

Suitable for:
CEFR: A1

2nd Edition

C21

ENGLISH FOR THE 21st CENTURY

Level 1 Course Book

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GARNET
EDUCATION

CE21

ENGLISH FOR THE 21st CENTURY

Level 1 Course Book

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Unit	Lessons	Vocabulary	Grammar
1 pages 12–25 People & places Talking point Countries and people	A Where in the world? B About me C Personal information C21 skills	Countries and nationalities Capital cities (A14–16)	<i>be</i> with <i>I, you</i> and <i>we</i> (B17–18)
2 pages 26–37 Introductions & conversations Talking point Introductions in various situations	A Talking about other people B Introductions C Cool beauty (Slideshow ▶) C21 skills	Jobs (A28–29) Interests (A31) Titles and names (B34–35)	<i>be</i> with <i>he, she, it</i> and <i>they</i> (A28–29)
Progress test Units 1 & 2, pages 38–39			
3 pages 40–53 Friends & family Talking point People and relationships	A Happy families B Hometown C First impressions C21 skills	Families and relationships (A42, B46) Describing people (C47–48)	Possessive adjectives, <i>'s</i> , <i>have, has</i> (B44–45) <i>in</i> and <i>with</i> (C48)
4 pages 54–63 Networks Talking point Careers and career events	A Careers B Conversations about friends C Look at me! (Slideshow ▶) C21 skills	Events (A56–57)	Pronouns <i>he, she, it, we</i> and <i>they</i> (A58)
Progress test Units 3 & 4, pages 64–65			
5 pages 66–79 Work Talking point Jobs and career choices	A My job B My life C Career choices C21 skills	Jobs (A68–69) University subjects (B74)	Prepositions <i>for</i> and <i>in</i> (A69) Present simple with <i>I, you, we</i> and <i>they</i> (B71) <i>a</i> or <i>an</i> (C76)
6 pages 80–89 Jobs around the world Talking point Jobs in other countries	A Working around the world B Communication skills C Just the job (Slideshow ▶) C21 skills	Companies and activities (A82–83)	Present simple with <i>he, she</i> and <i>it</i> (A83–84)
Progress test Units 5 & 6, pages 90–91			

Pronunciation	Language skills	C21 skills
Countries and nationalities (A14) Short forms (B17) Alphabet (C20)	Speaking: Introducing yourself (A16, B17) Spelling names (C20) Listening: Understanding personal details (C20) Writing: Completing online forms (C21)	Study skills: Recording vocabulary (22) Communication: Talking to classmates (23) Checking information (24)
Short forms (A29)	Reading: Reading for specific details (A32) Writing: Writing quiz questions (A30) Writing a profile (C36) Speaking: Talking about your interests (A33) Introducing another person (A34) Listening: Listening for specific details (B35)	Study skills: Reading the question carefully (37) Communication: Using titles and names (37)
Syllables (A43)	Reading: Reading to find true/false information (B44) Speaking: Talking about your family (A43, B46) Writing: Transferring information to a diagram (B46) Listening: Listening for specific details and key words (C48)	Study skills: Organizing new words (50) Communication: Asking for help (51) Predicting a conversation (52)
	Reading: Reading for detail (A56) Reading to match information (A57) Writing: Using pronouns (A59) Writing a description (C62) Listening: Listening for conversation styles (B60) Speaking: Using conversation styles (B61)	Communication: Writing style (63) Responses in conversations (63)
Jobs (A69) <i>do</i> and <i>you</i> (B72) Stressed syllables in subjects (C74)	Speaking: Talking about career goals (A70) Listening: Listening to complete notes (C74) Reading: Reading to identify paragraph topics (C75) Writing: Writing an online profile (C76)	Study skills: Word partnerships (77) Study words (77–78) Communication: Classroom language (78)
<i>s</i> at the end of verbs (A83) <i>does</i> and <i>he, she</i> or <i>it</i> (A84) Correcting information; Questions (B87)	Speaking: Talking about other people's jobs (A84) Reading: Reading to find true/false information (A85) Listening: Listening for specific details (B87) Writing: Writing a job description (C88)	Study skills: Skimming a text (89) Communication: Checking, confirming and correcting (89)

