

7

Working in the United Kingdom

The proposed syllabus is a 'menu' for ESOL learners working towards Entry 1, 2 or 3. It is not exhaustive. Below is a suggested list of topics which could be studied under this section.

The items in bold are those which have teachers' notes and learners' activities associated.

- **Introduction to the job market – kinds of job, working hours**
- **Basic minimum wage**
- Opening a bank account

- How to get employment
- Agency work
- Temporary work
- Permanent work
- Self-employment

- Applying for a job
- How to write a CV
- Job description
- Person specification
- **Interviews**
- References
- **Employment law**
- **Contract of employment**
- **Salaries**

- Holidays
- Other leave (maternity, paternity)
- **Making sense of your wage slip (National Insurance contributions, tax, and so on)**
- Tax credits
- Pensions
- Health and safety
- Unions

- Sources of help and information

- Financial literacy

Sources of the material used in this section

- *Skills for Life* learner materials pack (ESOL), Department for Education and Skills, 2003.
- www.uk-learning.net/t45135.html

Sources of other useful material

- Actual wage slips, contracts, and so on.
- Articles in newspapers about employment (especially jobs supplements).
- Local newspapers.
- *Skills for Life* learner materials pack (ESOL), Entry 1: 'Going to Work'.
- *Skills for Life* embedded learning materials.
- Basic Skills Agency CD-ROM – 'Money-go-round: Money skills for everyone.' At Entry 3. Covers 25 topics on different aspects of money management. Tutor area contains extra information for tutors.

Useful Websites

Website	Web address	Description
BBC	www.bbc.co.uk/a-z Search under: – Life @ Work – Work (One Life)	Main site of the BBC – for a full range of topics click on the A–Z index.
The Big Issue	www.tbijobs.co.uk	A magazine dealing with the issue of homelessness. Hundreds of non-profit-making organisations' job vacancies.
Health and Safety Executive	www.hse.gov.uk	Health and safety at work. Information and advice on manual lifting, noise, backs, and accidents. The HSE Infoline (0845 345 0055) is a one-stop shop providing a wealth of health and safety information and access to expert advice and guidance, and offers a telephone interpreting service.
Jobcentre Plus	www.jobcentre.gov.uk	National centre for employment. Includes work-related information, work searches and unemployment rights, information on local Jobcentre offices.
Moving Here	www.movinghere.org.uk/gallery/default.asp?topic=work	A site offering fascinating sound clips and visuals of working practices of migrant groups.
TUC (Trades Union Congress)	www.tuc.org.uk	The main trades union site which offers support on all areas of employment and working rights.
UNISON	www.unison.org.uk	Website of the largest union in the UK, offering information on all aspects of work and employment issues, rights and responsibilities.
Yorkshire and Humberside Consortium Materials	http://uploads.vli.co.uk/refugee/albanian/portfolio.pdf	Information on personal portfolios and CV writing in different languages. For each language required substitute the word 'albanian' in the web address with the name of the language required, in lower case. Choose from Arabic, Farsi, French and Pushto.

Type of resource	Online or downloaded?	Level/adaptability
Simple English text used to define each topic alphabetically. Life @ Work – articles on work-related issues, opportunity to write about ‘what you do at work?’. One Life – ‘work’ has information on how to complete, produce application forms, CVs and so on.	Students could practice using alphabetical index online . Topics such as work experience at the BBC. Online interactive quiz available.	E1+ High E1+ (One life)
www.bigissue.co.uk/Results.html – information and statistics on what’s happened to some homeless people.	Online information on rights at work and advice on dos and don’ts when writing a CV.	E2+
Free publications in a good range of languages.	Online and downloadable leaflets in different languages.	Resource for teachers, possibly for learners at E3.
Text -based site. A–Z index to make it easier to find specific resources.	Nice opportunity for more advanced students to search for jobs online , at ‘search for a job now’.	E1+
Pictures and simple descriptive text .	Site works better online .	E1+
Very inaccessible for students, small, complex, dense text . News-based site campaigning for fair deals at work.	Online forum to ask questions and share views at ‘learning service debate’.	E3+
Text -based site. /young/tengoodreasons.asp – reasons to join a union. Facts and figures available.	/women – articles to download about women in work, health and other campaigns.	Simple language mostly, some adaptation necessary, E1+
Material produced could be stored on the computer or in student’s file.	Useful worksheets to download and print, on health, vaccinations, personal information, writing CVs and so on.	E1+

