T&G.

Legislation on gangmasters was fought for and won, meaning better protection from rogue employers for almost a quarter of a million food workers in the UK, and the tremendous positive changes resulting from the organising drive in previously neglected industries continue to be absorbed by the union.

In meeting these fresh challenges the union had to get to grips with one of the toughest issues facing workplaces today - how to protect migrant workers by bringing them into the union, and in doing so make sure these workers cannot be used to unpick the hard-won terms and conditions of the indigenous workers?

The T&G leads the way.

Now the T&G has secured backing from government to establish the UK union movement’s first ever Migrant Workers’ Support Unit.

The job of the new unit is to enhance the support the T&G provides for the tens of thousands of migrant workers joining the union today, focusing particularly on the food sector covered by the Gangmasters’ Act.

The unit - with £162,000 of backing from the DTI (1) over the next two years, matched by funds from the union – is in the process of setting out its stall but with migrant labour now being used across the industrial spectrum, particularly in food, with the Gangmasters’ Act yet to bed down, and new immigration law that will affect workers on its way, it is clear that there are many challenges ahead.
The early tasks

The first task for the new unit is to define what it can bring to the union.

It cannot, for instance, offer immigration advice as this is a legally recognised profession.

But it will help members and officials find their way around the advice agencies and help develop the information and translation services that are becoming more in demand in a union that now produces application forms in 34 different languages.

Things to do:

The Migrant Workers’ Support Unit in-tray is already piling high:

- **Gangmasters’ Licensing Act** (2)
  
  With the law fully enacted, how is it being enforced? Are workers aware of their rights? Also, have gangmasters exited food and agriculture only to pop up elsewhere in the economy?

- **Translation facilities**
  
  With information needed in over 34 languages, including Spanish, Portuguese, Hungarian, Polish and Somali, how can the growing language demands be met?

- **Agency workers**
  
  There are nearly two million agency workers in the UK and growing but the law bans equal treatment on pay, overtime and sick pay. What impact does this have on indigenous and migrant workers, their terms and conditions?

- **UK Borders bill**
  
  Introduced in March 2007 this bill will usher in biometric cards for non-EU workers. But this will impact on all workers as the authorities, unable to distinguish between EU and non-EU workers, will inevitably sweep all workers into ID checks. The project worker for the T&G MWSU said “UK workers will get a shock when they are asked to prove their ID (3). It could happen to anybody – and checks won’t be restricted to the workplace.”

---

(1) **DTI** = Department of Trade & Industry (government)

(2) **Gangmasters’ Licensing Act** is a law passed in 2005 to prevent gangmasters (labour providers, employers) from exploiting temporary or casual labour in agriculture and food industries.

(3) **ID** = identification
Trade unions and migrant workers

1. When you have read through the above article, answer the following questions:

   a. What has the T&G already achieved for workers in less officially-protected work sectors?

   b. Give an example of one of these sectors?

   c. How can this new unit help to protect migrant workers?

   d. Does the government approve of this development?

   e. How can this unit help migrants with immigration problems?

   f. Will the biometric cards affect only non-EU workers?

2. Find five useful phrasal verb expressions in the text:

   1. ____________________________ = to tackle, deal with

   2. ____________________________ = presenting, organising (its) plan

   3. ____________________________ = to settle down

   4. ____________________________ = to appear (unexpectedly)

   5. ____________________________ = introduce, bring in

Note: See Working with Language 3, p 61, for other examples of phrasal verbs.
3. Select from the first two sections only of this article (ending "challenges ahead") words or expressions meaning the same as the words below:

(these follow the order they appear in the article)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>opening the way for</td>
</tr>
<tr>
<td>b</td>
<td>dishonest</td>
</tr>
<tr>
<td>c</td>
<td>forgotten-about</td>
</tr>
<tr>
<td>d</td>
<td>the most difficult</td>
</tr>
<tr>
<td>e</td>
<td>to undo, reverse the effects of</td>
</tr>
<tr>
<td>f</td>
<td>native (adjective)</td>
</tr>
<tr>
<td>g</td>
<td>support (noun)</td>
</tr>
<tr>
<td>h</td>
<td>to increase</td>
</tr>
<tr>
<td>i</td>
<td>concentrating</td>
</tr>
<tr>
<td>j</td>
<td>equalled by</td>
</tr>
<tr>
<td>k</td>
<td>money, finance</td>
</tr>
<tr>
<td>l</td>
<td>the whole range</td>
</tr>
</tbody>
</table>

4. In pairs or in small groups discuss:

- Are you optimistic about this T&G initiative for migrant workers in the UK?
- What help do migrant workers in your country get from the trade unions?
- Are there any proposals that you would like to make about extra essential support the unions could give to migrant workers?
Benefits and rights

EU citizens coming to work in the UK generally have access to the same social security benefits as elsewhere in the European Economic Area. There are some benefits they can only get if they have paid National Insurance (NI) contributions and there are some that do not rely on NI contributions. If they have paid the equivalent of NI contributions in another country this can help to qualify them for benefits in the UK.

However, the rules governing these benefits are sometimes complex and migrants may need to meet strict criteria. It is important to seek appropriate advice and help (see Study Guide).

1 What words do you associate with the word ‘benefits’?

Make a list of word partners of “benefits” (for example, benefits system, child benefits) Then compare your list with a partner and compile a joint list.

Note: See Introductory Unit, Vocabulary, section D for more on Word partners.

2 In the UK the word “allowance” or “support” is also used to refer to some benefits. Some benefits depend on the level of income and/or savings; they are income-related or means-tested.

Match the explanations (a-e) with the benefits (1-5)

<table>
<thead>
<tr>
<th>Benefits (1-5)</th>
<th>Explanations (a-e)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Disability living allowance (DLA)</td>
<td>a) Payments based on late spouse’s NI contributions</td>
</tr>
<tr>
<td>2. Carer’s allowance</td>
<td>b) For people looking for work</td>
</tr>
<tr>
<td>3. Job seeker’s allowance</td>
<td>c) For people on low incomes working less than 16 hrs per week or unable to work and with low levels of savings</td>
</tr>
<tr>
<td>4. Income support</td>
<td>d) For children and adults who need help because of physical or mental disabilities</td>
</tr>
<tr>
<td>5. Bereavement allowance</td>
<td>e) For people who look after others on full-time basis</td>
</tr>
</tbody>
</table>
Trade unions and migrant workers

3 In a small group discuss and compare the social security benefits available in your countries.

4 Worker or employee?

It is important to distinguish between these two terms, as they are sometimes used to refer to types of employment in the UK.

There are special conditions that sometimes apply to those who use an employment agency or gangmaster to find work, while many workers get better rights because they have the legal status of “employee”.

Examine the characteristics of the terms “employee” or “worker” listed below. Discuss the differences between the two terms and explain the words in bold to a partner.

<table>
<thead>
<tr>
<th>Employee</th>
<th>Worker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your employer require you to work <strong>specific hours</strong> and pay you for these whether or not there is work to be done?</td>
<td>Does your employer only offer and pay for work when they need it?</td>
</tr>
<tr>
<td>Does your employer control what you do and <strong>lay down</strong> how and when you do it?</td>
<td>Can you decide when you will work, and even <strong>turn down</strong> work when offered?</td>
</tr>
<tr>
<td>Do you have to carry out the work personally, (i.e. you cannot provide for another worker to carry it out <strong>on your behalf</strong>)</td>
<td>Can you provide another worker to carry out the work in your place if you want?</td>
</tr>
<tr>
<td>Does your employer supply the <strong>tools</strong> or other equipment for the job?</td>
<td>Do you have to provide your own tools?</td>
</tr>
<tr>
<td>Do they pay tax and National Insurance (NI) on your behalf (although many workers also have tax and NI deducted from their pay so this alone does not prove that you are an employee)</td>
<td><strong>Are you left</strong> to pay your own tax and National Insurance?</td>
</tr>
<tr>
<td>Do you have a written agreement with your employer that includes the phrase 'contract of employment.'</td>
<td>Do you have a written agreement with your employer that includes the phrase 'contract for services'?</td>
</tr>
</tbody>
</table>

*Source: Working in the UK: Your Rights, TUC*
5 What do you understand by each of the following?

a. The National Minimum Wage
b. Working time rights
c. Health and safety protection

6 To avoid exploitation, migrant workers need to know their legal rights. Below is an extract from the TUC website Worksmart. (www.worksmart.org.uk)

Consult the website, select three issues and report back your finding.