7 pages 92–105 In the city Talking point Advantages and disadvantages of city life	A City life B University cities C Student life C21 skills	Places in town (A94) Transport (A95–96) Adjectives for places (B98)	<i>There is ... , There are ...</i> (B97) Questions and negatives using <i>there</i> (C102)
8 pages 106–115 University life Talking point Finding your way around a city	A On campus and in town B Facts and figures C City of dreams (Slideshow ▶) C21 skills	Floors in a building (A108) Describing a location and giving directions (A108–110) Numbers (B111–112)	Prepositions of place (A109) Making questions with <i>how many</i> (B112)
Progress test Units 7 & 8, pages 116–117			
9 pages 118–131 The natural world Talking point Natural features	A Talking about my country B Travelling C Country profiles C21 skills	Natural features; Location (A120–121)	Capital letters and <i>the</i> (A120) <i>in</i> and <i>on</i> (A122) Punctuation and capital letters (B123–124) <i>and</i> and <i>but</i> (B124)
10 pages 132–141 Food & drink Talking point Food and places to eat	A Food from around the world B Talking about food C Guess the country (Slideshow ▶) C21 skills	Natural food (A134)	Countable and uncountable nouns (A135) <i>a lot of, many, much</i> (A136)
Progress test Units 9 & 10, pages 142–143			
11 pages 144–155 Planning Talking point Being organized and timekeeping	A College days B Good study habits C Surveys C21 skills	Timetables, days and parts of the day (A146–147) Verb and noun phrases (A146)	Prepositions <i>on, in</i> and <i>at</i> (A148) Adverbs and expressions of frequency (B149–150)
12 pages 156–167 Time Talking point Time and routines	A Morning and evening routines B Time for me C Sweet dreams (Slideshow ▶) C21 skills	How to say the time (A158) Free-time activities (B161) Verb and noun phrases (B161)	Preposition <i>at</i> for time (A158)
Progress test Units 11 & 12, pages 168–169			

<p>Syllables (A95)</p> <p><i>There is</i> and <i>There are</i> (B97)</p>	<p>Reading: Reading a map (B97)</p> <p>Skimming texts (B100)</p> <p>Writing: Writing a description of a place (B99)</p> <p>Listening: Listening to label a map (C101)</p> <p>Speaking: Planning a new community (C102)</p>	<p>Creativity: Using word maps (103)</p> <p>Study skills: Using a dictionary (104)</p> <p>Communication: Contributing to a discussion (104)</p>
<p>Stress in numbers (B111)</p>	<p>Reading: Reading to understand maps and diagrams (A109–110)</p> <p>Writing: Writing a facts and figures quiz (B113)</p> <p>Writing a postcard (C114)</p> <p>Listening: Listening to complete sentences and find places on a map (A109)</p> <p>Listening for numbers (B111)</p> <p>Speaking: Describing locations (A109)</p> <p>Giving directions (A110)</p>	<p>Life skills: Listening for key words (115)</p> <p>Communication: Giving and checking numbers (115)</p>
<p>Pronunciation of natural features (A121)</p> <p>Pronunciation of compass points (A121)</p>	<p>Listening: Listening to label a map (A122)</p> <p>Reading: Assessing readability of texts (B123)</p> <p>Scanning texts (C126–127)</p> <p>Writing: Writing an email about a trip (B125)</p> <p>Speaking: Talking about life in different places (C128)</p>	<p>Study skills: Understanding charts and graphs (129)</p> <p>Researching on the internet (129–130)</p> <p>Scanning for information (130)</p>
<p>Talking about countable and uncountable nouns (A136)</p>	<p>Listening: Listening for main ideas (A136)</p> <p>Listening to identify photographs (B137)</p> <p>Writing: Writing survey questions (A136)</p> <p>Writing a quiz (C139)</p> <p>Speaking: Planning a dinner; Describing food and dishes (B138)</p>	<p>Critical thinking: Reading a photo (140)</p> <p>Creativity: Planning an assignment (141)</p>
<p>Weak pronunciation of the article <i>a</i> (B150)</p>	<p>Listening: Listening to complete a table (A146)</p> <p>Speaking: Talking about timetables (A146, A148)</p> <p>Talking about data (C152)</p> <p>Reading: Reading to find true/false information (B149)</p> <p>Reading to understand a pie chart (C152)</p> <p>Writing: Completing a questionnaire (B151)</p>	<p>Study skills: Writing example sentences (153)</p> <p>Strategies for learning grammar (154)</p> <p>Creativity: Using pie charts (154)</p>
<p>Intonation (B163)</p>	<p>Reading: Reading to match photos to texts (A159)</p> <p>Reading for detail (A159–160)</p> <p>Writing: Writing notes to complete a table (A159)</p> <p>Writing an email (C165)</p> <p>Listening: Listening for attitudes and detail (A160)</p> <p>Speaking: Showing interest and asking follow-up questions (B162–164)</p> <p>Talking about your weekend (B164)</p>	<p>Critical thinking: Inferring information (166)</p> <p>Communication: Reacting to information (167)</p>

