English for European trade unionists

Level Four

Workers of the World

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

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

The new units are:

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

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

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

**Jeff Bridgford**

*Director*

*ETUI-REHS Education*

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**Authors**

- Jacky Barry: *ETUI-REHS Education Languages Adviser*
- Margaret Bremner: *Freelance Tutor, UK*
- Peter Donaghy: *Freelance Tutor, UK*
- Vidia Ganase: *Trainer in communications and management, FGA-CFDT, France*
- Joan Hewitt: *Senior Lecturer, English Language Centre, Northumbria University, UK*

**Editor**

- Jacky Barry

**Layout + DVD**

- John Eden: *Freelance Video Producer*

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Acknowledgements

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

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

In this unit we will be looking at the major areas which affect trade unions in the developing world and which are therefore of interest to trade unions in Europe:

- **World trade**: globalisation and outsourcing,
- **Solidarity actions of Trade Union Organisations**,  
- **Third World workers in multinational companies**: workers’ rights and working conditions,
- **Migration of workers to and from the European Union**: the social, economic and cultural issues that have risen,
- **Discrimination and racism in the workplace and how this is dealt with by member states of the EU and by the Trade Unions**

The following are covered in this unit:

**Vocabulary**
- using figures
- the use of the suffix -ship
- phrasal verbs: *give, look, set*
- use of verbs *make* and *do*
- expressions with *book*
- for dealing with discrimination

**Grammar**
- modal verbs: permission; probability; possibility
- review of the present perfect
- adverbials and past tenses

**Functions**
- presenting action plans
- discussing and describing possibilities
- presenting arguments and opinions
- conducting an interview and being interviewed
- scanning for specific information
- describing and comparing migration trends
- making assumptions about situations
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Solidarity links

Discussion Points:

- How far do you think trade unions’ priorities are different in the developing world?
- Does your union have links with unions in the developing world?
- What are the benefits of international trade union links between the developed and developing world?
Communication activity 1

The Brandt Report: North-South

An international commission chaired by Willy Brandt, former Chancellor of West Germany, made a report in 1980 on the world economic system. It first used the concepts NORTH and SOUTH which are now commonly used. Countries in the rich North are those in North America, Japan, Europe, USSR, Australia and New Zealand. Countries in the poorer South are mostly in Asia, Africa and Latin America.

1 In pairs, look at the map below and draw a line which divides the North from the South. Note that the line is not necessarily a straight one!

Before you go on to the second part of this task, check your line against further information given in the Study Guide.
2 QUIZ: KEY STATISTICS

How poor is poor?

1. The number of people living on less than $2 per day is almost
   a. a quarter of the world's population
   b. a third of the world's population
   c. half of the world's population

2. The world's poorest countries' share of world trade has declined since 1980 to
   a. 0.4%
   b. 1.3%
   c. 5.4%

3. The poorest 49 countries make up
   a. 5% of the world's population
   b. 10% of the world's population
   c. 30% of the world's population

4. The richest fifth receive
   a. 40% of the world's income
   b. 60% of the world's income
   c. 80% of the world's income

5. The poorest fifth receive
   a. 1% of the world's income
   b. 6% of the world's income
   c. 10% of the world's income

6. Of the 100 largest economies in the world
   a. A third are corporations
   b. Half are corporations
   c. Two-thirds are corporations
7. The richest 500 multinational corporations account for nearly
   a. 40% of worldwide trade
   b. 70% of worldwide trade
   c. 80% of worldwide trade

8. The percentage of poor country commodity exports (raw materials) that go to industrialised countries is
   a. 40%
   b. 60%
   c. 70%

9. The percentage of malnourished children in the world
   a. 10%
   b. 15%
   c. 25%

10. The highest life expectancy in developed countries is ..... 
    a. 55 years
    b. 77 years
    c. 81 years

11. The lowest life expectancy in the developing countries is ..... 
    a. 28 years
    b. 36 years
    c. 45 years

12. How many times more children from the poorest households are out of school compared to those from the richest households?
    a. 2 times
    b. 3 times
    c. 4 times

First discuss your answers with another student, then check the answers with those given in the Study Guide.
Talking numbers

The quiz that you have just done uses facts and figures to compare development in the world as a whole.

Now work with a partner and discuss development in your country. This can include topics such as: population, unemployment, health, standard of living, prices, youth, birth, education, etc. You may need to do a web search to find out some facts and figures first.

The aim of the exercise is to use at least five different types of numbers in your talk.

Example


- The French population is sixty point two million. (60.2)
- Life expectancy is seventy-nine years. (79)
- Ninety-nine percent (99%) of the population are literate.
- Gross domestic product per capita stands at $26,000.
- In 2002, one in three people (1/3) or a third were on a temporary employment contract.
- Lyon is the second largest city in France (2nd).
- The cost of living has gone up since the introduction of the Euro. Some common food items seem to cost twice as much as before.

Numbers

204,500 : 2 hundred and 4 thousand, 5 hundred
1,670,563 = one million, six hundred and seventy thousand, five hundred and sixty three

Rank

first, second, third, fourth ... in the world, in Europe

Years

2006: 2 thousand and 6;
1999: nineteen ninety-nine

Sums

2.5 million = 2 point 5 million

Fractions

a third, two thirds, four-fifths ...

Comparisons

twice as many, three times more than ...

Percentage

5.5% (five point five percent)
What's in a name?

1. You are about to read a text entitled ‘Calling it the Third World without end’ which appeared in the Guardian in 1993.

- From the title, can you predict what the passage is about?
- Can you infer anything about the author's attitude to the subject?
- What other terms are there in English for the Third World?

Now read the article.

Calling it “The Third World without end”

Paul Harrison

Since the Iron Curtain collapsed, we have been in a terminological morass about what we used to call the Third World. It’s not just a matter for lexicographers. Labels colour perceptions, which inform actions. If we don't get the terms right, there is a good chance that we won't get the policies right either. The First, rich capitalist world is more firmly in place than ever but the Second, communist world has vanished. How can the third still be the Third? The alternatives had drawbacks, too. "Developing countries" - the bureaucrat’s term - is long, boring, and value-laden. "Developed countries" are developing, too towards God knows what future, but at all events different from now. The current activist's favourite is South. North and South are short, staccato words. They have a nice ring of conflict and inequality about them.

But they, too, are inexact. The South is not all poor, nor is the North all rich. The worst thing about these options is that they divide countries all too neatly into two. The globe is no longer polarised into have-alls and have-nothings. There is a sizeable middle class of 29 countries where average incomes per person - in terms of comparable purchasing power - range between $4,000 to $8,500. These include oil exporters like Syria and Iran, and emerging industrialisers like Thailand or South Korea. Singapore, Hong Kong and Israel are now classed as high-income countries by the World Bank, along with Kuwait and the United Arab Emirates. Yet all of these are still listed as "developing countries" by the western aid club, the Development Assistance Committee. The DAC list has barely changed since it was first drawn up 30 years ago. Only Spain and Portugal have
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dropped off it, at their own request.
The two-world terminology not only oversimplifies. It serves as a device to conceal how much aid is going to those who don’t need it. Aid currently bears little relation to need. Lower-middle income countries get more than twice as much aid per person as low income countries - though their average income is three times higher. Even upper-middle income countries, where average incomes are nearly seven times higher than in low income countries, get nearly 60 per cent more aid per person.

We need more precision, but there is a babel of terms in use. The World Bank splits nations up into a class system of lower income, middle income and high income countries LICs, MICs and HICs for short. With the middle subdivided into upper and lower middle, UMICs and LMICs. There are the newly industrialising countries (NICs), the DAEs (dynamic Asian economies), and the LDCs (least developed countries).

Economics aren’t everything. The United Nations Development Programme, more concerned with the quality of life, divides countries up into high, medium and low human development. UNICEF splits them down by child death rates.

Among all these trees, we need a perspective view, of the wood. Precision is desperately needed in the right context. We need to target aid much more finely to the poor and to the sensitive environments that need it most.

For everyday use we need something that helps to make ethical and political sense of the world, something that can serve as a better guide to action. When you chart how countries are distributed by purchasing power, you notice a definite clumping. There are three peaks - 39 countries below $2,000, then 28 countries between $4,000 and $8,000, and 17 over $14,000. The other 20 are ranged in the two gaps. So we can still talk of three worlds, but in a different and more useful sense.

There is a rich First World of about 900 million people, with dollar incomes above $6,000 a year. This group should be providing the aid and reducing its own environmental impact radically.

Then there is a middle-income Second World of around one billion people, with incomes between $1,500 and $6,000. This second group is making a growing impact on the global commons as it industrialises. It needs trade concessions and loans and technological co-operation to help it leap over western environmental errors. But does it need aid?

The Third World has the poorest countries, with dollar incomes below $1,500. This world numbers almost 3.5 billion - indeed 2.9 billion of them are clustered below $500 a year income. Here poverty and rapid growth combine to damage the local environment - not other people’s. There is a strong case for targeting all aid on this group, focusing it on human resource development and environmental conservation.

We still need the term Third World. Redefined, it can help to focus our thoughts and assistance on those who need them most.

© Guardian News & Media Ltd. 1993
2 Answer the following questions:

1. Why is the author unhappy with the original title of his book?
2. What, in his view, is wrong with the term 'developing countries'?
3. Why is the North/South divide inaccurate?
4. Where is most aid actually directed?
5. What other indicators are used to determine levels of development?

