English for European trade unionists

Level Four

Trade Unions and the Environment

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

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

The Education Department of ETUI-REHS (formerly ETUCO) has been involved in the promotion and delivery of foreign language training since 1993. This activity has involved a number of publications, including *English for European Trade Unionists Levels 3 and 4* which first appeared in 1995 under the auspices of a LINGUA-funded project. The first stage of the revision of these materials was completed in 2006, with the publication of seven units:

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

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

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

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

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

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

Jeff Bridgford, Director ETUI-REHS Education

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Trade unions and the environment

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

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<tbody>
<tr>
<td>Citizens Advice Bureau</td>
<td><a href="http://www.citizensadvice.org.uk">www.citizensadvice.org.uk</a></td>
<td>ITUC (International Trade Union Confederation)</td>
<td><a href="http://www.ituc-csi.org/">www.ituc-csi.org/</a></td>
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<tr>
<td>BSI Group</td>
<td><a href="http://www.bsi-global.com">www.bsi-global.com</a></td>
<td>International Textile, Garment and Leatherworkers’ Federation</td>
<td><a href="http://www.itglwf.org">www.itglwf.org</a></td>
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<td>GMB</td>
<td><a href="http://www.gmb.co.uk">www.gmb.co.uk</a></td>
<td>Mark Lynas</td>
<td><a href="mailto:marklynas@zetnet.co.uk">marklynas@zetnet.co.uk</a></td>
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<td>European Teleworking online (Peter Scales)</td>
<td><a href="http://www.eto.org.uk">www.eto.org.uk</a></td>
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<td>European Foundation for the Improvement of Living and Working Conditions</td>
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<td>T &amp; G section of UNITE</td>
<td><a href="http://www.tgwu.org.uk">www.tgwu.org.uk</a></td>
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<td>ETUC (European Trade union Confederation)</td>
<td><a href="http://www.etuc.org">www.etuc.org</a></td>
<td>University and College Union</td>
<td><a href="http://www.ucu.org.uk">www.ucu.org.uk</a></td>
</tr>
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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.
Trade unions and the environment

Looking ahead

In this unit you will focus on the role of trade unions and the environment. You will look at sustainable development and global warming, and consider the impact of these on home and working life. You will also reflect upon the positive role that can be played by trade unions in environmental issues, at national and European level.

You will study the following:

Vocabulary
- for sustainable development
- for climate change
- for phrasal verbs connected with travel and work

Grammar
- words ending in -ing
- present and past progressive tenses
- use of gerund and infinitive

Functions
- analysing survey results
- extracting the main points of an argument
- preparing an action plan
- preparing a speech or article
- interpreting statistics
Trade unions and the environment

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<th>Working with listening</th>
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Trade unions and the environment

Working with video
1. Brendan Barber interviews Al Gore – Global warming alert
   Activities around ‘An Inconvenient Truth’: comprehension, synonyms, reviews, discussion.
2. A Tale of Two Cities
   Earth Report Video from TVE

Working with writing
1. The 3Rs: Recycle, Re-use, Reduce
   Make suggestions and create poster
2. What can unions do?
   TUSDAC survey: interpreting statistics; write an email

Working with words
1. Phrasal verbs
   Connected with travel and work
2. Why is climate change a union issue?
   Gap filling; key points; prepare speech or article.

Working with language
1. Words ending in –ing
   Explanation of 9 types of word ending in –ing; identification exercise
2. The progressive tenses
   Present and past progressive tenses: form and use 3 exercises
3. Climate change – Avenues for trade union action
   Two green trade union projects: using the –ing form; comprehension; vocabulary
4. Infinitive or –ing form?
   Differences in use and meaning with particular verbs

Communication activities
1. To fly or not to fly?
   Role play
2. Greening your workplace
   Plan a campaign
Trade unions and the environment

Our environment

1 **Divide into three groups.**

2 **Each group will draw a mind-map on a flip chart on one of the following topics:**
   - The environment
   - Sustainable development
   - Global warming

**Mind-maps**

See introductory unit: *Language learning strategies* p. 19 for more information on mind-maps. You can see an example in the Study Guide.

These are sometimes called ‘brainstorming maps’ and are useful for pooling ideas in a creative and connected way. Add terms onto a blank sheet, but in a way that shows the connections between them.

Remember:
- to use a large blank sheet
- to leave plenty of space for new ideas to be added
- to use different colours
- to use images as well as words
- to use lower and upper case, and underlinings
- to use lines, ladders, circles, arrows, boxes to show connections between the ideas
- to differentiate between main ideas and subsidiary ideas

3 **You have 20 minutes to create your mind-map, which you will then present to the other groups.**

4 **Try to identify areas where these mind-maps overlap.**

5 **Make a list of all the key vocabulary on the sheet on page 5.**
   
   [You will need to make copies of this sheet as you add new terms]
### Trade unions and the environment – Key Vocabulary

<table>
<thead>
<tr>
<th>Term</th>
<th>Equivalent in my language</th>
<th>Definition</th>
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Thinking about your carbon footprint

What is my carbon footprint?

It is the amount of carbon dioxide (CO₂) produced as a result of your actions and lifestyle on the environment. Carbon dioxide is produced as a result of burning fossil fuels. Fossil fuels are those which are non-renewable in the short term and which take millions of years to form, such as coal and oil. These are also known as ‘hydrocarbons’

Work in pairs

1. Share ideas to compile a list about all your daily and occasional activities which use some form of energy other than your own, and which consequently release carbon dioxide (CO₂) into the atmosphere. Think about your activities at home and work, and list these below:

Each pair should concentrate on one of the following:

- Equipment used /electricity consumption
- Heating /air conditioning
- Holidays
- Transport
- Leisure activities
- Clothes
- Food and drink

2. Decide whether these activities form part of your primary or your secondary footprint and indicate this by adding (1) or (2) afterwards.

Your primary, or direct footprint, is caused by your direct actions in causing CO₂ to be produced, such as flying, central heating etc.

Your secondary footprint is a measure of the CO₂ emissions from the whole lifecycle of products we buy (food, equipment etc.) and what happens to them (waste, recycling etc.) For example, if we buy apples that have been grown in Chile rather than locally, the transport involved produces more CO₂.
### Trade unions and the environment

<table>
<thead>
<tr>
<th>Home</th>
<th>Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Buying a new car every two years (2)</td>
<td>Example: Driving to work (1)</td>
</tr>
</tbody>
</table>

3. Share your lists with others in the class, and together make two lists on a flipchart.

4. See the Study Guide for a breakdown of an average person’s carbon footprint, and add anything you may have forgotten to your list.

5. Check any new vocabulary and add to the list on p. 5.
He's a Carbon Zero Hero!

Read the following press release which appeared on the BSI website on 14 June 2007:

Andreas Zachariah, a student graduating with an MA in Industrial Design Engineering and the first accepted to study at the Royal College of Art (RCA) with an MBA, is one of this year’s winners of BSI’s* Sustainability Design Awards 2007 for his “Carbon Hero™” personal carbon calculator.

Carbon Hero™ calculates the exact carbon footprint of the user’s transport habits by identifying different forms of transport taken as a user travels through ‘space’, by virtue of their relative location, velocity and the pattern of their activity. All of this comes in a unit the size of a key ring.

Once gathered, the data is downloaded to software on a PC or mobile phone which displays the amount of carbon used and the amount of credits needed to be purchased in order to offset the amount used.

Andreas comments "In an age where consumers are making purchasing decisions based on their environmental impact, there’s no reason why they shouldn’t make the same choice about transport, be it public or private, on a daily basis. Online methods for calculating personal carbon footprints fall down on the fact that they rely on the user to estimate usage. Carbon Hero™ uses sophisticated sensors to pinpoint usage thus giving a much more accurate assessment of the user’s impact on the environment”.

With the availability of detailed information provided by Carbon Hero™, the user can choose to change their transport habits to reduce their impact on the environment, or offset usage through carefully selected projects.

* BSI British Standards is the National Standards Body of the UK, with a globally recognized reputation for independence, integrity and innovation in the production of standards that promote best practice. It develops and sells standards and standardization solutions to meet the needs of business and society.
1. Comprehension

1. Who is Andreas Zachariah?
2. What is the aim of the device he has invented?
3. Can you think of any disadvantages?
4. Do you think it's a good idea?
5. What do you think of the name of this device?

2. Vocabulary

1. What is an MBA?
2. What does the \(^\text{TM}\) which appears after Carbon Hero\(^\text{TM}\) stand for?
3. Re-write the sentence below using synonyms for the words underlined:
   Once gathered, the data is downloaded to software on a PC or mobile phone which displays the amount of carbon used and the amount of credits needed to be purchased in order to offset the amount used.
4. What is a ‘purchasing decision’?
5. Suffix –age: When this suffix is added to a noun, it forms an abstract noun which refers or relates to the essence or nature of the original thing.
   Usage is the amount of carbon you ‘use’ or produce.
   Can you make similar words from: mile; watt; pack; wreck.
6. ‘Online methods for calculating personal carbon footprints fall down on the fact that they rely on the user….’
   What does the phrasal verb ‘fall down’ mean here?
7. Explain the following:
   Fall in with She fell in with a group of animal rights’ activists.
   Fall out with I fell out with Bob after he left the Green Party
8. Carbon Hero\(^\text{TM}\) uses sophisticated sensors to pinpoint usage.
   This is a compound noun formed by combining pin + point. What does it mean?
3 Discussion points:

- Do you think it would be a good idea for a trade union to be involved in the distribution of such a device?
- Why? Why not?
- What kind of ‘freebies’ does your organisation distribute? For example, pens, post-its, stickers, baseball caps etc.
- Can you think of items that project a greener image?
The 3Rs: Recycle, Re-use, Reduce

1 Combine nouns and verbs to make ten suggestions for reducing your carbon footprint at work. Write 10 sentences.

Here is a list of nouns and verbs to help you get started, but you can add vocabulary from the previous activity.