Welcome to *C21 English for the 21st Century*

C21 is a groundbreaking, five-level general English course that integrates 21st century skills and academic skills to ensure that students are ready for study, work and life throughout the 21st century.

The course combines the language skills of reading, writing, listening and speaking with 21st century skills such as communication, creativity, critical thinking and study skills, in a unique way.

Students of *C21 English for the 21st Century* will be fully prepared to face the challenges and demands of the 21st century.

Unit structure

Each of the five books has 12 units. Each unit is divided into three sections, A, B and C, together with a section on 21st century skills, and either a **Planning ahead** section or a **Progress test** at the end of each unit.

Unit opener

Every unit begins with a double-page unit opener. The opener lists the 21st century skills that are included in the unit, as well as all the target vocabulary and grammar, and the language skills of the unit. The unit opener also features a **Talking point** related to the topic of the unit, to elicit prior knowledge and/or facilitate student engagement with the unit.



Lists the C21 skills covered in the unit.

Topic-related questions encourage you to share your knowledge and ideas about the theme of the unit.

Summarizes the language skills, vocabulary and grammar to be covered. Use this before you start, so you know what is in the unit, or after you finish a unit, to review what you have learnt.

Quizlet

Every unit opener features a unique QR code linked to Quizlet. Scan or click on the code for extra practice of the key unit vocabulary. Alternatively, visit quizlet.info/garnet-c21-level-1 to access all 12 vocabulary sets.

Sections A, B and C

C21 takes an integrated approach to skills development. In each section, you learn the language and skills that relate to the section topic. Icons indicate the main skills you develop in a section.



Vocabulary



Grammar



Reading



Writing



Listening



Speaking

Icons are used to visually direct you to the focus points of lessons.

10A

Food from around the world

Natural food

1 In pairs. Ask your partner about food in their country.
Examples A: What food is popular in your country?
 B: My country produces grapes, meat, wheat. A: What food is popular in your country?
 B: Carrots are very popular.

2 Put each food and drink word from the list in the correct group.

FRUIT	CEREALS	MEAT	FISH AND SEAFOOD	VEGETABLES	DRINK
apples	rice	chicken	salmon	carrots	coffee

3 In groups. Think of more food your country produces. Add them to the groups in 2. Share your list with the class.

4 Underline the odd one out. Explain your answers.
Example Salmon is different. It is a type of fish.

a beef, chicken, lamb, salmon	d grapes, tea, coffee, fruit juice
b lemons, peaches, oranges, maize	e salmon, tuna, apples, sardines
c lamb, carrots, potatoes, onions	f rice, wheat, duck, corn


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Section title

Learning point for the section

Icons show the main skills you work on.

Personalizing your learning experience

Each section includes activities that encourage you to personalize the skills you are learning, talk about yourself or your experiences and opinions, and think critically about the themes in the unit. They are indicated by .

9  **What is important for you in a job?**


- Choose three points from 7. Then compare your choices with another student.

Example interesting work

- Complete the sentence about you.

Example For me it's important to ...

Asks you to give your opinions.

10  **What job do you want in five years?**

- Complete the sentence about you.

