Lead-in activity 1

Who are these migrant workers? (p.4)

1. The pictures show (clockwise from top):

- Polish cockle-pickers in the UK. In 2004, 18 Chinese immigrants doing similar work were drowned off the north west coast of England when they were caught by a rising tide.
- A Polish factory worker in a British engineering factory. Poles make up by far the greatest number of migrants to the UK from Eastern Europe.
- North African fruit pickers in southern Spain. Agriculture depends heavily on cheap migrant labour, but workers such as these can often find themselves the subject of racist attacks.

2. Distinguish between the following types of migrants

- **Asylum seekers** are people who flee from their own country because of some sort of persecution or threat and seek refuge in another country. Their opportunities are restricted while their applications to remain are processed. Many applications are refused and they may be repatriated.
- **Cross-border workers** reside in one country and commute on a regular basis (e.g. daily) to work in another country. They are sometimes known as “frontier workers”.
- **Seasonal workers** work in other countries during specific periods of the year when there is a temporary demand for extra labour (e.g. agricultural harvest times, holiday resort work).
- **Irregular workers** are those in an irregular or unauthorised work situation (e.g. without official permission or the necessary documentation to work). While they may be working illegally it is incorrect and a distortion of their rights to refer to them as “illegal workers”.
- **Family dependants** (spouses or children) are those who claim the right to reside in another country because they have close relatives in that country.
- **Agency workers** are people who have obtained employment through an employment or recruitment agency. The agency is responsible for paying the worker’s wages and may be entitled to make some deductions for items such as accommodation. There have been some cases of exploitation of migrant workers by unscrupulous agencies or gangmasters.

For further information see “Jargon buster” on: [http://www.worksmart.org.uk](http://www.worksmart.org.uk) and [http://www.immigrationinformation.org/glossary](http://www.immigrationinformation.org/glossary)
Working with speaking 1

Responding to other people (p.5)

1. Other expressions used in response to information from other people.
   Native speakers frequently respond with vulgar and swear words sometimes in the form of “four-letter words” and some expressions which some people consider blasphemous or offensive. While it is important to understand these various expressions, caution should be exercised in their use by non-native speakers. Your tutor may be able to advise you accordingly!

2. Possible responses
   These will depend on the reaction of the listener and so opinions on the possible response may vary.
   a) This may be an expression of pleasure at good news (great/wonderful etc) or if a change was not expected then possibly it's a surprise (really/never) etc.
   b) Depending on your personal position this could be a surprise, a disappointment, good news or bad news!
   c) If this suggests more employment then it should mean good news or it may come as a surprise with the corresponding responses.
   d) Presumably this will be greeted as disappointing news by trade unionists.
   e) This sounds like bad news—how dreadful!
   f) If this is a surprise then never etc. If this is something that people have been hoping would happen then possibly I’m so pleased.

Working with reading 1

International labour migration (p.7)

2. The sub-headings are located as follows:
   “The benefits of international migration”: paragraphs (A) and (B)
   “Irregular migration and exploitation of labour”: paragraphs (C) and (D)
   “Loss of highly skilled workers”: paragraph (E)
   “Negative forces of globalisation”: (F)
   As an alternative (and more advanced exercise) the text could be treated as a jigsaw reading exercise. The paragraphs could be assigned different letters, the text cut up into separate paragraphs and the participants asked to assemble the text in the right order under the appropriate sub-headings.
Trade unions and migrant workers

Note: Sometimes the text contains the US English spelling "-iz-" as opposed to the UK "-is-" (see, for example, victimized; authorization).

3 Find words in the text that have the same meaning as the following alternative words:

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Alternative words</th>
<th>Words in text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(A) payments sent home</td>
<td>remittances</td>
</tr>
<tr>
<td>2</td>
<td>(B) to produce</td>
<td>to yield</td>
</tr>
<tr>
<td>3</td>
<td>(C) worldwide</td>
<td>global</td>
</tr>
<tr>
<td>4</td>
<td>(C) family members</td>
<td>dependants</td>
</tr>
<tr>
<td>5</td>
<td>(D) profitable</td>
<td>lucrative</td>
</tr>
<tr>
<td>6</td>
<td>(D) permission</td>
<td>authorization</td>
</tr>
<tr>
<td>7</td>
<td>(E) ambitions</td>
<td>aspirations</td>
</tr>
<tr>
<td>8</td>
<td>(E) to support</td>
<td>to sustain</td>
</tr>
<tr>
<td>9</td>
<td>(F) disparity</td>
<td>gap</td>
</tr>
<tr>
<td>10</td>
<td>(F) multiplied by four</td>
<td>quadrupled</td>
</tr>
</tbody>
</table>

4 Word building

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>contribute</td>
<td>contribution</td>
<td>contributory</td>
</tr>
<tr>
<td>evolve</td>
<td>evolution</td>
<td>evolutionary</td>
</tr>
<tr>
<td>accelerate</td>
<td>acceleration</td>
<td>accelerating</td>
</tr>
<tr>
<td>commercialise</td>
<td>commercialisation</td>
<td>commercial / commercialised</td>
</tr>
<tr>
<td>explain</td>
<td>explanation</td>
<td>explanatory</td>
</tr>
<tr>
<td>discriminate</td>
<td>discrimination</td>
<td>discriminatory</td>
</tr>
<tr>
<td>qualify</td>
<td>qualifications</td>
<td>qualified</td>
</tr>
<tr>
<td>globalise</td>
<td>globalisation</td>
<td>global / globalised</td>
</tr>
<tr>
<td>intensify</td>
<td>intensification</td>
<td>intensified</td>
</tr>
<tr>
<td>modernise</td>
<td>modernisation</td>
<td>modernised</td>
</tr>
</tbody>
</table>
Trade unions and migrant workers

In the box below list those words in the report that you consider to be positive and those that you consider to be negative with regard to international labour migration. A few examples are given:

<table>
<thead>
<tr>
<th>Positive words</th>
<th>Negative words</th>
</tr>
</thead>
<tbody>
<tr>
<td>growth</td>
<td>concern</td>
</tr>
<tr>
<td>prosperity</td>
<td>irregular</td>
</tr>
<tr>
<td>valuable source</td>
<td>unauthorized</td>
</tr>
<tr>
<td>highly skilled</td>
<td>restrictive</td>
</tr>
<tr>
<td>progress</td>
<td>smuggling</td>
</tr>
<tr>
<td>accelerating</td>
<td>trafficking</td>
</tr>
<tr>
<td>aspirations</td>
<td>victimised</td>
</tr>
<tr>
<td>new knowledge industries</td>
<td>slave labour</td>
</tr>
<tr>
<td>talent</td>
<td>forced prostitution</td>
</tr>
<tr>
<td>benefits</td>
<td>abusive exploitative</td>
</tr>
<tr>
<td>modernisation</td>
<td>discriminatory treatment</td>
</tr>
<tr>
<td></td>
<td>inadequate</td>
</tr>
<tr>
<td></td>
<td>alarms</td>
</tr>
<tr>
<td></td>
<td>damage</td>
</tr>
<tr>
<td></td>
<td>disruptive effects</td>
</tr>
<tr>
<td></td>
<td>severe consequences</td>
</tr>
</tbody>
</table>

Note: See also the International Labour Organisation (ILO) website www.ilo.org for recent global developments in migration and also www.workpermit.com.