---

**workSMART**

**migrant workers - working in the uk**

This section is for people coming to work in the UK from the European Union - particularly the new member countries. It gives information about your legal rights while you work here.

- how do I register to work in the UK? [more...]
- what are National Insurance and income tax? [more...]
- my employer says that work rights don't apply to me because I'm a worker, not an employee. Is this right? [more...]
- what rights do all workers have in the UK? [more...]
- what is the minimum I can be paid in the UK? [more...]
- what breaks and holidays am I allowed? [more...]
- can I join a union? [more...]
- can an agency charge me money to find work? [more...]
- how can I get my employer to give me my work rights? [more...]
Transatlantic tips*

*a tip = a helpful suggestion

Research in the United States has found that communities with higher diversity tend to trust each other less and to become more isolated: “hunkering down”, according to Harvard academic, Robert Putnam, author of the highly influential book Bowling Alone (Simon & Schuster, NY, 2000) and of many others.

Professor Robert Putnam has close contacts world-wide with politicians, industrialists and trade unions and among his main interests and commitments are immigration and multiculturalism. At the time of this radio interview he was visiting professor at Manchester University, UK.

You will now hear a clip from this interview with Robert Putnam on immigration.

Source: World at One”, BBC Radio 4, 21 June 2007

Note: You will hear expressions that are typically American and also an American accent in which words are pronounced differently from standard British English and also sometimes they have a different stress.

1. Listen to the interviewer’s first question and Robert Putnam’s reply. Then fill in the gaps in the text from the words in the word box below:

<table>
<thead>
<tr>
<th>communities</th>
<th>paper</th>
<th>social</th>
</tr>
</thead>
<tbody>
<tr>
<td>ameliorate</td>
<td>advantages</td>
<td>curtail</td>
</tr>
<tr>
<td>short-run</td>
<td>innovation</td>
<td>homogenous</td>
</tr>
<tr>
<td>ethnic</td>
<td>believe</td>
<td>welcoming</td>
</tr>
<tr>
<td>diverse</td>
<td>associated</td>
<td>reason</td>
</tr>
</tbody>
</table>
Interviewer: Do you a)___________ that the answer is to
b)_____________ immigration so that c) _____________
remain more d) __________________?

Robert Putnam: Absolutely not. Immigration and e) ____________ diversity are
net-on-net big f) ____________ and my country has
benefited over the centuries from being a very g) ____________
and h)________________ country to immigrants.

My point in this (academic) i)___________ is to say: in the
short run there are j) _____________ dislocations
k)________________ with immigration. That's not a reason for
not having l) ______________ but it is a m) ____________
for saying we need to think about how to n)_____________
that o)_____________ discombobulation, that short-run upset,
people have.

Americanisms:
net-on-net = all-in-all
short-run = short-term
discombobulation = confusion

2. What is the interviewer’s second question? It begins “So, is
it a question … ?”. Complete it in your own words.

................................................................................................................
................................................................................................................
3. **How does Robert Putnam reply?**

   a. What does he believe to be one of the most important wishes and needs of immigrants?

   ____________________________________________

   b. He suggests:
   
   Where this can be learned:
   
   i. ____________________________________________

   ____________________________________________

   What other social purposes can be achieved:
   
   ii. ____________________________________________

   ____________________________________________

   c. What does he say about identity?

   ____________________________________________

   ____________________________________________

   ____________________________________________

4. **Do you think that the solution proposed by Professor Putnam will work in your country? Discuss your ideas and suggestions with a partner.**

   Some of the expressions in the Study Box below may be useful in your discussion.
**Study box**

**Expressing Opinions**

<table>
<thead>
<tr>
<th>General expressions</th>
<th>Approval</th>
<th>Disapproval</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think/feel/believe that ... / In my opinion</td>
<td>enterprising idea/ good initiative</td>
<td>total nonsense / utter rubbish</td>
</tr>
<tr>
<td>on the one hand .... on the other</td>
<td>it has legs/possibilities</td>
<td>no way this can work</td>
</tr>
<tr>
<td>taking the pros and the cons /points for and points against</td>
<td>good/logical points /aspects</td>
<td>illogical/unjustified reasons</td>
</tr>
<tr>
<td>we could also consider/take into consideration ...</td>
<td>advantages</td>
<td>disadvantages</td>
</tr>
<tr>
<td>our conclusion is .../we conclude that...</td>
<td>good/satisfactory results predicted</td>
<td>doomed to failure</td>
</tr>
</tbody>
</table>

5. **Now listen to the whole interview again. Which word(s) from the interview text mean the same as these below (in the order in which they appear in the dialogue)?**

<table>
<thead>
<tr>
<th>In interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
</tr>
<tr>
<td>b</td>
</tr>
<tr>
<td>c</td>
</tr>
<tr>
<td>d</td>
</tr>
<tr>
<td>e</td>
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<td>f</td>
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<td>g</td>
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<tr>
<td>h</td>
</tr>
<tr>
<td>i</td>
</tr>
<tr>
<td>j</td>
</tr>
</tbody>
</table>

You may wish to refer to the transcript to help you with this exercise – see Study Guide p. 17
Working with Language 2

Review of the past simple/present perfect/perfect continuous tenses

Here is a basic description to remind you of the formation and use of these tenses:

SIMPLE PAST

Regular verbs add -ed to the present tense but there are many irregular verbs:

- went, spoke, drove, wrote, did, made, came, saw, ate etc.

Example:

- regular: she worked
- irregular: I wrote

1. If a specific time in the past is stated
   - In 2004 she went to Prague
2. For a repeated action in the past
   - They attended a union meeting every Monday

PRESENT PERFECT

The present tense of “to have” + the past participle (-ed added to the present tense) but there are many irregular past participles:

- gone, spoken, driven, written, done, seen, eaten etc.

Example:

- regular: they have visited
- irregular: we have spoken

1. If an unspecified time in the past is stated.
   - He has never spoken to the CEO.
2. For an action which began in the past but still continues
   - I have worked here for 6 years (and still do)
PERFECT CONTINUOUS

The present perfect tense of “to be” + present participle (-ing). A few irregular present participles: omit the final “e” of verb or double the final ‘l’, ‘r’, ‘t’, ‘p’:

- driving, sitting, referring, travelling, stopping

Example:

- regular: I have been going
- irregular: you have been writing

1. like 2 of the present perfect
   - I have been working here for 6 years (and still do)
2. continuous actions in the recent past
   - While she’s been typing, I’ve been drinking a coffee.

Notes:

1. Remember the shortened forms, especially in informal use:
   - he has = he’s, I have = I’ve etc.
2. See also p. 50 Working Women unit, and p. 59 Workers of the World unit for more on these tenses.

While she’s been typing,
I’ve been drinking a coffee.
Trade unions and migrant workers

In the following exercise use the appropriate past tense of the verb (simple, perfect, perfect continuous) in brackets. Remember that sometimes it may be possible for two tenses to be used. If this is so, indicate both tenses.

1. The computer ____________ (crash) at 11am this morning.

2. ____________ your computer ever ____________ (crash)?

3. The British manufacturing industry ____________ (have) problems for many years (and still does).

4. The British manufacturing industry ____________ (have) many problems in 2006.

5. Britain ____________ (set up) new systems to help and protect migrant workers. During this time the government ____________ (consult) experts.

6. Migrant workers ____________ (arrive) in the UK for many years but in 2004 and 2005 the numbers greatly ____________ (increase) from the A8 countries.

7. A frequent practice is that some employers ____________ (exploit) migrant workers (and still do) who ____________ (work) for lower wages than their British counterparts and who often ____________ (live) in poor accommodation.

8. Some migrant workers in UK ____________ (attend) English classes before coming to the UK and ____________ (be able) therefore to find employment more easily.

