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Navigate

Coursebook

with video and Oxford Online Skills

B1+

Intermediate

OXFORD

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Oxford 3000™ Navigate has been based on the Oxford 3000 to ensure that learners are only covering the most relevant vocabulary.

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1.1 Are you really my friend?

GOALS ■ Talk about things that are changing ■ Talk about friendships

Grammar & Reading present simple, continuous and perfect

- 1 Work in small groups. Read the statement and discuss the questions.

'Among adult Facebook users, the average number of friends is 338.'

- Does this statistic surprise you? Why/Why not?
- Is it possible to really be friends with so many people? Why/Why not?

Photos Like · Comment · Share



- 2 Read the article. Why is Rob Jones trying to meet all 700 of his Facebook friends? Discuss your ideas with a partner.

Search for people, places and things



Face-to-face with Facebook friends Like · Comment · Share

How many of your Facebook friends have you seen lately? For Rob Jones, who ¹ *is currently meeting* every single friend on his Facebook page, the answer could soon be 700.

His aim to raise money for a children's charity means he has already come face-to-face with 123 internet 'friends' in seven countries, some of whom he has never met before.

² *He takes* a photo for his Facebook page with everyone he meets, and persuades them to give to his charity, and he has already raised more than £3,000.

He hopes to have met all 700 within three years, travelling thousands of miles to thirty countries including New Zealand, on the other side of the world, in the process.

People often say that Facebook friends aren't real friends. But Rob met his Polish girlfriend online and

³ *they've now been* together three years. He says

⁴ *this proves* that the internet is a powerful tool.

'I'm reuniting with friends, and in the process ⁵ *I'm learning* a lot about myself. I now have good friends in people I have never met before this.'

'Everyone has been great so far; ⁶ *I generally spend* a day with them and they choose what we do.'

His adventure has taken him across Europe, visiting England, Scotland (top photo), Poland (photo in the centre), Finland, Germany and Switzerland, and ⁷ *he's also just visited* a distant relative in the USA (bottom photo).

- 3 Read the information in the Grammar focus box and write sentences 1-7 in the article next to the appropriate grammar rule a-f.

GRAMMAR FOCUS present simple, present continuous and present perfect simple

- We use the present simple to talk about
 - a things that are always or generally true.
- We use the present continuous to talk about
 - c things that are happening at/around the time when we speak.
 - d things that are changing.
- We use the present perfect simple to talk about
 - e our experience (our lives until now).
 - f things that have already/just happened.

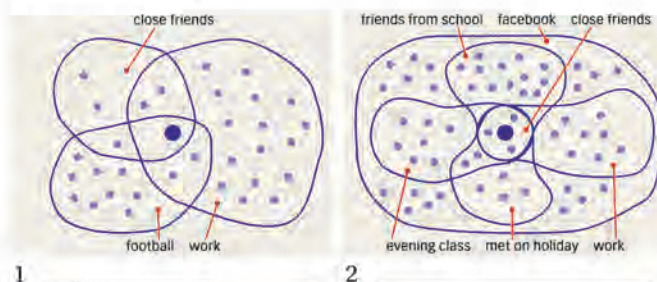
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- 4a Choose the correct options to complete the questions.
- 1 What *is Rob trying / does Rob try* to do?
 - 2 How many friends *does he meet / has he met* so far?
 - 3 Why *does he take / is he taking* a photo of everyone he meets?
 - 4 Why does Rob believe that the internet *has been / is* a good way of making friends?
 - 5 What *is Rob learning / does Rob learn* from the process?
 - 6 Who *usually decides / is deciding* what to do when Rob meets a Facebook friend?
 - 7 Which countries *does he visit / has he visited*?

- b Discuss the answers to the questions with a partner.

Vocabulary & Speaking friendship

- 5a 1.1 Listen to two friends, Sarah and Josh, talking about their friendships. Which diagram represents each person's friendship groups?



- b Tell your partner which diagram is more like your friendship groups. Explain why.

- 6a Work with a partner. Look at the verbs/verb decide if they are positive (P) or negative (N)

- 1 get on (well) (with someone) _____
- 2 meet up (with someone) _____
- 3 have a lot in common (with someone) _____
- 4 fall out (with someone) _____
- 5 help (someone) out _____
- 6 trust (someone) _____
- 7 get/keep in touch (with someone) _____
- 8 make friends (with someone) _____
- 9 have an argument (with someone) _____

- b 1.1 Listen again to Sarah and Josh and check your answers.

PRONUNCIATION linking

When we speak at normal speed, we link phrases so they often sound like one word.