For a broad view of migration and work, an interesting exercise is to ask participants to enter “migrant workers” into a search engine and then to discuss the most prominent sites that result.

Working with language 1

Review of the present tense (p. 12)

a) On the whole immigrants **contribute** to economic development.

The present simple indicates the standard, routine result of migration; **are contributing** would suggest a current discussion of the issue—possibly a debate about the advantages/disadvantages of migration.

b) A new arrival often **needs** help to integrate into the community.

This indicates an habitual action and the verb “to need” is also generally used in the present simple.

c) I usually **travel** to work by bus.

Habitual action and therefore in the present simple.
Trade unions and migrant workers

d) She’s on the phone at the moment. She’s talking to her boss.
Here the present continuous indicates an action in progress.

e) I never drink alcohol. What about you?
This is a routine and therefore needs the present simple.

f) What are you doing this afternoon?
This reference to future plans needs the present continuous.

g) I don’t like the English weather.
The verb “to like” is normally used in the present simple.

h) I don’t understand very well because you speak/are speaking very quickly.
The verb “to understand” is normally used in the present simple. If the person generally speaks very quickly then the present simple is appropriate. If it happens that he/she is speaking very quickly at this moment then the present continuous is the appropriate form.

i) People in Britain watch a lot of TV.
This is a routine action and therefore needs the present continuous.

j) She is organising a party next week.
The use of the present continuous expresses a future plan.

Working with video 1

The work scene: a diversity of opinions (p.14)

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

1 a) Wooden pallets
   b) 16
   c) Agency workers were brought in
   d) They are paid £4 per hour less

2 He belongs to the GMB union (General, Municipal and Boilermakers’ Union, a general union with members across a wide spectrum of sectors)

3 a) They are getting rid of permanent staff
   b) They are taking on agency workers especially Polish people.
Opinion 1: The temptation is there for employers. Any employer will look at cheaper labour.

Mainly Polish

a) £6.50 per hour
b) 80p to £1 per hour

A Polish friend (of the Pontefract Poles) in Goole

Monday to Friday picking aubergines in a greenhouse
Weekends cleaning trucks

Opinion 2:
plenty
vacancies
taking
government
people
fault

He used to work at the pallet factory but he lost his job

He broke up with his fiancée
He nearly lost his home because of not earning enough to pay (the mortgage).

Opinion 3:
He is unemployed because his firm now employs Poles instead because they are offered lower wage rates.
Numbers (of migrant workers) should be limited and they should be paid at the same rates as British workers

He was the Director General of the CBI (= Confederation of British Industry - the employers’ organisation)
Near Oxford at a road-side café (van)

a) prepared
b) inflation
Trade unions and migrant workers

c) mortgage (= money borrowed from a bank/building society to buy a house to be repaid with interest)

d) contributor

e) economy

f) bottoms

C. Word box

<table>
<thead>
<tr>
<th>Words in text</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (a) pallet</td>
<td>a low (usually wooden) crate used for stacking goods (on a fork-lift truck)</td>
</tr>
<tr>
<td>2 (to be) laid off</td>
<td>(to be) made redundant /dismissed</td>
</tr>
<tr>
<td>3 peaks and troughs in the market</td>
<td>low points/times (holes) in trade and the economy</td>
</tr>
<tr>
<td>4 (to) shed jobs</td>
<td>(to) get rid of workers/staff</td>
</tr>
<tr>
<td>5 a terraced street</td>
<td>a row of (usually small) houses of similar style</td>
</tr>
<tr>
<td>6 a degree</td>
<td>a university qualification</td>
</tr>
<tr>
<td>7 a greenhouse</td>
<td>a glass-walled/roofed building for growing fruit/plants/vegetables in direct sunlight/warmth</td>
</tr>
<tr>
<td>8 a truck</td>
<td>a lorry or a wagon (N England)</td>
</tr>
<tr>
<td>9 a mate</td>
<td>a friend (usually at school/work)</td>
</tr>
<tr>
<td>10 nowt (a local word)</td>
<td>(= nought) nothing</td>
</tr>
<tr>
<td>11 a power breakfast</td>
<td>a working breakfast usually of managers (here used ironically)</td>
</tr>
<tr>
<td>12 top dog</td>
<td>the “boss”, head of a firm/organisation</td>
</tr>
</tbody>
</table>

BBC1, Inside Out England, 13/11/06

Transcript

Ashley Blake (Presenter) voice over: And it’s not just in the south. We’re going 250 miles north to West Yorkshire, a factory in Pontefract which makes wooden pallets. Earlier this year the company laid off 16 British staff, blaming peaks and troughs in the marker. Eight days later 25 agency workers were brought in on £4 less an hour.

Ashley Blake to Bill Chard, GMB union: Just explain to me, if you don’t mind, Bill, what’s the problem in this area in terms of unemployment?
Bill Chard, GMB union: Well, there’s been a change in recent times, is the companies have started getting rid of their permanent staff and taking on agency workers usually from Poland.

Ashley Blake: And do you think a company like Chep will carry on shedding its permanent workforce and replacing it with people from Poland?

Bill Chard: Well, the temptation’s there. Any employer will look at cheaper labour.

Ashley Blake voice over: And here is that cheaper labour, coming off shift at Chep.

Pole: In Poland it’s very hard situation with job and I am here.

Ashley Blake: How much do you get paid?

Pole: £6.50 (9€) per hour(s).

Ashley Blake: And what would the same job in Poland, what would that pay?

Pole: In Poland maybe £1 per hour, 80p.

Ashley Blake: As little as that? As little as 80p?

Pole: Yeh, yeh (yes)

Ashley Blake: Are there any more Polish people I could meet? Maybe I could go somewhere? Maybe you could introduce me to some Polish people?

Pole: I don’t know because, you know, I must ask now.

Ashley Blake: Sure.

Ashley Blake voice over: Well, he did ask and we’re off to see his friends a little further north in Goole. In these terraced streets there are some rather overqualified manual labourers like a farm-worker with a degree in robotics.

Ashley Blake to Paul Kowalski: Paul, hello. Nice to meet you. (I’m) Ashley Blake. How are you doing?

Paul Kowalski: I’m doing fine.

Ashley Blake: Excellent. Tell us about the work you’re doing here in the UK.

Paul Kowalski: During week from Monday to Friday I’m working in a greenhouse picking aubergines and during weekends I’m cleaning trucks.

Ashley Blake: How do you feel about taking the job of a man from the UK? You’re taking his job away from him. How do you feel about that? Do you feel as though you are?