3 Complete the following box to indicate the author's preferred solution to this problem of terminology.

<table>
<thead>
<tr>
<th>Division according to purchasing power</th>
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</thead>
<tbody>
<tr>
<td>Term</td>
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<tr>
<td>1st World</td>
</tr>
<tr>
<td>2nd World</td>
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<tr>
<td>3rd World</td>
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</tbody>
</table>

4 Complete the following grid. Add the terms used in your language (with any abbreviations) to the third column for reference.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>In full</th>
<th>In your language</th>
</tr>
</thead>
<tbody>
<tr>
<td>LICS</td>
<td>Lower Income Countries</td>
<td></td>
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<td>MICs</td>
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<td>NICs</td>
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<td>LDCs</td>
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</table>

Now check your answers with those given in the Study Guide.
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Discussion Points

➢ Do you agree with Paul Harrison's conclusions?
➢ Are there other factors which need to be taken into account?
➢ Do you think the situation has changed since the article was written?
➢ What term can we use to describe the poor of the earth both truthfully and helpfully?

Do we still need the term ‘Third World’?
The work of an international trade union

Interview with Tim Noonan, Director of campaigns and communication at the International Confederation of Free Trade Unions (ICFTU)

Note: In November 2006 the ICFTU merged with the World Confederation of Labour and 8 other national trade union organisations to form the International Trade Union Confederation

Does your organisation belong to the ICFTU/ITUC?

1 Watch the interview with Tim Noonan, and answer the following questions.

a. How many workers are members of the organisation?
b. Who belongs to this international organisation?
c. List some of the international organisations ICFTU works with.
d. Give examples of some of the economic and social issues that the organisation is involved in.
e. How long has Tim Noonan been in the organisation?
f. Tim Noonan talks about the organisation's past achievements over the years. Where did this happen and what were the results?

Complete the table:

<table>
<thead>
<tr>
<th></th>
<th>Where?</th>
<th>What?</th>
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</tbody>
</table>
2  Tim Noonan describes the special action programmes they are running at the moment. There are five, can you name them and give a few details about the "players" involved:

*Fill in the table:*

<table>
<thead>
<tr>
<th>Name of programme</th>
<th>Who/ what is involved?</th>
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3  **Presentation practice**

When Tim Noonan presented the five special action programmes of the ICFTU, he varied the way he presented them.

**Example:**
- The first action is dealing with .......
- The second action related to ...........
- The third action is about ..........  
- The fourth action deals with ..........  
- The fifth action concerns ...........

*Now practice presenting the action plan of your own organisation using some of these expressions.*
Study Box

Suffix: –ship

The suffix -ship has nothing to do with a sailing ship. It is placed at the end of a noun and it can denote:

- state as in *membership*, *partnership*, *citizenship* i.e. the state of being a member, a partner, a citizen
- skill as in *workmanship*, *craftsmanship*, *leadership*
- position, rank, title as in *professorship*, *apprenticeship*

Here is an example of the use of the suffix -ship with an adjective:

**hardship**: a condition that is difficult to endure because of suffering, deprivation etc.

*Example:*
If you were posted to Iraq today, your job would be qualified as a hardship post.

*Find equivalents of these words in your own language. Do they follow a similar pattern, i.e. do the words use the same ending?*

These are idiomatic expressions, combining verbs and prepositions to make new verbs whose meanings are often not obvious from the dictionary definitions of the individual words. They are widely used in both written and spoken English, and new ones are formed all the time as they are a flexible way of creating new terms.

You heard these phrasal verbs in the interview with Tim Noonan. Look back at the transcript to make sure you understand what they mean in context, then link them to the meanings on the right with an arrow.

<table>
<thead>
<tr>
<th>Phrasal verb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>give up</td>
<td>establish</td>
</tr>
<tr>
<td>look after</td>
<td>cease making an effort</td>
</tr>
<tr>
<td>set up</td>
<td>take care of</td>
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</tbody>
</table>

Here are the same verbs but with different prepositions attached to them. Complete the sentences using the appropriate phrasal verb in the appropriate tense.

- give up, give away, give in
- look after, look (something) up, look into, look for
- set up, set off, set down

1. After trying several times to get the job, he just __________.

2. As a rule, spoken agreements must be __________ in writing if not they'll have very little validity in face of the law.

3. Due to pressure from international trade union federations in the textile industry, there is talk about __________ a global Works Council.

4. Many young university qualified people __________ jobs these days are rarely offered more than a short-term contract of a couple of years.
5. Multinational companies are reluctant to ________ any information concerning their production supply chains.

6. Multinationals are slowly ___________ and allowing dialogue in the workplace because of pressure from the trade union organisations.

7. The job of international trade unions confederations is to __________ the welfare of these workers who work in companies where there is no worker representation.

8. Trade union federations ___________ the cases of repression against unionised workers especially in the Export Processing Zones.

9. When Manuel __________ to work at 7.30am, he's never sure at what time he'll be back home.

10. When there's a word you don't know, the best thing to do is to __________ it _______ in the dictionary.

After you have done the exercise, check the meanings of these phrasal verbs in the dictionary.
MODAL VERBS
permission, possibility and possibility

(see also: Modal verbs for expressing obligation in the unit Working Women)

In English, verbs called modals are used to express our intentions and attitudes, when we want to talk about necessity and possibility, or make offers, requests, or suggestions. Modals always occur with other verbs, and can be thought of as a special kind of auxiliary verb. Unlike other verbs, modals do not use do and did to form negatives. These are formed by putting not immediately after the modal.

Modal verbs express a particular mood. Here are some examples of common modals verbs that express:

1 PERMISSION : can, could, may, might

- You may come in now.
- You can travel around Europe without a visa.
- I’m sorry but you can’t smoke in here.

- Can I see your passport, please?
- Could we leave our bags with you?

could is more polite than can.

A request can be made even more polite by making it longer:

- Could I possibly ..... 
- I wonder if I could ..... 
- I wonder if I could possibly ..... 

may is more polite than could and might sounds very formal
For positive replies:

- **can** is the most usual answer, but **may** is used in a more formal context.
- **might** cannot be used.

Q: “May I use your phone?”
A: “Yes you can.” or “Yes, you may.”

For negative replies:

- **can’t** is the most usual form.
- **may not** is possible in answer to a question with may.

Q: “Can I leave at half past four?”
A: “No, you can’t.”
Q: “May I go now?”
A: “No, you may not.”

Sometimes **can** and **could** are be used to talk generally about permission, rather than giving it or asking for it. They really mean that something is/isn't or was/wasn't allowed. In this sense, **can** is used for the present and **could** is used for the past, for example:

a. There’s a sign saying that you can’t park in front of the entrance.
b. I can use the computer on the first floor. The supervisor said so.
c. I couldn’t listen to music in the factory where I worked before.
d. There was a time when we could wear what we liked to work.

Here are some other ways of expressing permission.

**Put the following requests for permission in order of politeness/formality by writing 1 by the most casual, 2 by the next most casual and so on to 6 for the most formal.**

- a. May I use your computer?
- b. Do you think I could use your computer?
- c. Can I use your computer?
- d. Is it all right if I use your computer?
- e. Might I use your computer?
- f. I wonder if I might use your computer?
Reporting Permission

When we talk about permission that has already been given, may is not usually used.

- Employees can access the internet if they wish during working hours but within reason (Not: employees may access ...)
- Can you park on the pavement in your country? (Not: ... may you...)

Might or could can be used after a past verb in Reported Speech

- He said that I might borrow his car. (Or:... that I could ...)

2 PROBABILITY may, might, could, can

In the Future

When we want to say that there is a chance of something happening in the future we use could or may or might.

- Our company may decide to open up some new factories abroad.

Could is used to give the ideal that something is just possible but not particularly likely.

- Our company could decide to open up some new factories abroad but I doubt that that will happen
- It could rain later this evening (but it's not likely).

In the Present

May, might and could are used to say that something is possibly true at the moment of speaking.

- You may be right. or You might be right.
- You could be right but I don't think you are.

Can is sometimes used to talk about present probability but only in questions and negative sentences.

- Who can that be on the phone?
- Can it be Sheila?
- What can she possibly want?
- It can't be true.

But not: “It can be Sheila”, or “It can be true.”
Put the following sentences in order of probability by writing 1 by the most certain, 2 by the next most probable and so on.

That could be the postman now.
That must be the postman now.
That might be the postman now.
That may be the postman now.

Will/won't are used when you want to make a confident assumption about the present:
- You'll be exhausted after all that work. Come and have a coffee with me.
- She won't be busy at the moment. Give her a ring.

Must is used to express a confident conclusion. The negative is can't. (not: mustn't).
- She must be extremely clever. (Her qualifications are excellent.)
- He can't possibly be serious!
- You can't have been listening to a word I've said!

3 POSSIBILITY can, could, may, might

Can and could are often used to suggest possible future actions.
- You can/could go on the train, if you prefer.

Note: can expresses a more definite possibility than could:
- If you don’t like the layout of the paper, I can change it (it’s no problem).
- If you don’t like the layout of the paper, I could change it (but I’d rather not).

Could or might is often used to say that something is or was possibly true:
- He could/might be working late tonight.
- It could/might be difficult to get there in time.
- She could/might have missed the last bus.