Think about the importance, practicality or possibility of what you are suggesting:

Is it something you or we could do, should do, will do or must do?

Examples:

- I should turn off my computer after each work session (but I sometimes leave it on because I think it saves time!).
- I must get more exercise so I will walk to the station in future (I have decided and I am determined).

<table>
<thead>
<tr>
<th>verbs</th>
<th>nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>use</td>
<td>food</td>
</tr>
<tr>
<td>re-use</td>
<td>rubbish</td>
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<tr>
<td>recycle</td>
<td>lights / low energy light bulbs / fans / air-conditioning</td>
</tr>
<tr>
<td>reduce</td>
<td>stairs / lift / escalator</td>
</tr>
<tr>
<td>share</td>
<td>computers / standby</td>
</tr>
<tr>
<td>print</td>
<td>mobile phone</td>
</tr>
<tr>
<td>switch on, switch off</td>
<td>car / train / public transport / flights / bicycle / exercise / walk</td>
</tr>
<tr>
<td>turn on, turn down, turn off</td>
<td>paper</td>
</tr>
<tr>
<td>insulate</td>
<td>electricity / gas / coal / nuclear / green energy</td>
</tr>
<tr>
<td>cycle / walk / run / climb / exercise / drive</td>
<td>water / bath / shower / toilet</td>
</tr>
<tr>
<td>plant</td>
<td>tree</td>
</tr>
<tr>
<td>slow down</td>
<td>clothes</td>
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<tr>
<td>buy</td>
<td>etc.</td>
</tr>
<tr>
<td>select</td>
<td></td>
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<tr>
<td>wear</td>
<td></td>
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<tr>
<td>eat</td>
<td></td>
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<tr>
<td>burn</td>
<td></td>
</tr>
<tr>
<td>heat</td>
<td></td>
</tr>
<tr>
<td>refrigerate etc.</td>
<td></td>
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</tbody>
</table>
Once you have written your 10 sentences, work in groups of four to compare your suggestions. Choose the best suggestion for saving energy in your workplace (something that you know everyone COULD easily do but doesn’t yet).

Make a poster for display in your workplace. Present your poster to the other groups, and say where it would be displayed.

Here is a poster produced by the European Environment Agency (in connection with the 1993 EU Regulation which establishes an Eco-Audit and Management Scheme (EMAS) for enterprises).

**Discussion points**

- Do you think this poster is effective? Why? Why not?
- Do you think the 3Rs are equally important, or would you suggest a different order to show that one is more important than the others?
Getting around

Nowadays, millions of people in Europe spend several hours every day travelling. Work may not be available where they live; rising rents and property prices force them out of the cities – or they decide to leave because the quality of life in an urban environment is decreasing – to a large extent because of car traffic causing noise and health problems which endanger children and elderly people in particular.

What are the alternatives?

Paris, for example, has recently seen the introduction of a cheap and easy system for renting bikes, with 10,000 bikes available from July 2007 at 750 hire points around the city.

What are the main good and bad points about transport provision in your area?

Work in small groups of three or four

If participants do not come from the same area or town, they should try and find points in common in their own areas, as well as noting any particularly good or bad examples that arise in the discussion.
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1 Discuss the following:

1. What role is played by public transport: buses, rail, trams, metro?
2. Does public transport meet the needs of the whole community, including the disabled, the elderly, workers on early/late shifts, and people without access to private transport?
3. Do you use public transport? Are there concessionary fares or schemes?
4. How safe and practical is it to travel by bicycle?
5. Is too much – or too little – space devoted to the private car?
6. How congested are the roads?
7. Are there rush hours that it would be better to avoid?
8. Is there much air pollution and/or noise pollution from traffic?
9. How safe are the roads, for example, for children on their way to school?
10. Is too much – or too little – attention paid to the transport needs of industry and commerce?

2 After you have discussed the above points, try to decide on three transport measures which would be most effective in improving the quality of life for all citizens in your area. Put these points in order of importance on a transparency or flipchart ready to present to the other groups.

3 Reconvene in the plenary group to compare notes.

4 How can the trade unions help promote the introduction of these measures?
Phrasal verbs: travel & work

Travel

<table>
<thead>
<tr>
<th>go away</th>
<th>take off</th>
<th>sail away</th>
</tr>
</thead>
<tbody>
<tr>
<td>speed up</td>
<td>start up</td>
<td>fill up</td>
</tr>
<tr>
<td>slow down</td>
<td>run away</td>
<td>break down</td>
</tr>
<tr>
<td>get out</td>
<td>walk up</td>
<td>get off</td>
</tr>
<tr>
<td>touch down</td>
<td>run into</td>
<td>set off</td>
</tr>
</tbody>
</table>

1. Complete the sentences below with the correct form and tense of the appropriate verb.

1. The plane ____________ at six o’clock on the dot, so it was lucky we were there to meet them.
2. The punctual arrival was a bit surprising as there had been a delay when they ______________ due to air traffic control restrictions.
3. You should always wait for the bus to come to a complete halt before you ________________.
4. We’ll be there in good time if we ________________ nice and early.
5. He was driving so fast he nearly ________________ a tree.
6. We were going to meet our friends for lunch, but unfortunately their car ________________ on the way.
7. Shall I ________________ here? It will save you driving through all that traffic in the centre of town.
8. Sometimes I think it would be nice just to take a boat and ________________ into the sunset.
9. It would be a good idea to ________________ in Spain, as the petrol is cheaper there.
10. James always intended to ________________ the stairs instead of using the lift, but he didn’t always feel like it.
11. Fred went to ________________ the car while Freda closed the door and locked up.
12. She asked him to ________________ as they drove past the cinema so she could see what film was on.
Trade unions and the environment

13. After they broke the window, the children ________________ as fast as they could.

14. I must finish this report today as I am ________________ tomorrow.

15. They were walking slowly, but they all started to ________________ ________________ when it looked like it was going to rain.

2 Put these words in the correct order to make a sentence:

1. fill / of / up / before / it’s / out / better / run /to / petrol /you
2. eat / because / more / too / I / me /chocolate / it / any / much / up / would / can’t / fill / !
3. keep / made / the /to /we / yesterday / we / can / agreement / ?
4. the / told / Juan / keep / to / Ines / himself / secret / to
5. tomorrow / can / in / me / you / meeting / with / the / fill / details / at / the

Work

3. Explain what the phrasal verb means in each of these sentences:
   1. When I worked in the hospital, we had to _clock in_ and _clock out_ every time we started and finished work.
   2. Now there is not so much work, it is difficult to _take on_ more workers.
   3. When the managing director retired, Jane was only too keen to _step in_.
   4. If one of the teachers is away, ask one of the others to _fill in_.
   5. They decided to _wind up_ the business after another bad year.
   6. It is important to _wind down_ after a hard day at the office.

4. With partner, practise saying these sentences out loud.
   Notice that the stress falls on the particle, and the stress is emphasised (nuclear) if the particle is the last word in the sentence.
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5. With a partner, discuss the meanings of these verbs.
   a. Up
      eat up, drink up, fill up, meet up, shape up, open up, catch up on, catch up with, stand up for
   b. Out
      let out, clock out, drop out, find out, back out of

   Example:
   eat up – finish eating something, possibly quickly, with nothing left.
   It’s late, we’d better get back to work, so eat up!

Once you have checked the meanings with your teacher or the study guide, write sentences to illustrate the meaning of five of these phrasal verbs, and indicate where the stress falls.

When the managing director retired, Jane was only too keen to step in
The Electric Car

The G-Wiz electric car

You are going to listen to an interview which was broadcast by BBC Radio 4 on its weekly consumer affairs programme You and Yours on 27 September 2007.

Before you listen to this interview, think about the meaning of these words and expressions that you will hear. Work with a partner to check all the meanings, then ask your teacher about any that you are still unsure of:

<table>
<thead>
<tr>
<th>Word or expression used in the interview</th>
<th>Insert explanation, meaning and/or translation (and add any new terms to your vocabulary list on p.5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>electric charging bays /electro-bays / electric vehicle charging posts</td>
<td></td>
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<tr>
<td>G-Wiz (make of electric car)</td>
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<td>local authorities / councils</td>
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<th>carbon footprint</th>
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<td>greenhouse gases</td>
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<td>fossil fuels</td>
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<td>aspirated vehicles</td>
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<td>hybrid vehicle</td>
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<td>plug-in hybrid</td>
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<td>transmission</td>
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<td>renewable electricity provider</td>
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</table>

2. **Now listen to the first part of the interview with Peter Thorne from the energy company EDF and answer these questions:**

1. What effect will the installation of charging bays for electric cars by various city councils in the UK have on the market?
2. According to Peter Thorne, what percentage of people are asking for help in reducing their carbon footprint?
3. What does Brian Catt say in his email about the efficiency of electric cars?
4. What have EDF recently developed in partnership with Toyota?
5. Is the interviewer convinced by Peter Thorne’s answers to her questions?

3. **Now listen to the second part of the interview, which now includes Keith Johnson representing the company that sells the electric car G-Wiz, and answer these questions:**

1. What explanation does Keith Johnson give for electric cars causing producing ‘practically zero’ emissions?
2. According to the interviewer, what is the main reason for the lack of popularity of electric cars?
3. What is the main advantage of the plug-in hybrid version of the electric car?
4. What does Peter Thorne compare the sales of electric cars to?
5. Will the electric charging bays actually be ‘free’?
Trade unions and the environment

4 Listen again to the interview especially to the use of certain terms listed in the order in which they occur below. Then explain the word or words underlined in your own words:

1. In an effort to kick start some serious sales
2. Islington, Camden and Lambeth are also coming on board
3. ....to help them drive down their carbon footprint
4. Numbers are easy to check or I can provide them for you: here goes ...
5. Not whether it’s more efficient per se when you drive it on the road
6. ...that’s one you’ll have to take up with him privately
7. ... the reason these cars haven’t really caught on ......
8. ...they need places to top up the power...

