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P R E S S

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Navigate

Coursebook

with video and Oxford Online Skills

Advanced → C1


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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GRAMMAR
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1.1 Up to speed?

GOALS ■ Make comparisons ■ Talk about time and speed

Grammar & Reading comparing

- 1 Work with a partner. Look at the photos. What links them? 2 Read the extract from a magazine article about modern life. According to the writer, what two things are different about modern life?



Get ready in five minutes

Nothing sums up modern life better than the name of a current Japanese TV game show: *Get up, have breakfast and get ready for work in five minutes.*

Does this sound like your life? Do you get the feeling that everything is accelerating? Not only are activities getting ¹significantly quicker, but our assumptions are changing, too.

Take exercise: we used to think that ²the longer we spent on, say, a pleasurable walk in the countryside, ^{the more good} it did us. Not any more. The new fad is for HIIT – short for High-Intensity Interval Training – whereby just twelve minutes of very intense activity is supposed to be ³every bit as beneficial as conventional exercise. Get on that rowing machine and keep it short and sharp! It's supposed to get you fitter in a considerably shorter period of time than conventional exercise routines. Advocates of HIIT training claim that it can burn fat up to ⁴50% more effectively than low-intensity exercise. They also maintain that it speeds up metabolism and so makes you burn more calories throughout the day. However, some recent research would appear to dispute these claims.

But have our personalities changed, too? Smartphones allow us to access information in no time at all. Research demonstrates that 80% of people will not wait more than thirty seconds for a video to load. A recent survey suggests we now walk 10% faster than we did ten years ago. It seems we even start to get annoyed after five seconds waiting for the car in front of us to start moving when the traffic light turns green. Over time, we have come to expect everything to be available ⁵infinitely more quickly in the past. We have ⁶far less patience. We've forgotten how to slow down. Welcome to modern life.

- 3a Read the Grammar focus box and match phrases 1-6 in the article to the four types of comparing structures a-d.

GRAMMAR FOCUS comparing

Various words and structures can be used for comparing things.

- | | | |
|---|--|-------|
| a (not) nearly/not/nowhere near/
almost/just/every bit/twice/
three times | + as [adjective or adverb] as | _____ |
| b much/far/a lot/a great deal/
considerably/significantly/
25%/a little/a bit/slightly/no | + [adjective]er than/
more [adjective or adverb] than/
less [adjective or adverb] than | _____ |
| c much/many/far/a lot/a little/a bit | + more/less/fewer + noun | _____ |
| d the [more/bigger/fewer
... the [more/smaller/less | + adjective or adjective + er]
+ noun or adjective or adjective + er] ... | _____ |

Grammar Reference: page 142

- b Answer the questions.

- In a, which phrases mean ...?
a 'less than' b 'the same amount as' c 'more than'
- In b, which phrases mean ...?
a 'a big difference' b 'a small difference'
- In a-d, which phrases are informal?

- 4a Work with a partner. Make sentences using the prompts.

- Fast food / every bit / nutritious / other / food.
- Life in the 21st century / infinitely / century ago.
- The more / organize / more / stressed / become.
- Students / complete / exercise / longer / five minutes.
- The service / restaurant / nowhere near / used / be.
- Considerably fewer / visited / website / month.

- b Compare your sentences with those from another pair.

PRONUNCIATION sentence stress

Longer sentences are often broken into chunks, and within these chunks, usually one or two words are stressed.

You must **complete** this **answer** || in **no longer** than **five** minutes.

- 5a 1.1 Listen to four sentences and write what you hear.

- b Mark the main stress in each sentence. Try saying them in chunks.

- c 1.1 Listen again and check. Repeat the sentences.

- 6 **TASK** Work in small groups. Compare today's lifestyles with those of the 1980s. Think about the differences in:

- | | |
|---|--|
| • working practices | • communications at home and at work |
| • transport and travel | • subjects people can study at university. |
| • the ability to be patient and wait for things to happen | |

Vocabulary & Speaking and speed

- 7 Work with a partner. Do any of these statements apply to you? Give examples of how they do/don't.

- I tend to do things at the very last minute.
- Deadlines make me work more effectively.
- Effective time management is the key to a stress-free life.