Paul Kowalski: When I came here to this country, there were plenty (of) vacancies and it was not (the) case that we were taking jobs. But it is up to the English government to take care of English people because it’s not our fault.

Ashley Blake voice over: It’s getting late but I’ve just had a call from someone who lost his job at the factory back in Pontefract. So this guy
we’re going to see says he’s a victim of Polish people coming over to the UK and taking his job. When Richard Edwards lost his livelihood he broke up with his fiancée and nearly lost his home.

**Ashley Blake to Richard Edwards:** Richard? Ah, excellent. Ashley. Hello. Found you at last. How are you doing? Where shall I park?

**Richard Edwards:** Just to the left down there, mate.

**Ashley Blake:** Brilliant. Super.

**Richard Edwards** (in his house): It got to the point that we wouldn’t have been able to keep the (h)ouse on because we’d literally got down so that we could afford one more month and then we’d (h)ave (h)ad to sell the (h)ouse.

**Ashley Blake:** And do you think something should be done? You think perhaps we should limit the number of people that are allowed to take jobs over here?

**Richard Edwards:** Well, yeh (yes) or try and standardise it. If they are setting Poles on or Kosovans or whatever race they may be, pay them the same as they pay us. If I were running a business myself, you’re going to employ someone who’d do the job for less, aren’t you?

**Ashley Blake:** You see why they do?

**Richard Edwards:** Yeh definitely but it’s no good to me owning a (h)ouse and trying to make a living when I’ve done nowt (= nothing) wrong, basically.

**Ashley Blake voice over:** Next day, back in the saddle, heading south and a power breakfast in Oxford with the former top dog at the CBI who says that without migrant workers the country just wouldn’t function.

**Sir Digby Jones:** If it wasn’t for them coming in, prepared to work hard and work for legal wages, above the minimum wage but lower wages, if it wasn’t for that, you’d have wage inflation in Britain. That would mean interest rates would go up and your mortgage and mine would cost more money. You wouldn’t get your fruit picked in the field, you wouldn’t get your houses and your offices built and you wouldn’t get waited on at table. You know, they are an enormous contributor to a successful economy but if certain people who would be called “British”, whatever that means, are actually going to sit on their bottoms and not get off (them) and do a day’s work, don’t blame the Poles, blame the Brits. And we can’t do without them.
Working with words 1

Attitudes towards migrant workers (p.19)

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

1. shortage
2. contribution
3. ageing
4. alleviate
5. hard-line
6. restrictions
7. anti-migrant
8. verbal
9. manifestation
10. victimised
11. disproportionate
12. housing
13. resistance
14. undercut
15. overtime

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

<table>
<thead>
<tr>
<th>relieve</th>
<th>alleviate</th>
</tr>
</thead>
<tbody>
<tr>
<td>uncompromising</td>
<td>hard-line</td>
</tr>
<tr>
<td>expression</td>
<td>manifestation (not to be confused with “demonstration” in a political sense)</td>
</tr>
<tr>
<td>accommodation</td>
<td>housing</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>surplus</th>
<th>shortage</th>
</tr>
</thead>
<tbody>
<tr>
<td>reasonable</td>
<td>disproportionate</td>
</tr>
<tr>
<td>normal time</td>
<td>overtime</td>
</tr>
</tbody>
</table>

Some interesting information about attitudes towards migrant workers can be found on many websites, for example, www.migrationinformation.org.uk and www.jrf.org.uk
Trade unions and migrant workers

Working with writing 1

Living and working in a British city (p. 21)

1  a) Employment:
   • unskilled work yet many are qualified
   • some employers offer lower wages than to British workers
   • some recruitment agencies do not respect the hourly pay rate or holiday pay – they may pay cash with no wage slip.
   • sometimes agency workers are dismissed for no reason with no notice.

   b) Accommodation:
   • crowded accommodation: too many in one flat or house often provided by the recruitment agency

   c) Social benefits:
   • many migrants have been told by fellow countrymen that they should not claim any benefits even though they are entitled to some (not all) like Working Tax Credit etc or Maternity rights (all will be entitled to benefits after working for 12 months in the UK)

   d) Psychologically:
   • many of the migrants have low self-esteem which makes them vulnerable to exploitation
   • because of this low self-esteem they feel that they have no rights even as EU citizens

2  It is entirely open to you to use whatever style you wish but one suggestion is:
   ➢ explain to your East European colleagues why you are writing this.
   ➢ provide them with information for their fellow-countrymen planning to come to the UK to work about:
     • aspects of life and possible attitudes in the UK to migrant workers
     • help and advice available
     • the risks there are and the rights they would have (these could be listed with bullet points)
     • the advantages of joining a union.
Working with speaking 2

Migration: who gains? (p.24)

<table>
<thead>
<tr>
<th>Positive word(s)</th>
<th>Negative word(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  welcome, energies</td>
<td></td>
</tr>
<tr>
<td>2  work hard</td>
<td>culture of dependency</td>
</tr>
<tr>
<td>3  provide</td>
<td>suffering, not sufficient, needed</td>
</tr>
<tr>
<td>4  recruited</td>
<td>desperate shortage</td>
</tr>
<tr>
<td>5  graduates, earn more</td>
<td>seriously damaging, fragile (Polish) economy</td>
</tr>
<tr>
<td>6  is realising</td>
<td>isn't working</td>
</tr>
<tr>
<td>7  plugged gaps, boosted</td>
<td></td>
</tr>
<tr>
<td>economic growth</td>
<td></td>
</tr>
<tr>
<td>8  a rush of new blood</td>
<td>ageing population</td>
</tr>
<tr>
<td>9  providing, free</td>
<td></td>
</tr>
<tr>
<td>information, advice, free (English) lessons</td>
<td></td>
</tr>
<tr>
<td>10 no doubt, will integrate and respect</td>
<td>only a minority</td>
</tr>
<tr>
<td>11 best educated</td>
<td>poorer countries, sustains the poverty</td>
</tr>
</tbody>
</table>

2) All from Opinion 2 (don’t forget that this is just an opinion):
   - work: many (more than half a million) young people here prefer not to work ...
   - money: and to live on unemployment benefit (the social benefits system in UK: Income Support or Job Seeker’s Allowance)
   - probable consequences: young people will/may get used to depending on the state for money and will/may not accept any responsibility sorting out their own lives.
Trade unions and migrant workers

Working with reading 2

Blazing a trail for migrant workers (p.27 )

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

a) The T&G fought for and gained legislation on gangmasters. This provided better protection from dishonest and exploitative employers.

b) the food industry (nearly 250,000 migrant workers)

c) By giving support to migrant workers over work problems and by bringing them into the union

d) Yes, and it has given financial support - £162,000 from the DTI over the next two years.

e) It cannot give immigration advice but will help members and officials to find the relevant advice agencies and also will develop the information and translation services.

f) They are officially only for non-EU workers but there will probably be some confusion as the authorities may not be able to distinguish between EU and non-EU workers and involve all in ID checks at work and elsewhere.