5 Expressions with ‘charge’

In the interview, we hear about ‘electric charging bays’ where the electric car can be ‘charged’, or have its electricity supply replenished.

Here are some more uses of this word – can you explain the meaning in each case?

1. He asked for the bill and asked the meal to be charged to his account.
2. The police officer wanted to know who was supposed to be in charge of the group of children.
3. She charged into me as she was running away from the fire.
4. The footballers charged up and down the field but without scoring a goal.
5. The Charge of the Light Brigade ended in failure.
Trade unions and the environment

Discussion points
On balance, from the arguments given in this interview, do you think the electric car is a good idea?

You may find it helpful to list the advantages and disadvantages:

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
</table>

- Are electric cars popular in your country? Is their use encouraged?

- What’s in a name? The car mentioned in the interview is called G-Wiz.
  - Do you know of other makes of electric car?
  - Can you invent a suitable (English) name for an electric car?
Trade unions and the environment

Working with speaking 3

The car

This activity explores the contradictions in our attitude towards the car, as workers, parents, citizens, consumers, etc.

1 The class will divide into four equal groups:

Group 1 Workers in the automobile industry
Group 2 Parents with small children living in rural area; some of the parents work, others are at home
Group 3 Retired citizens living in an urban area
Group 4 Member of local branch of Green Party

In these groups, discuss the advantages and disadvantages of the car from your group’s particular point of view, and try to draw some conclusions. Use the questions below as a starting point for your discussions.

- Could we cope without the car?
- Are some cars more acceptable than others?
- Is there an alternative?
- Do we really want an alternative?
- What action - if any - can we take as trade unionists to minimize all forms of car pollution?
- What overall conclusions emerge?

Put your conclusions on a flip chart.

2 Reconvene in the plenary group and pool your conclusions, and see if you can reach an agreement.

Check the meanings and add to your wordlist on p.5

<table>
<thead>
<tr>
<th>word</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>biofuel</td>
<td>ethanol</td>
</tr>
<tr>
<td>hybrids</td>
<td>4 x 4</td>
</tr>
<tr>
<td>integrated transport systems</td>
<td>congestion charging</td>
</tr>
<tr>
<td>vehicle emissions</td>
<td>gas-guzzlers</td>
</tr>
<tr>
<td>SUV</td>
<td></td>
</tr>
</tbody>
</table>
Trade unions and the environment

Working with Language 1

Words ending in –ing

The -ing form (present participle or gerund) has many different uses. This list will help you identify some of them.

1. To form the present progressive or continuous tense in English
   e.g. What are you doing? I am writing to Fred.

2. To form the past progressive or continuous tense:
   e.g. What were you doing when I phoned you yesterday? I was finishing my report.
   ✓ For more information on the progressive tenses, see Working with Language 2 on p.38.

3. In non-finite verb phrases:
   e.g. I found him working hard

4. After ‘go’ for many sporting activities, and shopping:

   | I go, he goes, she goes, we go, they go | shopping
   | I am going, etc.                     | swimming
   | I went, etc.                        | camping
   | I have been, etc.                   | sailing
   | I want to go, etc.                  | potholing
   |                                   | hiking
   |                                   | skiing
   |                                   | walking
   |                                   | bungee jumping
   |                                   | skydiving
   |                                   | running
   |                                   | kayaking
   |                                   | climbing
   |                                   | fishing
   |                                   | camping
Trade unions and the environment

5. As an object of certain verbs (sometimes called a gerund):

<table>
<thead>
<tr>
<th>Verb</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>enjoy</td>
<td>I enjoy watching cycling on TV</td>
</tr>
<tr>
<td>mind</td>
<td>Paul doesn’t mind going to the meeting on Tuesday</td>
</tr>
<tr>
<td>stop</td>
<td>I think we should stop complaining about her</td>
</tr>
<tr>
<td>finish</td>
<td>Sally has just finished reading ‘Six degrees’</td>
</tr>
<tr>
<td>suggest</td>
<td>They suggested going to Germany for Christmas</td>
</tr>
</tbody>
</table>

6. To form verbal nouns (gerunds) related to activities:

- running
- jumping
- camping
- swimming
- parking
- cycling
- parachuting
- mountaineering

- I like swimming
- Skiing can be dangerous
- Cycling is harder than walking

7. After certain prepositions, for example:

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before</td>
<td>... going to bed, you should switch off all the lights</td>
</tr>
<tr>
<td>After</td>
<td>... working at a computer for an hour, you should take a break</td>
</tr>
<tr>
<td>While</td>
<td>...(he was) emptying his pockets, he found a 20 euro note</td>
</tr>
<tr>
<td>Whilst</td>
<td>... agreeing with him in public, she thought he was wrong.</td>
</tr>
<tr>
<td>When</td>
<td>... visiting Madrid, I always try to go to the Prado</td>
</tr>
<tr>
<td>On</td>
<td>... hearing the news, she telephoned the airport.</td>
</tr>
</tbody>
</table>
Trade unions and the environment

8. **Verb + preposition + -ing (gerund)**
   Certain constructions are followed by the -ing form, for example:

<table>
<thead>
<tr>
<th>He is good at ...</th>
<th>... telling jokes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am fed up with ...</td>
<td>... clearing up their mess</td>
</tr>
<tr>
<td>She is sorry for ...</td>
<td>... having made you wait</td>
</tr>
<tr>
<td>We are thinking of ...</td>
<td>... organising a party</td>
</tr>
<tr>
<td>They left without ...</td>
<td>... paying their bill</td>
</tr>
<tr>
<td>I am interested in ...</td>
<td>... joining the union</td>
</tr>
</tbody>
</table>

9. In non-finite participle clauses, with or without a subject. This use is rare, so you need to recognise it rather than imitate it.
   - Pulling on his sweater, he said he was going out.
   - Picking up the phone, she said she was going to call her boss.
   - Driving past the hospital, he said that was where he was born.

10. Many adjectives have the same form as an -ing participle:

<table>
<thead>
<tr>
<th>surprising</th>
<th>shaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>startling</td>
<td>trembling</td>
</tr>
<tr>
<td>frightening</td>
<td>chattering</td>
</tr>
<tr>
<td>alarming</td>
<td>screeching</td>
</tr>
<tr>
<td>irritating</td>
<td>captivating etc.</td>
</tr>
</tbody>
</table>

- He has a really irritating voice.
- The car tyres made an alarming screeching noise.

Look at this letter from Gill Hales, the Secretary of the Northern Region of the UK union UNISON, to a local newspaper, the Newcastle Journal.

Underline all words ending in -ing. Then copy them into the box on page 27 and number them 1–10 according to the type of -ing word they are, as listed above:
Trade unions and the environment

Our members can change the world

There can be little doubt that tackling environmental issues is the greatest challenge facing us in the 21st Century.

Sir Nicholas Stern’s review of the economic effects of climate change shows us that unless we take action now, we will all be worse off, with the poorest of us suffering the most.

Everywhere we turn we hear about the new three Rs - Recycle, Re-use and Reduce. But what about the world of work?

Over two thirds of United Kingdom carbon dioxide emissions are work-related.

The public sector alone accounts for approximately five million tons of carbon dioxide emission every year.

That's why Unison, with 1.4 million members across the public services, transport and utilities, believes we should take the lead and have a major role in greening the workplace.

Changing the way we work won't happen overnight, but there is overwhelming support for the introduction of green measures.

The scale of the problem seems immense and individuals might think that there is little they can do to make a difference but, just like the steps we take in our own homes, there are small, simple things we can do at work that will help.

Switch off all computer equipment, appliances, motors and machinery when they are not being used - for example, at lunchtime.

If you can, think about using the stairs rather than the lift.

It is often quicker and has the added advantage of helping you to keep fit.

If your workplace is hot enough to wear summer clothes in winter, turn the heating down. If it is too cold, then make sure radiators and heaters aren't obstructed or talk to your employer about better insulation.

Check if lighting is on unnecessarily in the middle of the day, particularly near windows: 80% of the UK's lighting energy is used at work, much of it wasted.

Make sure that it is someone's responsibility to turn everything off once everyone has left, including drinks machines, fans, lights and suchlike.

Talk to your workmates and your employer about setting up a green travel plan. Some employers now offer incentives for lower energy ways of travelling, e.g. cycling, public transport, car sharing and walking.

If you have to drive think about more efficient driving techniques and lower emission vehicles.

Recycling is great - and vital - but reducing waste and re-using is even better.

Print on both sides of paper, re-use envelopes or, better still, use email or voice mail instead.

Water is a precious resource, even in the UK, and pumping and heating it also uses energy. Look at how water is used in your workplace and whether it can be reduced.

None of this is rocket science, but we need to start acting straight away.

Our workplaces all burn energy, consume resources and produce waste. If we act together we can be part of the solution, but we need to raise our game, and we need to raise it now

GILL HALE,
Unison North Regional Secretary, 144-150 Pilgrim Street,
Newcastle upon Tyne NE1 6TH
### Trade unions and the environment

<table>
<thead>
<tr>
<th>Word</th>
<th>Type</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>tackling</td>
<td>3</td>
<td>Non-finite verb phrase: coping with, dealing with, facing up to</td>
</tr>
</tbody>
</table>
Environment Quiz

Work in small groups to answer the following questions. Note that sometimes more than one answer is possible.

