

Work Matters

ENGLISH FOR WORKING LIFE

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LEARNING GOALS

- to discuss teamwork
- to practice reading comprehension
- to study words and phrases to do with business
- to work through scenarios where conflict resolution is needed
- to write a report

Teamwork

Chapter 2

“It is the long history of humankind (and animal kind, too) that those who learned to collaborate and improvise most effectively have prevailed.”

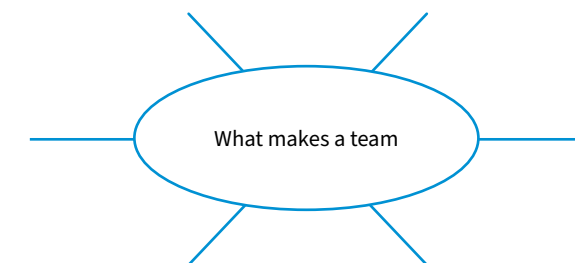
– Charles Darwin (1809–1882), English naturalist, biologist, geologist and evolution theorist

Lead-in

- 1 Think about a time when you achieved something as part of a team. What made the team work well together? Please give concrete examples. Share your thoughts with your group.

- 2 Pre-reading task

Make a mindmap with your group titled ‘What makes a team’. Share your ideas with the class.



1 **Team building events run by professional trainers.**
There is no “I” in team.

The idea of team building in business goes back a hundred years to 1920s America and the Wentworth Hawthorne Works in Chicago. Here, from 1927 to 1932, Professor Elton Mayo carried out research into working conditions and their effects on employees. Mayo’s study found that employee motivation was not purely driven by money but also by environmental and psychological factors such as quality of lighting and working hours. The most significant findings of the research, however, were that people worked most effectively as a part of a supportive and cohesive team.

10 From these early beginnings, an industry that supports team building in the workplace has arisen; one that is estimated to be worth hundreds of millions of euros each year. Every type of professional person, from civil engineers to cashiers, find themselves regularly taking part in training that aims to help them work together and bond with their colleagues.

15 For companies and organisations to warrant spending large amounts of money on team building for their staff, however, there need to be concrete benefits of the process for the company. With this in mind, more recent research in the workplace has shown a number of benefits that result from organisations investing in group training activities.

20 Studies have shown that the benefits of training are as follows: Firstly, team building exercises reinforce the key cultural values of a company – afterwards, workers understand more about their work and their company. Secondly, it allows individual participants to demonstrate talents that they wouldn’t usually show in the workplace, for example, sporting, musical or leadership skills. Team building activities also result in increased communication between members of teams. This in turn leads to more collaboration in the workplace. Finally, research shows that people on team training exercises have the opportunity to build friendships with their co-workers. This results in higher levels of participation and motivation within the team.

25 Overall, investment in team building activities can be seen to result in a win-win situation for all parties involved. Employees are happier and inspired to work harder which means that productivity increases, while staff turnover reduces. All of which ultimately affects the company’s bottom line. A content, efficient workforce impacts productivity and this in turn, increases profits.

3 **Now discuss the following questions:**

- a. Have you ever taken part in team building exercises?
- b. Where did you do the exercises?
- c. What did you do?
- d. Do you think there are negative aspects to such training?
- e. What do you think were positive outcomes of the training?



Vocabulary focus

- 4 Working with a partner, find the words in the text that match the definitions. Then write a translation of that word in your own language.

Definition	Word	Translation
1. The reason why we do something; what drives us.		
2. Sticking together; working efficiently together.		
3. Something that is definite and specific.		
4. To strengthen or support something.		
5. To do with the ideas and customs of a group of people; relating to the arts.		
6. To show or give an explanation of something.		
7. To do with the natural world.		
8. Including everything; taking all into account.		
9. approximately calculated.		
10. Separate; one of a kind.		

- 5 Look at the following words and phrases from the text. All are to do with business. Match the terms to the definitions a–h.

1. to invest

2. investment

3. participant

4. professional

5. turnover

6. workforce

7. workplace

8. the bottom line
- a. Something you purchase with the idea that in the future it will increase in value. _____

b. Somewhere such as a factory or office where people work. _____

c. The rate at which employees leave a company. _____

d. Someone who takes part in something, such as training. _____

e. The final amount on a company’s balance sheet, showing how much profit or loss has been made. _____

f. Not an amateur, someone who is trained and experienced in their occupation. _____

g. The people working or available for work. _____

h. To put money into some form of venture with the hope of making a profit. _____





LEARNING GOALS:

- to consider work culture as a concept
- to read about and discuss videoconferencing
- to learn about the importance of register in the English language
- to write emails in professional contexts

Culture

Chapter 3

*“Culture makes people understand each other better.
And if they understand each other better in their soul,
it is easier to overcome the economic and political barriers.”*

– Paulo Coelho (1947–), poet and novelist

*“Performance more often comes down to a cultural challenge,
rather than simply a technical one.”*

– Lara Hogan, author, public speaker, coach for managers and leaders

Lead-in

1 In pairs or small groups, discuss the quotes above.

Which of the quotes do you agree with? Why?