All details were correct at time of publication

7.1 What's your job?

Entry 1	Entry 2	Entry 3
<p>Read sentences and recognise vocabulary. (Rs/E1.1a, Rw/E1.1a)</p> <p>Ask for, understand and give personal information. (Sc/E1.3a, Sc/E1.4b, Lr/E1.4a)</p> <p>Write personal information in simple sentences, (Wt/E1.1a, Ws/E1.1a).</p>	<p>Talk and write about what people in different jobs actually do. (Sc/E2.3a, Wt/E2.1a)</p>	<p>n/a</p>

Suggested procedure (Entry 1)

- Show pictures of people in different jobs and elicit the names of the jobs. Demonstrate pronunciation and spelling of new vocabulary.
- Ask learners to say what their job is (if they have one).
- Ask learners to complete the matching exercise on p. 173.
- Drill and practise the questions ('Where do you work?', and so on) and ask learners to mingle and ask each other the questions. If learners are not in work at the moment, give them cards with words or pictures to imagine a job for themselves.
- Ask them to report back on what they have found out about other people.
- Ask learners to write three sentences about themselves.

Differentiation

- *Basic literacy students can work on one language experience sentence. More competent writers can go on to write about other people in the class or people in their family.*

Language points

Integrate the following specific language points:

- contracted forms, for example 'I'm', 'what's';
- simple present tense in first and third person;
- indefinite article, use of 'a' and 'an'.

Extension activities

- Play a guessing game, 'What's My Line?', asking yes/no questions. Provide learners with a list of jobs, then ask them to guess which job a person has, without saying the name of the job, for example 'Do you work in a shop?'; 'Do you wear a uniform?'
- Ask learners to scan the local paper for job adverts and see if they can find any of the jobs listed.
- Ask learner what jobs they would like to do and answer questions as before ('What job do you want to do?' 'I want to be a teacher').

Additional materials needed

- Pictures of people in various jobs.

Answers to the 'What's your job' exercise can be found in the answers section, p. 319.

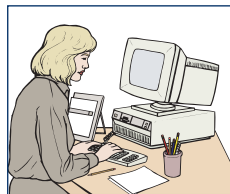
What's your job?

7.1

1. I work in a school. I teach children. I'm a
2. I work in an office. I type letters and answer the telephone. I'm a
3. I work in a shop. I sell things to people. I'm a
4. I work in a surgery. I treat people's teeth. I'm a
5. I work outside. I keep animals and grow food. I'm a
6. I work in a shop. I cut people's hair. I'm a
7. I work in a garage. I fix cars. I'm a
8. I work in a restaurant. I cook the food. I'm a
9. I work in a restaurant. I serve the customers. I'm a
10. I work in different places. I put out fires. I'm a



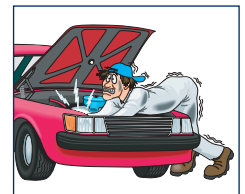
Sales assistant



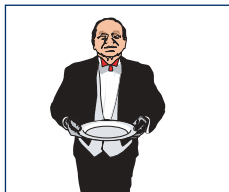
Secretary



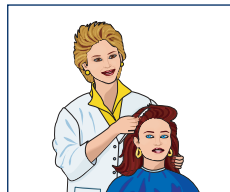
Farmer



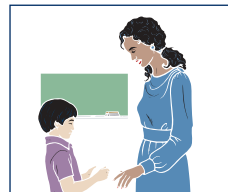
Mechanic



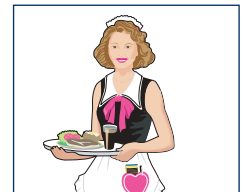
Waiter



Hairdresser



Teacher



Waitress



Dentist



Chef



Firefighter

Ask other people:

- Where do you work?
- What's your job?
- What do you do in your job?

