

8 Working together

LISTENING

- 8 **2 11** Try to complete the sentences from the podcast. Then listen again and check your answers.
- 1 Progress in medicine means _____ procedures and _____ drugs are available.
 - 2 Three statistics show that the systems are failing: _____ heart patients and _____ stroke patients don't get appropriate care and _____ get sick while in hospital.
 - 3 The three skills Gawande describes are: _____ and _____.
 - 4 Gawande discovered _____ when studying other high-risk industries.
 - 5 When he implemented them in some hospitals, they _____ in every case and cut death rates by _____.

VOCABULARY IN CONTEXT

- 9 Read the extracts from the podcast. Choose the correct meaning of the words in bold.
- 1 I like to see the **bigger picture** on ...
a whole situation ☐ b the visual aspects ☐
c the facts ☐
 - 2 ... the number of **clinicians** required now and in the past ...
a doctors who do research ☐ b staff who work in pharmacies ☐
c doctors with patient contact ☐
 - 3 In the next part of the talk, he outlines the **methodology** to find these solutions using three skills: ...
a principles used ☐ b medical philosophy ☐
c personal beliefs ☐
 - 4 ... Gawande decided to look at other high-risk industries to see how they **tackled** complex systems.
a observed ☐ b dealt with ☐ c forced ☐
 - 5 ... my daughter, who's eleven, was **diagnosed with** a rare genetic condition called cystic fibrosis.
a identified as having ☐ b caught by ☐
c developed ☐

GRAMMAR Cause and result



Teambuilding workshop

Our small team of six don't work together as well as we could, a recent audit revealed. We were rather surprised; we thought we were good at collaborating. As part of the audit recommendations, we all took part in a facilitated workshop which included various team-building activities. The first session involved ¹ _____, which was to identify the strengths and weaknesses of our collaboration. The boss had a personal aim which was to participate and observe the team's iterative process in action while doing a task that had a clear outcome. Later we would identify some key issues that needed changing. Only time will tell whether the

- 1 Complete the text with the phrases (a–c).

- a achieving short-term targets
- b setting a clear goal
- c successful completion of targets and goals

² _____ will improve our overall collaboration and productivity. During the teambuilding workshop itself we worked inside and outside in various formations. Although some of the team, including myself, were initially quite sceptical, it built rapport and we enjoyed ³ _____ in a competitive task. We were very motivated to be the winning team! The ensuing feedback session proved to be very enlightening and has helped us tighten our processes. We'll work towards eliminating steps we agree are no longer necessary and communicating more closely. I would recommend taking part in this workshop – it enabled us to focus on our work as a team and it was enjoyable.

3 Choose the correct options to complete the sentences.

- 1 The team-building activity *was due to / brought about* a relaxed atmosphere and some fun.
- 2 The team with no manager won, which *caused / resulted from* some disappointment to management!
- 3 The tasks *are the result of / gave rise to* a useful context in which to assess collaboration.
- 4 An increased appreciation of everyone's contribution *stemmed from / brought about* the successful workshop.

- 5 Stronger rapport in the team *resulted in / resulted from* working and laughing together in the workshop.
- 6 A lack of communication *contributes to / arises from* some work tasks having to be done twice and others being neglected.
- 7 The facilitator *killed / fostered* better communication through debriefing and progress reporting.
- 8 Ultimately the workshop *resulted in / arose from* decisions to redefine working groups and optimize processes.

GRAMMAR EXTRA! *so / such ... that + clause*

4 *So* and *such* are intensifiers used in combination with *that* to indicate a result. Write two sentence beginnings (use *so* in a and *such* in b). Keep the meaning the same. You may have to change or add some words.

- 1 (Bad storm) ... the police and fire brigade were out dealing with fallen trees and flooding most of the night.
a The storm was so bad that
b It was such a bad storm that
- 2 (Cheap flights) ... the New York trip has become considerably more realistic.
a _____
b _____
- 3 (Large order) ... we'll have to employ some temporary staff to manage it.
a _____
b _____
- 4 (Good presentation) ... he was promoted.
a _____
b _____

- 5 (Workshop a success) ... she held an extra one.
a _____
b _____
- 6 (Travelling rush hour time-consuming activity) ... the company started flexitime and home-working days to deal with it.
a _____
b _____
- 7 (Serious setback caused by IT problems) ... they had to extend the project deadline by a week.
a _____
b _____
- 8 (Many complaints)... they had to remove the product from the shelves.
a _____
b _____
- 9 (Very popular product) ... we had to increase orders.
a _____
b _____

8.3 How *not* to motivate people

4 .2 15 Listen and circle the correct answers.

