

Suitable for:  
CEFR: A1+

2<sup>nd</sup> Edition

# C21

ENGLISH FOR THE 21<sup>st</sup> CENTURY

Level 2 Course Book



Nina O'Driscoll  
Jake Hughes

**GARNET**  
EDUCATION

# C21

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E D U C A T I O N

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

Pronunciation	Language skills	C21 skills
Dates (A15) Wh- questions (B18)	<b>Speaking:</b> Describing a special day (A16) Speculating (C22) <b>Reading:</b> Identifying paragraph topics (C20–21) <b>Listening:</b> Identifying different points of view (C22) <b>Writing:</b> Writing a description (C22)	<b>Study skills:</b> Word families (23) <b>Life skills:</b> Finding out about a career (24) <b>Study skills:</b> Reading effectively (24)
	<b>Listening:</b> Listening for order (A29) <b>Speaking:</b> Making suggestions (A30) Talking about plans (B32) <b>Writing:</b> Writing an email about plans (B32) Writing an email with an invitation (C35) <b>Speaking &amp; Listening:</b> Invitations (B33–34)	<b>Creativity:</b> Creative thinking (36) <b>Communication:</b> Declining invitations (37)
Weak -er ending (B46) Pronunciation of /i/ (C49)	<b>Listening:</b> Listening to match descriptions with pictures (A42) <b>Speaking:</b> Describing products (A44) Discussing reasons (C47) <b>Reading:</b> Reading for detail (B45) Reading to make notes (C48) Reading to understand bar charts (C50) <b>Writing:</b> Writing comparisons (B46) <b>Reading &amp; Speaking:</b> Evaluating information (C49)	<b>Study skills:</b> Learning words in pairs (51) <b>Creativity:</b> Multi-use devices (51) <b>Study skills:</b> Close reading (52)
	<b>Reading:</b> Reading for detail (A57) <b>Listening:</b> Listening to make notes (A57) <b>Writing:</b> Writing a proposal (A58) Writing an advert (C61) <b>Speaking:</b> Talking to sales staff (B59–60)	<b>Critical thinking:</b> Criteria (62) <b>Creativity:</b> Qualitative and quantitative research (63)
Pronunciation of -ed endings (B71)	<b>Reading:</b> Reading to order events (B70) Reading to find true/false information (C74) <b>Speaking:</b> Talking about past events (B71) Talking about events chronologically (B72) Preparing and making a presentation (C75) <b>Listening:</b> Listening for opinions and detail (C73) Listening to complete notes (C75) <b>Writing:</b> Writing chronologically (C76)	<b>Life skills:</b> Group and individualistic cultures (77) <b>Creativity:</b> Using timelines (77) <b>Collaboration:</b> Planning a team task (78)
	<b>Reading:</b> Reading to find true/false information (A82) <b>Speaking:</b> Discussing city life in the past (A83) <b>Listening &amp; Speaking:</b> Conversation skills (B84–86) <b>Writing:</b> Writing a newspaper article (C87)	<b>Communication:</b> Giving yourself time to think (88) <b>Life skills:</b> Preparing for a conversation (89)

<b>7</b> pages 92–105 <b>Performance</b> <b>Talking point</b> Great performances in sport, education, business and arts	<b>A</b> High achievers <b>B</b> Sports heroes <b>C</b> Ethical decisions C21 skills	Performance and results <b>(A94–96)</b>	Modals: <i>can, must, need to, should</i> <b>(B98)</b>
<b>8</b> pages 106–115 <b>Plans &amp; tasks</b> <b>Talking point</b> Are plans important?	<b>A</b> Timing and plans <b>B</b> Group assignments <b>C</b> Superfamilies (Slideshow  ) C21 skills	Deadlines and schedules <b>(A108–109)</b>	<i>be going to</i> <b>(A110)</b>
<b>Progress test Units 7 &amp; 8, pages 116–117</b>			
<b>9</b> pages 118–131 <b>The world of work</b> <b>Talking point</b> Travelling to work	<b>A</b> Inside a company <b>B</b> Temporary work <b>C</b> Your money C21 skills	Company structure <b>(A120–122)</b> Money and budgets <b>(C126–127)</b>	Present simple and present continuous <b>(B124–125)</b>
<b>10</b> pages 132–141 <b>Profits &amp; incomes</b> <b>Talking point</b> The most successful company in the world	<b>A</b> How much are you worth? <b>B</b> A company profile <b>C</b> A bad day at the office (Slideshow  ) C21 skills	Income and salaries <b>(A134–135)</b> Company history <b>(B137–139)</b>	<i>Wh-</i> questions: Review <b>(B137, B139)</b>
<b>Progress test Units 9 &amp; 10, pages 142–143</b>			
<b>11</b> pages 144–157 <b>Problem-solving</b> <b>Talking point</b> Problems and solutions	<b>A</b> Problems and solutions <b>B</b> What's wrong? <b>C</b> Global challenges C21 skills	Problem-solving <b>(A146–148)</b>	<i>too</i> and <i>(not) enough</i> with adjectives <b>(B149–150)</b> <i>too</i> and <i>(not) enough</i> with nouns <b>(B151)</b> Past simple with question words <b>(C153)</b>
<b>12</b> pages 158–167 <b>A better world</b> <b>Talking point</b> Solving global challenges	<b>A</b> Future challenges <b>B</b> Positive action <b>C</b> Save the blobfish (Slideshow  ) C21 skills	Natural disasters <b>(A160–161)</b> Taking action <b>(B163–165)</b>	
<b>Progress test Units 11 &amp; 12, pages 168–169</b>			