- 8a **TASK** Complete the questions with some of the phrases in the box. Use the definitions in brackets to help.

behind the times short and sharp
the (very) last minute time and again
time flies time management
time really drags up to speed
with hindsight

- What sorts of things do you tend to leave to _____ (the latest possible time)? Do you think this is an effective thing to do? Why/Why not?
- In what ways do you feel you are really _____ (aware of the most recent developments) with all the new technology? Which areas do you feel you are a little _____ (old-fashioned) in?
- _____ (thinking now about the past), can you think of a decision you've made that you regret? What happened? What was the result?
- Can you think of a situation where _____ (time seems to pass very quickly)? What happens?

- b Discuss the questions in exercise 8a in small groups. Ask questions to find out more information. What's the most interesting thing you found out?

VOX POPS VIDEO 1

1.2 Managing change

GOALS ■ Use continuous forms ■ Talk about change

Grammar & Reading continuous forms

- 1 With a partner, try to explain what is happening in the photo.



- 2 Read the book review. Then discuss the questions with a partner.
- 1 Describe the atmosphere at the fish market. How would you feel if you were a customer?
 - 2 What is the connection between management training and the Pike Place Fish Market?
 - 3 How do you feel about the four business principles?
- 3a Complete the text with appropriate forms of the verbs in brackets.
- b Compare your answers with a partner.

FISH! BOOK REVIEW

Lundin, Paul, Christensen

'Was that a fish flying through the air? One of the workers picked up a large fish, ¹ (throw) it six metres to the raised counter, and shouted, "One salmon flying away to Minnesota." Then, all the workers repeated together, "One salmon flying away to Minnesota." The guy behind the counter made an unbelievable one-handed catch, then nodded to the people applauding his skill. The energy ² (be) remarkable.

Another worker ³ (tease) a small boy by making a large fish move its mouth as if it were talking. Two old people ⁴ (laugh) uncontrollably. "We ⁵ (watch) them work all morning – it's like watching a show!" one of them said.'

FISH! is a management training book with a difference. It ⁶ (tell) the story of the Pike Place Fish Market in Seattle and how the workers revolutionized their business through four simple principles:

- **Choose your attitude** 'We can bring a moody attitude and have a depressing day ... or we can bring a sunny, cheerful attitude and have a great day.'
- **Play** '... we discovered that we could be serious about business and still have fun.'
- **Make their day** 'Focusing your attention on ways to make another person's day provides a constant flow of positive feelings.'
- **Be present** 'When you are present with people, you look right at them ... everything ⁷ (go) on around you, but you ⁸ (still take care) of just them.'

In FISH! a woman applied the Pike Place principles to her own workplace, which ⁹ (struggle) with a negative work culture, and made a significant change to the motivation of her team.

■ **make someone's day** make someone feel very happy on a particular occasion



- 4 Read the Grammar focus box and match examples 1-5 to forms a-e.

GRAMMAR FOCUS: CONTINUOUS FORMS

We use continuous forms to talk about actions or situations (past, present or future) which are incomplete, temporary or in progress.

- 1 *Tomorrow afternoon, we'll be visiting an amazing fish market.*
- 2 *The workplace had been struggling with a very negative work culture.*
- 3 *Two old people were laughing uncontrollably.*
- 4 *Everything is going on round you.*
- 5 *We've been watching them work all morning.*

- a to talk about actions/situations which continued up to, or stopped shortly before, the main past event ____
- b to talk about something in progress around, or as background to, the main past event ____
- c to talk about the length of time of an action/situation which started in the past and is still going on ____
- d to talk about temporary actions that are in progress around now ____
- e to talk about what will be in progress at a particular time in the future ____

We do not usually use the continuous form when we talk about states with verbs like *like*, *know*, *seem*, etc.

I like your new office. NOT *I'm liking your new office.*

I know a dozen ways to cook salmon.

NOT *I'm knowing a dozen ways to cook salmon.*

Continued on page 143

- 5a Choose the correct options to complete the questions.

- 1 According to the review writer, what **makes** / **is making** FISH! a management training book with a difference?
- 2 What **did the market workers do** / **are the market workers doing** to make their customers feel better?
- 3 What effect **do the market workers want** / **are the market workers wanting** this way of working to have on their customers?
- 4 In the final paragraph, why **did the businesswoman apply** / **had the businesswoman been applying** the Pike Place principles to her workplace? What **happened** / **was happening** after she did?
- 5 Can you think of a situation where you **have seen** / **have been seeing** some of these ideas in practice? If not, can you think of a situation where they could make a difference?

- b Answer the questions in exercise 5a with a partner.