1. Which of the following are biodegradable?
   a. Food
   b. Paper
   c. Plastic
   d. Glass

2. Which of the following are used to make biofuels?
   a. Maize
   b. Sunflowers
   c. Grass
   d. Waste products

3. In the UK, what percentage of carbon emissions are work-related?
   a. 50%
   b. 66%
   c. 75%
   d. 80%
Trade unions and the environment

How much power does a normal PC use when switched on?

a. 40 watts  
b. 50 watts  
c. 55 watts  
d. 70 watts

5. If 7 bulbs out of every 10 in households in Denmark were replaced with electricity saving bulbs, this would reduce CO$_2$ emissions every year by:

a. 120 000 tons  
b. 150 000 tons  
c. 280 000 tons  
d. 300 000 tons

6. What percentage, on average, of the drinking water we use in Europe actually goes to drinking and cooking?

a. 7%  
b. 10%  
c. 20%  
d. 25%

7. What percentage, on average, of the drinking water we use in Europe is in fact used for baths and showers?

a. 25%  
b. 33%  
c. 39%  
d. 43%
8. How much CO₂ per person does a 1000 kilometre flight produce?
   a. 100 kg
   b. 130 kg
   c. 160 kg
   d. 180 kg

9. Which of these is a greenhouse gas?
   a. Nitrous Oxide
   b. Carbon Dioxide
   c. Methane
   d. Sulphur Dioxide

10. Which of these chemicals damage the ozone layer?
    a. CFCs
    b. PCBs
    c. DDT
    d. TNT

11. Which of the following are fossil fuels?
    a. Coal
    b. Oil
    c. Natural gas
    d. Wood
Trade unions and the environment

12. EEA stands for:
   a. European Ecological Agency
   b. European Environment Agency
   c. European Environment Association
   d. Ecological Environment Advertisement

13. EMAS stands for:
   a. Enrolment Management Action System
   b. Environment Management and Action Scheme
   c. Environment, Management and Audit System
   d. Eco-Management and Audit Scheme

14. The international standard for EMAS is:
   a. ISO 14001
   b. ISO 14003
   c. ISO 14000
   d. ISO 15000

15. The Kyoto Protocol was opened for signature:
   a. 1997
   b. 1999
   c. 2004
   d. 2005

16. To date (December 2007), how many signatories are there to the Kyoto Protocol?
   a. 172
   b. 174
   c. 169
   d. 165

17. Which of these countries has signed, but not ratified the Kyoto Protocol (and which are therefore not subject to its provisions on reducing emissions)?
   a. Kazakhstan
   b. USA
   c. China
   d. Australia
18. Which of the following countries have signed and ratified the Protocol, but are exempt from the reductions in emissions because they are classed as ‘developing countries’?
   a. Mexico
   b. China
   c. India
   d. Indonesia

19. The Kyoto Protocol runs out in:
   a. 2009
   b. 2010
   c. 2011
   d. 2012

20. The ETS stands for the EU’s:
   a. Emissions Trading Scheme
   b. Environment Tracking System
   c. Ecological Trace Scheme
   d. Emissions Tracking Scheme

**Web-search**

*After you have completed the Quiz and checked your answers, divide into four groups.*

1. **Each group should conduct a web-search to find out more about one of the following:**
   - KYOTO protocol
   - ETS
   - EMAS
   - EEA

2. **Produce a poster, transparency or PPT presentation to:**
   - explain what it is
   - describe latest developments
   - provide an illustrative example
   - give useful website addresses

3. **Report your findings to the other groups.**
Why is climate change a union issue?

1 Read the following text, and complete it by inserting one of these -ing words into the appropriate space.

Global warming is a challenge to us all

Temperatures are rising because we are (1)_________ fossil fuels at an unsustainable rate. If we don’t start to act now then many fear the changes we already see (2)_________ – such as (3)_________ ice, (4)_________ sea levels, drought and deforestation – will be irreversible.

Climate change is most definitely a union issue. The workplaces that we organise – and seek to organise – burn energy, consume resources, and generate waste. Industry alone is responsible for over half of carbon dioxide emissions (5)_________ the greenhouse effect every year.

We must act. Some of the measures needed are straightforward and relatively painless. Others may be more difficult. But unions have to be involved – (6)_________ workforce commitment, (7)_________ reluctant employers and (8)_________ sure that far- (9)_________ change is fairly negotiated. Making workplaces sustainable is the key to making jobs sustainable.

The challenge of climate change is also an opportunity to engage with the young, who are particularly aware of the threat it poses.

Trade unionists have a special insight into the battle against climate change. We understand the power of collective action. Individuals can best tackle climate change when (10)_________ together.
Trade unions and the environment

Just as we understand the power of the collective in the workplace, we also understand the need for international solidarity. Climate change is a global threat global action. The UK alone emits just two per cent of the world’s carbon dioxide, but if everyone in the world lived as we do, we would need at least three planets to support us.

Intergovernmental action through the Kyoto Treaty is essential. That is why the TUC supports the International Confederation of Free Trades Unions in its work on climate change.

The TUC has funding to support six green workplace pilot projects over the next year. The Green Workplaces project aims to develop further successful workplace initiatives like those highlighted in the 2005 the Workplace report. If you would like help to develop a green workplace project at a particular workplace, please contact cmolloy@tuc.org.uk

Together we can help tackle climate change.

Brendan Barber General Secretary, TUC
Introduction to First steps to a Greener Workplace, September 2006

2 Opposites

Can you give the opposites of the following words?

<table>
<thead>
<tr>
<th>Paragraph 1</th>
<th>opposite term</th>
</tr>
</thead>
<tbody>
<tr>
<td>melting</td>
<td></td>
</tr>
<tr>
<td>rising</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>increasing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>straightforward</td>
</tr>
<tr>
<td>painless</td>
</tr>
<tr>
<td>commitment</td>
</tr>
<tr>
<td>reluctant</td>
</tr>
</tbody>
</table>
Trade unions and the environment

3 Word families

How many related words can you find for the terms in the box below?

The first one is done for you as an example:

<table>
<thead>
<tr>
<th>verb</th>
<th>noun</th>
<th>adjective</th>
<th>adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>sustain</td>
<td>sustainability</td>
<td>sustainable</td>
<td>sustainably</td>
</tr>
<tr>
<td></td>
<td>sustenance</td>
<td>unsustainable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>emit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>generation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 Make a list of the key points in the text

Use these as the basis of a speech you will make to get the issue of climate change on to the agenda of your next workplace meeting

5 Prepare the speech (or article if it is for your workplace website).

How green is your workplace?
What can unions do?

‘All workers should be concerned about the world-wide climate changes taking place, the gradual destruction of the ozone layer, and the problem of acid rain and dying forests. The essential causes of this are to be found in the increase in energy consumption, the unimpeded growth in transport and traffic, and the continuous rise in production of toxic and non-recyclable waste. All these developments can be traced back to manufacturing processes, to the world of work, and thus fall within the sphere of influence of the trade unions.’

This statement was made in 1991, at 22nd Congress of FIET (the International Federation of Commercial, Clerical, Professional and Technical Employees).

Twenty years before that statement was made, it was widely thought that environmental protection could endanger jobs, but now it is accepted that sustainable development can create and protect jobs, and so environmental issues are the proper concern of workers and trade unions. In the UK, the Trade Union Sustainable Development Advisory Committee [TUSDAC] questioned trade union members on their interest and involvement in environmental issues at work and their attitude to general environmental issues.

1 Look at these results from the TUSDAC survey carried out in 2004:

<table>
<thead>
<tr>
<th>UNIONS AND THE ENVIRONMENT</th>
<th>Agree/ strongly agree</th>
<th>Disagree/ strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would support environmental measures in my workplace</td>
<td>99%</td>
<td>1%</td>
</tr>
<tr>
<td>The government should do more to combat global warming</td>
<td>95%</td>
<td>4%</td>
</tr>
<tr>
<td>Unions should be doing more to protect the environment</td>
<td>82%</td>
<td>14%</td>
</tr>
<tr>
<td>Union reps should carry out environmental audits</td>
<td>66%</td>
<td>32%</td>
</tr>
<tr>
<td>I am concerned that environmental policies could lead to job losses</td>
<td>17%</td>
<td>81%</td>
</tr>
<tr>
<td>Companies can be trusted to take care of the environment</td>
<td>3%</td>
<td>95%</td>
</tr>
</tbody>
</table>
Interpreting statistics

2 Complete the following sentences to describe the results given above, and try and give a reason or explanation for the results.

Example:
Nearly all those who completed the questionnaire (99%) supported environmental measures in their workplace. This is because everyone wants better, cleaner and safer workplaces.

1. Only 1% of those questioned ______________________

2. A large majority (95%) __________________________

3. More than 4 out of 5 ____________________________

4. Two thirds _________________________________

5. Only 17% __________________________________

6. On the other hand, 81% ________________________

7. Very few people (3%) __________________________

8. Nearly everyone (95%) _________________________

2. Write an email to your union secretary or branch organiser which asks him/her to add an item on the environment to the agenda for your next union meeting.

☐ Explain that you think it is important that it should be discussed, as it is an issue that affects employment options and working conditions today as well as in the future.

☐ Refer to your union’s national initiatives (if these exist) or to initiatives in other unions or workplaces.

☐ Say you would be prepared to speak on the item at the meeting, and would be happy to meet beforehand to discuss this further. Suggest a place and date.
The progressive tenses

Forms

The progressive (or continuous) tenses in English are formed with is/are or was/ were + present participle:

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>'m / am (present) was (past)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td>he / she /it</td>
<td>'s / is (present) was (past)</td>
<td>+ Verb –ing (present participle)</td>
</tr>
<tr>
<td>Plural</td>
<td>we / you /they</td>
<td>'re are (present) were (past)</td>
<td></td>
</tr>
</tbody>
</table>

Examples:
- She’s checking the figures right now.
- We are preparing a report on climate change.
- I was talking to Bert on the phone when Maria arrived
- They were waiting for the meeting to start.

