

Suitable for:  
CEFR: A2

2<sup>nd</sup> Edition

# C21

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

Level 3 Course Book

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GARNET  
EDUCATION

# C21




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

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Unit	Lessons	Vocabulary	Grammar
<b>1</b> pages 12–25 <b>Communication</b> <b>Talking point</b> How the way we communicate has changed	<b>A</b> First impressions <b>B</b> Switch off <b>C</b> Conversation styles C21 skills	Types of communication (A14, B17) Describing body language (A15)	Using <i>talk, say, tell</i> and <i>speak</i> (A16) Past simple (B18) Past simple questions (B19)
<b>2</b> pages 26–35 <b>Arrangements</b> <b>Talking point</b> Making arrangements	<b>A</b> Where are you? <b>B</b> Meeting friends <b>C</b> A language we all understand (Slideshow  ) C21 skills	Abbreviations for text messages (B33)	Present continuous and present simple (A29–31) Present continuous for future arrangements (B32)
Progress test Units 1 & 2, pages 36–37			
<b>3</b> pages 38–49 <b>Travel experiences</b> <b>Talking point</b> Unique places around the world	<b>A</b> Unique people and places <b>B</b> Experiences <b>C</b> Before you go C21 skills	Adjectives for describing life in different countries (A40–41) Sources of travel information (C44)	Present perfect (B43)
<b>4</b> pages 50–61 <b>Faraway places</b> <b>Talking point</b> Choosing a destination for a holiday or day out	<b>A</b> Types of holiday <b>B</b> Changing cities <b>C</b> A sense of adventure (Slideshow  ) C21 skills	Types of holiday (A53–54)	Verb phrases (A53) Present perfect and past simple (B56–58)
Progress test Units 3 & 4, pages 62–63			
<b>5</b> pages 64–77 <b>Changing times</b> <b>Talking point</b> Technological changes	<b>A</b> What do we need? <b>B</b> The future <b>C</b> How we study C21 skills	Survival in dangerous situations (A66–68) Language learning (C71–73)	Using <i>will</i> and <i>won't</i> for predictions (B70)
<b>6</b> pages 78–89 <b>Technology</b> <b>Talking point</b> Gadgets	<b>A</b> Good ideas <b>B</b> Technology and people <b>C</b> Will we ever live on Mars? (Slideshow  ) C21 skills	Inventions and gadgets (A80–82)	<i>Will</i> for offers of help (A86–87)
Progress test Units 5 & 6, pages 90–91			