- 7a Look at the phrases in exercise 6a. Mark the way the words link in each phrase.

get on well with someone

- b 1.2 Listen, check and repeat.

- 8a Complete the statements using the correct form of the verbs/verb phrases in exercise 6a.

- 1 I often _____ groups of friends in the evening.
- 2 You don't need to _____ someone to be friends. It's fine to have different interests.
- 3 I _____ most people I know. There aren't many people I don't like.
- 4 A really good friend is someone you can call at midnight and ask them to _____.
- 5 The friends you _____ at school are often friends for life.
- 6 I'm always pleased when someone I haven't heard from in ages _____.
- 7 I'm quite easy-going. I rarely _____ my friends.
- 8 I'm not speaking to my sister at the moment - we've _____ . It seems a bit childish.
- 9 I can _____ my closest friend with all my secrets.

- b 1.3 Listen and check your answers. How many of the statements are true for you? Explain why to a partner.

- 9 TASK Draw a diagram of your friendship groups, like the ones in exercise 5a. Talk to a partner about some of the people in it. Ask each other questions to get more information.

1.2 Why spending's #trending

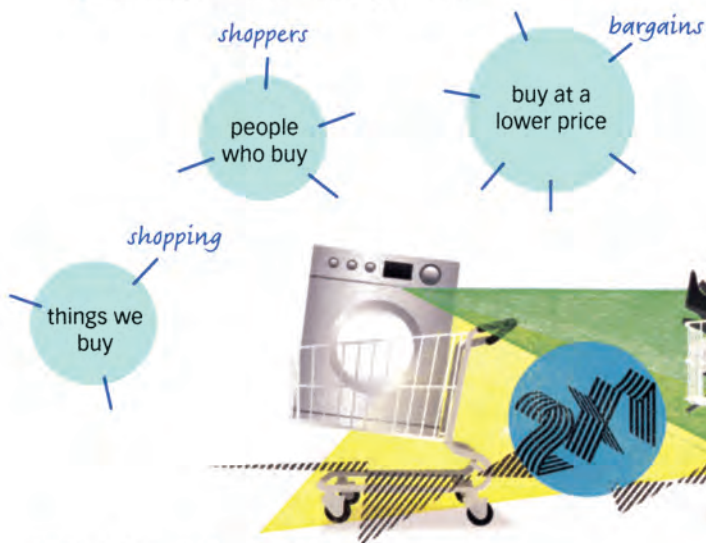
GOALS ■ Talk about spending ■ Talk about states, thoughts and feelings

Vocabulary & Listening spending

- 1 Work with a partner. Look at the title of the lesson and discuss the questions.
 - 1 What is happening in the photos?
 - 2 What does it mean if something is 'trending'?
 - 3 Why might spending be trending?
- 2a 1.4 Listen to a short radio news item about *Black Friday* and compare what you hear with your ideas from exercise 1.
 - b Does anything you heard surprise you?
- 3a 1.4 Read the statements. Then listen again and decide if the statements are true (T) or false (F). Correct the false statements.
 - 1 The expression *Black Friday* has been used more than two billion times on Twitter recently.
 - 2 *Black Friday* only happens in the USA.
 - 3 Some people have queued overnight.
 - 4 Shoppers around the world spent more than 11 billion dollars on *Black Friday* last year.
 - 5 There have been five injuries in the last few years on *Black Friday*.
 - b Compare your answers with a partner.
- 4a Put the words and phrases in the box into the correct groups.

customer consumer deals discounts half-price items purchaser purchases special offers two for the price of one

- b Check your ideas with a partner.



- 5 Work with a partner or in small groups. Discuss the questions.
 - 1 What have you bought recently that was a *bargain*?
 - 2 Do you look for *special offers* such as *two for the price of one* in the supermarket? How important are they to you in choosing your *purchases*?
 - 3 Have you ever bought something you didn't need because it was a good *deal*? If so, give an example.
 - 4 Would you be willing to queue for hours to get a good *discount*? For what kind of *item*?



Grammar & Speaking state verbs

- 6 Look at the posters. Do you agree with the message in them? Why/Why not?
- 7a 1.5 Listen to a radio interview with a supporter of *Buy Nothing Day*. Which of the following points does he mention?

Buy Nothing Day is important because it might encourage people not to...

- 1 use shopping as a kind of therapy.
- 2 owe a lot of money.
- 3 support big companies.
- 4 consume more than their fair share of the world's resources.
- 5 buy goods where the workers are badly paid.
- 6 buy goods with unnecessary packaging.