9. In June this year senior representatives from local and national government, the trade unions and the voluntary sector ____________ (launch) a new forum, the Migration Impacts Forum and the chairman ____________ (give) a speech in which he ____________ (announce) the main purposes of this initiative.

10. Until recently most TUC annual conferences ____________ (take place) in Brighton.
Trade unions and migrant workers

Working with speaking 3

Employment problems

The rules in any country concerning employment are of interest to trade unions and all workers, especially new workers from other countries.

Below you can read some work-related problems. These are typical of cases brought to the CAB (Citizens Advice Bureaux). The answers are in the Study Guide, p. 19.

1. Match each headline to the relevant problem:

<table>
<thead>
<tr>
<th>HEADLINE</th>
<th>PROBLEM (A-F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HEADLINES</th>
<th>PROBLEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>A</strong></td>
</tr>
<tr>
<td><strong>Time off for Religious Festivals?</strong></td>
<td><strong>My employees are thinking of setting up a trade union. I employ 18 workers and intend to take on at least 5 part-time Christmas workers. These may become permanent in the New Year. Can you explain the rules about establishing a trade union?</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>B</strong></td>
</tr>
<tr>
<td><strong>KEEP SEXISM OUT OF INTERVIEWS!</strong></td>
<td>One of my employees left his job after an argument with a colleague. He later phoned his line manager and was verbally insulting to him and then said that he was not coming back to his job. But, the next day, he appeared at work as if nothing had happened. Doesn’t his phone call count as his resignation?</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>C</strong></td>
</tr>
<tr>
<td><strong>Workers want a Trade Union</strong></td>
<td>Two of my staff have asked me for time off to attend a religious festival. However, as it will be a busy time for my company that week, can I refuse? If I do so, do I risk being taken to an employment tribunal?</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td><strong>D</strong></td>
</tr>
<tr>
<td><strong>Maternity Rules</strong></td>
<td>I have a small manufacturing business and wish to move to a larger site 160 miles away. This would help improve productivity as the business grows. Can you advise me how to deal with any issues arising over this move? There is already some resistance among my staff.</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td><strong>E</strong></td>
</tr>
<tr>
<td><strong>Proposed Factory Relocation</strong></td>
<td>Recently we interviewed for a manager post and we have now been informed that an applicant who failed to be appointed has complained about how she was treated at interview. She believes she was discriminated against because of gender. Could someone we have never even employed take us to an employment tribunal?</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td><strong>F</strong></td>
</tr>
<tr>
<td><strong>A FLARE-UP – AND AFTER?</strong></td>
<td>We are a new company, starting only 6 months ago, and I’m drawing up policies on maternity leave. How much time off can pregnant women have and what are they entitled to financially: full pay or statutory maternity pay?</td>
</tr>
</tbody>
</table>
2 Find a word/words in the texts above on work problems meaning the same as the word(s) below which appear in the same order in the text:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>establishing</td>
</tr>
<tr>
<td>b</td>
<td>to employ</td>
</tr>
<tr>
<td>c</td>
<td>abusive</td>
</tr>
<tr>
<td>d</td>
<td>is it probable that I will be ...?</td>
</tr>
<tr>
<td>e</td>
<td>premises</td>
</tr>
<tr>
<td>f</td>
<td>opposition</td>
</tr>
<tr>
<td>g</td>
<td>did not get the job</td>
</tr>
<tr>
<td>h</td>
<td>on the grounds of</td>
</tr>
<tr>
<td>i</td>
<td>drafting</td>
</tr>
<tr>
<td>j</td>
<td>have they a right to ...?</td>
</tr>
</tbody>
</table>

3 Work in pairs or small groups and discuss one of these problems:

a. Decide what solution you would suggest, based on the statutory employment laws of your country

b. Check your conclusion with the information and advice given in the Study Guide. Do you agree with it?

c. Report back to the other members of the group on your proposed solution to the problem which you have discussed.
Living in the UK

Some major cities

1. Relate the following cities to the numbers on the map. The first one is done for you.

<table>
<thead>
<tr>
<th>City</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>London</td>
<td>1</td>
</tr>
<tr>
<td>Belfast</td>
<td></td>
</tr>
<tr>
<td>Cardiff</td>
<td></td>
</tr>
<tr>
<td>Edinburgh</td>
<td></td>
</tr>
<tr>
<td>Birmingham</td>
<td></td>
</tr>
<tr>
<td>Manchester</td>
<td></td>
</tr>
<tr>
<td>Glasgow</td>
<td></td>
</tr>
<tr>
<td>Newcastle</td>
<td></td>
</tr>
</tbody>
</table>
Language

English is pronounced in many different ways in the UK. There are differences between the English spoken in different parts of the UK such as Scotland or Wales, and in different regions with marked variations within these areas - often within short distances. In addition there are the varieties of English spoken by the many immigrant and ethnic communities that live in the UK.

2 With which English cities are the following varieties of English associated?

a. Cockney
a. Geordie
b. Scouse

3 What is the meaning of the following terms?

a. accent
b. dialect
c. four-letter word

4 To what extent are there regional variations in your own language?

Cardiff ... one of the best kept secrets in the UK
Public holidays in the UK

These are known as Bank Holidays because historically they were days when the banks were closed and no trading took place. Nowadays the banks are still closed on these days but many shops and leisure centres are open.

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christmas Day</td>
<td>25 December</td>
</tr>
<tr>
<td>Boxing Day</td>
<td>26 December</td>
</tr>
<tr>
<td>New Year’s Day</td>
<td>1 January</td>
</tr>
<tr>
<td>Good Friday</td>
<td>Friday before Easter Sunday</td>
</tr>
<tr>
<td>Easter Monday</td>
<td>Monday after Easter Sunday</td>
</tr>
<tr>
<td>May Day</td>
<td>First Monday in May</td>
</tr>
<tr>
<td>Spring Bank Holiday Monday</td>
<td>Last Monday in May</td>
</tr>
<tr>
<td>August Bank Holiday Monday</td>
<td>Last Monday in August</td>
</tr>
</tbody>
</table>

See Study Guide for some additional public holidays in Scotland and Northern Ireland

5 What do you notice about most of the above holidays?
6 Make a list of public holidays in your country and compare these with colleagues from other countries.
Trade unions and migrant workers

Working with video 2

Recruitment agencies: exploitation?

In the video clip from a TV programme on East European migrants to the UK (Inside Out England, BBC1, 13 November 2006) you will see the arrivals – and some departures - of Polish migrants to England. They have come to the UK for work but life in Britain isn’t all problem-free.

Watch the video clip right through once, than watch it again and answer the questions below.

- You may prefer to do this exercise in two parts:
  A. the situation in Poland and the life of some Poles working in Northern England – with John and Adam
  B. Staff Line Agency and its work conditions – test case of Maciek
- You may wish to do Exercise C: Word Box before watching the video clip.

A. Poland (Krakow) and Poles in Yorkshire (N England)

1. Fill in the gaps in the presenter’s introduction:

Every day a)_________ flights  b)_______ down in UK airports from the New Europe carrying c)_____________ who are d)_____________ for work and chasing a e)_________ but I’ve uncovered disturbing f)_________ that the g)_________
Trade unions and migrant workers

and money they’re h)________________ may i)__________ after they j)__________ here.

2. East Yorkshire, UK (Northern England):

a. Where are most of these migrant workers employed?

b. What do these expressions mean?
   i. to bring home the bacon __________________________
   ii. the full English ________________________________
   iii. a banger _________________________________

c. The presenter is eating breakfast which costs £3 (€4.30). Is this cheap? Why?