Can is sometimes used to say that something is generally possible:
- Smoking can seriously damage your health.
- Paris can be very hot in summer.
In this sense, can often has the meaning ‘sometimes’

- Owning a dog **can** be expensive. (= Owning a dog is sometimes expensive.)

Past possibility is expressed with **may, might or could** and the **perfect infinitive without ‘to’**.

- You **might/may/could have left** your wallet on the bus.

**Note**: An interesting use of **could have** and **must have** is to express a reproach.

- I've been waiting here for you all evening. You **(could/might have phoned)** me!

**Rewrite the following sentences, replacing the words in italics with the correct form of a modal verb. Make any other changes necessary, but do not change the meaning of the sentence.**

1. You can try phoning him now but it’s **possible** that he has left his office by now. (Begin: He ....)

2. She asked if she **would be allowed** to attend the meeting.

3. If you've been out of the country, you **obviously** haven't heard the latest news on the strike.

4. **I just don't believe that** the line has been engaged all this time. Maybe there's a fault on it. (Begin: The line ....)

5. Don't worry about her. **It's possible** she missed her flight and took a later one.
6. Where *would there be a chance* of finding a car to rent?

7. I'm sorry to bother you but I'd like to know if *there's any chance* of using your telephone. My car has broken down.

8. I've forgotten to return the document. *I'm sure* people have been looking everywhere for it.

9. *It's possible* that you won't have to show identification to get in.

10. She's *unlikely* to have changed the appointment without warning anyone.

Check your answers with those given in the Study Guide.
Workers of the World

Working with speaking 1

Earning a living

Describing and discussing possibilities

A

B
Choose one of these two pictures, and answer the following questions:

1. Describe the people in the picture.
2. Where do you think they are? How can you tell?
3. What do you think they are doing?
4. When might the photograph have been taken?

Compare your answers with others who have studied the same picture.

Now check your descriptions against the information given in the Study Guide

Discuss in groups:

- Why should we be aware of the activities shown in these pictures?
- What can European trade unions do to help improve working conditions in the situations portrayed?
Read the following extract adapted from the novel My Traitor's Heart. In it, the author, Rian Malan describes his first day at work in a South African goldmine.

At 7.15 am the bossboy took us to the lift. As it went down my ears went dead and I saw dark and light as we passed other levels. The lift stopped at 28 level. We gave our tickets to the bossboy and walked for one hour to the end of the shaft. The mine shaft was very hot. The sweat ran off me like water. There were three tunnels. The small trains had red lights on the back and front indicating danger. Before the blasting, small holes were drilled in the walls and a man referred to as a chessa-boy put explosives into them. After the blasting we found broken pipes, bent rails, a cracked wall and other damage. The blast gave us heavy work. The small trains and their trucks were called to collect all stones. You can find a stone weighting 450 pounds far from the blast. Water leaked from the top of the walls. Sometimes small stones fell on us. My boots were full of water. A Zulu from King Williamstown was digging when part of the ventilator fell on him and his left leg was trapped under it. The boss called us and we lifted the ventilator to take out the trapped man. His leg was broken and bloody...

The time for clocking out started to roll round, so we followed our bossboy back to the station. We switched off our lamps while we waited in the queue because at the station there were electric lights. We were wet like fishes and ugly like hippos. Some were sitting and resting with empty stomachs. After twenty minutes, the lift arrived. The guard opened the door and we flowed in. The notice on the door said the lift took only 20 people, but we were packed like fishes in a small can.

I did not wash my clothes or bathe because I did not have soap or other clothes to put on. All I did was eat and sleep on the grass... The mine injection makes you forget about your parents, relatives and friends, even your girlfriend. The injection makes you think only about work underground. After three weeks underground, I was part of that world. Washing, bathing, cutting nails, dressing in clean clothes and reading newspapers was far from me. It could be about 640,000 miles far from me. Life was so bad; for me life was a little piece of stone.
Workers of the World

Read through the extract again and underline the one sentence that has the most impact on you. Compare this with a colleague in the group.

a. Explain why you chose that particular sentence.
b. How would you qualify the writer's style of narration?
c. What makes his story so vivid?

Discussion Points

➢ Why are workers suffering from the terrible working conditions described in the extract?
➢ What can European trade unions do to help?

Mining gold in South Africa
A day in the life of…. 

As representative on your union’s International Committee, your job is to raise awareness among your members of conditions of fellow workers in the developing world. You want to launch a campaign of support for one of the groups of workers listed below. You think that a good way of drawing attention to conditions is to put a short article in your union newsletter describing a typical day for one of these workers.

1 **Write 150-200 words in the first person describing a day in the life of one of the following workers, emphasising the difficult working conditions.**

- Ali, a Pakistani construction worker in Dubai
- Maria, a Filipino machinist in a garment factory in an Export Processing Zone.
- Joseph, a street vendor in a European capital
- Kumar, a water-seller at a railway station in Bombay
- Efan, a Nigerian bank clerk

**Information to include in your description:**

- family
- living conditions
- transport to work
- job routine & working conditions
- pay & benefits
- working facilities (canteen, hygiene and security)
- health insurance, etc.
Communication activity 2

Export Processing Zones (EPZs)

1. Setting the situation

View the video scenes of factories in EPZs in the Philippines and Honduras. As you watch, note down what you see.

In small groups, discuss the working environment in these places.

2 Role Play [see Study Guide for instructions]

Researchers

You are doing some research on workers' rights and working conditions in EPZs. You are particularly concerned with victimisation in the workplace of trade union representatives. You are in the process of gathering information and have organised a meeting with several trade union representatives on the subject. Two groups of workers are present: one from the Philippines, the other from Haiti. Each researcher will interview one of the groups.

Workers

You are invited to talk about workers' rights and working conditions in your factory. Feel free to develop the ideas put forward in your role card and extrapolate from the situation described in the texts provided. You will need to invent your personal situation (age, family situation, education, future plans etc.)

Reporting back

After interviewing the workers from their two respective groups, the researchers switch groups and give an account to the members of the other group. The ‘workers’ listen and then compare their working situations with those of their fellow workers on the other side of the world.
Background information [all participants]

What is an Export Processing Zone (EPZ)?

The International Labour Organisation (ILO) defines EPZs as ‘industrial zones with special incentives set up to attract foreign investors, in which imported materials undergo some degree of processing before being re-exported’. Many EPZs have evolved from fenced-in spaces, such as ports and warehouses specialising in manufacturing for export, to single-factory or single-industry zones, such as the leather zone in Turkey. In some cases, companies operating anywhere within a country can be eligible for zone status. Mauritius and Madagascar allow companies wherever they are located on their islands to benefit from the conditions that apply in the zones. Current ILO figures show that the number of zones has increased again from 3,000 in 2002 to 5,174 zones in 2004.

Why are zones established?

Countries set up EPZs in the hope of attracting investment, creating employment and generating foreign exchange earnings by promoting non-traditional exports. Countries also hope that foreign direct investment will promote the transfer of technologies and skills to industries outside the zones. Firms are offered a range of financial incentives to invest in the zones. Low labour costs and the flexibility of workers are key reasons for foreign firms to invest in EPZs. In addition to financial incentives, such as temporary tax breaks and duty free imports of raw materials, governments also seek to attract foreign investors to EPZs by offering them loose regulatory framework for social and employment rights.

Labour rights

Some EPZs are well-managed industrial zones where responsible employers offer good working conditions and higher wages than elsewhere in the economy. Among these enterprises will be many who see the social and commercial value of improving performance and productivity through good human resource management and respect for employment and labour rights.

However, most zones have a different class of enterprise, one which builds its success on the exploitation of a cheap and compliant workforce. These firms are often found in industrial sectors, like textiles and electronics, with intense competition, demanding production requirements and short product life cycles. They are located in countries with loose unregulated labour markets and governments which are ambivalent or hostile towards trade unions.

Trade unions face great practical difficulties when trying to gain access to zones, particularly when zones are physical enclaves. In several countries, companies operating in the zones employ private security guards, sometimes armed, to prevent trade unions officials from entering production units.
Employers regularly use the threat of dismissal to control the workforce. Few workers in the zones have long-term contracts. Short-term contracts are used for flexible hiring and firing and for avoiding costs such as maternity and redundancy pay. Some workers who reveal that they have signed up to the union risk serious reprisals. Intimidation, assaults and death threats are not uncommon.

"At the 2003 World Trade Organisation Conference in Cancun, trade unions highlighted the plight of workers in EPZs. Since then, a combination of factors such as the end of the Agreement on Textiles and Clothing and the dominance of China on world markets, have put even further pressure on workers in EPZs, most of whom are women. The women are the primary victims of the exploitation that characterises EPZs. The exclusion by governments of EPZs from national labour legislation, as well as other forms of privileged treatment for export production, is a distortion of World Trade Organisation principles (particularly when foreign enterprises are treated better than domestic ones) as it means that production for domestic markets is taking place on "less favourable" terms than that of exports."

Sources: ICFTU - Behind the brand names, December 2004
ICFTU - Trade Union World, November 2005, N° 14

Women are the primary victims of the exploitation that characterises EPZs
Workers of the World

Group 1: The Philippines

Discuss the information in the text below with the other members of your group. Check the meanings of any new vocabulary.