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

1. to get to grips with
2. setting out (its) stall
3. to bed down
4. to pop up
5. usher in

3. Select from the first two sections only of this article (ending "challenges ahead") words or expressions meaning the same as the words below:

a) blazing a trail for
b) rogue
c) neglected
d) toughest
e) unpick
f) indigenous
g) backing
Trade unions and migrant workers

h) to enhance
i) focusing
j) matched by
k) funds
l) the spectrum

Working with words 2

Benefits and rights (p. 31)

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

Word partners of “benefits” could include: State benefits, maternity benefit, unemployment benefit, sickness benefit, housing benefit, child benefit, council tax benefit, incapacity benefit;

benefits system, benefit claims, benefit entitlements, benefit payments, benefit decisions, benefit fraud, benefit theft.

Detailed information on rights and benefits can be found on many websites including:

www.worksmart.org.uk
www.acas.org.uk
www.direct.gov.uk
www.adviceguide.org.uk
www.homeoffice.gov.uk
www.dwp.gov.uk

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

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

4 Worker or employee?

**specific hours** = a set number of hours per day/per week

**lay down** = set out/provide details of what you are expected to do and how to do it

**on your behalf** = instead of you

**tools** = the implements needed for your job eg as a plumber or electrician

**turn down** = refuse

**to carry out** = to do/perform

**are you left** = is it your responsibility

5 *What do you understand by each of the following?*

a) **National Minimum Wage**: the minimum you can be paid. In the UK this is £5.52 per hour for people over 22 years old (December 2007).

b) **Working time rights**: how many hours you may work, rest breaks, holidays and holiday pay (in the UK you have the right to work an average over 17 weeks of 48 hours per week but you can opt to work more).

c) **Health and safety protection**: employers have a duty to provide a safe and healthy working environment. This should include appropriate training.

(see the TUC leaflet “Working in the UK: your rights”
www.tuc.org.uk/tuc/workingintheuk.pdf.)
Working with listening 1

Transatlantic tips (p. 34)

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

   a) believe
   b) curtail
   c) communities
   d) homogenous
   e) ethnic
   f) advantages
   g) diverse
   h) welcoming
   i) paper
   j) social
   k) associated
   l) innovation
   m) reason
   n) ameliorate
   o) short-run

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

   “So, is it a question of just waiting for society to change, to adapt to incomers or is there a role for government, local government, police ...?”
   = Do we just wait for things to settle down or can official organisations do something more pro-active to help?

3. How does Robert Putnam reply?

   a. to learn/know English – for communication.
   b. i. (as well as at classes) in community centres and sports grounds – for community-based language
      ii. This can create ties/links between immigrants and native-born Americans
   c. Those involved will gain another identity, not just a national one but as a football player or as a cricket fan.
5. Which word(s) from the interview text mean the same as these below?

<table>
<thead>
<tr>
<th>Word</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>to cut short, reduce</td>
</tr>
<tr>
<td>b</td>
<td>similar in nature</td>
</tr>
<tr>
<td>c</td>
<td>differences in nature</td>
</tr>
<tr>
<td>d</td>
<td>upheavals, disruptions</td>
</tr>
<tr>
<td>e</td>
<td>a new method, new introduction</td>
</tr>
<tr>
<td>f</td>
<td>to improve</td>
</tr>
<tr>
<td>g</td>
<td>confusion</td>
</tr>
<tr>
<td>h</td>
<td>(about) two</td>
</tr>
<tr>
<td>i</td>
<td>overpowering, very large</td>
</tr>
<tr>
<td>j</td>
<td>fans, supporters</td>
</tr>
</tbody>
</table>

Interview with Professor Robert Putnam

BBC Radio 4, World at One, 21/06/07

Transcript

Interviewer: New research in the United States has found that communities with higher diversity tend to trust each other less and to become more isolated: hunkering down, according to the Harvard academic Robert Putnam, the author of the highly influential book “Bowling Alone”. He’s visiting professor at Manchester University.

Robert Putnam: This is not a matter of race relations. Whites trust whites less, blacks trust blacks less in more diverse settings. Everybody trusts shop clerks less. They’re less likely to vote, they have fewer personal friends that they can count on as they get into difficulty. The only two things that rise in these more diverse neighbourhoods, more diverse communities, are protest marches and watching telly.

Interviewer: Do you believe that the answer is to curtail immigration so that communities remain more homogenous?

Robert Putnam: Absolutely not. Immigration and ethnic diversity are net-on-net big advantages and my country has benefited over the centuries from being a very diverse and welcoming country to immigrants. My point in this (academic) paper is to say: in the short run there are social dislocations associated with immigration. That’s not a reason for not having innovation but it is a reason for saying we need to think about how to ameliorate that short-run discombobulation, that short-run upset, that people have.
Trade unions and migrant workers

Interviewer: So, is it a question of just waiting for society to change, to adapt to incomers or is there a role for government, local government, police ...?

Robert Putnam: I think there are things we can do. Let me give you a couple (of) examples from the American case. First of all, language is a very important means of communication and the overwhelming majority of American immigrants want to learn English and it's possible to do that in a way which encourages also, at the same time, ties among immigrants and between immigrants and native-born Americans and just in the structure, the community-based structure of the language training. Some things might sound quite simple like community centres and sports grounds and so on where people can learn to have an identity other than their racial identity. That is an identity as football players or aficionados of cricket or something. It's also important, of course, to enforce strictly non-discrimination kinds of provision.

Interviewer: Your book “Bowling Alone” made a very big impact here amongst politicians as well as academics. Have you been talking to ministers about your new ideas on diversity?

Robert Putnam: Yes, I've spoken with a number of people in government here as in the United States about these issues of immigration and diversity.

Working with language 2

Review of past simple / present perfect / perfect continuous tenses (p. 38)

1. _____ crashed _____
2. Has (your computer ever) crashed?
3. _____ has had/has been having _____
4. _____ had _____
5. _____ has set up/has been setting up _____ has consulted/has been consulting _____
6. _____ have been arriving _____ increased _____
7. _____ have exploited/ have been exploiting _____ have been working _____ have (often) been living _____
8. _____ attended _____ have (therefore) been able _____
9. _____ launched _____ gave _____ announced _____
10. _____ have taken place _____

NB: For more on the present perfect (+ simple past) see Workers of the World unit: page 59 and Working Women unit, page 50.
Working with speaking 3

Employment problems (p. 41)

1. Match each headline to the relevant problem:

<table>
<thead>
<tr>
<th>HEADLINE</th>
<th>PROBLEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
</tr>
<tr>
<td>2</td>
<td>E</td>
</tr>
<tr>
<td>3</td>
<td>A</td>
</tr>
<tr>
<td>4</td>
<td>F</td>
</tr>
<tr>
<td>5</td>
<td>D</td>
</tr>
<tr>
<td>6</td>
<td>B</td>
</tr>
</tbody>
</table>

