Suitable for: CEFR: A1+

2<sup>nd</sup> Edition



# Level 2 Course Book



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GARNET



Level 2 Course Book

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Unit	Lessons	Vocabulary	Grammar	
1 pages 12-25 Events Talking point Global events	A Special days B Event management C Festivals C21 skills	Word families; Dates (A14-16) Roles in event planning (C22)	Prepositions (A16) Present simple with do and does (B17-18)	
2 pages 26-37 Planning Talking point Planning an event	<ul> <li>A Creative collaboration</li> <li>B Plans and arrangements</li> <li>C Get into character (Slideshow ■)</li> <li>C21 skills</li> </ul>	Types of community events (A28-29) Time expressions for future plans (B32)	Suggestions (A29) Present continuous for future plans (B31-32) Spelling rules when adding -ing to a verb (B32)	
Progress test Units 1 & 2, pa	ges 38-39			
3 pages 40-53 Products Talking point How consumers make decisions	A Buying power B Product reviews C Internet shopping C21 skills	Product features and price (A42-44)	Comparative adjectives (B45-46)  little, less; few, fewer (C50)	
4 pages 54-63 Decision-making Talking point Purchasing decisions	A Choosing furniture B Smart buys C How smart is too smart? (Slideshow ▶) C21 skills	Furniture (A56-57) Sizes and prices (A57-58)	Superlative adjectives (A56-57)	
Progress test Units 3 & 4, pages 64-65				
5 pages 66-79 Turning points Talking point Important events in our lives	A Ages and stages B Timelines C Building a career C21 skills	Life events (A68-69)	Quantifiers (A69) Past simple: Regular and irregular (B70-72) Using time markers (C76)	
6 pages 80-89 Now & then Talking point How places change over time	A Changes over time B Meeting new friends C Who really conquered Everest? (Slideshow ▶) C21 skills	City life (A82-83)	Past simple: Negatives and questions <b>(A83)</b>	
Progress test Units 5 & 6, p	ages 90-91			

Pronunciation	Language skills	C21 skills
Dates <b>(A15)</b> <i>Wh-</i> questions <b>(B18)</b>	Speaking: Describing a special day (A16) Speculating (C22) Reading: Identifying paragraph topics (C20–21) Listening: Identifying different points of view (C22) Writing: Writing a description (C22)	Study skills: Word families (23) Life skills: Finding out about a career (24) Study skills: Reading effectively (24)
	Listening: Listening for order (A29) Speaking: Making suggestions (A30) Talking about plans (B32) Writing: Writing an email about plans (B32) Writing an email with an invitation (C35) Speaking & Listening: Invitations (B33–34)	Creativity: Creative thinking (36) Communication: Declining invitations (37)
Weak <i>-er</i> ending <b>(B46)</b> Pronunciation of <i>i</i> <b>(C49)</b>	Listening: Listening to match descriptions with pictures (A42)  Speaking: Describing products (A44) Discussing reasons (C47)  Reading: Reading for detail (B45) Reading to make notes (C48) Reading to understand bar charts (C50)  Writing: Writing comparisons (B46) Reading & Speaking: Evaluating information (C49)	Study skills: Learning words in pairs (51) Creativity: Multi-use devices (51) Study skills: Close reading (52)
	Reading: Reading for detail (A57)	Critical thinking: Criteria (62)
	Listening: Listening to make notes (A57) Writing: Writing a proposal (A58) Writing an advert (C61) Speaking: Talking to sales staff (B59-60)	Creativity: Qualitative and quantitative research (63)
Pronunciation of <i>-ed</i> endings <b>(B71)</b>	Reading: Reading to order events (B70) Reading to find true/false information (C74)  Speaking: Talking about past events (B71) Talking about events chronologically (B72) Preparing and making a presentation (C75)  Listening: Listening for opinions and detail (C73) Listening to complete notes (C75)  Writing: Writing chronologically (C76)	Life skills: Group and individualistic cultures (77) Creativity: Using timelines (77) Collaboration: Planning a team task (78)
	Reading: Reading to find true/false information (A82)	Communication: Giving yourself
	Speaking: Discussing city life in the past (A83) Listening & Speaking: Conversation skills (B84–86)	time to think (88)  Life skills: Preparing for a conversation (89)