The situation in the Philippines

Since the ’70s and up to now, the garment sector in the Philippines has become the second largest industry in terms of both volume and value of exports behind the electronic sector. The major market remains the United States which accounts for 74.6% of our garment exports or US$2.04 billion. In terms of job creation, the garment sector is the second biggest employer within the manufacturing sector.

The workers are paid below the minimum wage.

According to the Trade Union Congress of the Philippines (TUCP) almost 40% of the EPZ companies imposed forced overtime and non-payment or underpayment of overtime. Virtually all companies violated basic occupational health and safety standards in terms of heat, noise or security equipment. Another infringement is that one out of three ecozone firms evaded payment of government-mandated health benefits and social security insurance for their employees.

Workers are financially contributing daily to a health insurance service they will never benefit from.

The Agreement on Textiles and Clothing (ATC) ended on January 1st 2005.

More intense competition on the global quota-free market put the Philippines suppliers under increasing pressure to cut prices and reduce labour-related costs.

The garment sector is particularly hard hit.

Source: ICFTU Trade Union World, November 2005 N° 14
Workers' roles

Enrico, Filipino trade unionist

- You can’t meet with workers on the premises.
- Employers bribe politicians, police officers and other local officials in order to discourage workers from contacting trade unions.
- Workers fear losing their jobs if they contact the trade unions.
- Factories are surrounded by barbed wire.
- Management does not allow the unions representatives access to the company premises.
- ‘Labour Management Councils’ (LMC) are set up by management to discourage union formation. The members of the LMC are chosen by the management.

Anna, Information Officer (Trade Union Congress of the Philippines)

- Many of the garment workers in the companies are still paid on a piece-rate, mostly on a contractual and apprenticeship bases.
- It is unknown how the salaries are calculated.
- Compulsory overtime work is also rampant.
- There are accusations of management administering amphetamines to keep workers awake for overnight work as shipments come in.
- Workers have suffered various side effects: extreme insomnia, nervousness and constipation after taking the drug.
- Married women lie about their marital status just to get a job. If the management finds out that workers are married, they are immediately dismissed because of falsification of documents.
- When contractual workers finish their five month period and before they get rehired for another round, a pregnancy test is conducted. If it turns out to be positive, the worker is out.

Josephine, National Co-ordinator, International Textile, Garment and Leather Worker’s Federation

- In the garment sector there are problems of forced overtime, gates locked, so that workers cannot go home.
- No overtime payment is given if a certain production quota is not met at the end of the day, and workers are instructed to finish the work. The management does not allow breaks.
- Time cards are taken away so that the workers cannot go out.
During overtime, in the repairing section for instance, if there's a defect in the products, it automatically becomes "OTY" (overtime and thank you).

In other words, workers who receive a P235 daily wage do not get a single centavo for extra hours worked.

A newly-hired skilled worker is given between P160 (2,36€) and P180 a day while experienced sewers earn P210 (3,10€). These salaries are below the minimum wage. Nowadays cases of forced overtime or unpaid work are much more frequent than before in the Philippines.

**Rosemary, machinist without work and trade unionist**

Trainee contracts are given to workers who are already skilled in the job, but no training is provided. Trainee workers are paid P185 daily, trained workers P200.

Coffee breaks are sacrificed and lunch hour is shortened so that the workers meet the quotas. The day off is sometimes suspended and employees work seven days a week. The working conditions are unacceptable: it is not easy to go to the toilets or get a drink of water.

There's no proper ventilation and no air-conditioning in the factories.

Union supporters are the first to be put on forced leave, while other non-unionised contract workers keep working, and the last to get rehired.

The workers are afraid to talk to union representatives. The management uses propaganda against the unions and accuses them of getting rich on workers' union dues.

Workers identified as union officers are systematically transferred to another department to prevent them from being in touch with other workers. Overtime is also a tactic to prevent workers from meeting regularly. Another tactic is hiring workers who belong to religious groups because these religious groups do not allow their followers to participate in union activities.
Group 2: Haiti

Discuss the information in the text below with the other members of your group. Check with each other the meanings of any new vocabulary.

The situation in Haiti and the Dominican EPZ zones

Haiti now has five industrial parks locate close to the airport that rely on short-term subcontracting arrangements with US companies who supply raw materials for manufacturing.

The application of labour laws is very poor and workers' rights are practically non-existent.

In theory, productivity-linked pay or piecework means that 25,000 workers employed in the parks are able to earn much more than the legal minimum of 70 gourdes a day (1.70€)

‘The working conditions and labour relations are identical, if not worse, in industrial parks. The factories are housed in dilapidated buildings, with no toilets, deplorable sanitary conditions, no ventilation, and workers cramped on top of each other’.

In 2002, the CODEVI (Industrial Development Company) free trade zone set up in Ouanaminthe, on the border of the Dominican Republic, under the management of the clothing group Grupo M. The company based in the Dominican Republic, built the plant using a $20 million dollar loan from the International Finance Corporation, the World Bank's private sector lending arm. The loan was conditional on the company’s respect for freedom of association and the right to collective bargaining.

Is Grupo M. fulfilling these commitments in practice? Since production was launched in August 2003, not a week goes by without reports of workers' rights violations in the CODEVI factory which manufactures jeans for Levi's. There have been cases of abductions, beatings, arbitrary dismissals, verbal abuse, unpaid overtime, intimidation with firearms, and interrogations. Workers are routinely made to work excessive hours without pay for overtime. The Haitian Human Rights Platform reported that, "Workers do not have the right to organise, and those who do face dismissal". A local union SOKOWA was formed in the hopes of securing a wage increase and extra pay for compulsory overtime.

Months of unrelenting local mobilisation and strong international pressure were required to make Grupo M give way. SOKOWA was recognised as a legitimate representative.

Sources: ICFTU Behind the brand names, December 2004
ICFTU Trade Union World, November 2005, N° 15
Workers of the World

Workers’ roles

Joseph used to work in the factory. He was sacked last year for making complaints about poor treatment and unpaid overtime

- Working hours: 6.45am - 7pm. Nearly eleven hours with one 45 minute break to eat lunch, have a wash and go to the toilet.
- Workers are accused of being ‘undisciplined’ if they request an additional visit to the toilets.
- Wrangler and Levi’s jeans are made in the factory and then sold in the United States.
- There is constant pressure from the supervisors to maintain a production rate of 900 units per day. Workers have to sew on approximately 900 flies a day.
- If the work is not completed it is made up the next day through overtime.
- On average, all those working on sewing machines receive between 150 and 200 gourdes (4.80€) a day.
- Pay rises are refused supposedly on account of Chinese competition.
- Women and especially single women are the most affected by job cuts.

Georges and other workers joined the local union (SOKOWA)

- Workers sign contracts without knowing what is actually written in them.
- Workers may earn up to 1300 gourdes a week (€25.54) if they sew 1180 trouser hems a day. They very rarely manage to reach this target and get on average 750 gourdes a week (€14.86) which is more than the legal minimum wage (70 gourdes a day) but not so it seems enough to survive on.
- Workers live in precarious dwellings in areas that flood regularly every time the nearby river bursts its banks during the rainy season.
- The management has drawn up a list of trade union members who help the workers who have problems and have dismissed most of them.
- Dominican soldiers are hired as security agents inside the free trade zone.
- They intervene on the slightest pretext. Workers were beaten on several occasions.
- A stoppage was organised which drew a large support among the workers. The day following around 350 of them were fired.

Communication activity 2
Workers of the World

- Since the creation of a Union, the union representatives have been treated with more respect. The majority of the dismissed workers are gradually being reinstated.

**Antoine, one of the organisers of the stoppage**

- The term freedom of association is devoid of meaning in Haiti. It merely exists on paper in the law but not in practice.
- Workers make a fuss and start making demands, are immediately sacked under some other pretext.
- There is a clear attempt to launch an anti-union campaign. Unionised workers are frequently sacked.
- Companies punish unionised workers by reducing their wages and benefits. Consequently, many workers do not want to join a union because it could do them more harm than good.
- A stoppage was organised to make Grupo M. give way.
- In spite of difficulties, the workers came to the meetings, took part in discussion, and made decisions.
- The CODEVI's managers were amazed at the international support for the workers.
- They never expected that. They never thought that anyone would be interested in this lost corner of the world. In the United States, organisations from labour movements such as Solidarity Center and the Workers' rights Consortium were in contact with companies like Levi’s and exerted important pressure on the World Bank to prevent orders from being withdrawn.

**Leonida, former sewer at CODEVI**

- Her job was to sew buttonholes and attach buttons.
- A single worker has to take care of three machines at the same time.
- They have to dash from one machine to the other. Sometimes they are only given one chair. There is no end to the work to be done. Nowadays, one employee has to do the work of three. To reach the 100% production target, each unit of 21 workers has to produce 3000 finished pairs of trousers a week.
- The workers work overtime to complete the order sometimes up until 2 am.
- There are cases of sexual harassment from the women workers and threats of dismissal if they do not allow themselves to be taken advantage of.
- Workers clock in at the factory entrance by showing their ID cards but they never have to clock out.
- A working day is supposed to be from 6 in the morning to 4.30 in the afternoon, but the supervisors rarely agree to that.
Work often goes on until 6pm and sometimes as late as 7.30 with overtime pay.

Leonida joined SOKOWA and lost her job.

Workers from five out of ten production lines lost their jobs, supposedly because of a fall in productivity. They were sacked because they had organised a one day strike for a pay rise. The workers on these five production lines were practically all members of SOKOWA.