_____________________________________________________________________

d. What are the comments by the two Polish workers?
   i. _______________________________________________________
   ii. _______________________________________________________

Working with video 2 48
3. **Poland:**
The presenter goes to Poland. We see him:

a. looking at: ______________________________

b. visiting: ________________________________

c. asking a member of staff: __________________________

______________________________

d. and receiving the reply:________________________

4. Back in **Hull**, North-east England:
Two unhappy Polish workers give their opinions:

a. **John:**
   i. Does he speak freely? _________________________

   ii. What is his job? ____________________________

   iii. Where does he live? _________________________

   iv. How much does he pay for it? ________________

   v. How many live there? _________________________

   vi. Describe his accommodation: ________________

b. **Adam:**
   i. What does he plan to do? _________________

   ii. Why? _____________________________

   iii. What was the language problem? _________________________

   iv. What does he say about the agency? __________________________

c. **Both:**
   i. Where do Adam and John work?
   ___________________________

   ii. How did they get their jobs?
   ___________________________
B. **Staff Line: an employment/recruitment agency in Hull (Yorkshire, N England)**

1. What information is given about Staff Line?
   a. Its links with ITC agency in Poland:
      ______________________________
   b. The turnover: ______________________________

2. What is Staff Line suspected of doing?
   ______________________________

3. Maciek:
   a. Who is he? ______________________________
   b. Where is he sent? ______________________________
   c. Why? ______________________________
   d. What happens there about
      • the language?
         ______________________________
      • the forms?
         ______________________________

4. What details does Staff Line give on work for migrants?
   a. ___ days a week
   b. ___ hour shifts
   c. ___ days off
   d. = ___ hours per week (??)
   e. at ____ per hour (minimum wage rate at the time)
5. In this contract Maciek would also be charged for:

_________________________

_________________________

6. Maciek says:

“If you don’t 1)___________ really good 2)____________, you can’t know 3)____________ you 4)____________ actually. I think that 5)____________ they 6)____________ this 7)____________.”

C. In the Word Box below words and expressions from the video clip are listed in the order in which they are heard.

*What do they mean? You may prefer to do this exercise before watching the video.*

<table>
<thead>
<tr>
<th>Words in the video</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(to) touch down</td>
</tr>
<tr>
<td>2</td>
<td>how come ...?</td>
</tr>
<tr>
<td>3</td>
<td>(to) use (someone)</td>
</tr>
<tr>
<td>4</td>
<td>to be fed up</td>
</tr>
<tr>
<td>5</td>
<td>allegations</td>
</tr>
<tr>
<td>6</td>
<td>delivered</td>
</tr>
<tr>
<td>7</td>
<td>ID</td>
</tr>
<tr>
<td>8</td>
<td>a gripe</td>
</tr>
<tr>
<td>9</td>
<td>to be charged</td>
</tr>
<tr>
<td>10</td>
<td>(to) quit</td>
</tr>
<tr>
<td>11</td>
<td>(to) be misled</td>
</tr>
<tr>
<td>12</td>
<td>deducted</td>
</tr>
</tbody>
</table>
D. *With a partner or in a small group discuss some of the themes that you have just heard.*

1. Are there any employment agencies in your countries which specialise in providing jobs for migrant workers?

2. Do you feel that the quality of accommodation often offered to migrant workers in the UK (seen in this video) is similar to what is available for migrant workers in your own country or other countries?

3. What three pieces of advice would you give a would-be migrant worker before s/he tries to get a job?

________________________________________________

________________________________________________

________________________________________________
Preparing an information sheet for newcomers

An information sheet containing some basic information about a country is often a useful way to introduce newcomers to a different environment. You may need to put together some helpful information about your country for people arriving in your country for the first time.

Here is an example of an information sheet about the UK.

The nation state

The United Kingdom (UK) is made up of Great Britain (GB) and Northern Ireland. Great Britain (often just referred to as “Britain”) consists of England, Scotland and Wales.

Inhabitants

The inhabitants are generally referred to as British, Britons (or in the popular press “Brits”). However, it is important not to call everyone “English”. The Scots (Scottish people) and the Welsh are proud of their own identities. The inhabitants of Northern Ireland may refer to themselves as British, Ulstermen or Irish depending on their political or religious affiliation.

Population

The total population is approximately 60m divided as follows:

- England 50m
- Scotland 5m
- Wales 3m
- N.Ireland 2m

Ethnic diversity

About 8% of the population are from non-white ethnic communities, most of whom are British citizens. The largest number is from India, Pakistan and the Caribbean, many of whom are descendants of immigrants who came between 1950 and 1965.

Languages

English is used throughout the UK although for some 20% of the Welsh, English is not their first language. There are some minority speakers of Gaelic in Scotland and Northern Ireland. Many members of the ethnic communities also retain their own languages.
Borders
The UK is an island-based country without any land borders other than that between Northern Ireland and the Irish Republic. It is linked to France via the Channel (rail) Tunnel.

Geography
It is generally flat with hills rather than mountains except for parts of Wales, north-west England (The Lake District) and the Highlands of Scotland where there are just a few peaks over 1000m.

Climate
The weather is very unpredictable and therefore is a very common topic of conversation. Generally the temperatures are mild ranging from 0ºC-8ºC in winter and 16ºC - 22ºC in summer. It often rains and is sometimes very windy. You need to have clothes for all weather conditions.

Politics
There are two major political parties: Labour and Conservative and a relatively small Liberal Democrat party. Scotland, Wales and Northern Ireland have their own regional parliaments or assemblies in addition to having representatives in the House of Commons in London (Westminster).

Religion
There is continuous secularisation of British society with only roughly 30% of the population having a connection to a church or religion although about 70% of the population state they are Christian (mainly Anglicans and Roman Catholics) with 2.7% Muslim, 1.00% Hindu and 0.55% Jewish.

Employment
Approximately 2% of the workforce is employed in agriculture and fisheries, some 18% in manufacturing and construction and round about 80% in the service sector. The national average for unemployment in 2007 was around 5% but there is higher unemployment in the older heavy-industry areas such as north-east England, South Wales and parts of Scotland.
Currency
The UK uses the pound (£) as its currency and there are no plans at present to move to the Euro. The pound is divided into 100 pence (p). There are coins for 1p, 5p, 20p and 50p as well as for £1 and £2. There are £5, £10, £20 and £50 notes.

Trade union membership
Approximately 28% (6.5m) of the workforce are trade union members. There is one confederation the TUC (Trades Union Congress) but workplace representation and collective bargaining is organised by some 66 autonomous trade unions affiliated to the TUC.

1 Choose three topic areas from the above information sheet that you find most interesting (for example, different or similar to the situation in your own country) and discuss these with a partner.

2 Prepare a similar information sheet about your own country. Remember you are trying to give an overview, so don’t provide too many details. Ask yourself what will be useful and interesting for visitors/newcomers to know about your country. If possible divide the task so that responsibility is shared between members of the same national group. You should limit each section to a maximum of 50 words. It is not necessary to include all of the above sections and, of course, you are free to add others. This information could form the basis of a cultural briefing which national (or regional) groups could present to other participants.

REMEMBER:
In providing figures it is important to indicate whether you are quoting precise figures from a reliable source or whether you are just expressing an opinion and giving an approximation.
- If you are presenting your information in a written form, it’s important that the figures are reliable.
- If you are making an informal oral presentation, you may give approximate figures, and may use some of the language below:
Study box

Expressions to indicate approximations

- Approximately/about/roughly/round about/some 5%
- I’m not sure but about...
- I’d estimate it to be approximately...
- It’s possibly more or less...
- Off the top of my head, about...
- At a guess I’d say...
- As a rough guide, about...
- I don’t have the precise (exact) figure, but about...

Note: for UK statistics see www.statistics.gov.uk
Dealing with grievances

From October 2004 every employee in the UK has the right to expect his or her employer – whether in a large or small organisation -- to have legal minimum procedures for dealing with grievances, dismissal and disciplinary action and employees must follow these procedures too. If there is a recognised trade union, there will of course be a jointly negotiated and approved trade union- and company-specific grievance procedure which must be followed.

Read the text below and then do the exercises based on it.

(This text, and the grievance letter format, exercise 2, are adapted from the CAB* internal information service. This information was correct in January 2008 but may change at any time).