Write about yourself:

I'm a

I work in a

I

7.2 Interviews

Entry 1	Entry 2	Entry 3
Give instructions. (Sc/E1.4c) Write instructions. (Wt/E1.1a)	Give instructions, using 'must' and 'mustn't'. (Sc/E2.4c)	Talk about good practice in interviews, using a range of ways to express obligation. Discuss different practices in Britain and elsewhere. (Sd/E3.1d)

Suggested procedure (Entry 1)

- Make the context of 'job interview' clear, by using pictures and/or mime.
- Look at the text in the speech bubbles and ask learners to demonstrate, also demonstrating it yourself.
- Check the meaning of all the vocabulary.
- Ask learners to work in pairs to mark the text in speech bubbles as 'good' or 'bad'. If some learners are confused, for example about 'eye contact', explain that in some cultures, people think eye contact is bad; in British interviews, people think it is good.
- Collate the 'good' instructions and practise them. Collate the 'bad' instructions, add 'don't' and practise them.
- Demonstrate doing something wrong in an interview, then ask for volunteers or select confident learners to come to the front and demonstrate doing something wrong. Encourage other learners to give them instructions, for example '*Speak clearly*'; '*don't cross your arms*'.

- Ask learners to work in small groups, demonstrating and giving each other instructions.
- Put learners in groups to write a set of dos and don'ts for interviews.

Differentiation

- Use mixed ability pairing and grouping.

Language points

Integrate the following specific language points:

- imperatives with and without 'don't';
- appropriate stress and intonation when giving instructions.

Extension activities

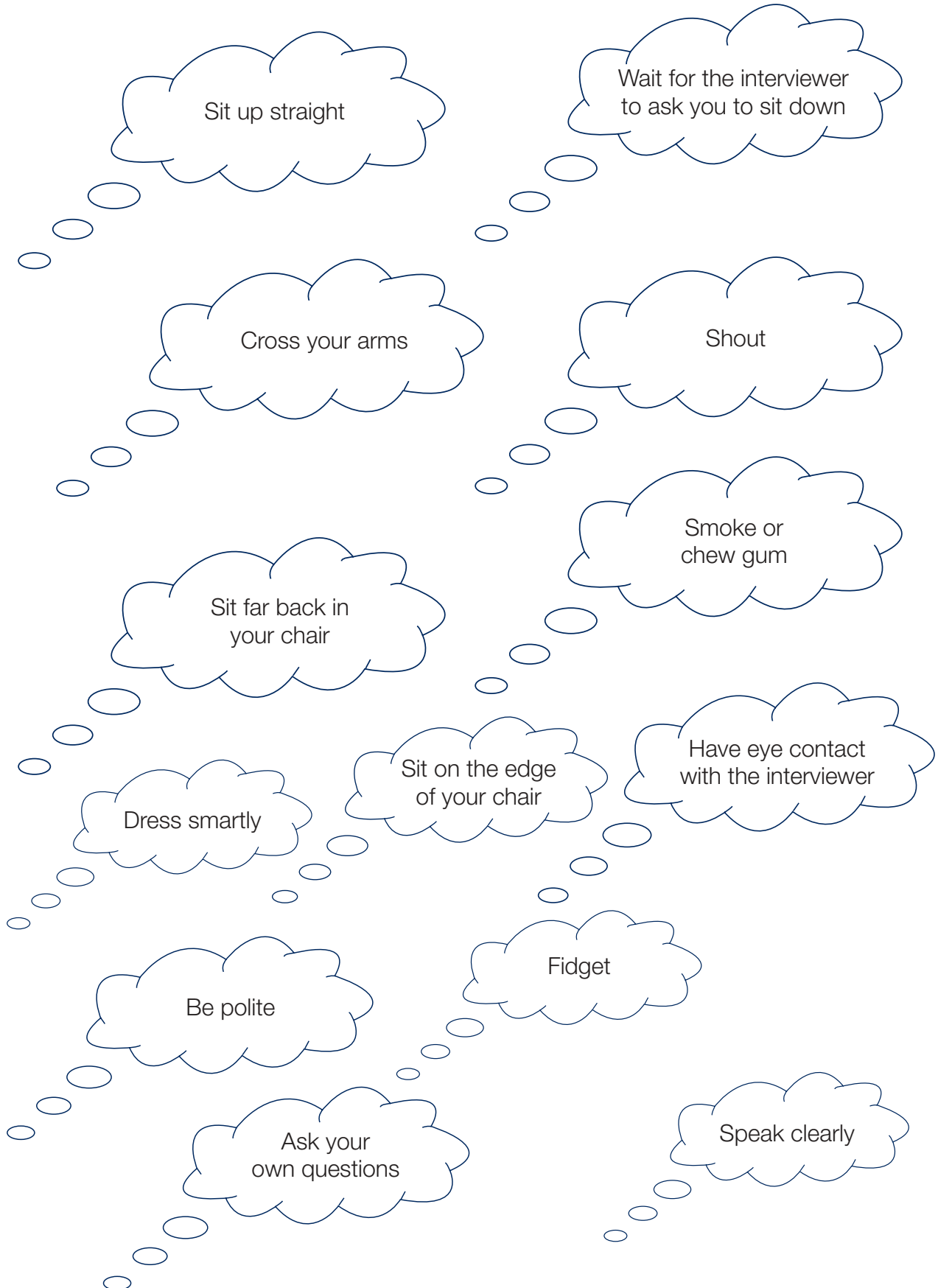
- Work on interview questions and role play job interviews.
- Work on filling in application forms.