### Study Box

**FUNCTIONAL LANGUAGE FOR THE WORKERS GROUP**

**Language for discussion**

Here are some expressions you may want to use to help you express your ideas and participate fully in the discussion.

**Giving strong opinions**

- I'm absolutely convinced that ...
- There's no doubt in my mind that ...
- It's my belief that ...

**Interrupting**

- If I may just interrupt you for a moment, I'd like to ...
- Sorry to interrupt, but ...

**Commenting**

- I wonder if I could comment on that last point?
- Excuse me, but I think it's relevant to add that ...
- May I draw your attention to the fact that ...

**Making proposals, recommendations and suggestions**

- I would like to put forward a proposal that ...
- In my view, it is high time that ...
- Wouldn't it be a good idea to ...?

**Expressing support**

- I am in favour of ...
- I would certainly give my backing to ...
- I would not be opposed to that.
FUNCTIONAL LANGUAGE FOR THE RESEARCHERS

Introducing a point
- I would like to discuss the problem of ...
- The issue I would like to focus on is ...

Asking for an opinion
- What's your position on ...?
- I'd like to hear your views on ...

Asking for a reaction
- Could I ask for your reaction to ...?
- I was wondering where you stood on this question?

Asking for confirmation
- If I've understood you correctly, you're saying that ...
- When you say ..., do you mean ...
- Am I correct in assuming that ...?

Asking for repetition
- I'm afraid I'm not quite clear what you mean by that
- I'm afraid I didn't quite get your last point. Could you go over it again, please?

Asking general questions
- Would you mind ...
- I was wondering if you could ...

Asking for further information
- Could you be a little more precise?
- Could you give us details about ...?
Verbs ‘make’ and ‘do’

‘Any worker who makes a fuss....is immediately sacked’, said a Haitian working in a garment factory in an EPZ.

‘Consequently, many workers don’t want to join a union because it could do them more harm than good.’

The verbs make and do have very similar meanings. It can often be difficult to choose between them.

Make often expresses the idea of creation or construction.

Do is usually the correct word when we are talking about work. In the above example, it means ‘cause’.

In other cases there are no clear rules. If in doubt choose make as it is more likely to be right.

1 Here is a list of words or phrases. Decide whether they are used with do or make or both. Write the answers in the column below.

Check your answers with those given in the Study Guide or in the dictionary so that you have an accurate list for the future.

<table>
<thead>
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<th>an offer</th>
<th>use of</th>
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<td>an enquiry</td>
<td>war</td>
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<td>a suggestion</td>
<td>a good turn</td>
<td>a noise</td>
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<td>a decision</td>
<td>a choice</td>
<td>the most of</td>
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<td>business</td>
<td>damage</td>
<td>room for</td>
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<td>an attempt</td>
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<td>a profit</td>
<td>a calculation</td>
<td>fun of</td>
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Workers of the World

<table>
<thead>
<tr>
<th>MAKE</th>
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Garment workers in a Grupo M factory in the Dominican Republic
FINDING SPECIFIC INFORMATION

When we want to find specific information in a text, we scan the text, searching for the words which give us the information we need.

1. **First read the questions below and try to answer them as quickly as you can by scanning the headline and the text which follows. Allow yourself three minutes for this activity.**

1. What is Woolworths?
2. How does the company view trade unionism?
3. What happened to one of the female workers and why?
4. What complaints are made about the working conditions?
5. How are the salaries and wages fixed?
6. Is Woolworths a socially responsible company?

**SASK Trade Union Solidarity Centre of Finland**

**WOOLWORTHS IN GHANA**

Woolworths is part of a South Africa-based supermarket chain in Ghana with several branches in other African countries. Woolworths had just been newly opened in Ghana and workers in the company were not yet unionised at the time the African Social Observatory conducted its study. Nevertheless, the study's findings indicate that the company particularly had a dim view of union activities.

It used subtle and sometimes not-so subtle means to discourage workers from forming and joining trade unions. For instance a female worker who was at the forefront of instigating the formation of a Communication Committee to serve as a liaison between workers and management was dismissed in circumstances that indicated she was victimised.

According to workers interviewed, management in Woolworths used the high unemployment situation in Ghana to intimidate and discourage workers from joining or forming trade unions. "You come begging for jobs and there are many people in the street without jobs", management was reported as saying. And yet without the formation of a union which workers felt a clear need for, they would not be able to improve their lot, including addressing the issue of long working hours which they said was the standard working condition in the company.
Contrary to the opinions of workers interviewed that the formation of a trade union would improve their lot, Woolworths' management insisted that unionisation would not change their conditions of work, and that workers would still enjoy good conditions even without a trade union.

Woolworths also did not have a collective bargaining agreement with its Ghanaian workers to determine salaries and wage structure. Instead the company preferred to enter into individual contracts with the workers. "Wages are determined by the management and enterprise level based on a pay structure which was determined by management without consultations with workers or their representatives".

The company did not also have adequate health and safety measures for its workers but management denied this in a post-survey notification. Woolworths Ghana did appear to follow strict environmental policy that conforms to multilateral environmental agreements. The study also commended Woolworths on its commitment to community improvement in the countries where it has investments.

*SASK* website 10.8.2005 *(Text adapted for the purpose of the exercise)*
Multinational companies

Discussion

➢ What are multinational companies?
➢ What are the advantages and disadvantages for workers employed in multinational companies?
➢ What are the most effective trade unions strategies to force multinationals to operate by fair labour standards?

Consider:

☐ Consumer boycotts
☐ Corporate campaigns
☐ Global Works Councils
☐ Global agreements
☐ Other?
### THE GLOBALISED WORLD

*Indicate your reaction to the following by marking the appropriate box.*

<table>
<thead>
<tr>
<th>Good</th>
<th>Not Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>I shop on the internet</td>
<td></td>
</tr>
<tr>
<td>Cars produced by Chinese labour</td>
<td></td>
</tr>
<tr>
<td>The supermarket round the corner where I live, is open until 11pm</td>
<td></td>
</tr>
<tr>
<td>The choice of mobile phones is enormous. There are so many to choose from.</td>
<td></td>
</tr>
<tr>
<td>I can work in Spain if I wish</td>
<td></td>
</tr>
<tr>
<td>There are so many offers of cheap travel on the internet</td>
<td></td>
</tr>
<tr>
<td>Prices are much cheaper in supermarkets like Leader Price and Lidl</td>
<td></td>
</tr>
<tr>
<td>The Web is so valuable for my work. I can get so much useful information without moving from my office.</td>
<td></td>
</tr>
<tr>
<td>Externalisation and outsourcing have become a means to remain competitive in today’s world</td>
<td></td>
</tr>
<tr>
<td>I can eat fresh green beans all the year round.</td>
<td></td>
</tr>
</tbody>
</table>

1. **Fill in the questionnaire**

2. **Pair up with a fellow student and discuss each of the points in the questionnaire. Change partners as often as possible.**

Note: Look at *Introductory unit – Speaking: useful language for interviewing and discussions* for some help.
BOOK REVIEWS

1. Quickly read the descriptions of the four books below and match the title to the book:

A. Compiled by Tom Genrich
   A neat gift book that breaks the world down into numerical chunks to feed inquisitive minds. Modern life is run by numbers and here is the story of human endeavour told in a countdown from 34 trillion to zero. It questions the way the world works and makes some startling comparisons. Related organisations and campaigns are listed throughout the book.

B. By Susan George
   To the popular slogan Susan George adds a cautionary ‘if’ and suggests how indeed we can reach that other world. Whether you are a novice or an old hand this book will guide you through the complexities of economic globalization, and resistance to it. To idealism is brought a useful dose of realism.

C. By Jeremy Seabrook
   The hurtling speed of the global market knows no cultural boundaries. Languages, customs, rituals and myths – the building-blocks of local culture and identity – are swept aside with the global market’s promise of security and prosperity.
Is this promise false? Is the survival of pockets of local culture true resistance? Can communities reclaim the value of local cultural identity?

Harnessing moving personal testimonies of cultural loss and resistance, Seabrook embarks upon a wide-ranging and sensitive exploration of the battleground between local and global

By Amaranta Wright

An exciting, evocative travelogue and a searing exposé of multinationals and their attempts to promote brand image. Amaranta Wright was hired by Levi’s to travel through Latin America befriending teenagers and helping Levi’s market their products more effectively. In this complex continent of beauty and brutality she discovers the sinister truth of the corporate hunger to turn individuals into consumers.

Source: Adapted from New Internationalist May 2006

State what each book is about, in a few words.

2 Match the words below with words in the book reviews that have the same meaning.

Example:
astonishing (A) startling

1. serving as a warning (B)

2. very fast (C)

3. making use of (C)

4. burning (D)

5. evil (D)

3 Verbal Adjectives

The present participle [e.g. exciting, alarming] is often used with an adjectival function. These are ‘active’ adjectives and the use of this form in descriptions helps convey vividness in style.

You will find several examples in the book reviews.
1. Underline all present participles that occur in the book reviews.

2. Make two lists, one of those that are verbal adjectives, and those that are participles.

<table>
<thead>
<tr>
<th>Verbal adjectives</th>
<th>Participles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check your answers with those given in the Study Guide.