Is there any difference in the meaning of the word *culture* in the two quotes?

How would you define work culture?

In your experience, how do cultural differences affect the way business is done?

2 Culture as an onion.

It is said that if you look at a person and try to define their culture, it is like looking at the rings of an onion. What does this mean?

If you were to look at your personal culture in this way, what would your rings represent?

3 Pre-reading task

Working in pairs, make a list of ten tips for successful videoconferencing then compare your list with those in the text below.



1 Videoconferencing

With the growing **trend** of working from home, videoconferences have become an essential **component** of the modern business world, both in internal team communications and in meetings with external **stakeholders**. How is Intercultural business affected in the **shift** from concrete meeting rooms into **virtual** spaces? What are the dos and don'ts of videoconferencing?

Videoconferencing etiquette

Let's begin with the basics of videoconferencing etiquette. Here are ten **pro** tips:

1. You *should* choose appropriate software and hardware.
2. Make sure that your technology works. You *could* do a few test runs with your work team or family members before an important online event.
3. You *must* be on time. You wouldn't be late for an in-person meeting, so don't be late for a remote one. Everything – lateness included – is more visible in a videoconference.
4. You *ought to* mute yourself when not speaking, particularly if you need a drink of water or have to cough.
5. It *might* be a good idea to wear what you would wear to a meeting in person.
6. You *can* try to ensure that you have the right light as it affects video quality. Lighting from the sides is the most **flattering** for faces, so **opt for** that if you can.
7. You *have to* frame the camera correctly. Sit at eye level to the lens, face the camera and try to position yourself in the middle of the frame.
8. You *need to* remember to look into the camera, not at the people on your screen.
9. Before the meeting starts, make sure that you are aware of any application-specific or meeting-specific rules, including how to ask for a turn to speak.
10. Pay attention and don't attempt to **multitask**. If you do, it *may* be likely that you will miss details and appear rude to the other participants.

25 Interview with Priti Kaur

In order to gain a broader perspective into videoconferencing culture, we interviewed Environmental Manager Priti Kaur, who works for a multinational corporation with headquarters in Helsinki. Priti's typical workday mainly consists of international online meetings which she **conducts** from her home.

30 ► “What are your observations regarding cultural differences in videoconferencing **norms**?”

► “I have noticed some cultural variation. In large conferences, Finns usually don't keep their cameras on unless they are asked to. I think they're trying to be polite and not attract attention, but actually this might seem rude in some contexts. Also, **punctuality** is very important for Europeans, especially Germans. They will always start meetings exactly on schedule.

35 There are also differences in what types of backgrounds different nationalities use in videoconferencing. **Virtual** fantasy backgrounds are not used in formal meetings, but many companies and organisations use their own **logos** as virtual backgrounds. Australian **representatives** appear to favour nature photos, which is a cultural **trait** I really like.

40 ► “Do you have any other **insights** on videoconferencing?”

► Yes, firstly, in spite of the generally high level of **professionalism** regarding online meetings these days, there are always some technical issues, someone's connection is lost, mics are forgotten on or off, and so on.

45 Secondly, in spite of our familiarity with videoconferencing, people tend to be more **reserved** online. That's why I find the meeting chat function quite useful; many important issues are raised there. It's a good idea to have someone else monitoring the chat and answering questions while you're speaking, even in informal meetings. I also like to use polling in larger videoconferences. A **poll** is a good way to find out participants' views on an issue, and it's **anonymous**, so people might say what they're actually thinking. The results of the poll can then be presented as a graph or cloud, so it's visually clear as well.”

50 ► “What are your predictions regarding future trends in videoconferencing?”

► “I think in-person meetings will continue to **decline** significantly. **Flexible** working hours and working from home are increasingly common. If videoconferencing technology is used effectively, people are able to **collaborate** with colleagues while working remotely on a regular basis. As a result, user experience will be increasingly important; we need tools that are easy to use and quick to connect. Video and audio quality will improve, as will **enhanced** in-app features such as screen sharing, virtual whiteboards, live transcriptions, etc. There is also a demand for better data protection and security. I think videoconferences are definitely here to stay.”

4 Now discuss the following questions:

- a. What are your observations regarding cultural differences in videoconferencing norms?
- b. Do you have any other insights about videoconferencing?
- c. What are your predictions regarding future trends in the culture of meetings?