- b Which of the points would be most likely to make you think about buying less? Discuss with a partner.
- 8a Complete extracts 1–7 from the listening with the most appropriate form of the verbs in brackets.
- 1 Can you explain a little about what *Buy Nothing Day* _____ (mean)?
 - 2 When you really _____ (think) about it, the idea of buying things as a way of spending your leisure time is crazy.
 - 3 We _____ (believe) shopping makes us happy, but it doesn't.
 - 4 Yes, I _____ (agree), that's a good point.
 - 5 We all _____ (own) far too much.
 - 6 Most of the time we _____ (prefer) people to buy locally ...
 - 7 Most people _____ (not/understand) how difficult it is ...
- b 1.6 Listen and check your answers.

- 9a What do all the completed verb forms in exercise 8a have in common? Read the information in the Grammar focus box and check.

GRAMMAR FOCUS state verbs

Some verbs are most often used in simple tenses, even if we mean 'just now'. These *state verbs* are often used to talk about:

- How we think: *know, mean, think*, 1 _____, 2 _____, 3 _____
- What we feel: *like, want, hate, love, dislike, feel* 4 _____
- What we possess: *have, belong*, 5 _____
- What we experience: *be, see, hear, look, smell, taste, seem*

• Grammar Reference page 137

- b Put the verbs in exercise 8a into the correct category.



1



2

- 10a Look at the posters for *Buy Nothing Day* and complete the text with the best form of the verbs in brackets – present simple or present continuous.

In Poster 1 there are some people who 1 _____ (stand) inside a shopping basket. I 2 _____ (like) this one because I 3 _____ (think) it shows the idea of being trapped by shopping very well. It 4 _____ (seem) to be saying that we 5 _____ (not/understand) that we are in a cage. It's simple but quite a powerful message. Poster 2 6 _____ (look) quite good, but I'm not sure what it 7 _____ (try) to say. It's obviously based on the *Tetris* video game, and the four blocks at the top that say 'buy' clearly 8 _____ (fit), but I'm not sure it would make me want to stop shopping. I definitely 9 _____ (prefer) the first one.

- b Compare your answers with a partner.

- 11a **TASK** Work in small groups. Which of the posters do you think is more effective? Give reasons.

- b Decide together on the design of your own poster to promote *Buy Nothing Day*. Which of the points in exercise 7a could you focus on? How will you make it effective? Present your ideas to the class.

1.3 Vocabulary and skills development

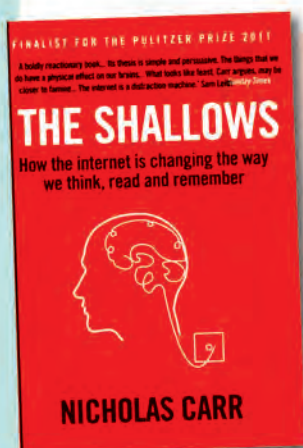
GOALS ■ Listen for key words ■ Noun suffixes

Listening & Speaking key words

- 1a** How has the internet changed people's lives? Work with a partner and make a list of 5–10 things which have really changed since the internet was invented.



- b** Compare your list with another pair. Has life changed for the better? Are any aspects of life worse since the internet was invented?
- 2** Look at the cover of a recent book about the internet. Do you think the author is positive about the effect of the internet or negative? Read the book description and check your ideas.



This is a fascinating book. We all know that the internet is changing the way we do things, but Carr believes that it is also changing the very way our brains work. With the printed book, he argues, our brains learnt to think deeply. In contrast, the internet encourages us to read small bits of information from lots of different places. We are becoming better and better at multitasking, but much worse at concentrating on one thing.

- 3** **1.7** Read and listen to the information in the Unlock the code box about listening for key words.

UNLOCK THE CODE listening for key words

Key words carry the most important information. They are generally nouns and verbs and are usually spoken more loudly and clearly than other words. For example:

three times a week
I send a lot of emails
I like looking at shopping websites.

- 4a** Look at these phrases from the review in exercise 2. Which do you think are the most important words in each phrase? Discuss with a partner, and underline them.
- This is a fascinating book.
 - We all know that the internet is changing the way we do things, ...
 - ... but Carr believes that it is also changing the very way our brains work.
 - With the printed book, he argues, our brains learnt to think deeply.
 - In contrast, the internet encourages us to read small bits of information from lots of different places.
 - We are becoming better and better at multitasking, ...
 - ... but much worse at concentrating on one thing.

- b** **1.8** Listen and check your ideas.

- 5** **1.9** Listen and complete these opinions about the internet with the missing key words.