**Study Box**

**Expressions with ‘book’**

- **To throw the book at someone** means to accuse them of every offence that is possible in a particular situation.
  
  e.g. He’s broken all the regulations and deserves **to have the book thrown at him**.

- If you describe something as a **closed book**, you mean you do not know anything about it.
  
  e.g. Don’t ask me about physics. It’s a **closed book** to me.

- If you are in someone’s **bad books**, they are annoyed with you.
  
  e.g. I’m in his **bad books** at the moment.

- If you are in someone’s **good books**, they are pleased with you.
  
  e.g. I’ll ask if I can have the day off on Friday; after all, I’m in the boss’s **good books** at the moment!

- A **bookworm** is someone who is very fond of reading.
  
  e.g. Sally is a real **bookworm**; she’s always got her head in a book, which is unusual for children nowadays.

- If you describe someone as **bookish** you mean they enjoy studying and reading books.
  
  e.g. I suppose it helps to be **bookish** if you work in a library, but being a bookworm wouldn’t necessarily be an advantage!
Working with video 2

Targeting multinationals

Interview with Doug Miller
Multinationals coordinator, ITGLWF (International Tailor, Garment and Leather Workers’ Federation) / Northumbria University

In this interview, Doug Miller talks about a framework agreement. This is an agreement which covers all workers in a multinational company, wherever they work. It consists of a set of minimum standards for working conditions, usually those laid down by the ILO, and one of the most important provisions is the right to organize.

1 Comprehension questions

Watch the interview and then discuss the answers to these questions with a partner.

View the video once more, and check your answers.

a. What is the basic aim of the projects Doug Miller and his organisation work on?

b. What major difficulty has he and his organisation come up against?

c. Why hasn’t it been hard to convince these companies of the benefits of trade unionism in the workplace?

d. What is the purpose of organising day conferences with their affiliate members and the corporate partners (i.e. the suppliers and brand owners)?
2 Vocabulary

*Match the words below with the appropriate definition:*

<table>
<thead>
<tr>
<th>Words</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a brand</td>
<td>a. a company that produces the goods for another</td>
</tr>
<tr>
<td>2. a code of conduct</td>
<td>b. different stages of production in a mass manufacturing goods industry</td>
</tr>
<tr>
<td>3. a compliance visit</td>
<td>c. a set of rules governing good behaviour</td>
</tr>
<tr>
<td>4. a supplier firm</td>
<td>d. an inspection call</td>
</tr>
<tr>
<td>5. a supply chain</td>
<td>e. complaints</td>
</tr>
<tr>
<td>6. implemented</td>
<td>f. concerning obeying rules</td>
</tr>
<tr>
<td>7. disciplinary (procedures)</td>
<td>g. that can't be maintained</td>
</tr>
<tr>
<td>8. grievance (procedures)</td>
<td>h. the identifying name of a product</td>
</tr>
<tr>
<td>9. to achieve</td>
<td>i. to bring about</td>
</tr>
<tr>
<td>10. to profile (multinational</td>
<td>j. to identify and describe</td>
</tr>
<tr>
<td>companies)</td>
<td>k. to select as an object of attention (for a campaign)</td>
</tr>
<tr>
<td>11. to target (multinationals)</td>
<td>l. put into effect</td>
</tr>
<tr>
<td>12. unsustainable</td>
<td></td>
</tr>
</tbody>
</table>

3 Prepositions

These 'small words’ are not always easy to master. Here are some phrases which occur in the interview.

*Complete the phrases with the right preposition.*

a. The project I work ________ is called "targeting multinationals"...

b. ...to find ________where their production is

c. ...build a network for the purpose ________assisting...
d. to move dialogue with the company...

e. ... getting employers to get the table on this

f. we have succeeded convincing them...

g. the best way maintaining a watch over worker rights...

h. this will create a space organising...

Note: The verb that follows a preposition is in the **gerund form** (-ing).

e.g. The most effective way of protecting your rights at work is by joining a union.
Working with speaking 2

FAIR TRADE

➢ What do you understand by the concept fair trade?
➢ What are the benefits of fair trade?
➢ Do you know of any products that are certified fair trade products? What does the label guarantee?
➢ Where can you buy these products?

In small groups, take an example of a fair trade product, and create an advertising campaign to promote it. This may include targeting a particular group of consumers, creating a slogan and poster, and deciding where to concentrate your marketing campaign.
LABOUR MIGRATION

In this activity you will:

- think about your own background
- examine global migration patterns
- think about the experience of being a migrant worker

1. On the map below chart where members of your family have moved from or to.

   Include both female and male members of the family. Go back as far as you can in your family history to the best of your knowledge. Where possible, make a note of the reasons why they moved.

2. Now exchange this information with another member of the group.

3. Discuss with your partner the sort of problems, if any, you think are experienced by workers when they move from one country to another.
TRENDS IN INTERNATIONAL MIGRATION

Before you study the two charts below, discuss the following points with another student:

➢ Are there many migrant workers from non-EU 25 countries in your country? Where do they come from?
➢ How do they arrive (boat, train, plane etc.)?
➢ What jobs do they do?
➢ How are the migrant workers treated?
➢ What rights do they have?
➢ What measures are proposed or in place to help their integration?

Vocabulary check

❑ to migrate: to move to settle in a new area in order to find work
❑ a migrant: a worker who moves from place to place to work
❑ to immigrate: to come to live permanently in a foreign country
❑ an immigrant: such a person
❑ to emigrate: to leave one's own country in order to settle permanently to settle in another
❑ an emigrant: such a person

1 Overview of migration trends in OECD countries

Use the information in Figure 1 (page 56) to compare the migrant trends in the various areas of the world. You will need to use expressions such as the following:

❑ Much/a lot ... than
It is much/a lot harder for young people today to find a stable job than it was for their parents.
On average in OECD countries, fewer than 60% of people aged between 50 and 64 have a job.

Pets in the Western world have far more to eat than some people in Africa.

As regards asylum seekers, France has received the most. London is the most diverse city in the UK with 41% of the immigration population making up a quarter of the capital’s population.

The country that has the highest/lowest number of schools per inhabitant is...

Unemployment rate is higher/lower in ... than in......

In 1880, the average income of a European was twice that of an Indian or Chinese. In 1995 it was 70:1.

The cost of a litre of milk was a little bit more than a Euro.

Work becomes much less common after the age of 50.

International migration
### FIGURE 1

<table>
<thead>
<tr>
<th>Migration flows</th>
<th>Annual average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1997-2001</td>
</tr>
<tr>
<td><strong>Inflows of foreigners (thousands)</strong></td>
<td></td>
</tr>
<tr>
<td>European Economic Area (EEA) and Switzerland</td>
<td><strong>1896</strong></td>
</tr>
<tr>
<td>United States</td>
<td></td>
</tr>
<tr>
<td>Permanent immigration</td>
<td>803</td>
</tr>
<tr>
<td>Temporary immigration</td>
<td>1146</td>
</tr>
<tr>
<td><strong>Australia</strong></td>
<td></td>
</tr>
<tr>
<td>Permanent immigration</td>
<td>89</td>
</tr>
<tr>
<td>Temporary immigration</td>
<td>197</td>
</tr>
<tr>
<td><strong>Japan</strong></td>
<td></td>
</tr>
<tr>
<td>Permanent immigration</td>
<td>304</td>
</tr>
<tr>
<td><strong>Canada</strong></td>
<td></td>
</tr>
<tr>
<td>Permanent immigration</td>
<td>212</td>
</tr>
<tr>
<td>Temporary workers</td>
<td>77</td>
</tr>
<tr>
<td><strong>Net migration (for 1,000 inhabitants)</strong></td>
<td></td>
</tr>
<tr>
<td>Australia and New Zealand</td>
<td>4.4</td>
</tr>
<tr>
<td>Canada</td>
<td>5.7</td>
</tr>
<tr>
<td>European Economic Area (EEA) and Switzerland</td>
<td>2.5</td>
</tr>
<tr>
<td>United States</td>
<td>3.5</td>
</tr>
<tr>
<td>Japan</td>
<td>0.4</td>
</tr>
<tr>
<td><strong>Asylum seekers (thousands)</strong></td>
<td></td>
</tr>
<tr>
<td>EEA and Switzerland</td>
<td>387</td>
</tr>
<tr>
<td>United States</td>
<td>62</td>
</tr>
<tr>
<td>Central and Eastern Europe</td>
<td>25</td>
</tr>
<tr>
<td>Canada</td>
<td>33</td>
</tr>
<tr>
<td>Australia</td>
<td>10</td>
</tr>
</tbody>
</table>

### Stock of foreign-born population and naturalisations

<table>
<thead>
<tr>
<th>Latest available year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Stock of foreign-born population</strong></td>
</tr>
<tr>
<td>United States</td>
</tr>
<tr>
<td>EEA and Switzerland</td>
</tr>
<tr>
<td>Canada</td>
</tr>
<tr>
<td>Australia</td>
</tr>
<tr>
<td>Japan and Korea</td>
</tr>
</tbody>
</table>
Workers of the World

Acquisition of nationality
Thousands (annual average)

1998-2002 2003

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EEA &amp; Switzerland</td>
<td>600</td>
<td>700</td>
</tr>
<tr>
<td>United States</td>
<td>700</td>
<td>800</td>
</tr>
<tr>
<td>Canada</td>
<td>200</td>
<td>300</td>
</tr>
<tr>
<td>Australia &amp; New Zealand</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td>Japan</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

1. Greece is not included. Inflows include significant numbers of short-term migrants (such as seasonal workers and international students) for some countries (Belgium, Germany, Italy, Luxembourg, the Netherlands and Spain). The total given here covers flows of varying coverage across countries. Data relates to 2002 when 2003 figures not yet available.
2. Non-immigrant visas issued. Excluding visitors, transit migrants, foreign government officials and students. Accompanying dependants are included.
3. Includes short-term movements.
4. Inflows of foreign workers entering Canada to work temporarily (excluding seasonal workers)

Sources: National Statistical institutes, UNHCR, Eurostat.