- 1 The bottom *eight / twelve* teams battle it out to qualify.
- 2 FIFA made \$30,000 / \$300,000 available.
- 3 Thailand offered the use of their *football stadium / training camp*.
- 4 The team needed to get used to the *humidity / altitude*.
- 5 Tickets for the home game were *cheap / free*.
- 6 The winning goal was scored in the *nineteenth / ninetyeth* minute.

VOCABULARY Teams and teamwork

5 Match the verbs (1–8) with the phrases (a–h).

- | | |
|--------------|------------------------|
| 1 to be | a as a group |
| 2 to do your | b a team player |
| 3 to go | c part of things |
| 4 to pull | d a sense of belonging |
| 5 to bond | e the extra mile |
| 6 to feel a | f your weight |
| 7 to have | g the load |
| 8 to share | h fair share |

6 Complete the sentences with the correct form of the expressions from Exercise 5.

- 1 To _____ you have to be good at working with others and work towards the same goals.
- 2 If any new players join, it's important to _____ as early as possible, and build good relationships both on and off the pitch.
- 3 Once new players have settled in and have _____, the real training can begin.
- 4 Each member has to _____ but they also have to understand that players' roles may require that they contribute differently to the team effort.

- 5 To players, _____ may seem like different amounts for different people, but a skilful coach will smooth out any differences.
- 6 _____ means that individuals do what they can do best to reach the overall goal for the team. They contribute different skills.
- 7 The more the players are united and feel _____, the better they can work together.
- 8 A team that is highly motivated will be willing to _____ and keep achieving greater things.

WORD FOCUS *work*

8 Complete the phrasal verbs with these prepositions.

at around in off on towards

- 1 The best way for me to work _____ stress is to go for a run.
- 2 We need to try and work _____ a holiday theme for the next newsletter as it will be coming out in December.
- 3 It's not easy to work _____ his absence. It's a real setback at this stage.
- 4 I've worked _____ my French over the years but I still sound like a British man speaking schoolboy French.
- 5 At the moment the team is working _____ cutting costs in the department to present at the next management meeting.
- 6 We should both start working _____ an early retirement by saving more of our salaries each month.

9 Match the meanings a–f with the phrasal verbs (1–6) from Exercise 8.

- | | | | |
|----------------|--------------------------|---------------|--------------------------|
| a include | <input type="checkbox"/> | d accommodate | <input type="checkbox"/> |
| b practise | <input type="checkbox"/> | e prepare for | <input type="checkbox"/> |
| c find ways to | <input type="checkbox"/> | f get rid of | <input type="checkbox"/> |

TAKING PART IN A MEETING

1 Put the words in the correct order to make phrases and decide if they are interrupting (I) or stopping interruption (S).

- | | | | |
|--|---|---|---|
| 1 I / just / here / something / can / say? | <input type="checkbox"/> <input type="checkbox"/> | 5 jump / dying / I / you're / know / to / but / in, / ... | <input type="checkbox"/> <input type="checkbox"/> |
| 2 just / saying / finish / what / could / I / I / was? | <input type="checkbox"/> <input type="checkbox"/> | 6 but / sorry / interrupting, / for / ... | <input type="checkbox"/> <input type="checkbox"/> |
| 3 finish / me / if / 'll / let / you / ... | <input type="checkbox"/> <input type="checkbox"/> | 7 just / you / say / before / can / continue, / I / ... | <input type="checkbox"/> <input type="checkbox"/> |
| 4 interrupt, / hate / but / I / to / ... | <input type="checkbox"/> <input type="checkbox"/> | 8 if / finish / you'll / me / allow / to / ... | <input type="checkbox"/> <input type="checkbox"/> |