The negative is formed by adding –n’t or not after the auxiliary verb:
- You can turn off the radio. I’m not listening to it.

Questions are formed by putting the auxiliary verb (am, is, was etc.) in front of the subject:
- What are you doing? I’m finishing my report.
Trade unions and the environment

Uses

1. The progressive tenses are used to describe something that is temporary, or that doesn’t last very long.

Normally, if something continues for a long time, it is no longer temporary.

*Compare:*

- John *walks* to work (every day).
- Sheila *is walking* to work at the moment (because of the bus strike).
- Pedro *is living* with his parents at the moment (until he finds a place of his own).
- Patricia *lives* on her own (a normal situation).

2. The progressive is also used to describe things that happen repeatedly, and which can sometimes be annoying. Then it is introduced by always:

- *I am always filling up my car* – it uses so much petrol!
- *He was always interrupting* her when she tried to say something.
- *They were always looking* for an excuse not to attend the meetings.

3. There are certain kinds of verbs that do not normally occur in the progressive:

   a. *Perception verbs*

      *For example:* see / hear /taste / sound / seem / look / feel / smell / recognize / appear

      To express a continuing state with see, hear, feel and taste, we use can or could:

      *Can you hear* the rain?  *He could smell* the smoke.

   b. *Verbs of wishing and emotion*

      *For example:* want (to) / wish (to) / like / dislike / love / hate / prefer (to) / hope (to) / intend (to)

   c. *Verbs of thinking*

      *For example:* think / know / understand / realize / forget / feel / believe / agree / expect / doubt
Trade unions and the environment

d. Some other state verbs

For example: owe / own / belong to / cost / consist of / depend on

Exercise 1

Present progressive or simple present?

Complete the following sentences with the appropriate form and tense:

Examples:

- Excuse me. Are you reading (you/read) this newspaper?
- He goes (he/go) regularly to the market every week.

1. I’m sorry, (I / not / understand). (you/speak) English?

2. What time (Tom/ finish) work in the evenings?

3. (his parents/tell) him to switch off the light.

4. What time will she arrive? I am not sure, because (she/drive).

5. Peter (not/like) coffee. (he/prefer) tea.

6. What (you/do)? (I/ clean) the cooker.

7. What (he/do)? (he /be) a train driver.

8. (they/not/watch) TV very often.

9. What’s that noise? It (somebody/knock) at the door.

10. What (you/think) of cooking for the party? I (not/know) but I’ll think of something!

Exercise 2

Which tense?

Fill in the gaps in the following paragraph with the appropriate form and tense (there may be more than one possible answer):

Example:

- For ten years I lived (I / live) in Madrid, but at present I am staying (I/ stay) with my parents in Sevilla.
Trade unions and the environment

It .................. (rain) a lot here at the moment. I ................. (forget) what it used to be like, but I am not sure this is due to global warming. I ................. (hope) to visit China next year for the Olympics, but I ................. (understand) that flying is not a good idea as far as the climate is concerned. At the moment I ................. (read) Mark Lynas’ book Six Degrees in which he ................. (describe) the impact of our actions, and it ................. (seem) important that we try to do something. I am always ................. (forget) to switch off my computer, for example, but I am quite good at ................. (turn off) the lights when I ................. (leave) the room.

Exercise 3

Past progressive or simple past?

Complete the following sentences with the appropriate form and tense:

Example: When he arrived (he/arrive) we were playing (we/play) cards.

1. When I ......(see) Barbara last night ...................(she/wear) her new dress.
2. What................(you/do) when................(they/announce) the news of his resignation?
3. When the policeman asked him how fast .............(he/go), he wasn’t sure.
4. John ...................(not/attend) the meeting yesterday because he was ill.
5. That’s not my case. I think .......... (it / belong) to that man over there.
6. When ...........(Pepe/ open) the window, he saw that ...........(the sun / shine).
7. The lecturer asked me if ......(I / see) the screen properly from where .....(I/ sit).
8. ...................(she/ give) a talk about climate change, based on the latest government report.
9. She asked if ...........(we / understand) all the figures .................(she/ present) during her talk.
10. Studies in the 1990s suggested that ................. (attitudes on global warming / change).
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Working with video 1

Brendan Barber interviews Al Gore – Global Warming Alert

Al Gore, former Vice-President of the United States features in the film ‘An Inconvenient Truth’ which deals with some of the uncomfortable realities of global warming, and is intended to encourage people to take action sooner rather than later in an attempt to slow down climate change.

Watch this interview conducted by Brendan Barber, the General Secretary of the TUC, and Al Gore, former Vice-President of the United States, when he was in London in 2006 to promote his film.

1. After you have viewed the interview, answer the following questions. You may want to view it two or three times to hear all the answers.

1. Can you re-construct the initial exchange between Brendan Barber and Al Gore at the beginning of the interview?

2. What kind of atmosphere is created for the interview by this exchange?

3. Al Gore introduces himself at the beginning of the film by saying ‘I used to be the next President of the United States’. Why, and what is the impact of this introduction?

4. Why was Al Gore in Cannes?

5. What does Al Gore mean when he says: ‘I ……know that a red carpet is just a rug’?

6. Why does he think that the issue of climate change is more important than all others?

7. In the first clip from the film, how much are sea levels predicted to rise?
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8. Name two of the areas which are named as places that would be affected by such a rise.
9. How many people would be forced to leave their homes as a consequence of this rise in sea levels?
10. According to Al Gore, what is the cause of more CO2 emissions than cars or trucks?
11. What can be done about it?
12. In the second clip, we are told ‘there will be no more snows of Kilimanjaro’. Why is this particularly significant?
13. What are American trade unions doing in the battle against climate change?
14. How has Arnold Schwarzenegger helped the cause?
15. What are Al Gore’s closing words?

Brendan Barber interviews Al Gore

2 View the video clip again and listen out for the expressions underlined below. Can you provide synonyms, or explanation?

1. It will prove impossible to solve these other issues unless we get on top of this climate change crisis.
2. Sea levels would go up ...
3. ... to bring a collective approach to the debate about tackling these issues
4. ... the new modern designs cut way down on the amount of pollution...
5. People like the modern facilities if they are done right.
6. The steel workers for example are really out in front ...
7. ... we’ll perfect ... clean coal technologies ...
8. They crossed party lines ...
9. California steps up ...
10. Keep up the good work!

✔ Don’t forget to add any useful vocabulary to your wordlist, including the phrasal verbs.
Trade unions and the environment

3 Discuss the following with a colleague, then compare your answers with others in the group.

1. What was the most striking visual image in the clips shown?
2. What was the single most interesting fact you learned from this interview.
3. Do you think that the film’s title ‘An Inconvenient Truth’ is suitable?
4. If you have seen the film, can you think of a better title?
5. Do you think that such a film is useful in the campaign to slow down global warming?

4 Look at these extracts from reviews of the movie, and decide whether they are favourable or unfavourable. Underline any particular words that influenced your decision:

1. “First and foremost, the central point about the movie doesn’t seem to be about Global Warming, but rather about selling Al Gore as a saint, a human being and possibly a future presidential candidate.“
2. “This propaganda piece is slick …”
3. ”But this expertly put together lecture, with illuminating animation and special effects, is absolutely riveting.”
4. ”It’s an enduring irony of movies that one guy talking can be more compelling than a million dollars in locations, extras and effects.”
5. “Al Gore drones on and on, promising gloom and doom if we don’t believe him and do what he says, it is easy to be seduced by his pictures of disaster and ominous graphs.”
6. ”The film is, of course, exactly the kind of didactic, issue-oriented documentary that tends to preach to the converted, and Gore himself (who had to be persuaded to take part in the project) originally doubted that anyone would buy a ticket to hear his grim message.”
7. ”Al Gore is persuasive and passionate about his subject, his slide show being a polished but serious presentation that joins the dots in a way that defies argument.”
Trade unions and the environment

How green is my union?

UCU is the University and College Union which represents academics, lecturers, trainers, researchers and academic-related staff working in further and higher education throughout the UK. This union was established in 2006 after a merger between two unions, the Association of University Teachers (AUT) and the National Association of Teachers in Further and Higher Education (NATFHE)

This article appeared in the June 2007 edition of ‘UC’, the union’s membership magazine.

1 Work in groups of three, and divide the task of reading this article; each reader should concentrate on reading one section, then pool your information in order to answer the questions that follow. As you read your section, underline any unfamiliar, difficult or interesting words to discuss with the other members of your group.

Section 1

Climate change is real. The impact of human activity on the climate, especially energy use, will soon affect our lives significantly, even disastrously if we don’t act. So what should be the role of a modern trade union - particularly an education union - in contributing to solutions?

UCU's first national congress last month backed a policy for the union to play its full role in promoting the principle of sustainability by developing the environmental role of union reps, promoting sustainability via the curriculum and by acting at institution level to develop sustainable workplace polices and practices.

GREENING THE CAMPUS

Graham Petersen is a UCU health and safety rep at South Thames College, where he is involved in discussions on reducing energy costs, the design of new buildings with features to conserve energy, and travel-to-work alternatives to the car. At a recent environment sub-committee meeting with management, the college agreed to:
Trade unions and the environment

- revise and update the environment policy in consultation with UCU
- consult UCU over the appointment of a new college health and safety officer whose role will include environmental concerns.
- conduct an energy audit using the Carbon Trust guidelines and use the results to discuss targets for reductions and sustainable sources
- run environment courses for students and identify ways these can be incorporated into the curriculum.