Pronunciation	Language skills	C21 skills
Connected speech (B18) Pronunciation of <i>n't</i> (B19) Rhythm in phrases (C21)	<b>Speaking:</b> Discussing communication and body language (A14–16) <b>Reading:</b> Interpreting pictures (A15) Reading to match information (C20) <b>Listening:</b> Listening to understand body language (A15) Listening to match people and opinions (B18) Listening to complete sentences (B19) <b>Listening &amp; Speaking:</b> Expressing opinions and reacting (C21)	<b>Communication:</b> Body language (22) <b>Communication:</b> Choosing the best way to communicate (23) <b>Communication:</b> Discussions (24)
	<b>Speaking:</b> Hypothesizing about pictures (A28) Discussing friendships (A29) <b>Listening:</b> Listening for the main message (B32) <b>Listening &amp; Speaking:</b> Making arrangements (B32) <b>Reading:</b> Reading to understand informal communication (B33) <b>Writing:</b> Writing messages using abbreviations (B33) Writing a description (C34)	<b>Critical thinking:</b> Inferring information from pictures (35) <b>Study skills:</b> Understanding the purpose of writing (35)
Pronunciation of <i>have</i> (B43)	<b>Reading:</b> Reading to identify main points (A40) Reading to understand opinions (C44–45) Reading for specific information (C44–45) <b>Speaking:</b> Discussing and describing your country (A41) Describing photos (B42) Sharing personal opinions and choices (C45) <b>Listening:</b> Listening for specific information (B42) <b>Writing:</b> Writing a review (C45)	<b>Life skills:</b> Avoiding national stereotypes (46) <b>Study skills:</b> Key words (47) <b>Critical thinking:</b> Facts and opinions (48)
Unstressed word parts (A54)	<b>Reading:</b> Skimming (A52) Reading for detail (A52–53) <b>Speaking:</b> Discussing holiday options (A54) <b>Listening &amp; Speaking:</b> Completing and discussing a survey (A55) <b>Listening:</b> Listening to identify false information (B56) Listening to order information (B56) <b>Writing:</b> Writing an advert (A54) Writing a diary entry (C59) <b>Reading &amp; Listening:</b> Reading and listening to complete graphs (B58)	<b>Critical thinking:</b> Evaluating (60) <b>Study skills:</b> Reading and describing graphs (61)
Pronunciation of contractions (B70) Positive and negative forms (C72)	<b>Reading:</b> Reading to confirm predictions (A66) Reading for detail (A66–67) Reading for gist (C72) <b>Speaking:</b> Discussing facts, ideas and experiences (A67–68) Ranking items and giving reasons (A68, C71) Speculating about the future (B69–70) Ranking ideas based on personal preference (C73) <b>Listening:</b> Listening to make notes (A68) Listening for specific information (B69) Listening to identify opinions (C71) <b>Writing:</b> Writing guidelines (C73)	<b>Critical thinking:</b> Prioritizing (74) <b>Creativity:</b> Giving a presentation (74–75) <b>Critical thinking:</b> Reading between the lines (75–76)
	<b>Reading:</b> Reading to match texts and pictures (A80) Predicting from headlines (B83) Reading for general ideas (B83–85) Reading to assess and speculate about information (B84) <b>Speaking:</b> Describing pictures (A81) Ranking items according to usefulness (A81) Using photos to prompt discussion (A81) <b>Listening:</b> Listening to complete a table (A82) <b>Writing:</b> Writing a profile (B85) Writing a description (C88) <b>Listening &amp; Speaking:</b> Offers of help (B87)	<b>Critical thinking:</b> Evaluating usefulness (89) <b>Life skills:</b> Promoting yourself (89)

<b>7</b> pages 92–105 <b>Teamwork</b> <b>Talking point</b> What it means to belong to a team or group	<b>A Working together</b> <b>B Leaders and teams</b> <b>C Brainstorming</b> <b>C21 skills</b>	The workplace (A94–96)	Zero conditional (B98–99)
<b>8</b> pages 106–115 <b>Groups &amp; communities</b> <b>Talking point</b> Belonging to groups	<b>A Groups</b> <b>B Cause and effect</b> <b>C What can we learn from ants?</b> (Slideshow ▶) <b>C21 skills</b>	Types of groups (A108–109) City bike schemes (B111–113)	Discourse markers: <i>anyway, right</i> and <i>so</i> (A110)
<b>Progress test Units 7 &amp; 8, pages 116–117</b>			
<b>9</b> pages 118–131 <b>Healthy lifestyle</b> <b>Talking point</b> How healthy people are now compared to 50 years ago	<b>A Is it good for you?</b> <b>B Work-life balance</b> <b>C Health trends</b> <b>C21 skills</b>	Healthy habits (A120–122) Working conditions (B123–124)	Gerund as subject and object of a sentence (A121–122) <i>can, can't; have to, don't have to</i> (B123–124)
<b>10</b> pages 132–141 <b>Health &amp; safety</b> <b>Talking point</b> The positives and negatives of graffiti	<b>A Creative solutions</b> <b>B Days off</b> <b>C What's good for you?</b> (Slideshow ▶) <b>C21 skills</b>	Abbreviations and symbols for note-taking (B137–138)	<i>should</i> and <i>shouldn't</i> for advice (A134)
<b>Progress test Units 9 &amp; 10, pages 142–143</b>			
<b>11</b> pages 144–157 <b>Preparing for work</b> <b>Talking point</b> Planning your future career	<b>A Graduate jobs</b> <b>B Study to work</b> <b>C Interviews</b> <b>C21 skills</b>	Describing jobs and salaries (A146–148) Positive and negative personal qualities (C152)	<i>be going to</i> (B150)
<b>12</b> pages 158–167 <b>Future plans</b> <b>Talking point</b> Getting the job you want	<b>A Study abroad</b> <b>B Applying for a job</b> <b>C Are you in control?</b> (Slideshow ▶) <b>C21 skills</b>	Adverts (A160–161) Job adverts and applications (B163–164)	First conditional (A161)
<b>Progress test Units 11 &amp; 12, pages 168–169</b>			