- Shopping and _____ is _____.
- Looking at _____ all day is _____ for our _____.
- People will _____ how to _____ to each other.
- People don't _____ enough _____.
- Online _____ is not always _____.
- Hyperlinks in _____ are very distracting.
- We are now using _____ more _____ to _____ all our _____.
- Multitasking online makes us _____ less _____.

- 6a 1.10 Listen to part of a radio programme about the book. Which of the opinions in exercise 5 do you hear mentioned?
- b 1.10 Listen again. According to the speakers, which of the opinions in exercise 5 would Nicholas Carr agree with?
- 7a Which of the opinions in exercise 5 do you agree with? Discuss in small groups.
- b What arguments *in favour* of the internet can you think of? Make a list in your group. Compare your list with another groups'.

Vocabulary & Speaking noun suffixes

- 8 Read the extract from a review of *The Shallows*. Name one thing the writer likes about the book, and one thing he dislikes.

Book Review: The Shallows

by Nicholas Carr | ★★★★★

As someone who started working long before the internet arrived, I was shocked by the main ideas in *The Shallows*. The book says that even though the digital age has resulted in amazing improvements in the ways we can get information, it is also causing us to lose our ability to do one thing at a time. It made me think hard about the way I use the internet and manage my relationships with people online.

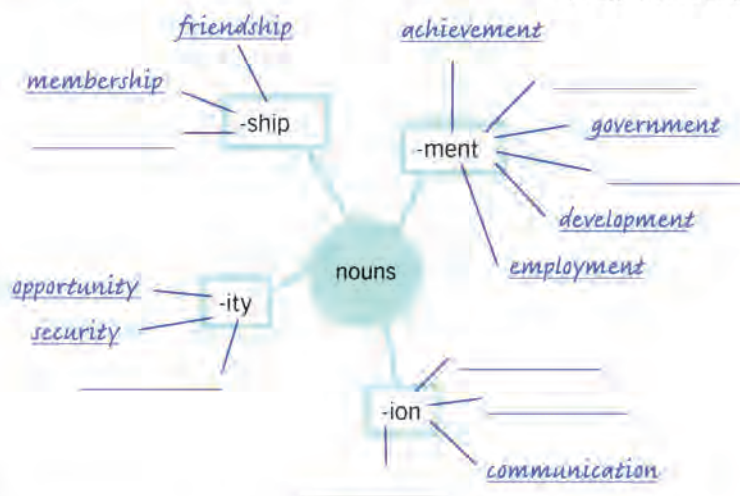
However, although Carr raises many interesting questions, I am not convinced that the solutions to the problems he raises are as difficult as he suggests. Since I read the book, I have, for example, been keeping Facebook and my email inbox closed while I work, to prevent myself from being distracted. Surely, all we need is a little careful judgement and good sense?

- 9a Read the information in the Vocabulary focus box and find nouns in the review that end in *-ship*, *-ment*, *-ion* and *-ity*.

VOCABULARY FOCUS noun suffixes

- Suffixes often change the class of the word (verb, noun, adjective, etc.).
secure (adjective) → **security** (noun)
achieve (verb) → **achievement** (noun)
connect (verb) → **connection** (noun)
Notice how the spelling can change:
communicate → communication;
able → ability
- Sometimes the word class stays the same, but the meaning is different.
She is my best friend. (noun)
We have a close friendship. (noun)

- b Add the nouns from the review to the mind



- 10 Match nouns in the mind map to the definitions.
- the state of having a job
 - connections with friends, family, etc.
 - change which makes something better
 - ways to deal with a problem
 - forming an opinion/making sensible decisions
 - _____ a thing you have done successfully
 - _____ having the chance to do something you want to do
- 11 Add noun suffixes to the words in brackets to complete the sentences.
- The internet, and especially Skype, has improved _____ (communicate) with friends who live abroad.
 - The _____ (develop) of smartphones has made a huge difference to the way we all access information.
 - I am always extremely careful about my personal _____ (secure) online.
 - I think I'm lucky because I've always had a very close _____ (relation) with my sister.
 - I don't have gym _____ (member) because I can't afford the time.
 - Many people think the _____ (govern) should have some control over the _____ (inform) we can get on the internet.
 - The internet offers great opportunities for finding _____ (employ).
- 12 **TASK** Which of the sentences in exercise 11 are true for you? Compare your answers with a partner and give reasons.