Vocabulary focus

- 4 Working with a partner, look at the words and phrases in bold in the text. Match them to their definition. Make sure that you understand their meaning. Then translate.

Definition	Word	Translation
easily modified		
choose		
a person or group with a vested interest		
a part or element of a larger whole		
improve by adding features		
decrease		
existing online/digitally		
appearance-enhancing		
doing many things at the same time		
manage; handle; direct		
timeliness, promptness		
a person appointed to speak or act for others		
a realization or discovery		
standards and skills that convey competence		
unidentified or unnamed		
a device that converts and amplifies sound		
a survey of people to find out their opinion		
work together		
a change in direction or position		
marked by skill and competence (short for professional)		
a distinctive feature characteristic of a place or person		
hesitant to reveal opinions or emotions		

Language focus: Modal verbs

- A modal verb
- is an auxiliary verb.
 - is always followed by the main verb in its **base form**.
 - indicates a possibility, necessity, obligation, willingness or capability.
 - never changes its form.

- 5 Look at the modal verbs in italics in the text to see them in context.

Take each of the modal verbs in the box and consider how it would sound if you added it to the following sentence: *I _____ eat my lunch now*. Then place the modal verb in the table below depending on how strong the possibility of eating lunch is.

can could shall should ought to may might will would must									
Stronger					Weaker				

- 6 Add modal verbs to the following sentences.
- a. If you are a good boy, you _____ get a visit from Father Christmas.
 - b. You _____ brush your teeth before going to bed every night.
 - c. If you work hard, you _____ get a pay rise.
 - d. The journey _____ take about four hours.
 - e. _____ you open the window, please.
 - f. The hot weather _____ result in forest fires.
 - g. We _____ all leave by the nearest emergency exit.
 - h. There _____ be a petrol station on this road soon.
 - i. The company _____ make a profit this year.
 - j. If you had known, _____ you have invested?
- 7 Now compare your sentences with someone else. Do they have different answers? If so, does the meaning of the sentence change? How does it change?

Language focus: Future time clauses

8 Study the following language in bold in the exchange of emails below:

Subject: Weekend getaway
Rochelle Cohen <rochelle.cohen@hellin.com>
Wed, 7 Jun, 14:32

Hi Ruhan,
How is it going? I've been working hard, and I need a break. How about dinner tomorrow evening?
I'll call you **when I get off** work tomorrow, OK?

Rochelle

Ruhan Fomori <ruhan.fomori@delleni.com>
Wed, 7 Jun, 14:45

Hi Rochelle,
I've been really busy, too. I have an important deadline tomorrow afternoon.
OK for dinner tomorrow evening, but not too early. I **will text** you **when I am** done here.

Ruhan

Rochelle Cohen <rochelle.cohen@hellin.com>
Wed, 7 Jun, 14:53

OK. **Come** round to my place **as soon as** you **are** free. We can order a take-out pizza or something.

Ruhan Fomori <ruhan.fomori@delleni.com>
Wed, 7 Jun, 15:01

Sounds good, but **don't order** the pizza **until I get** there. I might be late.
I've been thinking, **if you are** free at the weekend, why don't we go away for a couple of days?

Rochelle Cohen <rochelle.cohen@hellin.com>
Wed, 7 Jun, 15:14

Great idea! I **won't be able** to go away **unless I manage** to get this project finished.
We can talk about it **when we meet** tomorrow night.

Ruhan Fomori <ruhan.fomori@delleni.com>
Wed, 7 Jun, 15:21

OK. Time to get back to work. **If I don't buckle down**,
I **won't stand** a chance of meeting this deadline.

See you tomorrow.

9 Based on the examples above choose the correct option to complete the rule for how future time clauses are formed and used.

In future time clauses beginning with adverbs, such as _____, a _____ / _____ tense is used. In the main clause a future form, the imperative mood or a modal verb such as _____ is used. These sentences are used to refer to two things that will happen one after another in the _____ / _____ time.

10 Complete the time clauses with the verbs in brackets.

- a. I _____ you as soon as they _____ the order. (call, confirm)
- b. We _____ the project until we _____ the go-ahead from headquarters. (not launch, get)
- c. If we _____ up, we _____ late for the meeting. (not hurry, be)
- d. Before you _____ the agreement, _____ that they have the capacity to deliver. (sign, ensure)
- e. When the client _____, could you please _____ her through? (arrive, send)

11 Complete the following so that they are true for you.

- a. I'll _____ as soon as _____
- b. I'm not going to _____ until _____
- c. She/he won't _____ before _____
- d. I will/won't _____ if _____
- e. I'm (not) going to _____ when _____
- f. I will/won't _____ before _____



12 Speaking

Your teacher will give you a slip of paper, on which you should write three priority areas of stress for you. Do not write your name on the slip of paper. The teacher will then collect the slips and redistribute them. In small groups, give suggestions for how you would deal with the one or more of the areas of stress written on the slip of paper that your teacher gives you.