Graham Petersen says: 'We are developing a good relationship whereby UCU can work with management to improve the college’s environmental performance and contribute to wider sustainability efforts. All colleges and universities should be doing this. Some are, of course, but all of us can be doing more.

'It's encouraging to see UCU taking this issue seriously, and I hope members will come forward to play a role.'

Section 2
A TRADE UNION ISSUE

Trades unions are increasingly active on environmental issues - issuing negotiators' guides to the environment, working with employers on sustainable development policy, negotiating fair trade agreements, and even setting up dedicated websites.

The TUC has secured funding to support and develop a range of green workplace projects, working with unions to secure real improvements in energy use, tackle waste and promote recycling and green travel plans. The Trade Union Sustainable Development Advisory Committee (TUSDAC) was set up in 1998 for consultation between government and trade unions on sustainable development and environmental issues.

Philip Pearson is the policy officer at the TUC handling issues around the environment and sustainable development.

"Climate change is major issue for the trade union movement, with massive implications for the way we work,” he says. “The transition to a low carbon economy has implications for jobs, skills, transport and many sectors in which unions are organising. Workplaces burn energy, use resources, and create waste and travel. They are the obvious places to start to tackle climate change and reduce our carbon footprint, and it is particularly important that unions use their relationship with employers and their members to get a dialogue going on cutting resource use.
“Internationally, unions are pressing for serious reductions in emissions and seeking action to prevent the devastating impact of climate change on developing countries.”

He adds that an increasing number of unions are adopting comprehensive policies on sustainability and developing workplace engagement on this.

“UCU’s policy makes reference to greening campuses and promotes the role of union reps, both of which are important. Colleges and universities have a great deal to offer by reducing their own footprint and by ensuring sustainability is in the curriculum at all levels. Education unions have yet to take all the opportunities to engage in the climate change agenda. I very much welcome the engagement of UCU on this.”

Section 3
The message is echoed by Roger Kline, UCU head of equality and employment rights. “The policies for tackling climate change will require knowledge, expertise and skills, which our members impart daily, but also participation, justice, equality, cooperation and internationalism – essential values which trade unionists can contribute.

‘Whether using the established role of a health and safety rep, or developing new "environment reps", well-designed trade union education programmes and trained reps are essential for unions to play an effective role. We also need to develop means by which our reps negotiate for better local policy - and nationally explore how UCU can influence government.

‘For example, we are currently responding to the House of Commons science and technology committee inquiry into renewable energy technologies. Uniquely, UCU can draw on a vast professional expertise of scientists, planners, social scientists and others within our membership.

‘The employers are getting involved too. The Association of Colleges is currently surveying college estate managers and intending to produce a best environmental practice guide. UCU is liaising with the AoC about possible future cooperation. Universities UK, the HE funding council and others are also giving attention to sustainability, and we need to engage with them too.’

REDUCING UCU’S ‘ENVIRONMENTAL FOOTPRINT’

The new policy also requires UCU to explore options for ‘reducing the environmental footprint of UCU.’ Clearly, if we are going to ask colleges, universities and the government to clean up their act, we must also do it ourselves. But what would this all mean? It might start with an ‘environmental audit’ to assess the existing environmental impact of the union and its activities. This could measure the energy use of the union and, for example, the impact of
Trade unions and the environment

travel to work by staff. It will no doubt also raise questions about how we organise and service members.

So the stage is set for UCU to join other unions in increasing its activity on sustainability. The union has begun to establish a network of members interested in this role. The intention is to develop ideas, share news and good practice, and find and train reps to maximise UCU's contribution locally and nationally to promoting sustainability. Anyone can join in.

2. In groups of three, discuss any words or phrases you have underlined, to make sure you all understand the meanings.

3. Now answer these questions:

Section 1
1. What happened at the first national congress of the new union UCU?
2. What is Graham Peterson’s responsibility, and what does this involve?

Section 2
3. What national body was established in 1998?
4. Why does Philip Pearson think that the workplace is an obvious place to start tackling the problem of climate change?
5. Why do colleges and universities have an especially important role to play?

Section 3
6. What trade union values are useful in this struggle to promote sustainable development and combat climate change?
7. How is UCU involved in discussions at government-level?
8. How does the union aim to begin reducing its own carbon footprint?
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4 Explain what each of the following expressions means, in your own words

Example: ... conduct an energy audit ... (section 1 para. 6)
This means to carry out a (workplace) survey which accurately describes how and where all forms of energy are consumed in all aspects of the work, how much, by whom, in what processes etc. [The results would give a kind of snapshot of energy use, and can be used as a basis for setting targets and suggesting methods of saving energy in the future].

1. ... negotiating fair trade agreements ... (section 2, para 1)
2. ... promote ... green travel plans. (section 2, para.2)
3. ... developing workplace engagement on this. (section 2, para.5)
4. ... to produce a best environmental practice guide. (section 3, para.4)
5. ... reducing the environmental footprint of UCU. (section 3, para.5)

5 Now write five new sentences each containing one of these expressions to refer to what should or could be happening in your own union (or what has already been achieved) on these matters.
Trade unions and the environment

Working with language 3

Climate change – avenues for trade union action

The following two examples of trade union projects aimed at combating climate change are taken from the ETUC publication Climate change – Avenues for trade union action (2004) which is available at http://www.etuc.org/a/957

A Germany’s Alliance for Work and Environment

1 Read the following passage carefully, and fill in the gaps with the -ing form of the verb given; pay particular attention to how you spell these forms:

German unions are [1. collaborate] within a broad coalition of government, industry and environmental NGOs to renovate buildings for climate protection goals, whilst [2. create] sustainable jobs and [3. improve] social conditions.

The Alliance for Work and Environment ("Bündnis für Arbeit und Umwelt") aims to renovate 300,000 apartments, create 200,000 jobs, reduce CO₂ emissions by 2 million tons per year and lower [4. heat] bills for tenants and landlords, by [5. improve] insulation of buildings and heating technologies, and use of renewable energy (e.g., photovoltaic or solar thermal systems). The scheme in turn promotes the export of German environmental technologies and renewable energies.

[6. Finance] is provided by the German government, as well as credit provided at favourable rates. The experience boasts an excellent record since more than €2.1 billion credits have been made available by the government for around €5 billion in investments and the renovation of 115,000 dwellings. Thousands of new jobs are anticipated in the construction, heating, sanitary and [7. air-condition] sectors, as well as in [8. build] services. Renovation activities have led to the revitalisation of inner city areas.

2 Complete the grid below with your answers. Now look at Working with Language 1 on p. 23. State which use of the -ing form is employed in each case, as in the example:
### Trade unions and the environment

<table>
<thead>
<tr>
<th>1</th>
<th>collaborating</th>
<th>Present participle used to form present continuous tense (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td></td>
<td></td>
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<td>4</td>
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<td>5</td>
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<td></td>
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<td>7</td>
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</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Explain the following expressions which occur in the text, in your own words:**

1. sustainable jobs (line 3)
2. renewable energy (line 9)
3. environmental technologies (line 11)
4. dwellings (line 16)
5. revitalisation (line 18)
Trade unions and the environment

B Trade unions involved in company mobility plans

1 Read the following text carefully, and fill in the gaps with the appropriate form (gerund or infinitive). Pay attention to your spelling!

Trade unions in Europe are [1. take] action to [2. improve] the sustainability of work-related transport. They are [3. help] to devise “company mobility plans”, which are now under development in various European countries pursuant to regulations [4. oblige] companies of a certain size to [5. develop] mobility plans that include employees’ travel between their homes and the workplace. The unions emphasise the positive relationship between more environmentally friendly transport modes and the benefits for workers’ health, the quality of the [6. work] environment and the creation of jobs in alternative modes of transport or even new jobs altogether (e.g. ‘mobility manager’), not to [7. mention] the economic gains for the company. In Italy, for example, the three trade union confederations UIL, CISL and CGIL met in 2004 to propose [8. introduce] a “transport voucher”, based on the same principle as the ‘lunch voucher’. This scheme will [9. allow] employers to contribute to their employees’ transport costs by [10. provide] transport vouchers that can be used on all types of public transport, including taxis. This system would [11. help] boost [12. finance] of and demand for public transport, but would not be very costly thanks to the tax exempt status of the amounts in question for both companies and employees.

2 Answer the following questions:

1. What is a company mobility plan?
2. How does such a plan help the environment?
3. Describe the scheme proposed by the three Italian unions.
4. What is the main advantage of such a scheme?

3 Discussion points

☐ Does your organisation / company organise such a scheme?
☐ If so, how does it work?
☐ If not, do you think it would be possible to introduce one?
☐ What first step would you take?
Choosing our future

Read the following extract which is the final section of Six Degrees – Our Future on a Hotter Planet by Mark Lynas.

It seems clear to me that no amount of barracking from bearded hippie environmentalists will persuade society at large that the consumer treadmill is not the quickest route to health and happiness. Most of my neighbours still shop in supermarkets, even though they have to drive to them in cars and are depriving local shopkeepers from making a living in the process. An outdated view still prevails that a low-carbon lifestyle requires immense personal suffering and sacrifice. In my view, nothing could be further from the truth. All the evidence shows that people who do not drive, do not fly on planes, do shop locally, do grow their own food, and do get to know other members of their community have a much higher quality of life than their compatriots who still persist in making the ultimate sacrifice of wasting their lives commuting to work in cars.

Just as people were better off and healthier under food rationing during the Second World War, so most of us would see a dramatic improvement in our quality of life if `carbon rationing' were introduced by the government. Such a scheme need not be technically complex or difficult to introduce: people could simply trade carbon as a parallel virtual currency, swiping their carbon cards at the petrol pump and surrendering the requisite amount of carbon ration when buying flights or paying their electricity bill. Although carbon permits should be tradeable in the interests of flexibility, conspicuous carbon consumption by celebrities would be largely
Trade unions and the environment

eliminated. Instead, social pressure would reverse, in an echo of the old Blitz spirit of `we're all in it together'. As traffic danger ceased, young children could play football in the streets again.