2. Find a word/words in the texts above on work problems meaning the same as the word(s) below.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>setting up</td>
</tr>
<tr>
<td>b</td>
<td>to take on</td>
</tr>
<tr>
<td>c</td>
<td>insulting</td>
</tr>
<tr>
<td>d</td>
<td>do I risk being ...?</td>
</tr>
<tr>
<td>e</td>
<td>site</td>
</tr>
<tr>
<td>f</td>
<td>resistance</td>
</tr>
<tr>
<td>g</td>
<td>failed to be appointed</td>
</tr>
<tr>
<td>h</td>
<td>because of</td>
</tr>
<tr>
<td>i</td>
<td>drawing up</td>
</tr>
<tr>
<td>j</td>
<td>are they entitled to?</td>
</tr>
</tbody>
</table>

3. Summary of solutions to problems

(adapted from the Citizens Advice Bureaux internal information service. This information was correct in January 2008 but may change. These situations are by way of an example only and are not intended as a full statement of the law in this area. Always seek advice from ACAS* or a CAB)

*ACAS: Advisory Conciliation and Arbitration Service (in the UK)
1. **TIME OFF FOR RELIGIOUS FESTIVALS:**
   In December 2003 laws governing religious discrimination came into effect. It is now unlawful to discriminate directly or indirectly when dealing with requests for time off for religious purposes.

   Employees have the right to take time off for religious observance and employers can be punished for failing to recognise this.

2. **KEEP SEXISM OUT OF INTERVIEWS:**
   Employers are forbidden by law from discriminating against job applicants on the grounds of race, disability, trade unionism, religion, gender, age, sexual orientation and transgender.

   In fact, this applicant can take you to tribunal but it is not certain that she will succeed. You would have to prove that your reason for not appointing her was not connected to her sex. You should, therefore, keep all paperwork relating to this interview.

3. **WORKERS WANT A TRADE UNION:**
   If there are more than 20 employees the employer must recognise a union where a majority of the workforce are in favour; but all workers have the right to join a union and take part in union activities regardless of the size of the employer.

   If you disagree and refuse, it will go to the Central Arbitration Committee (CAC). Basically you must allow the union access to your workforce during working time and you must pay your workers for the time during which the union addresses them.

4. **MATERNITY RULES:**
   All pregnant employees are entitled to 26 weeks of ordinary maternity leave followed immediately by 26 weeks additional maternity leave. Women who have completed 26 weeks of continuous employment by the 15th week before the baby is due and who earn above a certain amount are entitled to 39 weeks statutory maternity pay. If they do not meet these conditions they will be entitled to maternity allowance, a state benefit.

5. **PROPOSED FACTORY RELOCATION:**
   It is unlikely that your staff will want to commute 160 miles each way every day. You will need to consider how many of the staff you employ are essential to the business and you need to discuss your proposal with all staff and consider whether you are prepared to offer assistance with relocation costs which could be high.

   Closure of a workplace is defined by statute as a redundancy situation. You don’t have to pay a redundancy payment to someone who unreasonably refuses an offer of suitable alternative work but it would never be unreasonable to refuse to move 160 miles. It would be different with a shorter distance but it depends on the personal circumstances of the employee e.g. childcare responsibilities etc.
6. A FLARE UP ... AND AFTER?:

If someone resigns in the heat of the moment, the employer can accept the resignation and there is no “right” to be allowed to return, although it may be achieved by a quick apology or negotiation.

It would be different if someone walked out in ambiguous circumstances and the test would be whether a “reasonable observer” would have concluded it was or wasn’t a resignation. Another situation could be if an employer says “If you don’t like it, you can leave” or “Resign or I’ll sack you” where it would be seen as a dismissal not a resignation. Rather complicated legally.

Have an informal hearing with the employee (for formal procedures see Working with Words 3: Dealing with grievances) and find out how the situation arose. Discuss with both the employee and the line manager and then you will be able to decide if further action is needed.

Lead-in activity 2

Living in the UK (p.44)

1 Relate the following cities to the numbers on the map.

<table>
<thead>
<tr>
<th>City</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belfast</td>
<td>6</td>
</tr>
<tr>
<td>Cardiff</td>
<td>2</td>
</tr>
<tr>
<td>Birmingham</td>
<td>3</td>
</tr>
<tr>
<td>Manchester</td>
<td>4</td>
</tr>
<tr>
<td>Newcastle</td>
<td>5</td>
</tr>
<tr>
<td>Glasgow</td>
<td>7</td>
</tr>
<tr>
<td>Edinburgh</td>
<td>8</td>
</tr>
</tbody>
</table>

2 With which English cities are the following varieties of English associated?
   a) London
   b) Newcastle
   c) Liverpool

3 What is the meaning of the following terms?
   a) The form of a person’s pronunciation which may indicate their geographical origin or social status (e.g. a Geordie accent; an upper class accent). Accent may also refer to the position of stress in a word which may in some languages be marked by a symbol.
b) The form of language spoken by people from a particular region, where grammar, vocabulary and pronunciation differ from “standard English”.

c) Used to refer to some vulgar words (swear words) which consist of four letters (e.g. “shit”).

5 What do you notice about most of the above holidays?

Most of these public holidays are on Mondays, even the celebration of May Day has to be on the first Monday of May!

Public holidays in the UK

**Note:** In addition, in **Scotland**, 2 January is a Public Holiday and the First Monday in August replaces the last Monday in August.

In **Northern Ireland** 17 March (St Patrick’s Day) and 12 July (Orangeman’s Day - commemorating the victory of the Protestant forces of William of Orange over those of the Catholic James II at The Battle of Boyne) are Public Holidays.

For further information on the UK see *Life in the United Kingdom: A Journey to Citizenship* 2nd edition (2007). This forms the basis for a citizenship test see: [www.lifeintheuktest.gov.uk](http://www.lifeintheuktest.gov.uk)

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**Working with video 2**

**Recruitment agencies: exploitation? (p.47)**

A Poland and Poles in Yorkshire:

1. *Fill in the gaps in the presenter’s introduction:*
   
a) seventy (70)
b) touch
c) passengers
d) looking
e) dream
f) evidence
g) jobs
h) promised
i) disappear
j) get
Trade unions and migrant workers

2  a) meat factories (in Hull, East Yorkshire)
   b)  i) to provide/earn the money – for the family (here it is a play on words)
        ii) a complete cooked (fried), traditional English breakfast: fried bacon, eggs, bread and sometimes also sausages, mushrooms and baked beans (see the picture on the screen and on p. 48)
        iii) a sausage
   c) Yes, it is cheap – because the workers in the food industry are from Eastern Europe and they are paid (legal but) low wages so the breakfast (& food) costs less.
   d) i) Maciek: “It’s so unfair because they’re just using people”
        ii) Adam: “I’m so fed up. I’m going back to Poland”

3  a) a recruitment paper
   b) an employment agency, ITC, which recruits staff for several British agencies
   c) “Are people being promised something at this end that is not being delivered in the UK?”
   d) “Nothing like that happens with ITC services”