1.4 Speaking and writing

GOALS ■ Ask for and give opinions ■ Write for social media

Speaking & Listening asking for and giving opinions

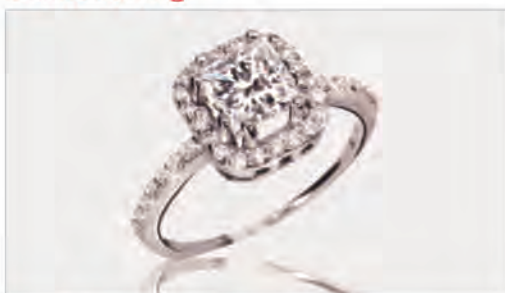
- 1 Look at the photos. Which of these do you think could be described as 'guilt-free brands'? Discuss your ideas with a partner.

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SEARCH

THE LATEST CONSUMER TREND: GUILT-FREE BRANDS

Diamond ring



Tesla electric car



Fairphone



- 2a 1.11 Listen to a radio programme about guilt-free brands and check your ideas.

- b 1.11 Listen again and make notes in the table.

Reasons people might feel guilty about what they buy	Arguments in favour of guilt-free brands	Arguments against guilt-free brands.

- c Which speaker do you agree with more, Gosia or Jem? Why? Discuss with a partner.

- 3a Complete the phrases from the conversation.

- So, Jem, what do you _____ the idea?
- Well, as _____, anything which makes people think ...
- There's a lot more awareness, but _____ it would be better if ...?
- I'm _____ that if people really understood ...
- Well, _____ the people who make Fairphone ...
- If you _____, we have to give people the option ...

- b 1.12 Listen and check your answers.

- 4a Divide the phrases in exercise 3 into three categories:

- giving your opinion
- talking about other people's opinions
- asking for someone's opinion

- b Check your answers in the Language for speaking box.

LANGUAGE FOR SPEAKING asking for and giving opinions

Giving your opinion

As far as I'm concerned, ... I'm convinced/certain ...

If you ask me ... Personally ...

Talking about other people's opinions

Some people say that ... According to (someone), ...

Asking for someone's opinion

- 1 Negative questions (we expect someone to agree)

Don't you think ...? Shouldn't ...?

- 2 Other ways:

What do you think (about) ...? How do you feel about ...?

What are your views on ...?

5 Complete the conversations with appropriate phrases from the Language for speaking box. Compare your ideas with a partner.

- 1 A _____ the fact that guilt-free brands are often more expensive?
B _____ it's fine to pay a bit more to know that the environment isn't being harmed.
- 2 A Most of us can't afford electric cars. _____ people who buy electric cars are showing off how rich they are, rather than actually caring about the planet?
B You may be right, but _____ everyone will drive electric cars in the future.
- 3 A _____ we should just buy less stuff. What do you think about that?
B _____ that's a good idea. We all have far more than we really need.
- 4 A _____ the government make electric cars less expensive so everyone can afford one?
B Yes, definitely.

6 Ask your partner for their opinions on the questions in exercise 5.

Reading & Writing social media

- 7 Read the post from social media page #haveyoursay. Which of the following statements do you agree with? Discuss with a partner.
 - 1 Not everyone can afford to buy more expensive clothes.
 - 2 Fashion changes quickly, so it's important to be able to buy cheap clothes you can throw away when they go out of fashion.
 - 3 If you don't buy clothes made in poorer countries, you are putting people out of work.
 - 4 It should be easier to find out which companies look after their workers properly.
 - 5 People buy far too many things these days.
- 8 Now read the comments underneath the post and match them to the statements in exercise 7.
- 9 Read the information in the Language for writing box, then rewrite the comments as full sentences.


LANGUAGE FOR WRITING

Informal language for social media

When we write for social media, we often:

- miss words out, especially grammar words such as *a/the/I/my/is/am/it*, e.g. *Sitting on bed (I'm sitting on my bed)*
- use abbreviations or short forms, e.g. *people = ppl, with = w/, especially = esp, should = shld*
- use letters or numbers for words which sound the same, e.g. *you = u, are = r, see = c, for = 4*

Search for people, places and things



Are cheap clothes ethical?

#haveyoursay

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Cheap clothes can be made using children working in poor conditions. So should we stop buying cheap clothes, or simply be more careful about finding out how and where they were made?

Comments

IM

Ian Martin:
 Every1 shld just buy less.

CO

Cristina Oliveira:
 2 keep up w/ fashion u need 2 buy cheap clothes. Can't afford expensive ones.

PJ

Pippa Jones:
 Ppl need jobs, esp in poorer places. If u don't buy, they don't work.

JB

James Brook:
 Some ppl can't afford 2 pay higher prices 4 clothes.

YW

Yumi Watanabe:
 Difficult 2 know which companies r OK 2 buy from.

10a **TASK** Write your own comment on the post, using informal language.

b Look at the comments written by two other students in your class and reply to each one, using informal language.

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