Grievances:

If it has proved impossible for an employee to resolve a complaint informally with an employer, then it is necessary to follow the three steps of the formal grievance procedure:

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Letter to employer</strong></td>
<td>The employee must set down in writing the nature of the alleged grievance and send the written complaint to the employer</td>
</tr>
<tr>
<td>2. <strong>Meeting with employer</strong></td>
<td>The employer must invite the employee to at least one hearing at a reasonable time. The employee has a duty to attend this meeting which must be held at a time and place which is reasonable and (s)he is entitled to be accompanied to this meeting by a work colleague or a union official. The employee must inform the employer what the basis for the grievance is. After the meeting the employer must inform the employee about any decision. The employee has the right to appeal which must be used before taking the claim to an employment tribunal otherwise any compensation award may be reduced</td>
</tr>
</tbody>
</table>
Trade unions and migrant workers

3. **Appeal hearing**

If the employee feels that the grievance has not been satisfactorily resolved, (s)he must inform the employer in writing that (s)he wishes to appeal. Where possible a more senior manager should attend the appeal hearing. After this meeting the employer must give his/her final decision to the employee. If the employee is still not satisfied and believes that his/her employment rights have been infringed then (s)he may wish to take this to the employment tribunal and can seek advice about this from the local CAB* or from the union rep if (s)he is a union member.

* CAB (Citizens Advice Bureaux): a national network in the UK of advice centres on employment, housing, benefits, debt, consumer issues, etc. This service is free and confidential and is staffed mainly by trained volunteers with some professional experts.

1. From the text on Grievances above find the word(s) meaning the same as the word(s) in the grid below. These are given in the order of the text.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>a complaint</td>
</tr>
<tr>
<td>b</td>
<td>to sort out, find a solution to</td>
</tr>
<tr>
<td>c</td>
<td>the (official) steps</td>
</tr>
<tr>
<td>d</td>
<td>the description of</td>
</tr>
<tr>
<td>e</td>
<td>supposed, claimed</td>
</tr>
<tr>
<td>f</td>
<td>the (official) meeting</td>
</tr>
<tr>
<td>g</td>
<td>has the right to</td>
</tr>
<tr>
<td>h</td>
<td>the reason/grounds for</td>
</tr>
<tr>
<td>i</td>
<td>to request a judicial review</td>
</tr>
<tr>
<td>j</td>
<td>(legal) compensation (money)</td>
</tr>
<tr>
<td>k</td>
<td>broken, violated</td>
</tr>
<tr>
<td>l</td>
<td>a special court dealing with work disputes</td>
</tr>
<tr>
<td>m</td>
<td>free advice centres</td>
</tr>
<tr>
<td>n</td>
<td>the shop steward</td>
</tr>
</tbody>
</table>
2. The first step of the official Grievance Procedure is a letter to the employer with an account of the employee’s complaint. An example of the style of this letter is below:

Date: __________

Dear __________________ (manager’s/employer’s name)

I am writing to inform you that I wish to raise a grievance under the Employment Act 2002 (Dispute Resolution) Regulations 2004.

My grievance is based on the following situation:

___________________________________________________

___________________________________________________

___________________________________________________

___________________________________________________

My grievance is based on circumstances happening on (date(s)) __________

I would like to arrange a meeting to discuss this matter. I am entitled, if I wish, to be accompanied by another work colleague or my trade union representative. Please reply within seven days of this letter.

Yours sincerely

Signed ___________________ (employee)
Trade unions and migrant workers

3 Now write a grievance letter following this pattern. Below is a list of the type of grievances that you may wish to raise. Choose one of these and describe an imaginary (or perhaps a real) situation:

a. Bullying by colleagues
b. Persistent refusal by staff to act on what you request and your line manager is not interested.

c. Potential dangers of the machine you use which you have reported to your manager but nothing has been done.

d. Several refusals over the years by your line manager to allow you your full holiday entitlement.

e. You were made “redundant” but have since discovered that a new, migrant worker has been taken on to do your job (see Working with Video 1).
Some phrasal verbs

Phrasal verbs are usually common verbs with a preposition or prepositions attached as you will see in the examples in the tables below.

The meaning of the phrasal verb may often be literal and clearly understood or it may have a special idiomatic meaning as you will see below. Sometimes the same format of phrasal verb can have two (or more) totally different meanings.

NB: phrasal verbs also appear in the Introductory Unit, pages 26-27 and carry (p9) and get (p43) are dealt with in the Health and Safety unit, and give, look and see in Workers of the World (p16).

1. DO and MAKE

do

<table>
<thead>
<tr>
<th>do with</th>
<th>want, need</th>
<th>I’m thirsty. I could do with a drink</th>
</tr>
</thead>
<tbody>
<tr>
<td>do without</td>
<td>manage without</td>
<td>I can’t do without a car to get to work</td>
</tr>
<tr>
<td>do someone out of</td>
<td>to stop someone from having</td>
<td>His constant unpunctuality did him out of a pay rise.</td>
</tr>
<tr>
<td>do up (1)</td>
<td>to fasten</td>
<td>I’m just going to do up my shoelace.</td>
</tr>
<tr>
<td>do up (2)</td>
<td>to renovate</td>
<td>They are doing up the old factory building.</td>
</tr>
<tr>
<td>do away with</td>
<td>to get rid of ( or kill)</td>
<td>The firm has done away with the canteen.</td>
</tr>
</tbody>
</table>
Trade unions and migrant workers

Fill the gaps in the following sentences with an appropriate form of do

1. The foreman has never approved of me and now he has ______ me ____________ promotion.
2. Why has the management decided to _______________ the four-shift system?
3. It’s no good trying ____________ the pieces of rope with a knot. You need a new rope.
4. That machine is essential. We can’t _____________ it.
5. As the reception area needs a facelift, it’s been decided to ______ it ____.
6. The children’s clothes are so expensive these days, I could ___________ a better-paid job.

make

<table>
<thead>
<tr>
<th>make for</th>
<th>to go towards</th>
<th>After the meeting they made for the canteen</th>
</tr>
</thead>
<tbody>
<tr>
<td>make off</td>
<td>to escape, leave in a hurry</td>
<td>After the unpleasant news I made off for home early.</td>
</tr>
<tr>
<td>make out (1)</td>
<td>manage to see</td>
<td>Can you make out the tiny new logo on the flag?</td>
</tr>
<tr>
<td>make out (2)</td>
<td>claim, state (something untrue)</td>
<td>The Finance Director made out that there had been a huge profit last year.</td>
</tr>
<tr>
<td>make up for</td>
<td>compensate</td>
<td>Words of appreciation make up for the long tiring days spent on the new project</td>
</tr>
<tr>
<td>make of</td>
<td>think of (opinion)</td>
<td>I’m not sure what to make of the new development.</td>
</tr>
</tbody>
</table>
Trade unions and migrant workers

Fill the gaps in the following sentences with an appropriate form of make.

1. No money can ______________ the bullying at work she has endured.
2. Why do you ______________ that you were ill last week when I saw you playing football on Saturday?
3. After presentations in a hotel, the participants usually ______________ the bar.
4. Although the writing is very small, perhaps you can ______________ his email address.
5. At this stage I don’t know what to ______________ the new plans for production.
6. When Jones was discovered to be the thief, he ______________ very quickly.

Study Box

Some more expressions with do & make

(the) do’s and don’ts things that must and must not be done

do time (UK)/do stir (US) be in prison
make do manage with what is available
make out manage to see
make up (1) invent, create
make up (2) put cream, lipstick etc (i.e. the make-up) on the face
make or break achieve success or disaster
2. BRING and TAKE

**bring**

<table>
<thead>
<tr>
<th>bring out</th>
<th>produce (something) new</th>
<th>The electronics firm <strong>has brought out</strong> a new product</th>
</tr>
</thead>
<tbody>
<tr>
<td>bring off</td>
<td>succeed</td>
<td>He didn’t seem to be powerful enough <strong>to bring off</strong> that victory.</td>
</tr>
<tr>
<td>bring about</td>
<td>cause to / make happen</td>
<td>What were the factors that <strong>brought about</strong> the change of policy?</td>
</tr>
<tr>
<td>bring up (1)</td>
<td>introduce (i.e. topic in conversation)</td>
<td>The HR Manager is going <strong>to bring up</strong> the question of the A8 recruits this afternoon.</td>
</tr>
<tr>
<td>bring up (2)</td>
<td>raise, rear</td>
<td>He <strong>was brought up</strong> by his parents to be involved in the Labour movement.</td>
</tr>
<tr>
<td>bring down</td>
<td>destroy, remove from power</td>
<td>It is unlikely that the TUC vote <strong>will bring down</strong> the government</td>
</tr>
</tbody>
</table>

*Fill the gaps in the following sentences with an appropriate form of bring.*

1. The whole country was amazed that the Liberals managed to **bring** the recent election success.

2. In some countries the government used to make every effort to **bring** all children as loyal patriots.

3. One of the major computer companies has **bring** a totally new system which, they claim, will radically improve efficiency.