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

# Welcome to C21 English for the 21<sup>st</sup> 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 21<sup>st</sup> 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.



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-2](https://quizlet.info/garnet-c21-level-2) 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.



**9A**

**Inside a company**

**Company structure**

1 Read the company profile and complete it using the numbers from the box.

163 1992 300 £28,000 £66,000 £34 million three



Morgan is a British car manufacturer. The company was founded in \_\_\_\_\_ by Henry Morgan and until recently was still a family-owned business. It produces over \_\_\_\_\_ cars a year and has an annual revenue of around \_\_\_\_\_. Its headquarters are in Malvern, England and the company employs \_\_\_\_\_. \_\_\_\_\_ people in the factory and office. Morgan produces \_\_\_\_\_ ranges of car. Their most expensive model, the Aero, is priced at around \_\_\_\_\_ and the 444 sports car sells for \_\_\_\_\_. It sells cars at around the world.

2 In pairs. Check your answers for 1 using these questions.

- a When was the company founded?
- b How many cars does Morgan produce?
- c What is its annual revenue?
- d How many people does it employ?
- e How many ranges of car does Morgan produce?
- f How much are the Aero and 444 models?


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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 .


**8**  Prepare a timeline showing eight key events in your early life. Choose visuals to illustrate some of the events.

**Step 1** Brainstorm eight key events and list them in chronological order.

**Step 2** Create a timeline, by hand or using a timeline creation tool.

**Step 3** Plan what to say. Make a list of verbs you want to use and their past tense form.

Asks you to give your opinions.

**9**  In threes. Take turns to talk about your timeline. Use time markers to make it clear when each event happened.

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

##### be going to

We use *be going to* to talk about future plans and intentions

**Example A** Are you going to buy a new car?

**B** Yes, I'm going to buy an electric car.

#### Grammar Focus

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

### FOCUS

#### Expression

##### Replying to a business email

Dear ...

Thank you for your email requesting a proposal for ...

I am attaching ...

Please contact me for more information.

Regards ...


#### Expression Focus

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

### FOCUS

#### Pronunciation

When we ask questions that begin with a question word like *What* or *How*, our voice usually goes down at the end of the question.

 **1.4 Listen and repeat the questions in 7. Try and follow the way the speaker's voice rises and falls.**

#### 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**

**STUDY SKILLS:**  
Word families

See page 23 →

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.

**4c**

**How smart is too smart?**

Slideshow

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

2 In groups. Think of 15 words you will hear in the slideshow. Write them in a word map. Then share your ideas with the class.

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

4 Discuss in pairs. What do you think of the smart home in the slideshow? Would you like to live like this? Do you have any of these gadgets? How far can smart technology go? What gadgets will be next?

5 What new gadget would you like? What will it do? How will it make your life better? Use the internet for ideas and make notes.

6 You are going to create an advertisement for a new gadget.

**Step 1** Find some adverts online and note down their features.

**Step 2** Create a mind map from your notes in 5.

**Step 3** Draft your advert.

**Step 4** Share your draft with another student.

**Step 5** Complete your advert.

**Tip for creating an advert**

- Use direct language
- List your new product's key features
- Make your advert 'eye-catching'. Use different colours and fonts.
- Include a 'call to action', e.g. Buy Online Now! Order Today and Call Us Now and Get 20% off!
- Include a web address.

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.