Pronunciation of <i>o</i> (A95) Pronunciation of questions with no verbs (C101)	<b>Listening:</b> Listening to identify advantages and disadvantages (A94) Listening to complete sentences (B98) <b>Reading:</b> Reading problems to think of solutions (A96) Reading to identify different roles within groups (B99) Reading to match headings with texts (C100) Reading for specific information (C100–101) <b>Writing:</b> Writing about a dream job (A96) <b>Speaking:</b> Discussing roles in a team (B98) <b>Listening &amp; Speaking:</b> Brainstorming (C101)	<b>Critical thinking:</b> Finding solutions (102) <b>Collaboration:</b> Working in a team (103) <b>Creativity:</b> Learning from mistakes (104)
	<b>Reading:</b> Reading to identify true/false information (A108) Reading to guess meaning from context (A108–109) Reading to decide and share opinions (B111–112) Reading to find advantages and disadvantages (B112) <b>Listening:</b> Listening to complete sentences (A110) Listening to identify reasons (A110) Listening for opinions (B112) <b>Speaking:</b> Using facts, opinions, causes and effects in a discussion (B113) <b>Writing:</b> Writing a personal account (C114)	<b>Study skills:</b> Guessing unknown words (115) <b>Critical thinking:</b> Cause and effect (115)
Pronunciation of <i>can</i> and <i>can't</i> (B124)	<b>Speaking:</b> Rating and discussing healthy habits (A120, A122) <b>Reading:</b> Reading for specific information (A121) Understanding a graph (C125) <b>Listening:</b> Listening to complete sentences (A122) Listening for detail (B123, C126) Listening to make notes (B123) <b>Writing:</b> Writing to complete sentences with your own ideas (B124) <b>Reading &amp; Speaking:</b> Reading and discussing the differences in health and lifestyle (now and 50 years ago) (C126–127)	<b>Critical thinking:</b> Questioning opinions (128) <b>Life skills:</b> Rules (129) <b>Critical thinking:</b> Making assumptions (130)
Pronunciation of <i>should</i> (A134)	<b>Speaking:</b> Giving advice (A134) <b>Reading:</b> Reading to assess ideas (A135) Predicting content from photos (A135) Reading and assessing problems and solutions (A136) <b>Listening:</b> Listening to match opinions to ideas (A136) Listening to take notes (B137–138) <b>Writing:</b> Using notes to write an email (B138) Writing an email with a recommendation (C139)	<b>Creativity:</b> Thinking creatively (140) <b>Study skills:</b> Note-taking (141)
Pronunciation of different job titles (A147) Question intonation (C152)	<b>Listening:</b> Listening to complete a table (A147) Listening to assess job interview responses (C152) <b>Reading:</b> Reading for detail (A148) Reading to check predictions (B149, C154) Reading to match information (B149–150) Reading to categorize tips (C151) <b>Speaking:</b> Discussing future plans (A148) Talking about job interviews (C151) Role-playing a job interview (C153) <b>Writing:</b> Writing guidelines (C154)	<b>Critical thinking:</b> Long-term and short-term aims (155) <b>Life skills:</b> Networking (155–156) <b>Communication:</b> Why we communicate (156)
Stressed words in sentences (A161)	<b>Reading:</b> Reading to check opinions (A160) Reading for detail (B163) <b>Listening:</b> Listening for positive opinions (A161) <b>Speaking:</b> Giving speculative answers (A162) <b>Reading &amp; Writing:</b> Reading and writing cover letters for job applications (B163–164) <b>Writing:</b> Writing a personal account (C165)	<b>Critical thinking:</b> Preparing for the future (166) <b>Communication:</b> Register (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-3](http://quizlet.info/garnet-c21-level-3) 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.



**3B**

**Experiences**

**Present perfect**

1 The photos on the right show two unique stories. Choose three words from the box for each story and add them to the correct photos. Can you guess the story?