Example In five years, I want to be an engineer.

- Talk to your classmates. Find another student with a similar goal.

A: What do you want to be?
 B: I want to be a/an ... What about you?
 A: I want to be a/an ...

Asks you to personalize your skills.

Support for your learning

Focus boxes in each lesson highlight information that is central to the main learning points of the lesson. The Focus boxes will help you with activities in class, and can be used to review your work later. The Focus boxes are colour-coded according to their purpose.

FOCUS

Grammar

There is ..., There are ...

Singular There's one/a cinema. (there is)
 We put *a* or *one* before the noun.

Plural There are two/some cafés.
 We put an *s* at the end of the noun.

FOCUS

Expression

How to say the time


We have different ways to say times.

Examples It's half past six, or It's six thirty.
 For 12.00 p.m. we say *midday* or *noon*.
 For 12.00 a.m. we say *midnight*.

FOCUS

Pronunciation

When people speak quickly, they link *do* and *you* so it sounds like one word.

 **5.4 Listen and repeat the sentences in 6. Pay attention to the pronunciation of *do you*.**

Grammar Focus

Provides notes on the form, function and meaning of a grammar point.

Expression Focus

Contains useful expressions and tips to improve your written and spoken English.

Pronunciation Focus

Provides models of pronunciation to help with speaking tasks, and to help you understand spoken English better.

C21 skills

Each section introduces and develops relevant C21 skills. These skills are flagged within the unit by C21 skills boxes, which name the C21 skill and sub-skill, and include a page reference to practice activities in the C21 skills pages at the end of the unit.

C21 SKILLS

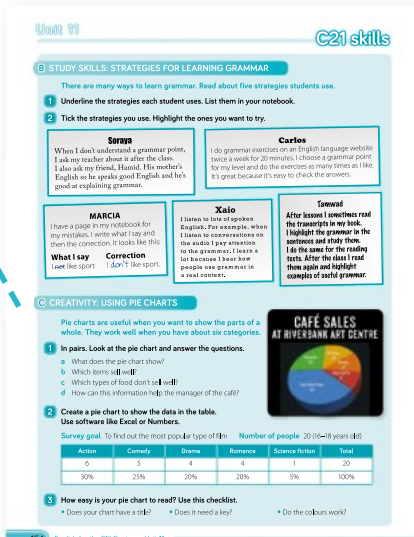
CREATIVITY:
Using pie charts

See page 154 →

C21 skills area and sub-skill

Practice activities from the C21 skills pages for the unit

Reference to practice activities in the C21 pages at the end of the unit



Slideshows

Section C of each even-numbered unit (Units 2, 4, 6, 8, 10 & 12) features a slideshow relating to the themes explored in the previous two units. The audio commentary is at a higher level than other audio in the unit, so as to give you more challenging practice in listening for main ideas, rather than every detail. The listening activities and follow-up writing tasks encourage the sharing of ideas and collaboration.

2c

Cool beauty

1 In pairs. You are going to watch a slideshow called Cool beauty. Look at the photos from the slideshow. What do they show? Share your ideas with another pair.

2 In groups. Think of 10 words you will hear in the slideshow. Write them in a word map. Then share ideas with the class.

3 Watch the slideshow. Make notes. Which words from your word map did you hear?

4 Discuss in pairs. Are your ideas about Shizuka's job correct? What is the most interesting thing in the slideshow? What is good and bad about being famous?

5 Think about a famous person that you know well. Research them on the internet and make notes.

6 You are going to write a profile about a famous person.

Step 1 Look at your notes from 5 and make a mind map.

Step 2 Fill in your profile and then draft it.

Step 3 Share your draft with another student.

Step 4 Complete your profile.

You study photos from each slideshow to predict what the slideshow is about, and the key words you'll hear.

You watch each slideshow and share ideas about what you hear.

You discuss questions raised in the slideshow in pairs or small groups and share your ideas with the class.

If you have difficulty following the slideshows, you can switch on subtitles, or pause and play back parts of the slideshow. There is also a button that takes you to five interactive exercises. Try these exercises after class to review the slideshow and check how much you now understand.