<ul><li>A High achievers</li><li>B Sports heroes</li><li>C Ethical decisions</li><li>C21 skills</li></ul>	Performance and results (A94-96)	Modals: can, must, need to, should (B98)
A Timing and plans B Group assignments C Superfamilies (Slideshow ▶) C21 skills	Deadlines and schedules (A108-109)	be going to (A110)
iges 116-117		
A Inside a company B Temporary work C Your money C21 skills	Company structure (A120-122) Money and budgets (C126-127)	Present simple and present continuous (B124-125)
A How much are you worth?  B A company profile  C A bad day at the office (Slideshow ▶)  C21 skills	Income and salaries (A134-135) Company history (B137-139)	Wh- questions: Review (B137, B139)
pages 142-143		
A Problems and solutions B What's wrong? C Global challenges C21 skills	Problem-solving (A146-148)	too and (not) enough with adjectives (B149-150) too and (not) enough with nouns (B151) Past simple with question words (C153)
A Future challenges B Positive action C Save the blobfish (Slideshow ▶) C21 skills	Natural disasters (A160–161) Taking action (B163–165)	
	B Sports heroes C Ethical decisions C21 skills  A Timing and plans B Group assignments C Superfamilies (Slideshow ) C21 skills  ages 116-117  A Inside a company B Temporary work C Your money C21 skills  A How much are you worth? B A company profile C A bad day at the office (Slideshow ) C21 skills  ages 142-143  A Problems and solutions B What's wrong? C Global challenges C21 skills  A Future challenges C21 skills  A Future challenges C21 skills  A Future challenges C21 skills	B Sports heroes C Ethical decisions C21 skills  A Timing and plans B Group assignments C Superfamilies (Slideshow □) C21 skills  ages 116–117  A Inside a company B Temporary work C Your money C21 skills  A How much are you worth? B A company profile C A bad day at the office (Slideshow □) C21 skills  B A Company profile C A bad day at the office (Slideshow □) C21 skills  C21 skills  A Problems and solutions B What's wrong? C Global challenges C Global challenges C Save the blobfish (Slideshow □)  A Future challenges B Positive action C Save the blobfish (Slideshow □)  C Images (A194–96)  Capped (A108–109)  Deadlines and schedules (A108–109)  Company structure (A120–122)  Money and budgets (C126–127)  Company structure (A134–135)  Company history (B137–139)  Ray- Ray- Ray- Ray- Ray- Ray- Ray- Ray

	Reading: Reading for specific information (A94) Reading for detail and to answer questions (C99) Reading to write a summary (C100) Writing: Writing about personal achievements (A96) Listening: Listening to label a diagram (A96) Listening to make notes (B98) Speaking: Stating and justifying opinions (C101)	Creativity: Organizing information (103) Life skills: Improving performance (103–104) Critical thinking: Making ethical decisions (104)
would and could (B112)	Speaking: Talking about schedules, deadlines and targets (A109) Assigning roles and tasks (B113) Reading: Reading to understand and complete lists (A109) Listening: Listening to complete sentences (B111) Writing: Writing a personal profile (C114)	Life skills: The culture of time (115) Collaboration: Assigning tasks (115)
Unstressed vowels (A122) Linked words in sentences (C127)	Reading: Reading to complete a text and answer questions (A120) Reading to understand tables and charts (C126–127) Speaking: Talking about current projects (B125) Discussing budget plans (C127) Listening: Listening to identify problems (C127)	Creativity: Organizational charts (128) Study skills: Study habits (129) Life skills: Budgets (130)
	Speaking & Listening: Incomes and salaries (A134) Preparing and making a presentation (A135) Reading: Reading for gist (A134) Reading for specific information (A135, B137–139) Reading to complete a map (B137) Speaking: Asking and answering about company details (B137–139) Writing: Writing a company profile (B139) Writing a short story (C140)	Study skills: Word relationships (141 Creativity: Doing research (141)
	Listening: Listening to complete a diagram (A146–147) Reading & Speaking: Assessing problems and suggesting/ discussing solutions (A147–148) Details from individual profiles (C153–154) Reading: Reading for main ideas (B150) Reading for general idea and specific information (C152) Speaking: Speculating about problems (B151, C152) Writing: Writing a profile (C154)	Critical thinking: Risks and benefits (155) Life skills: Finding the right balance (156) Critical thinking: Role models (156)
	Reading & Speaking: Predicting, preventing and preparing (A161)  Listening: Listening to complete a table (A161–162, B164)  Speaking: Predicting and planning (A162)  Discussing technical advances (B165)  Reading: Reading to speculate and complete a matrix (B163–164)  Writing: Writing a fact file (C166)	Critical thinking: Future challenges (167) Creativity: Making a difference (167)