Vocabulary & Listening change

- 6 1.2))) Work with a partner. Listen to the introduction to a business seminar. Student A, why can change be a problem for workers? Student B, why can introducing changes be difficult for managers? Share your answers.
- 7a 1.3))) Listen to the next part of the seminar. Note down the three general factors which determine a culture's response to change.
 - b 1.4))) Listen to the final part of the seminar. Match each cultural group 1-4 to what is important for them a-d.

1 Anglo-Saxon cultures	a feeling their opinion is valued
2 Scandinavia and the Netherlands	b respecting the professional expertise of the manager
3 Mexico, Russia and India	c knowing how a change will improve their personal prospects
4 Germany and Austria	d having confidence in those in authority and receiving formal communication
- c Work with a partner. Are these sentences true (T) or false (F)?
 - 1 If change is not handled well, people always **resist** it.
 - 2 According to Lewin, the first step in **bringing about** change is to explain the reasons.
 - 3 Those wishing to **implement** a change in Anglo-Saxon countries need to highlight benefits to the team.
 - 4 In Scandinavia, if change is **imposed on** people from above, they do not **adapt** well to it.
 - 5 **Consultation** in decision-making is important in India.
 - 6 In Germany, change can be **facilitated** by formal written communication.
- d 1.3, 1.4))) Listen to both tracks. Correct the false sentences.
- 8 Match the words in bold in exercise 7c to meanings a-g. Make any necessary changes to the forms.
 - a change your behaviour in order to deal more successfully with a new situation
 - b make an act or process possible or easier
 - c force a new rule/system to be used
 - d make something happen
 - e make something that has been decided start to happen
 - f refuse to accept something and try to stop it from happening
 - g discussing something before making a decision
- 9 **TASK** Work in groups of three. You are going to give a mini-presentation. Student A, turn to page 126. Student B, turn to page 133. Student C, turn to page 139.

1.3 Vocabulary and skills development

GOALS ■ Predict content ■ Use a dictionary

Reading & Speaking predicting content



A high school student is transformed into a superhero after being bitten by a spider



An eighteen-year-old girl is transformed by a witch into a ninety-year-old woman

The power of transformation stories

I went to my local multiplex the other day, and of the eight films on offer, five featured some kind of transformation as the basis for the plot.

In one, the hero is a nerdy office worker who turns into a spider at the first sign of danger; in another, the feisty heroine is a schoolgirl who becomes a zombie ... or was it the other way round? And in the third, the main character turns green and grows enormous muscles when he gets angry, which is roughly every five minutes.

But these transformations are not restricted to recent popular culture. Many prestigious works of art and literature have concerned heroes who changed (or were changed) into somebody or something else. One of the most famous transformation stories, *Dr Jekyll and Mr Hyde*, was published in 1886. Further back still, many fairy tales and children's stories, which involve witches becoming princesses, frogs becoming princes, and princes changing into beasts, depend on these

- 1 Look at the four film and book titles. What theme do they have in common?
- 2 Read the information in the Unlock the code box about predicting content.



UNLOCK THE CODE

predicting the content of a text

- Use the title, any visuals such as photos or graphs, sub-headings and the first sentence to anticipate the content of the text.
- Think about the vocabulary you might expect to find about the topic of the text.
- Try to predict how a particular type of text might be organized, for example, in an article, what do you expect to read in the first paragraph or the last?
- Read the first sentence of each paragraph – it often gives clues as to the content of the paragraph.
- Be prepared to change your mind as you read.

- 3a Answer the questions with a partner.

- 1 What can you predict about the content of the article from the title, visuals and first sentence?
- 2 Which of these words might you expect to find in the article?

boring castle cinema diary frog muscles
protagonist spider technology transformation

- 3 Can you predict what the writer's argument will be? What will the conclusion be?

- b Read the first sentence of each paragraph. Predict the content of each paragraph from the first sentence.

- 4 Read the article. How close were your predictions?

- 5 Can you think of any other books, films or stories where a key character is transformed in some way? Describe the story to a partner.



An ogre meets a beautiful princess who becomes an ogre at night



The story of a respectable doctor who is unable to stop himself changing into a monster

mutations. The film *Shrek* played with these ideas by turning the beautiful character into a monster at the end, rather than the other way round.

Various reasons have been given as to why the idea of metamorphosis is so powerful in art and culture. One is that it allows artists to explore and emphasize issues of identity. Another is simply to entertain. Nevertheless, it could be claimed that these tales are somehow symptomatic of our age. Maybe writers and film-makers have seen our worries about the rapid changes – in technology, in lifestyle, even in weather – overwhelming us and have created scenarios to match. Our culture's way of dealing with the permanent revolution of our daily lives is by transforming it into art.