Additional materials needed

- Pictures related to job interviews.

Interviews

7.2



7.3 Reading and questioning a wage slip

Entry 1	Entry 2	Entry 3
<p>Scan for key vocabulary. (Rt/E1.1b)</p> <p>Numbers and basic vocabulary for numeracy. (Rw/E1.1a, Rw/E1.3b)</p> <p>Make simple requests. (Sc/E1.2a)</p> <p>Ask for help in a formal situation. (Sd/E1.1b)</p>	<p>Scan for specific information. (Rt/E2.1b)</p> <p>Vocabulary for numeracy. (Rw/E2.2a)</p> <p>Make requests. (Sc/E2.2a)</p> <p>Initiate a formal interaction. (Sd/E2.1b)</p>	<p>Scan a range of wage slips, salary slips, P60s, and so on, and check the details. (Rt/E3.7a)</p> <p>Make a phone call to an organisation querying the amount on a wage slip. (Sd/E3.1b)</p>

Suggested procedure (Entry 2)

- Bring in some actual wage slips and salary slips. Discuss the terms 'hourly', 'weekly', 'monthly' and 'annual', as well as 'wage' and 'salary'.
- Ask learners to match the terms and definitions and discuss the meaning of the words.

Differentiation

- Encourage translation into first language, by allowing learners to help each other and use dictionaries.
- Ask learners to find the terms from p. 177 on the wage slip on p. 178. Where terms are different (for example 'total pay' not 'net pay'), ask them to note alternative ways of writing items.
- Look on real wage slips to note which terms they use.
- Ask learners to answer the questions, using calculators if possible.

Differentiation

- As they do the final calculation in question 7, p. 178, try to notice if anyone needs help with numeracy.
- Ask learners to do the calculations on p. 179 and to choose the correct term for each calculation. Ask them to note the preposition that goes with each term.
- Ask learners to work in pairs to check the wage slips. Make sure each pair has one person whose numeracy is good.

- Elicit what is wrong, who they would approach about it and what they would say.
- Role play this situation in pairs and discuss the most effective way to deal with the situation.

Differentiation

- If learners have difficulty with numeracy, give them extra time and attention. Meanwhile, ask the others to set each other similar tasks, do these tasks, talking about the process in English as they do so.

Language points

Integrate the following specific language points:

- the language of numeracy;
- appropriate register for the formal situation;
- appropriate intonation in making requests.

Extension activities

- Work on calculating tax deducted, for example the personal allowance, child tax credit, and so on.
- Discuss where the money goes, for example what do taxes pay for? What do NI contributions pay for?

Additional materials needed

- Actual wage slips and salary slips.
- Calculators.

Answers to the exercise can be found in the answers section, p. 319.

Reading and questioning a wage slip

7.3

Write the words next to the meaning

Tax	Tax code
Employee number	Gross pay
Net pay	Deductions
National Insurance	Pension contribution
Pension	National insurance number

1. The money you get before they take anything away:
2. Your personal 'Social Security' number:.....
3. The number that shows how much tax you will pay:
4. Money when you retire (stop working):.....
5. The wage you actually have:
6. The money you pay for when you retire:
7. Money they take away before you get your wage:
8. Money for National Health and Social Security benefits:
9. Money for the government for roads, schools, military, and so on:
10. Your personal number in your work place:

7.3 Reading and questioning a wage slip

Sample wage slip

NAME <i>Shirley Smith</i>	Bestbuy Supermarkets	Month: April 2002
Employee number:	National Insurance:	Tax Reference:
Tax Code: 461L	Contribution letter: A	
Basic pay	Weekly hours	Amount
£4.50 per hour	20	90.00
Tax		-10.20
NI		-5.45
TOTAL PAY		74.35

1. What is this person's tax code?
2. What is their basic hourly pay?
3. Do they work part time or full time?
4. What is their gross pay?
5. Is the gross pay for a week or for a month?
6. How much are the deductions?
7. Is the total pay correct?