4  a) John:
   i) He speaks freely but he wishes to hide his identity as he wants to keep his job
   ii) He’s a butcher in Hull
   iii) He shares a small house with 13 other people
   iv) Each pays £180 per month
   v) 2 or 3 people share tiny rooms. Everything is wet or damp.
   b) Adam:
   i) go back to Poland
   ii) because of his pay: he thought he had signed for £9ph overtime but he got much less.
   iii) He speaks only Polish but his contract was in English
   iv) He said that the agency was not truthful.
   c) Both
   i) in local meat factories.
   ii) They were contracted by ITC (in Poland) for a British agency, Staff Line.
Staff Line: An employment/recruitment agency in Hull (Yorkshire, N England)

1. a. ITC in Poland recruits staff for Staff Line (and other British agencies)
   b. £80 million

2. Of misleading/deceiving Eastern European workers.

3. Maciek:
   a. a Polish journalist
   b. to Staff Line
   c. to investigate Staff Line’s policy
   d. • Maciek doesn’t speak much English but recruits are not encouraged to bring someone to translate.
      • He is given forms to fill in which commit him to work more than the European limit (48 hours per week)

4. Staff Line’s induction based on:
   a. 6 days work
   b. 12 hour shifts
   c. 1 day off
   d. 48 hour week (??) \textit{[in reality 72 hours as pointed out by the presenter]}
   e. £5.35 per hour (minimum rate Oct. 06 to Oct. 07)

5. safety equipment,
   bus travel to work

6. 1) know
    2) English
    3) what
    4) signed
    5) maybe
    6) want
    7) way
Inside Out England, 13/11/06 5mn, BBC1

TRANSCRIPT

Presenter: Every day 70 flights touch down at UK airports from the new Europe carrying passengers who are looking for work and chasing a dream. But I’ve uncovered disturbing evidence that the jobs and money they’re promised may disappear after they get here.

Early morning in East Yorkshire and hundreds of migrant workers are on their way to meat factories to bring home our bacon.

The full English and all of that for less than £3. How come it’s so cheap? Well, partly because of the thousands of low-wage Poles who work in the British food industry. I get my bargain banger. They earn four times what they do at home. So how come some of them are complaining?

Anonymous Polish workers (voice-over original Polish):

“It’s really unfair because they’re just using people”

“I’m so fed up I’m going back to Poland”

Presenter: So I’m going back to the beginning of the migrant trail to find out why some Poles claim they’re being exploited.
This is where it starts – in Poland (in Krakow). This is a local recruitment paper and in here there are countless adverts for jobs in England.

I’m here to investigate allegations that the jobs and wages they’re promised in Poland aren’t delivered when they get to the UK. Companies like this one, ITC, recruit staff on behalf of several British agencies.

**Presenter (to Joanna Trzaska):** Are people being promised something at this end that is not being delivered in the UK?

**Joanna Trzaska:** Not if we’re talking about ITC service. We have the contractors and clients of ours who we, um, our co-operation we treat very seriously. So nothing like that is happening if we’re talking about ITC service.

**Presenter:** So far, so good. Next stop: cities across the UK and into the hands of British recruitment agencies.

A journey John made and he’s now a butcher in Hull. He’d like to carry on working which is why we’ve concealed his ID. His gripe is accommodation – sharing a small house with 13 people, each charged £180 per month.

**John (voice-over original Polish):** We have to live two or three people in tiny rooms and everything was wet. Wherever you were everything was damp.

**Presenter:** A dam’s home is a tiny room, barely bigger than his single bed but he’s quitting over pay. He speaks only Polish yet his contract was in English. He thought he had signed for £9 per hour overtime but is earning much less.

**Adam Cich (voice-over original Polish):** I’m so fed up I’m going back to Poland. The agency wasn’t truthful. It wasn’t what I was led to believe.

**Presenter:** Both Adam and John were employed in local meat factories but contracted by ITC for a British agency called Staff Line. They’re doing rather well. Turnover is around £80million per year and it’s chaired by Derek Mapp, former head of East Midlands Development Agency and a man with connections to one John Prescott.

So, are those from the new Europe being misled by Staff Line? We sent Maciek, a Polish journalist, into its Hull office to apply for work. Now Maciek speaks little English but recruits are not encouraged to bring someone to translate. He was given a pile of forms to fill in, including one committing him to work more than the European limit of 48 hours per week.

**Staff Line employee:** We have an induction on Monday which is based on 6 days, 12 hour shifts, with 1 day off and it’s … so that will be what? 48 hours at £5.35.

**Presenter:** Hang on! That’s actually 72 hours, way beyond the Working Time Directive. By the time Maciek signed his contract, he’d also been told he’d be charged for safety equipment and would have money deducted for the bus taking him to work.

**Maciek Przybycien:** If you don’t know really good English, you can’t know what you signed actually. I think that maybe they wanted it, they want this way.
Working with words 3

Dealing with grievances (p.57)

a) a grievance
b) to resolve
c) the procedures
d) the nature of
e) alleged
f) the hearing
g) is entitled to
h) the basis for
i) to appeal
j) an award
k) infringed
l) an employment tribunal
m) Citizens’ Advice Bureau (CAB)
n) the union rep

Working with language 3

Some phrasal verbs (p. 61)

1. do & make

A. do
1. --- done (me) out of ----
2. --- do away with ---
3. --- do up ---
4. --- do without ---
5. --- do (it) up.
6. --- do with ---

B. make
1. --- make up for ---
2. --- make out ---
3. --- make for ---
4. --- make out ---
5. --- make of ---
6. --- made off ---
Trade unions and migrant workers

2. bring & take

A bring
1. --- bring off ---
2. --- bring up ---
3. --- brought out ---
4. --- bringing about ---
5. --- bring down ---
6. --- brought up ---

B take
1. --- take (them) on.
2. --- had been (all) taken in,
3. --- took off.
4. --- take back ---
5. --- does (the plane) take off ---
6. --- take (it) in ---
7. --- took up ---

3. come & go

A come
1. --- comes across ---
2. --- did (not) come off ---
3. --- came out ---
4. --- come out.
5. --- comes off.
6. --- came up ---

B go
1. --- will go off ---
2. --- was going on/had been going on ---
3. --- went for ---
4. --- go through ---
5. --- went on ---
6. --- was going off / had gone off.
7. --- would go for.
Trade Unions and Immigration Controls (p.70)

1a. How would you describe the mood of this text? Is it:
- informative - to some extent
- militant
- not objective
- hostile to the Immigration Controls (government)
- not calm
- not reassuring

b. What words in the text support your choice? List them:
- against
- attack
- oppose
- fight
- campaigns
- organise defiance
- defying
- and others