■ **metamorphosis** a process in which somebody/something changes completely into something different

Vocabulary using a dictionary

6a Match the categories used in dictionary entries to the questions.

- | | |
|----------------------|---|
| 1 definition | a Is the word a noun, verb, etc.? |
| 2 pronunciation | b Is it a countable or uncountable noun? Is it followed by a preposition? |
| 3 word class | c Does the word have positive associations? |
| 4 style/register | d Is the word used in phrases with a non-literal meaning? |
| 5 idiom | e Is this American English? |
| 6 associated grammar | f Is there another word with a similar meaning? |
| 7 variety | g How do I say the word? |
| 8 connotation | h Do these words naturally go together? |
| 9 synonym | i Is the word used in formal or informal situations? |
| 10 collocation | j What does the word mean? |

b When you record a new word or phrase in your vocabulary notebook, which of the categories in exercise 6a do you usually include?

7 Read the Vocabulary focus aspects of these words from would you record?

allow fairy tale feisty multiplex
nerdy plot prestigious roughly

VOCABULARY FOCUS using a dictionary

When you note new vocabulary, you should decide which aspects of the item to record.

- Essential: spelling, definition/meaning, pronunciation, word class
- Useful: style/register, grammar, collocation, connotation, variety

All of these aspects can be found in a good dictionary, or by asking your teacher.

8 Use a dictionary to answer the questions.

- 1 What word class is the word *symptomatic*?
- 2 What is the definition of *mutation*?
- 3 Which preposition usually follows the verb *deal*?
- 4 Is *transformation* countable, uncountable or both?
- 5 Is *nerdy* formal or informal?
- 6 How do you pronounce *muscles*?
- 7 Which grammatical structure follows *feel like*?
- 8 Is *feisty* a word that suggests approval or disapproval?
- 9 Which verb goes with *a mess*, *a fuss*, *a profit*?

9a **TASK** Look up the words in bold in a dictionary. Apart from spelling, meaning, pronunciation and word class, what information from the dictionary entry would you record about the word?

- 1 What is the best season to visit your hometown? Spring, summer, **fall** or winter?
- 2 Do you have any **nosy** neighbours? How do you feel about it?
- 3 At what age are you **eligible** to vote in your country?
- 4 What are the main causes of **obesity**?

b With a partner, compare what you chose to record. Give reasons for what information you chose to record and anything you chose not to.

1.4 Writing and speaking

GOALS ■ Write a report based on a graph ■ Use vague language (1): approximation

Reading & Writing a report based on a graph

- 1 Look at the map and discuss the questions with a partner.
 - 1 What countries are the cities in?
 - 2 What do you know about these cities?
 - 3 What do you think they have in common?

Bamako: average temperature 21–35°C; its name means 'crocodile river'

Sana'a: altitude 2,300 m; a UNESCO World Heritage Site



Kabul: over 3,500 years old; strategic location

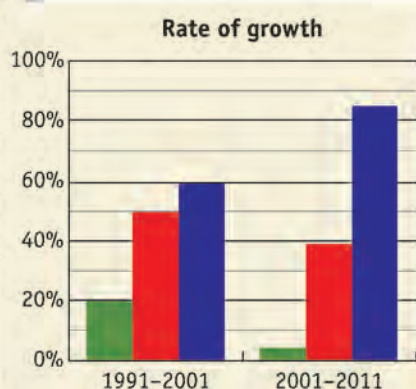
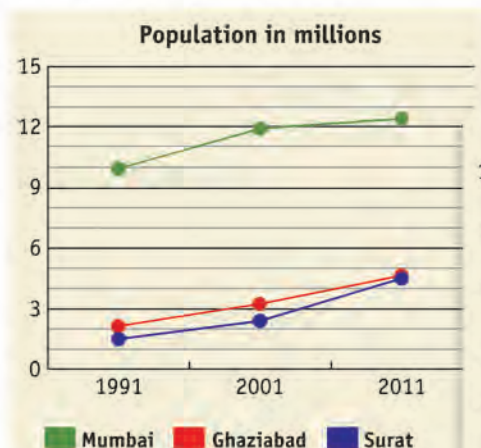
Beihai: languages – Yue and Hakka; subtropical climate

Ghaziabad: good transport network; 99% literacy rate

Surat: cuts 90% of the world's diamonds; clothes manufacturing

- 2 1.5))) Listen to some information about the map and check your ideas.