4. It is hoped that the newly created Forum will be an important factor in **bring** greater understanding and integration between the many and diverse communities in the country.
5. In the 20th century one British Prime Minister did everything in her power to ____________ the trade unions and to reduce their influence.

6. As soon as the speaker ____________ the issue of improving conditions for migrant workers, the whole audience listened attentively.

**take**

<table>
<thead>
<tr>
<th>take off (1)</th>
<th>begin to improve, increase</th>
<th>In the past few months the sales have really taken off.</th>
</tr>
</thead>
<tbody>
<tr>
<td>take off (2)</td>
<td>depart (into the air)</td>
<td>The Paris flight takes off at 21h00.</td>
</tr>
<tr>
<td>take up</td>
<td>to start (project, hobby)</td>
<td>He wants to take up football in order to keep fit.</td>
</tr>
<tr>
<td>take back</td>
<td>withdraw, cancel</td>
<td>I regretted my remark and tried to take back what I had said.</td>
</tr>
<tr>
<td>take on</td>
<td>employ, give work to</td>
<td>The factory took on 50 Latvians</td>
</tr>
<tr>
<td>take in (1)</td>
<td>absorb, understand</td>
<td>It was so complex that he had difficulty taking it in.</td>
</tr>
<tr>
<td>take in (2)</td>
<td>deceive</td>
<td>We were completely taken in by the promises of the government.</td>
</tr>
</tbody>
</table>

*Fill the gaps in the following sentences with an appropriate form of take.*

1. Many young Lithuanians went to the north-east region for work and hoped that local firms would ________ them ________

2. The agency had told all applicants that they would be provided with cheap and clean accommodation but, in fact, it
was the opposite. They felt that they _____ all
_________________.

3. After a poor start to the year, in May the production figures
__________.

4. When she realised she had conveyed the wrong impression, she wished she could ________________ her comment.

5. What time _____ the plane __________ for Warsaw?

6. The report was very long and it was impossible to _____ it _____ in such a short time.

7. He used to write all letters by hand but recently he ______________ the computer and is sending emails.

---

Study Box

Other expressions with bring & take

<table>
<thead>
<tr>
<th>bring to light</th>
<th>reveal</th>
</tr>
</thead>
<tbody>
<tr>
<td>bring into the open</td>
<td>make public</td>
</tr>
<tr>
<td>bring (something) into force</td>
<td>start putting (something) into action</td>
</tr>
<tr>
<td>bring (someone) round to ...</td>
<td>persuade (someone) to</td>
</tr>
<tr>
<td>take after</td>
<td>resemble, look like</td>
</tr>
<tr>
<td>take to (someone)</td>
<td>like</td>
</tr>
<tr>
<td>take advantage of</td>
<td>exploit</td>
</tr>
<tr>
<td>take for granted</td>
<td>not appreciate (qualities, person)</td>
</tr>
<tr>
<td>take (something) in one’s stride</td>
<td>cope calmly (with something)</td>
</tr>
</tbody>
</table>
3. COME & GO

come

<table>
<thead>
<tr>
<th>come off (1)</th>
<th>take place, happen</th>
<th>The product launch <strong>came off</strong> on time</th>
</tr>
</thead>
<tbody>
<tr>
<td>come off (2)</td>
<td>succeed</td>
<td>Although it was a bold step to take, it <strong>came off</strong>.</td>
</tr>
<tr>
<td>come up</td>
<td>is raised (point, issue)</td>
<td>The question of tea-breaks <strong>came up</strong> at the union meeting.</td>
</tr>
<tr>
<td>come across</td>
<td>happen to see/meet</td>
<td>Did you <strong>come across</strong> Tom Jones at the training session?</td>
</tr>
<tr>
<td>come out (1)</td>
<td>appear, be made public</td>
<td>Details about the closure <strong>came out</strong> in the works newsletter.</td>
</tr>
<tr>
<td>come out (2)</td>
<td>declare (oneself) gay</td>
<td>There must be no bullying of any employee who <strong>has come out</strong>.</td>
</tr>
</tbody>
</table>

*Fill the gaps in the following sentences with an appropriate form of come.*

1. You often ____________ interesting TUC developments on the web-site.

2. It was a pity that the demonstration about migrant worker support (not) ____________ last Wednesday. It has been postponed until later this year.

3. The whole workforce was shocked when the news ____________ about the sudden resignation of the union rep.

4. There is now a special branch of the union which deals with problems of workers who ____________ .

5. It’s always very pleasing when a new innovative work scheme ____________ .
6. When, during the training session, the point __________ about a new H&S ruling, many participants protested.

**go**

<table>
<thead>
<tr>
<th>go on (1)</th>
<th>happen</th>
<th>What is going on?</th>
</tr>
</thead>
<tbody>
<tr>
<td>go on (2)</td>
<td>continue</td>
<td>It was past lunch time but he just went on talking</td>
</tr>
<tr>
<td>go through</td>
<td>check, examine</td>
<td>Let’s go through these figures again.</td>
</tr>
<tr>
<td>go for (1)</td>
<td>attack (physically or verbally)</td>
<td>The factory guard dog went for the intruder.</td>
</tr>
<tr>
<td>go for (2)</td>
<td>choose</td>
<td>Which candidate will you go for?</td>
</tr>
<tr>
<td>go off (1)</td>
<td>sound</td>
<td>The alarm went off again.</td>
</tr>
<tr>
<td>go off (2)</td>
<td>become rotten (e.g. food)</td>
<td>This meat has gone off.</td>
</tr>
</tbody>
</table>

*Fill the gaps in the following sentences with an appropriate form of go.*

1. The fire alarm __________ tomorrow morning but it is just a fire practice.

2. There was so much noise on the shop floor that we wondered what __________ .

3. During the interview stage of the complaints procedure the boss really __________ the woman employee because of her frequent absences.

4. It is advisable to __________ all the evidence thoroughly.
5. In spite of many warnings the machine operator __________________ being careless about H&S procedure.

6. As soon as he unwrapped his sandwich he realised, from the smell, that the egg ______________ .

7. At the works concert all the singers in the competition performed so well that it was impossible to guess who the judges ______________ .

---

Study Box

Some more expressions with come and go

<table>
<thead>
<tr>
<th>Expression</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>come by</td>
<td>visit unexpectedly (for a short time)</td>
</tr>
<tr>
<td>come into (a fortune)</td>
<td>inherit</td>
</tr>
<tr>
<td>come to (one’s) senses (1)</td>
<td>recover consciousness (after fainting)</td>
</tr>
<tr>
<td>come to (one’s) senses (2)</td>
<td>become sensible again (after foolish behaviour)</td>
</tr>
<tr>
<td>come down with</td>
<td>get (an illness)</td>
</tr>
<tr>
<td>go for it!</td>
<td>go on, get on with it! / just do it!</td>
</tr>
<tr>
<td>go back on (one’s word)</td>
<td>break, withdraw (a promise)</td>
</tr>
<tr>
<td>go with</td>
<td>match, suit (colour, clothes)</td>
</tr>
<tr>
<td>go far</td>
<td>be successful</td>
</tr>
<tr>
<td>go great lengths to</td>
<td>make great efforts to</td>
</tr>
</tbody>
</table>
Trade Unions and Immigration Controls

Read the following invitation to a conference, written by Dave Landau who represents the group No-One is Illegal (9.1.07: http://www.labournet.net/antiracism/0701/noii1.html):

Trade Union Conference against Immigration Controls
(to be held on 31 March 2007 in Liverpool)

The well-known slogan “Workers of the world unite” means what it says. It does not mean “Only workers with the correct immigration status unite”.

An Injury to one is an Injury to all!