Reading and questioning a wage slip

7.3

How do you check your wage slip?

- Write in the correct word below: Subtract; Add; Multiply; Divide

- The hourly pay is £9.20. A person works 18 hours per week. What is the weekly pay?

.....£9.20 by 18.

- The gross monthly pay is £1268. Deductions are £367. What is the net pay?

.....£367 from £1268.

- The job pays £17000 per year. What is the monthly pay?

.....£17000 by 12.

- You pay £52 tax and £28 National Insurance contribution. What are your total deductions?

.....£52 to £28.

- Check these wage slips. Talk in English as you do it.

Basic pay	Weekly hours	Amount
£5.65 per hour	20	£101.70
Tax		-£14.78
NI		-£7.33
TOTAL PAY		£79.59

Basic pay	Weekly hours	Amount
£8.60	12	£103.20
Tax		£49.63
NI		£6.22
TOTAL PAY		£47.35

- What is wrong?
- Who can you speak to?
- What can you say?

7.4 Contract of employment

Entry 1	Entry 2	Entry 3
Pick out basic information, for example date, address, salary amount. (Rt/E1.1b)	Skim a contract and scan for specific information. (Rt/E2.1b)	Find information from a range of genuine contracts. (Rt/E3.4a)

Suggested procedure (Entry 2)

- Elicit what learners know about their rights as employees, especially regarding contract of employment.
- Prepare a version of the employment contract on pp. 181–2 on cards, with the numbered headings separated from the text below them. Ask learners to match the text with the headings.
- Ask comprehension questions orally, to check understanding, and explain vocabulary as necessary.
- Ask learners to look at the wage slip on p. 183 and check their understanding of the terms used on it.
- Give the questions and ask learners to scan the contract of employment for the information they need to fill in the wage slip.

Differentiation

- *When pairing learners, make sure that at least one in the pair has good numeracy skills.*
- *If any learners are likely to find the task too difficult, prepare an easier version of the wage slip, with fewer gaps to fill in.*

Language points

Integrate the following specific language points:

- the language for numeracy.

Extension activities

- Ask learners to prepare questions, based on the employment contract, that they might want to ask when they start a new job, such as *'How much paid holiday do we get?'* Discuss the appropriateness of asking these questions before getting the job.
- Bring in some genuine contracts of employment and discuss what kind of information they give.

Additional materials needed

- A version of the contract of employment on cards, a set of numbered headings and a set of texts to go with them.
- Some genuine contracts of employment.

Answers to the wage slip exercise can be found in the answers section, p. 319.

Contract of employment

7.4

CONTRACT OF EMPLOYMENT

1. Names of the contracted parties

Between: **Pizza Palace** (the 'employer')

191 Bingham Road, Thornton Heath, Surrey, CR7 2BZ

And: **Terry Smith** (the 'employee')

12 Smalltown Road, Midshire MRT 5EW

2. Starting date of the employee

Employment start date: 10 August 2004

3. Job title and description

The employee's job title is: Assistant – full time.

The employee's main task is to assist the owner in maintaining a consistent quality of service to customers.

4. Address of the workplace

The employee will work from: 191 Bingham Road, Thornton Heath, Surrey, CR7 2BZ.

5. Salary

The employee's salary is £8528 gross per annum. Payments are weekly (£164 gross) by cheque. If you do not have a bank account you will need to open one.

6. Hours of work

The employee's working week will consist of 45 hours, from Monday to Friday and from 9 am to 6 pm. There is a 1-hour lunch break: timing to be agreed with the employer.

From time to time, the employee may be asked to work outside the contracted hours. The normal hourly rate will be paid.

7. Holiday entitlement

The employee is entitled to 4 weeks' (20 days') paid holiday per annum, including Bank and Public Holidays. At the end of 5 years' service an extra day's holiday entitlement is given – followed by a further 1-day holiday entitlement for each of the next 4 years service: bringing maximum holiday entitlement to 5 weeks (25 days). Further details are outlined in the Pizza Palace handbook.