In constraining carbon through rationing, we might soon find that we were building a different sort of society, one emphasising quality of life before the raw statistics of economic growth and relentless consumerism. I have no grand plan for how this society might look, nor do I pretend that it would be some kind of utopia. Life would go on, with all its trials and tribulations - and that, after all, is precisely the point. Unless we do constrain carbon, life will very largely not go on at all.

It seems to me that this low-carbon society would be one which remembers that our planet is a unique gift - perhaps the only one of its kind in the entire universe - which we are indescribably privileged to be born into. It would be a society that could look back on the six degrees nightmare scenario as just that - a nightmare, one which humanity woke up from and avoided before it was too late. More than anything, it would be a society which survived and prospered, and which passed on this glorious inheritance - of ice caps, rainforests and thriving civilisations - to countless generations, far into the future.

©Mark Lynas 2007

1 Answer the following questions:

Paragraph 1
1. Why does Mark Lynas’ criticise his neighbours shopping habits?
2. What is the outdated view of a low carbon lifestyle?
3. In his view, what contributes to a higher quality of life?

Paragraph 2
4. How could the government improve our lives?
5. How would this scheme work?
6. How could flexibility be ensured?

Paragraph 3
7. What would be the result of carbon rationing?
8. What would be the result of no carbon rationing?
Trade unions and the environment

Paragraph 4
9. Why does the author describe us as ‘privileged’?
10. Why does he exhort us to wake up from what he calls ‘the six degrees nightmare scenario’?

2 Work with a partner.

Summarise the main idea of each paragraph in one or two sentences:

1

2

3

4

3 Explain the following underlined words or expressions:

1. … no amount of barracking …(para.1)
2. … bearded hippie environmentalists … (para.1)
3. … the consumer treadmill … (para.1)
4. … conspicuous carbon consumption …(para.2)
5. … with all its trials and tribulations …(para.3)
6. … this glorious inheritance …(para.4)
Trade unions and the environment

4 Find a word or expression in the text that could be replaced by:

| ‘marked’ (para. 2) |  
| ‘system’ (para. 2) |  
| ‘giving up’ (para. 2) |  
| ‘stopped’ (para. 2) |  
| ‘solidarity’ (para. 2) |  
| ‘restrict’ (para. 3) |  
| ‘legacy’ (para. 4) |  

5 Discussion points

☐ Do you agree with Mark Lynas’ analysis?

☐ What do you think is the least convincing part of his argument?

☐ What do you think is the most convincing part of his argument?

☐ Do you think carbon rationing is a possibility, a probability, or an imperative – or totally unthinkable?

☐ Do you think trade unions could play a role? How?

Addicted to Oil
A Tale of Two Cities

This is the title of Charles Dickens’ novel, which opens with the words:

“It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness…”

You are about to view some extracts from a film made by Television for the Environment (TVE) which looks at the preparations that Beijing and London are making in preparation for becoming host cities to the Olympic Games in 2008 and 2012 respectively. Both cities claim that their preparations will not have a negative impact on the environment, and their bids were based on claims of sustainable development. The film examines the environmental impact that these preparations will have on five areas: power, transport, food, waste and water.

In the extracts, we will be looking at what is going on currently in these two cities relating to the two issues of food and waste.
Trade unions and the environment

1 Work in small groups.

- Think about the issue of either food or waste and consider how a large city like Beijing or London copes with the provision of sufficient fresh food for its population, or how it deals with all types of waste.
- Make a list, or mind-map which illustrates the main areas you identify in your discussions.
- How will these issues be affected by a city acting as host to the Olympic Games?
- Identify the key vocabulary, and make a list to share with the other groups.

Section 1

Food

Note: The GLA is the Greater London Authority, London’s citywide government. It is made up of a directly elected Mayor and the London Assembly. Currently there are 9 Labour members, 9 Conservatives, 4 Liberal Democrats and 3 Greens.

2 View the first section and list all the produce shown at the two markets under the appropriate headings:

<table>
<thead>
<tr>
<th>New Spitalfields Market, London</th>
<th>Xin Fadi Market, Beijing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What differences do you observe in the two markets?
Trade unions and the environment

3  Now view the section again, and supply the missing figures in the transcript below:

According to the GLA (1.______) of all London’s emissions comes from bringing food into town. Trucks, ships and (2.______) freight flights a day bring food from all over the world.

New Spitalfields is the largest fruit and vegetable market in London. London consumes roughly (3.______) tonnes of food every year of which (4. ________ ) is imported from outside the UK

John Clegg, London Fruit & Veg:
“American red apples, Australian produce, there’s no end to the stuff that comes in from literally all over the world.”

John Edwards, Knight’s of London:
“Now they’re making a hue and cry about the environmental situation but unfortunately it’s just part and parcel of this business and any other business.”

The giants of the food sector are the supermarkets, which account for (5. ______ ) of all food sold in London, with produce from all over the world. By contrast, nearly all the food in Beijing – (6.______) - is locally produced. This is Xin Fadi, Beijing’s largest food market. It’s (7.________) long.

Fruit trader:
“The imported fruits are too pricey. These are much more affordable for the majority of people.”

Although Beijing has twice as many people as London they consume slightly less food – (8._______ ) tonnes per year. A third of this is grown around Beijing itself.

Fruit trader:
“We’ve got pears from Hebei province, and apples from Shanxi and Shandong provinces.”

As Beijingers grow in wealth, lifestyles and diets improve. In the past (9.______) years their food bill has gone up by almost (10.______) dollars.

Diner in restaurant:
“For example me I already have a bigger belly, probably because my diet has changed from vegetables to meat. And so my own belly is getting bigger and bigger. Now I understand why Westerners are stronger than us Chinese because they have more meat in their diet.”
4 Can you give synonyms or explanations for the following terms that appear in the transcript above?

<table>
<thead>
<tr>
<th>Term in transcript</th>
<th>Synonym or explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: trucks</td>
<td>lorries</td>
</tr>
<tr>
<td>freight</td>
<td></td>
</tr>
<tr>
<td>no end to</td>
<td></td>
</tr>
<tr>
<td>a hue and cry</td>
<td></td>
</tr>
<tr>
<td>part and parcel</td>
<td></td>
</tr>
<tr>
<td>lifestyles</td>
<td></td>
</tr>
</tbody>
</table>

**True or false?**

5 Are the following statements true or false, according to the information given in the transcript above? If the statement is false, write a sentence which corresponds more accurately to the information given.

<table>
<thead>
<tr>
<th>Number</th>
<th>Statement</th>
<th>True/False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All of London’s food arrives by plane.</td>
<td>True/False</td>
</tr>
<tr>
<td>2</td>
<td>Most of the food consumed in London comes from other countries.</td>
<td>True/False</td>
</tr>
<tr>
<td>3</td>
<td>Londoners buy most of their food in markets, like New Spitalfields.</td>
<td>True/False</td>
</tr>
<tr>
<td>4</td>
<td>Most of the food sold in Beijing comes from China.</td>
<td>True/False</td>
</tr>
<tr>
<td>5</td>
<td>People in Beijing eat more than people in London.</td>
<td>True/False</td>
</tr>
<tr>
<td>6</td>
<td>Beijingers are spending much more on food than they did five years ago.</td>
<td>True/False</td>
</tr>
</tbody>
</table>
Section 2

Waste

1. What happens to your waste?

   *Work in small groups*

   [Refer back to the discussion on page 58 for key vocabulary]

   - Describe your domestic re-cycling system.
     - Colour-coded plastic containers or bags; in-store systems; communal collection points; pre-taxed rubbish bags; separation of items; frequency of collection; incentives or punishments.

   - Do you have recycling at work? What does this involve?

2. *Now watch the second section of the video. Read the questions before you watch, then try to answer them.*

   1. Why is London’s problem with waste an obstacle to its sustainability?
   2. Who are the best at recycling their waste, the Germans or the Dutch?
   3. What happens to most of London’s waste?
   4. What is the consequence of waste that is burnt in giant incinerators?
   5. Where does some of the waste paper go?
   6. What do Beijing’s 120,000+ recycling collectors do?
   7. What percentage of Beijing’s rubbish is re-cycled?
   8. What does Professor Wang Weiping suggest?

3 *Write a definition of the terms underlined below that occur in this clip:*

   1. Waste is currently a major obstacle to London’s hopes of becoming a sustainable city.
   2. 73% of London’s waste goes to landfill sites.
   3. There’s no real impetus for the householder to recycle...
   4. They scour the city hoping to find rubbish...
   5. Both Beijing and London won bids to host green Olympics.
Trade unions and the environment

4 Fill in the gaps in the grid below according to information given in the conclusions of the video clip:

<table>
<thead>
<tr>
<th></th>
<th>Beijing</th>
<th>London</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fossil fuels for energy</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Transport / cars</td>
<td>More &amp; more cars</td>
<td>From all over the world</td>
</tr>
<tr>
<td>Food supply</td>
<td></td>
<td>From all over the world</td>
</tr>
<tr>
<td>Waste recycling %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water</td>
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Discussion points

- Are either of these cities likely to host a green Olympic Games?
- What other measures could be adopted to reduce the impact of these Games on the environment?
- Do European trade unions have a role to play in assuring the green credentials of the Games (even if the Games are in China)?
Trade unions and the environment

Working with language 4

Infinitive or -ing form?

The –ing form is called:

a participle when used to express progressive aspect
  • I was washing my hair when the phone rang.

a gerund when it functions as a noun or noun phrase ...
  • I like swimming.