[OECD 22/03/2005]
2 You will be acquainted with the language for describing information in charts and graphs if you have worked on the Level 4 unit *European Works Councils*.

*Review the expressions and vocabulary for describing trends and then study Figure 2.*

What important statements can you make about the situation of asylum seekers in some of the OECD countries?

*Work with a partner.*

---

**Figure 2. Inflows of asylum seekers in selected OECD countries, 1990-2004**

Thousands

Source: UNHCR.

OECD 22/03/2005
Working with language 2

The Present Perfect Tense

Past time with present relevance

Study the following sentences

1. ‘We have commenced research in a number of supplier firms that we know are supplying particular companies with which we have a dialogue’.
2. ‘...since the advent of trade liberalisation, working conditions have worsened in the textile and clothing industry’.
3. ‘Employers and management have made a pact to reject any pay rises, using the pretexts of Chinese competition...’.

The use of the present perfect falls into the following three categories:

A ACTION AND STATE LEADING UP TO PRESENT TIME

The strike has been solid since the start [and still is].
I have had this job for six years.

B EVENT(S) IN AN INDEFINITE PERIOD LEADING UP TO THE PRESENT TIME

Have you (ever) been to Cuba?
The US Coast Guard has picked up thousands of Cuban refugees (in the past few months).

C PAST EVENT WITH RESULTS IN THE PRESENT TIME

She has gone to work in Ghana [and is still there].
I have reported the complaint but I’m still waiting for an answer from the authorities.

Which categories of use do the sentences 1, 2 and 3 in the box above fall into?
Adverbials with simple past or present perfect

Some adverbials are only used with the past, because they indicate a point of time which finished in the past, and others are only used with the present perfect because they introduce a period leading up to the present or recent past time.

Some are used with either.

Study the following carefully:

<table>
<thead>
<tr>
<th>Adverbials with simple past only</th>
</tr>
</thead>
<tbody>
<tr>
<td>He phoned her</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adverbials with present perfect and negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>He hasn't phoned her</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adverbials with either simple past or present perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>He has phoned her</td>
</tr>
</tbody>
</table>

He phoned her

1 Complete the following sentences with the appropriate form of the verb given in brackets, using the appropriate past tense:

Example:

In the course of history Europe (sweep) by several (waves) of migration and invariably (find) ways of turning them to advantage.

In the course of history Europe has been swept by several waves of migration and has invariably found ways of turning them to advantage.
1. In the 19th century alone, some 70 million Europeans (emigrate) to the United States, Canada, South America and Australia.

2. Throughout this period the European countries of emigration (improve) their economic situation.

3. Thus, one way or another, Europe (be) on the winning side of the migratory phenomenon.

4. According to estimates by the Afro-American movements in the United States more than 100 million persons (remove) forcibly from the African Continent by the Slave traders during the 18th and 19th centuries.

5. The intra-European population movements at times (exhibit) dramatic features.

6. In 1843 Ireland (have) 8 million inhabitants; by 1961 this figure (fall) to less than 3 million.

7. On account of its geographic situation, Germany (experience) since the most ancient times a constant ebb and flow of population, a trend which (continue) through recent history.
8. Meanwhile, the mid-fifties (see) the beginning of the demand for foreign labour as a result of which more than five million foreigners currently have legal residence in Germany.

9. Since the huge increase in world-wide migration in the 19th century, the mass of emigrants (compose) of persons in search of work and fleeing from poverty.

10. What is new is that the EU countries (become) countries of immigration for migrants from the poorer areas lying to the east and south.

2. Compose sentences using the following adverbial phrases of time, taking care to use the correct past tense.

- yet
- since Tuesday
- recently
- lately
- the other day
- a month ago
Pool information

You will be given a part of a newspaper article. One of you will be given the headline. Try to predict what ideas will be developed in the article. Now move around the room and find other participants with information belonging to your article.

Note: Articles have been adapted and shortened for the purpose of the activity.

When you have found each other, pool the information and prepare a brief account of the topic to present to the other groups.

Study Box

Useful structures and expressions for this activity:

**Modals verbs to express possibility** (review Working with Language 1)

* e.g. I think the article could/may/might be about.....

**Modal verbs to express "certainty"**

* e.g. It must be about....

**Expressions:**

- I am almost certain it's about...
- It is most likely about...
- I reckon it has something to do with...
- My part of the article seems to be talking about.....
- I have no idea what this word means - it seems to be an important word
- What makes you think so?
Racial Discrimination

Britain has a comprehensive law against racial discrimination - the Race Relations Act 1976. This Act explicitly covers the field of employment and states that employers must not discriminate against workers or prospective workers on grounds of “colour, race, nationality or ethnic or national origins”.

The Act points to three main categories of unlawful racial discrimination.

A. Direct Discrimination
B. Indirect Discrimination
C. Victimisation

1 Can you match these terms with the following definitions? Write the appropriate letter in the box.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Discrimination</td>
<td>An employer applies a requirement or condition which, whether intentional or not, adversely affects a considerably larger proportion of one racial group than another which cannot be justified on independent grounds</td>
</tr>
<tr>
<td>Indirect Discrimination</td>
<td>Where an employer treats a person less favourably because the employee has used the law to complain of discrimination, give evidence or make allegations</td>
</tr>
<tr>
<td>Victimisation</td>
<td>A person discriminates against another if on racial ground he/she treats that other less favourably than be/she treats or would treat other persons</td>
</tr>
</tbody>
</table>

Check that you have matched definitions and terms correctly with the answers given in the Study Guide.
Now look at the following cases and note down whether you think the worker would have a case under the Race Relations Act and which category would apply.

Discuss your conclusions with a partner before checking your answers with the actual outcome of these cases given in the Study Guide.

Case Studies

1. A white manager at an amusement arcade is instructed by the owners not to admit any black people. He refuses to comply and is sacked. Has he a case under the Race Relations Act?

2. Owing to a fall in orders Firm Z decides to cease operating a night shift and issues redundancy notices to all the workers on the night shift. The night shift is virtually exclusively made up of Asian workers. Would any of these workers have a case?

3. S is employed as an executive officer within the Customs and Excise. Some years ago, he brought an unsuccessful industrial tribunal complaint alleging that he had been discriminated against on the grounds of race with regard to his annual assessment. A few years later, he was warned that further allegations of racial discrimination unsupported by evidence would be treated as a potential disciplinary matter. At the end of the year, he has another assessment where his superior declares he is not fit for promotion. S claims racial discrimination but an internal enquiry does not find in his favour. Following this, S is reprimanded and required to forfeit one increment of pay for 3 months. Has S a case?

4. Mr M, an Irish foundry worker, complains to the management that he is subjected to a torrent of anti-Irish abuse and jokes. The employer decides to sack him because of his 'attitude problem'. Has Mr M a case?

5. A Sikh applies for a job at a sweet manufacturers but is turned down for refusing to shave off his beard.

Discussion

3.1 Racial harassment can take on many forms both physical and verbal. Name some of the forms of racial harassment you have witnessed or have heard of.

3.2 What kind of suffering does racial discrimination cause to workers?

3.3 What are the consequences for the employers?
4 Shades of meaning?

1 With a partner, discuss the difference in meaning of the following pairs of words:

- patriotism - jingoism
- nationalism - chauvinism
- racism - xenophobia

Try to establish the difference initially without the help of a dictionary.

Now check your definitions in a dictionary.

2 A person who displays patriotism is a patriot (personal noun). S/he is said to behave in a patriotic manner (adjective), or could be said to behave patriotically (adverb).

Complete the following chart for the other terms.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Personal Noun</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>patriotism</td>
<td>patriot</td>
<td>patriotic</td>
<td>patriotically</td>
</tr>
<tr>
<td>jingoism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nationalism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>chauvinism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>racism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>xenophobia</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now check your answers in the dictionary or by looking at the completed grid in the Study Guide.
MIGRANT WORKERS

Below are headlines of newspaper articles that deal with the issue of migrant workers.

‘Australia needs you!’

‘Out of Africa’

1 In pairs, note down what aspects of this problem you think each of the articles will develop. Now pair up with a partner and compare your ideas.

2 The class is now divided into two groups. Each group is given one of the articles related to the subject of migrant workers.

2.1 First read the article and then do the vocabulary exercise that follows. Compare your answers with others in your group.

2.2 Exchange ideas on discussion points with the members of your group.

2.3 After you have done that, prepare a brief talk that sums up the main ideas in the article and also your group’s opinions about them. Each group will then present their talk in a plenary session.

3 Decide who will make the presentation, and what visual aids you will use, and what key vocabulary you will need to explain.
Article 1

Australia needs you!