Immigration controls are an attack on all workers. When groups of workers have unequal status, when workers are precarious or when they are declared illegal, they are vulnerable to exploitation. Not only do the bosses get super-profits from migrant workers directly through immigration controls, they use this to discipline the entire class. Trades unions must oppose all immigration controls and fight for equal rights regardless of immigration status. Some unions such as NATFHE (now UCU after merger with AUT) and the NUJ have adopted these as their policies. Other unions have responded by considering campaigns to “regularise immigrants”.

This conference is to bring trade unionists together to organise against immigration controls both at the level of policy and, perhaps more importantly, on a practical level as it impacts upon the workplace and upon our members. Themes will include:

- **Organising Migrant Workers:** This isn’t just about recruiting migrant workers into the unions but assisting them to fight back against their bosses. A speaker from Justice for Cleaners will report on their successes against exploitative agencies in London with the help of the T&GWU (a TU) and Alan Fraser of the GMB union (in a personal capacity) on the formation of a GMB branch of migrant workers in Wessex.
Trade unions and migrant workers

- **Defiance not Compliance**: Workers in the caring professions are expected to act as immigration officers to their clients, reporting to the Home Office, cutting off benefits and services. If they refuse they could be victimised or sacked. The unions need to protect their workers and actually organise defiance. A speaker from Bolton will explain why the branch agrees to support social workers in defying Section 9 of the 2004 Immigration & Asylum Act in refusing to take children of the undocumented into care as part of the deportation process.

- **Deportation and Detention**: What can unions do when their members are detained or threatened with deportation?

- **Fighting for the Right to Work and Equal Rights at work**.

- **What’s new?** There is a forest of immigration control legislation already but new laws are coming in. What are the key developments that affect the workplace?

All this and more at this vitally important conference for all trade unionists.

**No-one is Illegal** is a group of trade unionists long active in anti-deportation campaigns. We have produced, with trade unions, the pamphlet Worker Control not Immigration Controls.

1. After reading the above text:

   a. **How would you describe the mood of this text? Is it:**
      - informative
      - militant
      - objective
      - hostile (to whom?)
      - calm
      - reassuring

   You may feel that more than one of the above words is appropriate.

   b. **What words in the text support your choice? List them:**

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
**Trade unions and migrant workers**

2. *Find the word(s) in the text meaning the same as the word(s) in the table below. These are in the order of the text (the paragraph number is also given):*

<table>
<thead>
<tr>
<th></th>
<th>para</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>1</td>
<td>a topical phrase used in politics/advertising</td>
</tr>
<tr>
<td>b</td>
<td>2</td>
<td>damage, harm</td>
</tr>
<tr>
<td>c</td>
<td>2</td>
<td>insecure</td>
</tr>
<tr>
<td>d</td>
<td>3</td>
<td>has an effect on, affects</td>
</tr>
<tr>
<td>e</td>
<td>5</td>
<td>open resistance</td>
</tr>
<tr>
<td>f</td>
<td>5</td>
<td>acceptance</td>
</tr>
<tr>
<td>g</td>
<td>5</td>
<td>social workers, nurses, carers</td>
</tr>
<tr>
<td>h</td>
<td>5</td>
<td>dismissed (from job)</td>
</tr>
<tr>
<td>i</td>
<td>5</td>
<td>people without the correct/official papers</td>
</tr>
<tr>
<td>j</td>
<td>5</td>
<td>expulsion from a country</td>
</tr>
<tr>
<td>k</td>
<td>6</td>
<td>the act of keeping (someone) in custody/prison, the depriving of freedom.</td>
</tr>
<tr>
<td>l</td>
<td>8</td>
<td>very many</td>
</tr>
<tr>
<td>m</td>
<td>8</td>
<td>most important</td>
</tr>
<tr>
<td>n</td>
<td>9</td>
<td>extremely</td>
</tr>
<tr>
<td>o</td>
<td>10</td>
<td>leaflet</td>
</tr>
</tbody>
</table>
Trade unions and migrant workers

The statements below are related to the text but some are true and others are false according to the information given.

3. *Indicate which are true and which are false:*

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The slogan “Workers of the world unite” only refers to legal immigrants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. It is the duty of the trade unions to fight for equal rights for all workers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. One of the main themes of this conference is the impact of immigration controls on the workplace and workers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Some social workers and carers risk losing their jobs if they refuse to pass on information on their immigrant clients to the official government department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. No new legislation is expected in the near future on immigration controls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. This text gives a detailed explanation of the trade unions’ powers in helping members who are threatened with deportation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Demonstration against the detention of asylum seekers
Building support for migrant workers

This activity is based on a speech by TUC Deputy General Secretary Frances O’Grady at a Conference organised by the TUC in London on 11 December 2006 to encourage unions and agencies to work together to help migrant workers get fairer treatment at work and in their everyday lives.

In addition to TUC representatives, those who attended included the Government Minister for Immigration, the Director of the Citizens Advice Bureau (CAB) and representatives of NGOs, charities, welfare organisations and community groups.

Stage 1  Predicting content and focusing on the issues

What sort of issues do you think Frances O’Grady would include in her speech?

Work with a small group of colleagues and discuss the possible contents of her speech and write down some words you think you might hear in the speech.

Examples: fairness, protection, policy

Stage 2  Listening for gist

Listen to the speech and make a note of the key points

Afterwards, discuss with a partner what you think were the key points that she made.

Stage 3  Listening for specific information

Answer the following questions:

a. Give an example of a ‘horror story’.

b. What are the three ‘key dimensions’ she talks about?

c. Give an example of one of the facts she puts forward in favour of migrant workers.
d. What decision does she want the Government to reconsider?

e. What two things does she say will help migrant workers resist exploitation?

Stage 4  General impressions

What are your overall impressions of the speech?

*Discuss your impression of the way the speech was organised and delivered.*

*For example*: How were new points introduced? How were points emphasised?

Stage 5  Consolidation

*Look at the transcript of the speech in the Study Guide, listen again, and note any new vocabulary.*
Communication activity 1

Planning a recruitment campaign

- Why do you think that migrant workers are reluctant to join trade unions?
- How do you think trade unions can recruit and retain migrant workers?

1. Imagine that you are a trade union officer in a large industrial city that has recently had a large influx of migrant workers.

2. Work with a group of colleagues and prepare the outline of a campaign not only to encourage migrant workers to become members of the trade union movement but also to retain them within the organisation.

3. Your tutor will indicate how much time you have available. You will then be asked to discuss your proposals with other colleagues in order to agree on a joint campaign.

See Trade Union Organisation unit “Persuading others to join the union” (pp.5-6) for some ideas to get you started, as well as the Study Guide for useful websites.

In discussing your proposals you might find it helpful to consider some alternative ways of expressing yourself as in the following example:

“That’s a good idea I’ll certainly back it and I think we should take Mary’s suggestion on board if we really want to address the problem urgently. Yes I’ve had second thoughts and I agree it’s time to scrap the original budget and to revisit the financial aspects even if it means going back to the drawing board”

Terms in bold

<table>
<thead>
<tr>
<th>Terms in bold</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. to back</td>
<td>f) to revise (an opinion)</td>
</tr>
<tr>
<td>2. to take on board</td>
<td>g) to abandon (a plan)</td>
</tr>
<tr>
<td>3. to address</td>
<td>h) to start (planning) all over again</td>
</tr>
<tr>
<td>4. to have second thoughts</td>
<td>i) to deal with an issue</td>
</tr>
<tr>
<td>5. to scrap</td>
<td>j) to re-examine (a topic)</td>
</tr>
<tr>
<td>6. to revisit</td>
<td>k) to support (an idea, a proposal)</td>
</tr>
<tr>
<td>7. to go back to the drawing board</td>
<td>l) to accept (a suggestion, a plan)</td>
</tr>
</tbody>
</table>
**Communication activity 2**

*Making a presentation to migrant workers*

You are asked to prepare a presentation to a group of migrant workers to encourage them to join a trade union. This could be to a group who have come to your country or who are leaving your country to work elsewhere.

You will be divided into groups and each group should discuss how to approach the task as imaginatively as possible.

In order to highlight the benefits of membership to workers who may not be familiar with trade unionism you may wish to prepare a poster or slides to assist with your presentation.