2. Find the word(s) in the text meaning the same as the word(s) in the table below.

<table>
<thead>
<tr>
<th>Text</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>a slogan</td>
<td>a topical phrase used in politics/advertising</td>
</tr>
<tr>
<td>injury</td>
<td>damage, harm</td>
</tr>
<tr>
<td>precarious</td>
<td>insecure</td>
</tr>
<tr>
<td>impacts on</td>
<td>has an effect on, affects</td>
</tr>
<tr>
<td>defiance</td>
<td>open resistance</td>
</tr>
<tr>
<td>compliance</td>
<td>acceptance</td>
</tr>
<tr>
<td>the caring professions</td>
<td>social workers, nurses, carers</td>
</tr>
<tr>
<td>sacked</td>
<td>dismissed (from job)</td>
</tr>
<tr>
<td>the undocumented</td>
<td>people without the necessary correct/official papers</td>
</tr>
<tr>
<td>deportation</td>
<td>expulsion from a country</td>
</tr>
</tbody>
</table>
Trade unions and migrant workers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>k</td>
<td>the act of keeping (someone) in custody/prison, the depriving of freedom</td>
</tr>
<tr>
<td></td>
<td>detention</td>
</tr>
<tr>
<td>l</td>
<td>very many</td>
</tr>
<tr>
<td></td>
<td>a forest of</td>
</tr>
<tr>
<td>m</td>
<td>most important</td>
</tr>
<tr>
<td></td>
<td>key</td>
</tr>
<tr>
<td>n</td>
<td>extremely</td>
</tr>
<tr>
<td></td>
<td>vitally</td>
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<tr>
<td>o</td>
<td>leaflet</td>
</tr>
<tr>
<td></td>
<td>pamphlet</td>
</tr>
</tbody>
</table>

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

   a) False  
   b) True  
   c) True  
   d) True  
   e) False  
   f) False

**Unions mentioned:**

- NATFHE: National Union of Teachers in Further & Higher Education  
- AUT: Association of University Teachers  
- UCU: University & College Union created as a result of the amalgamation of NATFHE and AUT in June 2006  
- NUJ: National Union of Journalists  
- T&GWU: Transport & General Workers’ Union, also called T&G, now, since May07, merged with Amicus Union to form Unite  
- GMB: originally General, Municipal & Boilermakers’ Union, now a general union with members from a wide range of sectors
Trade unions and migrant workers

Working with listening 2

Building support for migrant workers (p. 74)

Stage 1
Remember the speaker is addressing people representing various organisations involved in helping migrant workers so she is likely to be positive about the contribution that these workers make to the economy. She will be looking for support for them and fairness, encouragement to join trade unions, English language. She would be expected to refer to some of the problems they face: housing, exploitation.

Stage 3
a) She quotes three stories; the Filipino women; the Portuguese couple and the Polish and Lithuanian flower pickers. Note the kind of jobs they have.

b) Building union organisation; building public support; building policy change.

c) She stresses four facts: net contribution to the economy; generation of additional economic growth; no increase in unemployment; help in providing public services (e.g. this would include doctors, dentists, health and care workers).

d) The decision to restrict the provision of English language training by making free classes only available to very low income groups (ESOL English for Speakers of Other Languages).

e) Access to English and trade unions.

Stage 4
She makes a strong case for migrant workers—she stresses their positive contribution while acknowledging some of the opposition and prejudice that they face.

Note the speed of her delivery: slow and deliberate. Clear structure with an introduction about the importance of the issue under discussion, reference to three points which she then deals with in turn, strong conclusion urging unity among those present to campaign to improve conditions for migrant workers. Good stress on key words. Repetition of words to emphasise a point: “Facts”; “Remember”, “much much”, “far far” etc.
Building support for migrant workers

Speech by TUC Deputy General Secretary Frances O’Grady (11 December 2006)

Transcript

There’s no doubt I think in our minds that migrant workers make a massive contribution to our economy, to public services and to national life.

But while some have had a positive experience of working in Britain, the day-to-day reality for many migrant workers as we know is exploitation, dangerous working conditions, and jobs far far below their skill and qualification level.

The horror stories are sadly all too familiar, but it doesn't make them any less shocking.

Like the two Filipino women being paid £75 for an 80-hour week at a Norfolk care home.

The Portuguese man and his pregnant wife working on a farm in Lancashire, sharing a house with 17 others, and left with just £6 a week to live on after deductions.

The Polish and Lithuanian flower pickers in Cornwall, packed eight to a caravan and charged £50 a week for the privilege, some working for 70 hours a week. When police raided the site, they found some of the workers were left with just 21 pence a week after expenses.

Now our challenge and the challenge of our allies is to take on these terrible injustices whenever and wherever they occur.

To build support for migrant workers - among them some of the most vulnerable workers in Britain – and also to build unity with workers who are already settled here.

And the TUC’s position is clear, that in a global economy, we support freedom of movement of workers.

And we believe that the only way to prevent terms and conditions from being undercut, and to prevent exploitation of migrant labour, is through stronger rights, better enforcement of the law, and, crucially, through strong trade union organisation.

So let’s talk about what in practical terms we need to do.

Well, I believe that there are three key dimensions to this – each of them closely connected.

First - building union organisation.

Second - building public support.

And third - building policy change.

I want to say a few words about each in turn, starting with the role that we as a trade union movement can play.

Across the UK, you’ve already heard about how many unions are finding imaginative ways to reach out to migrant workers.

Unison’s Overseas Nurses Network in Scotland.
GMB’s ‘Reaching out to new communities’ project in the Eastern Counties.
UCATT’s groundbreaking work with Polish building workers in the North East.

So that takes me on to my next point which is about building public support for migrant workers. Because, while many people have welcomed migrant workers to these shores, the response from others has ranged from indifference to outright hostility.

So it's up to us to put the record straight; and some of those facts again we’re all familiar with:

Fact: migrant workers put more into the public coffers than they take out. They make a net contribution to our economy of £2.5 billion.
Fact: migrant workers have increased our economic growth rate by as much as one per cent.
Fact: migrant workers have not caused unemployment to rise, certainly not in the areas where they’ve gone to. Why? Because they’re coming here for jobs. I mean, some of this is common sense.

And fact, of course, migrant workers are vital not just to our economic competitiveness, but to the delivery of our public services.
One in three doctors, one in six dentists and one in 10 nurses were trained overseas.

We also need to challenge the political establishment which takes me to my final point which is building policy change to support migrant workers and organisation amongst all working people.

First of all let me say that of course we welcome much that this Labour government has done.

Encouraging migration into Britain from the EU accession states in particular, and recognising both the economic and social contribution that migrant workers make.

However, the TUC was disappointed by the recent decision to impose restrictions on the rights of Bulgarians and Romanians to come to the UK when their countries join the EU.

Much much more needs to be done on the legal front, not least, better protection for agency workers, for temporary workers and for posted workers.

Action against bogus self-employment.

Employment rights from day one, for all workers.

And a much much more rigorous enforcement regime, so that bad bosses are not allowed to get off scot free.

Put simply, open access to our labour market must be accompanied by a crackdown on exploitation, strong rights and serious enforcement.