# Welcome to C21 English for the 21st Century

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

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

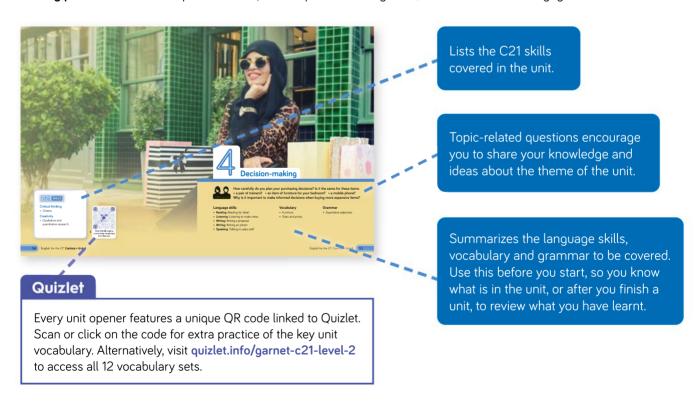
Students of *C21 English for the 21*<sup>st</sup> *Century* will be fully prepared to face the challenges and demands of the 21<sup>st</sup> century.

#### 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 21<sup>st</sup> 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.



### Sections A, B and C

Writing

*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.







Grammar





Reading



Speaking

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



# 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 .



# 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.



#### **Grammar Focus**

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

# **Expression Focus**

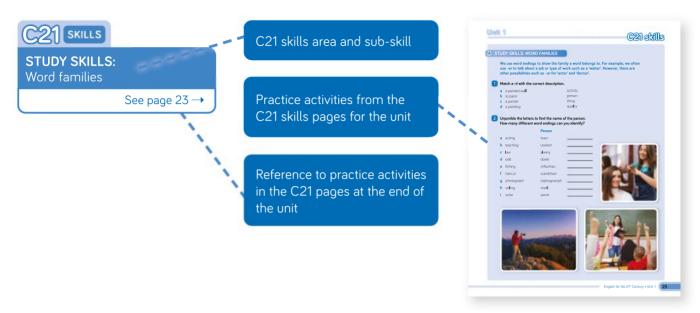
Contains useful expressions and tips to improve your written and spoken English.

#### **Pronunciation Focus**

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

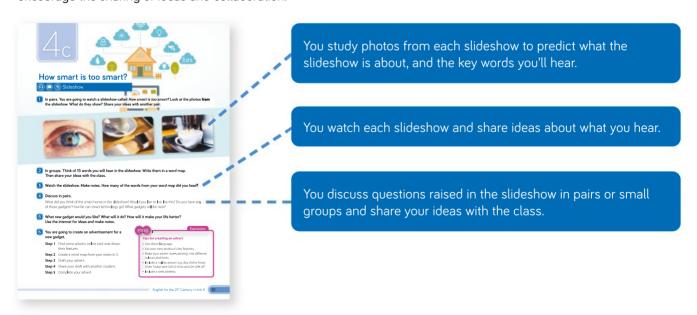
#### C21 skills

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.



#### 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.



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.