7.4 Contract of employment

8. **Sickness entitlement**

Contractual sick pay: the employee will receive their normal salary for a period of 4 weeks, in any 12-month period where a doctor's certificate is produced after 7 consecutive days' sickness. Payments will be less statutory sick pay and any Social Security benefits due to the employee.

9. **Grievance and discipline procedures**

These are outlined in the Pizza Palace handbook and are in line with the current legislation.

10. **Notice periods required from both the employee and the employer**

The minimum notice periods are as follows:

Time in employment Minimum notice

<i>Under 1 month</i>	<i>No notice</i>
<i>Over 1 month</i>	<i>1 week</i>
<i>2 years' service</i>	<i>1 month</i>
<i>3 to 12 years' service</i>	<i>1 week for each year to a maximum of 12 weeks.</i>

The employee must submit a written copy of their notice to the business's address, as 1 above.

The employer will send a copy of the notice to the employee's address, as 1 above.

In the case of the employee being dismissed for gross misconduct, the employer will decide if any notice period will be applied and/or worked.

I agree to the above terms and confirm I have received a copy of this contract.

.....
Signed by the employee

Dated.....

.....
Signed by or on behalf of the employer

Dated.....

Contract of employment

7.4

Wage slip

<i>NAME: T. Smith</i>	<i>Pizza Palace</i>	<i>Month: November 2004</i>
<i>Employee number: 5584321</i>	<i>Nat. Ins. Number: YY362718C</i>	<i>Tax Ref. 001 B</i>
<i>Tax code: 461L</i>	<i>Contribution Letter: A</i>	
<i>Basic pay</i>	<i>Monthly hours</i>	<i>Amount</i>
<i>£ _____ per week</i>	<i>_____</i>	<i>£ _____</i>
<i>Overtime</i>		
<i>£ _____ per hour</i>	<i>_____</i>	<i>£ _____</i>
<i>Gross pay</i>		<i>£ _____</i>
<i>Income tax</i>		<i>£69.32</i>
<i>NI</i>		<i>£34.46</i>
<i>Net pay</i>		<i>£ _____</i>

■ Look at the wage slip. Complete it correctly by finding and calculating the following.

1. Find Terry's basic weekly pay in his contract of employment and write in the amount on his wage slip.
2. Find Terry's weekly hours of work. Deduct his lunch breaks for the week. Multiply the weekly hours by four (weeks). Write the monthly hours he has worked on his pay slip.
3. Write the monthly amount on his pay slip.
4. Terry worked two hours overtime this month. He earns £6.10 an hour. Write these figures in the correct gaps.
5. Calculate his overtime pay and write it in the amount column.
6. Calculate his gross pay and write it in the amount column.
7. Calculate his net pay and write it in the amount column.

(Note: The person and company referred to in this activity are entirely fictional. Any resemblance to an existing person or company is purely coincidental.)

7.5 Understanding minimum wage law

Entry 1	Entry 2	Entry 3
Scan for amounts of money. (Rt/E1.1b)	Skim and scan. (Rt/E2.1b) Take part in formal interaction. (Sd/E2.1b)	Recognise how text is built up. (Rt/E3.1a) Skim and scan. (Rt/E3.6a, Rt/E3.7a) Take part in discussion. (Lr/E3.6b, Lr/E3.7a, Sd/E3.1b, Sd/E3.2a) Initiate formal interaction. (Sd/E3.1b, Sc/E3.2a) Plan and draft a formal letter. (Wt/E3.1a)

Suggested procedure (Entry 3)

- Ask learners to talk about their jobs and the wages people get in different jobs.
- Ask them to do the matching exercise and discuss the meaning of the vocabulary. Show learners the discussion topics and organise a small group then a whole group discussion.

Differentiation

- *Encourage translation into first language, with learners helping each other and/or using dictionaries.*
- *If possible, learners could work in first language groups to share information in that language, before giving their point of view in English.*
- Ask learners to re-assemble the jumbled text then draw their attention to the specialist employment vocabulary, and to the way the text is structured (introduction, conclusion, and so on).
- Ask them to choose the best title for the news article, justifying their choice, then answer the questions.
- Discuss with learners which organisations could help them with a similar problem and rehearse what they might say when going to an organisation for help.
- Role play the situation.