13 Homework: Writing

Think about a team activity that would be a fun way to relieve stress and bolster a positive working atmosphere. Write a paragraph describing the activity.



Key words

air-conditioned	ilmastoitu
ancestors	esivanhemmat
antidote	vastalääke; vasta-aine
anxiety	ahdistus
arboreal	puu-, metsä-
attribute	aiheuttaa
awkward	vaikea; kömpelö
bathe	kylpeä
bolster	vahvistaa; tukea
buckle down	ryhtyä toimeen
deadline	määräaika
disconnect	katkaista
downturn	laskusuhdanne
dwell	asua
environment	ympäristö
furthermore	lisäksi
hormone	hormoni
hunch	kyyrityä; olla kyyryssä
immerse	uppoutua
immune	immuuni
incredibly	uskomattoman
keyboard	näppäimistö
landscape	maisema
lower	alentaa; laskea
majority	enemmistö
minimum	vähimmäismäärä
negotiation	neuvottelu
overtime	ylityö
overwork	ylirasittua
pace	tahti
phenomenon	ilmiö
phytoncide	fytonsidi
racking up	kerätä; haalia
relax	rentoutua
relaxation	rentoutus
relaxed	rentoutunut; mukava
secrete	erittää
species	laji
spill	läikkyä
stress	stressi
stressful	stressaava
surroundings	ympäristö
symptom	oire
themselves	hän (itse)
urban	kaupunki-; urbaani
vast	suuri; laaja



Kielioppia

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Luku 1: Yleispreesens ja kestopreesens

Yleispreesens

Muodostus

- 1 Myönteisessä lauseessa verbi on perusmuodossa:

I/you/we/they work.

- Yleispreesensin yksikön 3. persoonassa verbin perusmuotoon lisätään -s:

She/he/it works.

- Verbin perusmuotoon yksikön 3. persoonassa lisätään -es, mikäli verbi päättyy -o, -ch, -ss, -sh, -x tai -z:

She/he/it does/watches.

- 2 Kieltolause muodostetaan: apuverbi **do** + **not** + verbin perusmuoto.

I/you/we/they do not/don't work.

- Huomioi, että yksikön 3. persoonassa apuverbi **do** taipuu.
- Kieltolause yksikön 3. persoonassa: **apuverbi does** + **not** + verbin perusmuoto.

She/he/it does not/doesn't work.

- 3 Kysymyslause muodostetaan: apuverbi **do** + **persoonapronomini** + verbin perusmuoto.

Do I/you/we/they work?

- Huomioi jälleen, että yksikön 3. persoonassa apuverbi **do** taipuu, eli **do** → **does**.

Does she/he/it work?

Käyttö

Yleispreesensä käytetään ilmaisemaan

- a. yleisiä totuuksia tai muuttumattomia tilanteita
- b. säännöllisesti toistuvia tilanteita.

Kestopreesens

Muodostus

- 1 Myöntolause kestopreesensissä muodostetaan:
olla-verbi **to be taivutettuna** + **pääverbin perusmuoto** + **ing**.

I am working.

She/he/it is working.

You/we/they are working.

- 2 Kieltolause muodostetaan:
olla-verbi **to be taivutettuna** + **not** + pääverbin perusmuoto + **ing**.

I am not working.

She/he/it is not working.

You/we/they are not working.

- 3 Kysymyslause muodostetaan:
olla-verbi **to be taivutettuna** + **persoonapronomini** + **pääverbin perusmuoto** + **ing**.

Is she working?

Are you working?

Käyttö

Kestopreesensä käytetään ilmaisemaan

- a. toimintaa, joka tapahtuu juuri nyt
- b. tilapäistä, jatkuvaa tapahtumaa, toimintaa tai trendiä.

Huomaa yleispreesensin ja kestopreesensin ero seuraavissa esimerkeissä:

*I **run** two to three times a week.*

Juoksen pari-kolme kertaa viikossa.

*I **am running** right now.*

Juoksen parhaillaan; olen juoksulenkillä.

*I **live** in Espoo.*

Asun Espoossa.

*I **'m living** in a construction site
(because of renovations in
my apartment building).*

*Asun keskellä rakennustyömaata
(koska kerrostaloani remontoidaan).*

*I **work** at the University of Helsinki. Työskentelen Helsingin yliopistossa.*

*I **am working** on an interesting new project.*

Työskentelen mielenkiintoisessa uudessa projektissa.