With 20,000 places to fill, Oz has launched a drive to attract skilled workers, writes Jon Robins

Sunday August 28, 2005
The Observer

There's an abiding image in my mind of a typical January morning. It's freezing, you're stamping your feet, scraping the ice from the windscreen and then get in your car to spend the next half-hour sitting in a traffic jam,' says Darren Pitt, a 34-year-old teacher. He is explaining why he has moved from inhospitable Kent to sun-kissed Adelaide, South Australia, with his wife, Nikki, and two children Cameron, eight, and Isobel, four. They had not set foot on antipodean soil until they arrived last week. 'We woke up on one of those bitter mornings and realised we had been teaching for 10 years and hadn't had an adventure for a long time,' he says.

Australia is looking for many more pioneering Pitts to restock an overstretched labour force. Ten days ago its government announced that it is about to launch its biggest global recruitment drive since the '£10 pom' campaign in 1946. In the region of a million Brits left home for the promised land of Oz in the late 1940s and early '50s, but this time there is no need for a state-sponsored bribe of a £10 passage. The renowned laid-back Aussie way of life provides its own draw.

Australia is aiming to increase the size of its skilled migration programme by 20,000 places. 'It is a case of supply and demand, and Britain has the supply and Australia has the demand,' she says. 'Australia has a clearly managed migration programme. The system is designed to allow for a quick response, meeting the needs of Australia's growth industries as paramount.'

But be warned: expect Oz recruiters to be exploiting the image of 'life down under', where the sun always shines and life offers nothing more taxing than the decision as what next to throw on to the BBQ......

'We never really subscribed to the clichés,' says Pitt, who is two days into his new job as a teacher. 'We might not have been out there, but we did our research. What we hope for is that life in Australia will offer us - and especially the kids - a better quality of life. Teachers in England tend to be quite beaten down and not a little bit miserable, whereas in Australia they tend to have a spring in their step.'

Australia runs a straightforward points-based migration system whereby back...
would-be Aussies have to score the minimum points allocated for whatever visa they are applying for. The basic criteria for skilled migration are that you have to be under 45 years, have a designated skill, speak reasonable English, and have recent and relevant work experience.

The system is weighted towards jobs where there are chronic shortages. If you are a car mechanic (one of 56 occupations currently on Australia’s most wanted list) you score 60 points plus a further 30 if you are under 30 years, another 20 if English is your first language, another five if your spouse has skills and so on.

If you fail to meet the 120 points for the skilled independent visa, there are other options. The dire skills shortage afflicts different regions of Australia with differing degrees of urgency, so there is a provisional visa scheme. You have to score 110 points and applicants can apply for a permanent visa after they have lived and worked in ‘regional Australia’ for two years.

*Australia ran a so-called “10-pound Pom” campaign in the 1950s and 1960s, named after the 10 pound fare offered to English people to emigrate to Australia. More than 1 million British workers emigrated to Australia under assisted immigration plans.

Some cultural expressions....

- **Pom** is short for **Pommie** (sometimes **pommy**) which means a British person (origin unknown. Said by some to be short for "pomegranate" (a fruit) as a near rhyme to "immigrant").
- **OZ** is short for **Ozzie** which is a variant spelling of Aussie which means Australia.
- **BBQ** : barbecue
- **life down under** refers to life in Australia and New Zealand (the Antipodes)
- **antipodean** (adjective)

Vocabulary exercise

*Find words or expressions in the article that have these meanings*

1. hard to bear
2. visited
3. explorer-type person
4. supply
Workers of the World

5. too much in demand  
6. approximately  
7. incentive  
8. easy-going  
9. attraction  
10. most important  
11. tired, worn  
12. simple and clear  
13. future (adjective)  
14. attach value or importance to  
15. crucial

Discussion points

- What does your group think of selective immigration policies?
- What could be some of the drawbacks of these policies?

Article 2

Out of Africa

The doctor from Malawi  
Aberdeen Royal Infirmary  
Friday November 18, 2005

Mandela Thyoka pulls on his cap and surgical gown in the sterile purity of an operating theatre at Aberdeen Royal Infirmary. As he scrubs up, he's surrounded by bleeping, hi-tech, computer-aided equipment - the sort of equipment that is beyond the imagination of most doctors in his native Malawi.

Thyoka has come a very long way from the desperate, shortage-dogged, crisis-led medicine of his own country. He says he intends to go back to Malawi once he has completed his four years of surgical training in Aberdeen. "There is a sense of fulfilment if you work within your own country," he says. But if he does go back, he will be unusual. Of 142 Malawians who graduated as doctors between 1992 and 2000, only a few are working in their own country. Most of those who chose to specialise, as Thyoka is doing, have not returned.
The UK, accused of poaching doctors from countries that badly need to keep them, brought in a code of practice for the recruitment of doctors and nurses in 1999. That code, which bans the NHS from actively recruiting directly from developing countries, has been tightened twice since. But that hasn't stopped the flow of doctors from third to first world. African doctors are still coming here in droves.

Some are recruited by the private sector and then make their way into the NHS, either as locums or by applying for jobs once they are in the UK. Others come directly to the NHS: the NHS does not ask them to come, but if they do, it is not going to turn them away.

Once here, life isn't all roses. Thyoka's wife, Tumpale Mhango, is training as a paediatrician in Somerset, an expensive length of Britain away, with weekend shifts to complicate their meetings. And while NHS surgery is exciting, Thyoka, as a trainee, can do little without supervision. It is worlds apart from Malawi, where a brimming district hospital will have a junior doctor carrying out caesareans and cancer operations as well as putting up drips and writing prescriptions. Thyoka talks of "the satisfaction you get from having few resources but doing what you can to the best of your capability. You go home having saved one, two, three, four lives. You can actually see the lives you have saved. It is down to you and your staff."

As for the future, Thyoka says he knows other Malawian doctors who have decided to stay in the UK. "There are personal friends and other people I hear of, and I have met others who came a long time ago," he says. One of the biggest attractions, he says, is financial security. Those who have children are tempted to keep them in British schools. But working conditions are also very good. Consultants in the NHS are under far less pressure than their colleagues in Malawi.

The UK's Department for International Development recognises that doctors' and nurses' low salaries are a problem in Malawi and has launched an ambitious scheme to top them up. But the temptations to leave Africa are only going to increase as a worldwide shortage of doctors worsens. By 2008, the UK will need 25,000 more doctors and 250,000 more nurses. By 2015, the US will be 200,000 doctors and 800,000 nurses short, according to the British Medical Association. That's at a time when sub-Saharan Africa needs one million more healthcare workers to cut child and maternal deaths. If Thyoka does return to Malawi, he will be very welcome there - but no one will be surprised if he does not.

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1 NHS: National Health Service
2 Locums short for "locum tenens": a temporary deputy for a doctor
Vocabulary exercise

Find words or expressions in the article that have these meanings

1. coat
2. washes up
3. persistent lack of
4. driven by danger
5. satisfaction from achievement
6. stealing
7. prohibits
8. in large numbers
9. work periods
10. overcrowded
11. attributable to
12. began
13. increase

Discussion point

- The phenomenon whereby qualified workers from "Third World" countries immigrate to "First World" countries is referred to as the "brain drain". What are the consequences of this trend, and what can be done to prevent or limit its development?
Illegal immigration

1 Look at the headlines below:

600 Africans reach Canaries as Spain tries to halt the tide
(May 19, 2006; © The Associated Press)

Spanish search for African migrants lost in Atlantic
(March 27, 2006; © Guardian News & Media Ltd, 2006)

Spain steps up patrols as 1,000 migrants die during desperate quest for Europe
(March 23, 2006; © Guardian News & Media Ltd, 2006)

2 The words and phrases in the box below were extracted from the articles.
In small groups, try to piece together the story.

Illegal immigrants ... Mauritania and Senegal ... exhaustion
Hypothermia ... four or five days from West Africa
Better life ... 4,751 African migrants in 2005 ... 1000 died
Canoes know as "pirogues" ... 10-12 metres long
A humanitarian crisis ... risky 600-mile trip
Traffickers ... €550 a head
"It's a shame for my family" ...
"I'd rather die on the seas, than return to Mali"

3 What has caused or is causing the problem of illegal immigration?

4 What can be done about this problem?

5 What can trade unions do to help?
Dubai - paradise lost?

You will be given snippets of information and pictures describing life in Dubai: working conditions of the migrant workers, the striking architecture and the life styles of the locals as well as the expatriate population.

1 Work in small groups. Read the extracts and study the pictures. Compare your impressions and prepare a descriptive talk on the subject of ‘Working in Dubai’ in your group. Weigh the advantages and disadvantages of living in such a society. Feel free to expand and introduce new elements of information based on your own knowledge and to express your personal feelings about the situation.

2 What can your trade union organisation do to help these migrant workers?

What can national trade unions in the EU or international trade union organisations such as the ICFTU do?

Draw up a list of the recommendations you would make. Think about what action can be taken locally and at an international level.

3 Vocabulary

Find six interesting words in your extracts. Check the meaning with your tutor or in a dictionary. Write six new sentences containing these words, then pass this list to another group to see if they can identify the words.
Looking Back

Now you have finished this unit you should...

➢ be able to discuss and describe possibilities
➢ be able to conduct an interview and present arguments and opinions
➢ be able to distinguish between and describe different kinds of discrimination
➢ be able to use the present perfect correctly
➢ be able to make recommendations for dealing with racial harassment in the workplace