- Discuss the format of formal letters. Ask learners either to imagine they are writing on behalf of the man in the article, or imagine their own situation, and to draft a letter to an organisation, asking for information about their rights and for help.

Language points

Integrate the following specific language points:

- the language for discussion – agreeing, disagreeing, interrupting, offering a turn, and so on;
- appropriate register for asking for information and help in a formal situation.

Extension activities

- Set a project for the learners to telephone an organisation to find out which problems they can help with.
- Role play asking for advice or help with other kinds of problem.
- Work further on formal letters, asking for help with problems.

Additional materials needed

- Information about local advice agencies, with contact information.

Answers to the questions on p. 187 can be found in the answers section, p. 319.

Understanding minimum wage law

7.5

1. Minimum wage
2. Compensation
3. Slave
4. Poverty
5. Employment
6. Tribunal
7. Trade union
 - a) The lowest wage per hour which can legally be paid for a particular type of work.
 - b) Someone forced to work for a master and owner.
 - c) Work, occupation.
 - d) A group of workers of the same trade who join together to bargain with employers for fair wages and so on.
 - e) Something given to make up for wrong or damage.
 - f) A group of people appointed to give a judgement, especially on an appeal.
 - g) Being poor, having little money or property.

Discussion

- How much is the minimum wage?
- Who decides the minimum wage?
- Is there a minimum wage in the country you come from?
- Do you think it is a good idea to have a minimum wage?
- Do you know what you can do if your employer does not pay the minimum wage?

7.5 Understanding minimum wage law

This is a true story that was in the *Daily Express* newspaper in June 2004. The story has been jumbled up.

Try and put the following paragraphs in the correct order. The first paragraph is in the right place.

a. A worker was only paid 29p an hour in the supermarket where he worked.

b. After he left his job, he complained to an organisation that helps workers get better working conditions. They helped him take his case to court.

c. After a few weeks he did get more money.
His wages went up to 96p an hour.
The minimum wage at that time was £4.50 an hour.

d. He won the case and the court paid him £5000 compensation.

e. The man came to England from Africa two years ago and really needed a job so he accepted the low wages. The owner of the supermarket said that he would get paid more money if he showed that he could do the job well.

f. The worker kept the job for six months before he got really fed up because he worked for long hours and did not get enough money.

Understanding minimum wage law

7.5

■ Choose the best title for the story. You must explain why you have chosen it.

- a. Man on low wage wins compensation
- b. Man used as slave labour in supermarket
- c. What a shelf stacker was paid
- d. Shop worker who was paid 29 pence an hour wins compensation

■ Answer the following questions:

1. What was the hourly rate of the worker's starting pay?
2. Why was he willing to accept such a low wage?
3. What was the increase he received after a few weeks?
4. How much did this new wage fall short of the minimum wage?
5. How did he get help to fight his case?

If something like this happened to you:

- Which organisation would you go to for help?
- What would you say?
- If you wanted to write a letter, what would you write?

7.6 Discrimination at work

Entry 1	Entry 2	Entry 3
n/a	Express ideas about what is allowed and what is not allowed. (Sc/E2.3a)	Express and listen to opinions. (Lr/E3.6b, Lr/E3.7a, Sd/E3.1d, Sd/E3.2a)

Suggested procedure (Entry 3)

- Ask learners if they know the meaning of the word 'discrimination' and discuss the different forms it can take.
- Ask them to do the matching exercise and check their answers.
- Ask learners to work in pairs with the case studies and decide if they think the kind of discrimination described is allowed by the law.
- Ask them to read 'Discrimination and work: The law' to help with their decision.
- Ask learners to discuss one or more of the following questions:
 - Are there laws against discrimination in other countries? How do these compare with the UK?
 - Do you think there should be a law against age discrimination?
 - Is it sometimes acceptable for an employer to say they specifically want a man or a woman for a job?

Differentiation

- For the discussion, ensure that learners are in mixed ability groups.

Language points

Integrate the following specific language points:

- the language for discussion – agreeing, disagreeing, interrupting, offering a turn, and so on;
- modals of obligation: 'should', 'ought to', and so on.