You are advised to consult the material in other sections of this Unit to help in your preparation.

Each group will then make their presentation in turn while the other participants will play the role of the migrant worker audience.

Questions and answers are to be encouraged in order to make the session as participative as possible.

**Note:** For more on this see Introductory Unit pages 36-37: Worksheet: Making a Presentation;

See also Trade union organisation, pp.5-6 Persuading others to join the union and p.18 Preparing an information leaflet.
How well do you interview?

An employment agency is having an Open Day when job-seekers/applicants from other countries will be able to have a “dummy run” (practice) for interviews for real job vacancies.

The job areas with vacancies are:

- **Farm workers:**
  - Fruit-picking
  - Summer only.
  - Families welcome.

- **Cashiers at check-out.**
  - Flexible hours.
  - 3 days per week but full-time work available soon if wanted.

- **Hotel Staff**
  - Bar & housekeeping staff for country hotel. Live in.

- **Bricklayers,**
  - Masons needed for large new residential development.

- **Nanny**
  - For 3 children under 7.
  - Own flat & car.
  - Small village.
Trade unions and migrant workers

<table>
<thead>
<tr>
<th>Factory workers</th>
<th>Computing</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Experienced machine workers needed for car production &amp; assembly plant</td>
<td>- Technical staff for installing &amp; repairs.</td>
</tr>
<tr>
<td></td>
<td>- Must drive.</td>
</tr>
<tr>
<td>Chef &amp; kitchen staff</td>
<td>Qualified accountant</td>
</tr>
<tr>
<td>- Quality city restaurant.</td>
<td>- Required in large finance department.</td>
</tr>
<tr>
<td>- Shift work</td>
<td></td>
</tr>
<tr>
<td>Experienced fishermen / women</td>
<td></td>
</tr>
<tr>
<td>- Willing to spend 3 months at a time at sea off coast of Scotland.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Well paid.</td>
</tr>
</tbody>
</table>

1. **Divide into two equal groups:**
   - Interviewers (agency staff)
   - Job-seekers/applicants/interviewees

2. **The interviewers will be conducting an interview from the range of jobs above and will spend a few moments discussing together and listing the main questions to put to the applicants. These questions are likely to be relevant to most of the jobs listed* and will include why the applicant is interested in this work area. Don’t forget that within each category there are different types of job.**
3 The job-seekers/interviewees will each select one of the job areas above and will spend a few minutes writing a mini-CV for the interview to hand to the interviewer (you can invent the details!) and preparing questions to ask the interviewer**

<table>
<thead>
<tr>
<th>CV</th>
<th>Details</th>
<th>Dates if relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal &amp; family life</td>
<td>Age, family etc.</td>
<td></td>
</tr>
<tr>
<td>Work experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education &amp; qualifications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hobbies &amp; interests</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 After this preparation, sit in pairs of interviewer and job-seeker facing each other.

- The interviews can now begin and will last about 10 minutes:
- The job-seekers will say which job they are interested in and hand their CV to the interviewer.
- The interviewer will start the questioning with the interviewee also having time to ask questions to obtain any information (s)he would like about the job and the organisation and other related issues.
- The interview will last 10-15 minutes

5 Feedback:

Form two groups (or four if there are many participants) according to your earlier roles: one of interviewers and one of job-seekers/ interviewees. Then, from the earlier interview experience:

- The interviewer group(s) should discuss the qualities of a good interviewee
- The interviewee group(s) should discuss the qualities of a good interviewer
Trade unions and migrant workers

- Now each group should list these points on a chart/large sheet of paper under the relevant heading and display them to the other group(s).
- Discuss and compare with the other group(s).

6 If there is time, do the whole exercise again, reversing the roles.

Notes:

* See exercise in the Working Women unit, Working with Speaking 3, p32, for hints on participating in a job interview.

** Suggestions for the themes of possible questions can be found in the Study Guide.


**Trade unions and migrant workers**

**Communication activity 4**

**Living in a different cultural environment**

Sometimes we do things that surprise or even insult people from other countries because our customs are different. Likewise we may be made to feel uncomfortable by the apparent attitude or behaviour of newcomers to our society.

*Exchange experiences and opinions in small groups, preferably of mixed nationalities, and then report back any major conclusions about some or all of the following topics to a plenary meeting:*

1 **Culture bumps**

Can you recall any situations in which you have been surprised, amused or insulted by the different behaviour of people from other countries?

*Examine the following examples of behaviour and discuss whether you would you have reacted in the same way.*

a. A Dutch trade unionist was very insulted when the Scottish manager from the company shook her hand while his other hand was in his pocket.

b. An American upset his French host when he asked him how much he earned.

c. The English chair thought her Bulgarian colleague had agreed to prepare the report when she nodded her head.

d. The Finnish visitors were surprised when they looked directly in the eye at the locals in British pub and the locals reacted aggressively.

e. The Belgian delegate thought that the English delegates were cold and unfriendly when no one shook his hand at the meeting.

f. The Estonian delegate was not very happy when her new French colleague put her arm around her shoulders.

g. The English tutor was disappointed when the course participants left the dining table without saying anything.

h. Germans were amused when the English tutor arrived in the sauna wearing his swimming trunks.
2 True or false?

Indicate whether you think the following statements are true or false in describing customs or behaviour in the UK. Compare your answers with a colleague and discuss whether it is the same in your own countries.

a. People shake hands or kiss every time they meet.

b. When you are waiting for a bus or a taxi you should always look for the end of the queue.

c. When a shopkeeper returns your change or your credit card you should say “thank you”.

d. If you are invited to someone’s house for a meal you should take a bottle of wine and some chocolates or flowers.

e. When you arrive at a friend’s house you should take your shoes off.

f. When invited to someone’s house you should try to arrive about 30 minutes late.

g. When you want to attract the attention of a barman you should snap your fingers.

h. When invited out to a pub you should offer to buy a round of drinks.

i. The word ‘cheers’ is normally only used when someone raises a glass in friendship.

j. It is normal to pass a comment to strangers about the weather.
3 Gestures

Body language can be a cause of misunderstandings between people of different cultures. The pictures below illustrate certain physical gestures that people sometimes make in Britain.

In the box are phrases which convey the meaning of the gestures and which are sometimes said at the same time as the gestures are made.

*Match the gestures to the phrases. The first one is done as an example*

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<tbody>
<tr>
<td>a. Look, the time’s up.</td>
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<td>b. Good. OK. Well done!</td>
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<tr>
<td>c. It’s no use. Unsuccessful. Failed</td>
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<td>d. Fingers crossed. Good luck</td>
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<td>e. Well now. Not sure about that</td>
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Do these gestures exist in your country?

*Can you demonstrate any other gestures that are common in your country or that you have come across elsewhere?*

3 “When in Rome do as the Romans do”

Do you think we should always act like the indigenous population?

What advice would you offer to visitors to make sure that they felt comfortable in your country?

*For example:* dress codes, form of greetings, physical proximity to another person, meal times, eating & drinking habits, taboo subjects in conversation.

*(see *Introductory Unit* p. 65 for other possible topics).*

*Discuss the following comments about life in Britain today. How do they relate to behaviour in your country?*

**Booze - a British hobby?**

Alcohol seems to play a dominant part in life in Britain. There are always stories in the newspapers about so-called celebrities getting drunk and local youths creating disorder and violence. Cheap alcohol is readily available in supermarkets and most pubs offer extensive “happy hours”. Binge drinking seems to have become part of today’s culture.
Manners matter

“Please” and “thank you” or “thanks” seem to be oft-repeated in even the simplest act of buying a newspaper when you may hear four such exchanges. Nowadays the word “cheers” is frequently used as a substitute for “thanks” as well as being the traditional drinking toast. In general, strangers like to acknowledge each other with a short greeting of “hello” or “hi” or just a smile when they pass, unless they are in crowded urban areas. It is always polite to say “goodbye” or “see you later” or “cheers” when leaving even the briefest encounter.
Trade unions and migrant workers

Looking back

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

- appreciate some migration issues
- discuss the role of trade unions concerning migrant workers
- understand written documents and reports
- write a summary
- make a presentation