- 3a Look at the graphs. What do they show? What differences can you see between the cities?



- b Read a formal report based on the graphs, prepared for an investment company.
 - 1 What is the function of the opening sentence?
 - 2 What is the purpose of each paragraph?
 - 3 Underline the information in the text which is taken directly from the graphs.
 - 4 What type of additional information does the text include?

REPORT

While Beihai in China is the world's fastest-growing city, India is the country with the greatest number of cities in a state of rapid transformation.

In a recent study of the top thirty cities in terms of growth, nine of those on the list were in India. However, many of these are not well known internationally, and big cities like Delhi and Mumbai are growing at a much slower rate.

According to www.citypopulation.de, Surat, a city in Gujarat famous for textiles and diamond polishing, grew by an incredible 55% between the 1991 and 2001 censuses and continued to grow by 42% in the ten years to 2011. The population of Ghaziabad, an industrial city twenty kilometres from Delhi, has more than doubled in the past twenty years – from 2.3 million in 1991 to 4.7 million in 2011. Predictions say that the population will continue to grow and that Ghaziabad could overtake Surat in terms of growth rate in the next ten years.

By contrast, Mumbai, though still India's largest city with a population of nearly 12.5 million in 2011, has grown at a much slower rate. From 1991 to 2001, its population grew by about 20%; but in the decade to 2011, population growth stood at just 4%.

- c Look at the Language for writing box. Find phrases in the report on page 12 to complete 1–5.

LANGUAGE FOR WRITING *describing a graph*

Giving the source of information

A recent study showed that ...

In a report published this week ...

1 _____

Describing the subject under consideration

(The top city) as far as growth is concerned ...

2 _____

Describing change and pace

↗	→	↘
increased/went up/ rose/soared doubled/trebled/ at a higher rate	stabilized levelled off bottomed out	halved/decreased dipped/fell/dropped/ plummeted has dropped by nearly a third/more than 20% at a lower rate

slightly/steadily/gradually
sharply/dramatically/rapidly

Describing time periods

between 2005 and 2008

3 _____

2011

from 2000 to 2010

by the year 2015

4 _____ ten _____

Connecting information

Comparing ... to ...

5 _____

- 4 **TASK** Work with a partner. Turn to page 126.

Listening & Speaking *vague language (1): approximation*

- 5 Look at the photos and discuss the questions with a partner.
- Which city do you think this is?
 - How many years do you think separate the two photos?
 - What are the most important differences?

- 6 1.6))) Listen to a student from this city talking about how it has changed. Make notes on what she says about ...

- what changes have taken place
- what's happening now
- the pros and cons of the changes
- what may happen in the future.

- 7a 1.6))) The speaker is often vague about statistics information. Listen again and choose the correct option to complete the sentences.

- Shanghai has changed enormously *in the last thirty years or so* / *in the last forty years or thereabouts*.
- There are now *just under* / *just over* twenty-four million people living here ...
- They've built *60-odd skyscrapers* / *an incredible number of skyscrapers*, and the skyline has changed beyond recognition.
- There are *loads of* / *quite a few* shops, museums and restaurants ...
- I think they're building or planning to build *somewhere in the region of* / *approximately* seven more – that's a big improvement.
- They've established a green belt and there are *upwards of thirty parks* / *dozens of parks* now.

- b Put the six correct options from exercise 7a into the correct category in the Language for speaking box.

LANGUAGE FOR SPEAKING *vague language (1): approximation*

We use approximation when we are not sure of the precise facts or wish to indicate numbers, times, ages, etc. in a general way. Vague language is generally informal.

less than

up to 100/nearly 50/

1 _____

approximately

about/approximately/

around/roughly 50/

2 _____

30 years or thereabouts/

40ish/60-odd/

12 or something like that/

3 _____

something like 50

more than

upwards of/over 50/

50 something

vague quantifiers

not many/a few/quite a few/

a large number of/

4 _____

5 _____

numerical groupings

6 _____

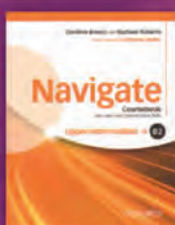
hundreds of/thousands of/
millions of

- 8 **TASK** Prepare to talk about changes in a town or city you know, or Austin, Texas. For information turn to page 127.
- 9 Work in groups. Tell your group about the city you chose. Decide which city you would like to visit most.



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