Extension activities

- Ask learners to research on the Internet about the rights of the people in the case studies. Allow them to choose which person interests them, and research the needs of that person.
- Ask learners to imagine they are the interpreter for one of these people, and that the person doesn't speak much English. Ask them to role-play a conversation with an advice worker.

Additional materials needed

- Information about anti-discrimination laws.

Discrimination at work

7.6

Match the word with its meaning

- | | |
|--------------------------|---|
| 1. Discrimination | a. A way to go into a place or building. |
| 2. Employer | b. Treating a person or a group in an unfair way. |
| 3. Employee | c. Continual unpleasant remarks said to someone. |
| 4. Access | d. To get a more important job. |
| 5. Promotion | e. A person who is paid to do work. |
| 6. Harassment | f. A person or company that pays others to do work. |

Mark the stress and number of syllables on each word.

7.6 Discrimination at work

**Are the following examples of discrimination allowed by law?
Explain why or why not.**

1. Tony, 55, wanted a job as a baker. The company didn't give him the job because they wanted someone younger, to be the same age as the rest of the staff.
2. David, who uses a wheelchair, failed to get a job as a manager at a small company of ten employees. The company said it was too expensive to change the office to have wheelchair access.
3. Gabby, a young woman, always gets whistled at when she walks across the factory floor at work. The men often shout at her about her hair, clothes, and so on.
4. Jan didn't get a promotion at work, even though she was the best person for the job. Her employers thought she would soon start a family and take lots of time off work.
5. A Spanish restaurant wants to employ Spanish waiters and waitresses because they are already familiar with the food.

Discrimination at work

7.6

Discrimination and work: The law

Discrimination is usually one of the following:

1. People who are treated differently because of their race, sex, colour, nationality or marital status. For example, a woman paid less money than a man for doing the same job is a case of discrimination.
2. An employer discriminating against a person because they have a disability. To stop discrimination against a disabled person the employer must change the workplace place so that it is accessible for a disabled person.
3. There are no laws about age discrimination: you can be refused a job if the employer thinks you are too old or young for it.
4. Harassment is also a form of discrimination: for example, making racist or sexist comments.
5. Discrimination can be against a group or an individual person.
6. Sometimes an employer says discrimination is necessary for the job. For example, a French restaurant may want French staff rather than English staff, and this is allowed.

7.7 Comparing salaries

Entry 1	Entry 2	Entry 3
Ask and answer questions about salaries. (Sc/E1.3b)	Make comparisons about jobs and salaries. (Sc/E2.3f)	Discuss and express opinions about jobs and salaries. (Sd/E3.1d, Sd/E3.1g, Lr/E3.6b, Lr/E3.7a)

Suggested procedure (Entry 3)

- Ask learners to work individually and put the jobs into order of salary, according to their opinion.
- Explain that there are no correct answers as such, then ask them to see if they have got similar answers to other people. From your own experience, give an opinion about the relative salaries.
- Ask learners to write sentences comparing salaries, for example 'A *doctor earns much more than a nurse*' and ask them to fill in answers to the questions.
- Start a discussion about whether relative salaries are the same in other countries.
- Ask learners to choose a discussion topic from the box of discussion questions. They can work in three groups, each discussing a different topic, then report their conclusions to the whole class.

Differentiation

- *If there are unconfident speakers, they might work together in the same group, and have first choice of discussion topic.*

Language points

Integrate the following specific language points:

- the language for discussion – agreeing, disagreeing, interrupting, offering a turn, and so on;
- comparative and superlative forms.

Extension activities

- Learners look at the structure of a simple discursive essay, then write a plan for such an essay based on the discussion questions.
- Learners choose two jobs and make comparisons, not only about salary but also about working conditions, qualifications needed, and so on.
- Learners research on the Internet to find more information about a job they have chosen.

Comparing salaries

7.7

- Put these jobs in order of salary or wage. Put the highest first and the lowest last.

Doctor		Highest
Nurse		
Football player		
Lawyer		
Housewife		
Teacher		
Shop assistant		
Lorry driver		Lowest

I think the person who gets the highest salary is

I think the person who gets the lowest amount is

- Compare your answers with other people. Did you all get the same?

Discussion questions

Do you think relative salaries are different in different countries?

Do you think it is right that a footballer earns more than a nurse? What are the arguments for and against?

Do you think a housewife should get a wage? Give your reasons.

If you had the power to change the present situation, what would you change?