... OR when it is the complement of a subject with the verb to be:
  • My favourite sport is cycling.

(See Working with Language 1, p 23, for more detail on the –ing form.)

The infinitive is the basic form of the verb, often preceded by ‘to’, which has no ending to denote tense or mood (but which can look the same as the present tense, the imperative, or the subjunctive).

It is easy to confuse these two, so it is worth spending some time studying the different ways they are used.

A Some verbs can take either the –ing form or the infinitive, but there is a difference in meaning.

Study the following examples and see if you can explain the difference. Check your explanations with those given in the Study Guide.

<p>| | |</p>
<table>
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</table>
| 1 remember and forget | a Do you remember meeting him before?
| | I'll never forget going to Paris in 2001.
| | b Remember to check your answers at the end of this exercise.
| | I forgot to save the file onto the disc.
| 2 stop | a I wish he would stop shouting.
| | b She stopped to look in the shop window. |
**Trade unions and the environment**

<p>| | |</p>
<table>
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<tr>
<th></th>
<th></th>
</tr>
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<tbody>
<tr>
<td>3</td>
<td><strong>try</strong>&lt;br&gt; (You’ve lost your keys).&lt;br&gt;a Try <em>looking</em> through your pockets&lt;br&gt;b Try <em>to remember</em> when you last used them.</td>
</tr>
<tr>
<td>4</td>
<td><strong>like, love</strong> and&lt;br&gt;<strong>prefer</strong>&lt;br&gt;a I love <em>going</em> to the cinema.&lt;br&gt;I don’t like <em>travelling</em> all that much.&lt;br&gt;Do you prefer <em>reading</em> to <em>watching</em> TV?&lt;br&gt;b Would you like <em>to have</em> a drink?&lt;br&gt;I don’t like <em>to interrupt</em> you but …..&lt;br&gt;He likes <em>to arrive</em> early for meetings.</td>
</tr>
<tr>
<td>5</td>
<td><strong>mean</strong>&lt;br&gt;a Her new job means <em>doing</em> a lot of travelling.&lt;br&gt;b He means <em>to apply</em> for a new post soon.</td>
</tr>
<tr>
<td>6</td>
<td><strong>regret</strong>&lt;br&gt;a She regrets <em>not having gone</em> on that training course last year.&lt;br&gt;b I regret <em>to tell</em> you that you have not got the job.</td>
</tr>
<tr>
<td>7</td>
<td><strong>go on</strong>&lt;br&gt;a They went on <em>talking</em> about the possibility of a deal all morning.&lt;br&gt;b After visiting the union headquarters, they went on <em>to meet</em> the government minister.</td>
</tr>
</tbody>
</table>
Trade unions and the environment

B Study the following sentences. Some of them contain wrong verb forms. Some sentences are correct. Identify the mistakes, say why they are wrong and rewrite them correctly

1. I shall always remember to meet you last July.

2. Please remember sending the memo.

3. Don't forget to pay the gas bill.

4. You should stop to smoke - it's bad for you.

5. He stopped his car to fill up with petrol.

6. He welcomed the delegates warmly and then went on explaining the plans for the day.

7. I regret to tell you that you have failed your driving test.

8. I regret to tell her what I thought, although it annoyed her.

9. I mean to visit Madrid next month.

10. If you don't know his telephone number, try to ask the operator for his number.
Communication activity 1

To fly or not to fly?

Before you start, look at the quotations below and discuss these with a partner. Decide if you agree or disagree with each one.

Did you know...?

- Every single day 2.5m people now fly through the airspace directly over metropolitan Paris.
- [The Airbus 380] requires less than three litres of fuel per passenger per 100km travelled, making it more fuel-efficient than even the latest hybrid cars.
- ‘Flying is public enemy number one’ (according to a delegate at the second Aviation and Environment Summit).
- Aviation fuel is currently untaxed on the vast majority of flights. This tax exemption is worth 35bn Euros per annum if airlines paid the EU average duty applied to motor fuel. It is legally feasible for the EU to introduce such a tax with the agreement of member states.
- Aviation is the fastest growing source of EU carbon dioxide emissions. EU aviation emissions have doubled since 1990 alone.
Trade unions and the environment

- 5 or 6 of top ten destinations served by London's airports could be reached by high speed rail.
- Eurostar takes 111 minutes to travel from the centre of London to the centre of Brussels compared to 70 minutes for a budget airline to fly from London Stansted (25 miles from London) to Charleroi (28.5 miles from Brussels).

Role play

You are going to participate in a meeting where the company or organisation’s policy regarding business travel is being discussed. This meeting is taking place within the context of a broader campaign within the company or organisation to reduce energy consumption, with the aim of producing greener working conditions and reducing the carbon footprint. Your organisation is affiliated to the ETUC, and is involved in a number of bi-lateral and European projects. This involves a large number of flights.

Work in groups of four. If possible, work with colleagues from the same workplace, union, or EWC.

1 You will play one of the following:

(Notes for each role are to be found in the Study Guide).
- Trade union environment officer
- Head of International Relations Dept.
- Accountant
- Manager
2. This is the agenda for your meeting, which will last for 20 minutes. The meeting will be chaired by the Manager.

**Meeting due to be held on ...**
*at 14h30*
*at ...*

**Organisation/ Company travel policy**

**Aim:** To reduce overall CO\textsubscript{2} emissions

1. Current patterns of travel within the organisation / company
   a) Report from Head of International Relations
   b) Comment from Accountant on costs

2. Company/organisation’s commitment to reduce CO\textsubscript{2} emissions, and therefore all travel.
   a) New environment policy (Trade union environment officer)

3. General discussion of alternatives (based on several example journeys regularly undertaken).

4. Conclusions

3. After your meeting, report your conclusions to the other groups.
Communication activity 2

Greening your Workplace

Choosing an energy-saving project

In preparation for this activity, you are going to read a case study of a workplace initiative promoted in by the UK’s Trade Union Sustainable Development Advisory Committee, TUSDAC and Advisory Committee on Business and the Environment, ACBE as part of their project ‘Sustainable Workplace’

See the TUC "Sustainable Workplace" site for more information.

Note: Prospect is the UK’s largest union representing professional engineers

As you read, make brief notes of the following:

1. Source of inspiration for the initiative
2. Location of the project
3. Aims of the project
4. Who was involved?
5. Key ideas of project
6. Outcomes
7. Key lessons

Switching On to Switching Off

One of the first initiatives organised by Prospect, following its creation in November 2001, was an energy-saving workshop at the Scottish Agricultural College (SAC) in Edinburgh. The workshop was jointly facilitated by Prospect and Action Energy and was attended by members of three Prospect Branches from across Scotland.

Inspired by the day, members from the SAC Branch suggested to the organisation's environment committee that an energy sub-committee be formed charged with finding ways of reducing the large electricity bills the College faced.
Trade unions and the environment

This was agreed and the sub-committee, entirely comprised of union members, was constituted. Sub-committee discussion led to the creation of the campaign title, with a "flash" heading and the decision to target a different aspect of energy saving each month. These ideas were accepted by the environment committee itself and the campaign was launched.

Activities focused on cutting energy usage by reducing lighting in public areas; switching off lights in offices and laboratories not in use; and switching off computers, photocopiers and other non-essential equipment at night. To assess the impact of "switching off" the School of Agriculture buildings in Edinburgh, Veterinary Centre buildings in Aberdeen and Thurso, and the Advisory Office in St Boswells were monitored in detail.

Who was involved

Members of the energy sub-committee led the way, strongly supported by the environment committee secretary - also a trade union representative.

Outcomes (including any financial savings)

Based on the detailed monitoring of four SAC properties, the environment committee chair reported to the College Board that the campaign was on track for a 3% reduction in electricity use across SAC. This amounts to a saving of £12,000 p.a. (consumption cut by 250,000 kWh - enough to feed 300 people for a year or to produce enough carbon dioxide to fill 195, 10m diameter balloons; SAC News 13[2]).

The campaign will continue in 2003-04 with an increased emphasis on the cumulative effect of everyone switching off unnecessary lights and equipment.

Key lessons learned

These include the need for:

- Patience and persuasion - it is difficult to change ingrained habits.
- Involving everyone. At SAC this includes students, who are major stakeholders.

You are now going to decide on an energy-saving project for your workplace, and present this project to your colleagues.

Work in small groups of 3-4

If possible, you should work with people from the same workplace. If not, try to work with those who have a similar working environment (office; education establishment; factory; services etc.)
1  Your group is the energy sub-committee of

_________________________ (name of organisation)

2  Briefly describe your workplace
   - number and type of employees,
   - nature of activity,
   - number of buildings/sites,
   - production processes,
   - raw materials handled etc.

3  Decide on an energy saving project for your workplace (electricity, water, transport, production process, paper....)
   - What steps will you have to take to introduce this scheme into your workplace?
   - What will be the role of the union?
   - Who will you have to talk to?
   - Will any formal decisions have to be taken before this can be introduced? Where?
   - Who will be involved in this project?
   - Who will support the project? Who will be against the project?
   - What are the likely outcomes?
   - Make a list of arguments you could use in your discussions and meetings.

4  Make a poster or PPT presentation which shows the main points of your project. Headings should include:
   - Objectives
   - List of those involved
   - Desired outcomes
   - Key challenges

5  Agree on a name for your project which will help you promote the campaign.

6  Present your project to the other groups.
Looking back

Now you have finished this unit you should:

- be familiar with a range of vocabulary for discussing sustainable development and climate change
- be able to present arguments about the need for positive action on the environment
- be aware of the important role that trade unions can play in ensuring sustainable development
- be equipped to participate in energy-saving projects in your workplace
- be able to participate in European trade union projects on the environment