The TUC put forward 10 ways to strengthen enforcement of the national minimum wage alone in our submission to the chancellor. And perhaps the most important of those was new stronger rights for trade unions to intervene on workers’ behalf.
We’re watching very closely what’s happening in the Republic of Ireland where there are discussions between all the social partners – between employers, unions and the government – to look at how migration can be managed and accompanied by a strengthening of the rights and enforcement regime. We’re pleased to hear that our government’s showing some interest in that too, and we will certainly be encouraging them to do so.

But I want to end with one final challenge to government. Just a short while ago the government announced that it would be ending free English language training classes for everybody except those on means-tested benefits and tax credits.

Rather than scaling back provision, we believe that the government should be expanding it.

So I today want to publicly urge that government to reconsider that decision.

Remember the contribution that migrant workers make to our national life.

Remember that many are working below their skill level, and could make an even greater contribution, for want of a few hours free English tuition.

Remember that one key way to unionise people, one key way to enable them and empower them to stand up against exploitation is to have access to English language and access to trade unions. The only way to win real fairness.

So today I hope that we will all commit ourselves to working together for a better deal for migrant workers, and working together to make a difference to peoples’ lives.

Thank you

Communication activity 1

Planning a recruitment campaign (p.76)

It may be useful to consider initiatives taken by trade union organisations in your own country and/or the U.K. in order to encourage migrant workers to join these organisations. For example, see

www.usdaw.org.uk/campaigns
www.gmb.org.uk (see e.g. “Your rights)
www.amicus.org.uk (see e.g. “Migrant workers”)

Match the above term in bold with their meanings (e.g. 1 = f)

1. = (f)
2. = (g)
3. = (d)
4. = (a)
5. = (b)
6. = (e)
7. = (c)
Communication activity 3

How well do you interview? (p. 78)

Possible themes for questions for:

**Interviewer:**
- Why the applicant is interested in this job/job area
- CV: qualifications and experience
- Family situation: alone or with family (here or in own country)
- Applicant’s health
- Experience with relevant machinery or equipment
- Readiness to work any time and overtime
- English skills and level if relevant

**Interviewee /Job-seeker/Applicant:**
- Type of work
- Wages/salary (same rates as native workers?)
- Working hours & holidays
- Possibility of promotion
- Accommodation
- English language/skills training (where relevant): any training at the work premises?
- Access to information and advice on tax, National Insurance, health care, schools (if the family is coming) etc
- Any workers from his/her country in the firm/organisation already?
- Possibility of joining a Trade Union?

** Also don’t forget: the applicant is trying to “sell” himself/herself if he/she wants the job!

Communication activity 4

Living in a different cultural environment (p. 82)

1 Cultural bumps

a) In many countries shaking hands with one hand in the pocket is considered bad manners. In the UK it is intended to present an informal and relaxed approach.

b) Americans tend to be much more direct and find it quite natural to ask personal questions.

c) Bulgarians nod to indicate “no”!

d) Many people from northern Europe maintain very strong eye contact. In the UK this may make people feel uncomfortable. In
public places they may feel that they are being stared at and this could produce a negative response from some people.

e) The British do not usually shake hands with each other so frequently as may occur in other countries such as Belgium. It is more usual to shake hands on being introduced/meeting for the first time.

f) Some cultures are happier with physical contact (sometimes referred to as “touchy-feely” contact) than others.

g) It is usual for people to say “excuse me” and/or “see you later” when leaving other people in these situations.

h) British people are not generally used to being completely naked in the sauna.

2 True or false

a) False. Usually only when introduced and then it is normal to shake hands. Kisses (men-women; women-women) are only usually used between friends and relations.

b) True-queue jumping or pushing in is frowned upon.

c) True.

d) True to the extent that it is normal to take a small gift according to the taste of the host.

e) False.

f) False. Punctuality is appreciated although not always strictly observed.

g) False. You should try to “catch the eye” of the person serving you

h) True. Each person in the group usually a turn to buy “a round”.

i) False. While traditionally used when starting to drink beer/wine, the word “cheers” has become very common as an equivalent or alternative to “thanks”

j) True. This is frequently the case if you are waiting in a queue. It is a “safe” opening to a conversation in a country where the weather is so variable as to be interesting!

3 Gestures

a) 4   g) 12

b) 9   h) 2

c) 6   i) 5

d) 7   j) 11

e) 10  k) 8

f) 1   l) 3
Trade unions and migrant workers

Vocabulary

Note to tutor: This list could be distributed to participants in advance of a course so that they could familiarise themselves with some of the important terms they are likely to use.

Note to learner: After you have completed the unit, check that you understand the meanings and use of all these words.

1. A8 countries
2. abuse (noun or verb)
3. accommodation
4. (to) advocate
5. advice
6. agency worker
7. ageing
8. (to) allege
9. allegation
10. (to) alleviate
11. annual leave
12. anti-migrant
13. asylum-seekers
14. bank holidays
15. benefits
16. council tax benefit (CTB)
17. housing benefit (HB)
18. maternity benefit
19. unemployment benefit
20. biometric cards
21. boss
22. breach of contract
23. bullying
24. CAB (Citizens Advice Bureau)
25. citizenship
26. complaint
27. consumer
28. contract of employment
29. contribution(s)
30. cross-border workers
31. debt
32. deductions
33. deportation
34. detention
35. disability disciplinary hearing
36. discrimination
37. racial discrimination
38. dismissal procedure
39. disparity
40. employee
41. employer
42. employment agency
43. employment issues
44. (to be) entitled to
45. entitlements
46. equal pay
47. ESOL (English for Speakers of Other Languages)
48. exploitation
49. extra pay
50. family dependants
51. fee
52. funding
53. gangmaster
54. grievance procedure
55. hard-line
56. health and safety (H&S)
57. health assessment
58. hiring company
59. holiday pay
60. hourly pay rate
61. housing
62. indefinite leave (to remain)
63. income tax
64. influx
65. (to) infringe
66. (to) integrate
67. integration
68. irregular workers
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<thead>
<tr>
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<th>Term</th>
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<tr>
<td>69</td>
<td><strong>Job Centre</strong></td>
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<td>Job Centre Plus (both Job Centre &amp; Benefits Agency)</td>
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<td>Job seeker</td>
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<td>Job seeker’s allowance</td>
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<td><strong>laid off</strong></td>
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<td>legal remedy</td>
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<td>length of service</td>
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<td>line manager</td>
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<td>local authorities</td>
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<td><strong>maternity leave</strong></td>
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<td>minimum wage</td>
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<td><strong>National Insurance (N.I)</strong></td>
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<td>National Insurance contributions</td>
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<td>night work</td>
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<td>notice</td>
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<td><strong>(to) opt out</strong></td>
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<td>(to) overpay</td>
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<td><strong>rate of pay</strong></td>
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<td>(to) recruit</td>
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<td>recruitment agency</td>
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<td>(to) relieve</td>
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<td>rules</td>
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<td>(to get the) sack</td>
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<td><strong>seasonal workers</strong></td>
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<td>set hours</td>
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<td>settled status</td>
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<td>Workers’ Registration Scheme (WRS)</td>
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