Brazil dangerous housing  
mountain paint people

2 Listen to two friends talking about the stories behind the photos in 1 and check your guesses.

3 Listen again and answer the questions. Which is your favourite story?

**Photo a**

a What is the climber's name?  
b What has he climbed?  
c What is unusual about the way he climbs?  
d Why does he climb?

**Photo b**

e What is a 'favela'?  
f Which city does the photo show?  
g Why did the artists organize the painting project?  
h What have they painted?

4 Complete the sentences about the stories in 1 using the present perfect form of the verbs in brackets.

a He \_\_\_\_\_ (climb) some of the most dangerous places in the world.  
b A \_\_\_\_\_ he even \_\_\_\_\_ (have) an accident?  
c No, he \_\_\_\_\_ (not have).  
d What \_\_\_\_\_ they \_\_\_\_\_ (paint)?  
e They \_\_\_\_\_ (paint) the outside of the houses in the favela.  
f They \_\_\_\_\_ (have) some problems because the favela is a bit dangerous.

**C21 SKILLS**  
STUDY SKILLS  
See page 47

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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

6 Write a review of a place you know. Make a list before you start.

**Facts** It opens at ...  
**Opinions** It's a beautiful ...  
**Advice** I recommend ... because ...

7 In groups. Exchange reviews with other students. Which place would you like to visit and why? Was all the information useful?

Asks you to give your opinions.

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

#### Present continuous for future arrangements

We use the present continuous to talk about our plans with other people.

**Examples** I'm having dinner with Karina on Friday.  
What are you doing on Thursday morning?

#### Grammar Focus

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

### FOCUS

#### Expression

#### Writing a description of the future

- Use *will* and *won't* to talk about the future a long way from now.
- Remember to include where, when, who and why.
- Include lots of detail.
- Use your imagination! Make your description personal for you.

#### Expression Focus

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

### FOCUS

#### Pronunciation

#### 9.4 Listen to the pronunciation of *can* and *can't*. How many different 'a' sounds can you hear?

- a Can I work in here?  
b Yes, you can./No, you can't.  
c Where can I work?  
d You can work in the library.

#### 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**

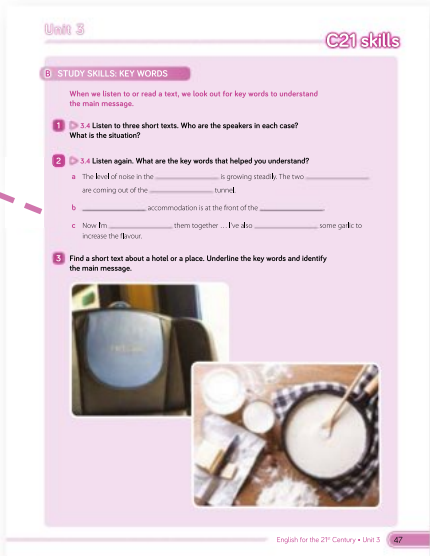
**STUDY SKILLS:**  
Key words

See page 47 →

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.

**6c**

**Will we ever live on Mars?**

**6c** Slideshow

**1** In pairs. You are going to watch a slideshow called *Will we ever live on Mars?* Look at the photos from the slideshow. What do they show? Share your ideas with another pair.

**2** In groups. Think of 20 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. Would you want to go on a trip to Mars? Why/Why not? Why do you think there was a disagreement about the number of people who applied for the Mars One project?

**5** Think about future human colonies. Do some research on the internet and make notes. Where will humans live in 200 years? Under the sea? On the Moon? In space? In 1000 years? On planets far away? How will we live there? What technology will we need?

**6** You are going to write a description (300–400 words) of a future human colony.

**Step 1** Use your notes from 5 to make a mind map.

**Step 2** Write your description and then draft it.

**Step 3** Share your draft with your partner.

**Step 4** Compare your draft considering your partner's suggestions.

**FOCUS** Writing a description of the future

- Use all and want to talk about the future (a long way from now).
- Remember to include where, when, who and why.
- It is kind of... (adjective).
- Use your imagination! Make your description personal for you. The future is yours!

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.