

Suitable for:  
CEFR: B1

2<sup>nd</sup> Edition

# CE21

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

Level 4 Course Book

Nina O'Driscoll  
Jake Hughes

GARNET  
EDUCATION

# C21

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

Level 4 Course Book

Nina O'Driscoll  
Jake Hughes

**GARNET**  
E D U C A T I O N




# Contents

	Book map	4
	Using C21	8
Unit 1	<b>Big questions</b>	12
Unit 2	<b>Stories</b>	26
Unit 3	<b>Movement</b>	40
Unit 4	<b>Logical thinking</b>	54
Unit 5	<b>The mind</b>	66
Unit 6	<b>Changing minds</b>	80
Unit 7	<b>Image</b>	94
Unit 8	<b>Different perceptions</b>	108
Unit 9	<b>Risks &amp; opportunities</b>	122
Unit 10	<b>Personal choices</b>	136
Unit 11	<b>Media</b>	148
Unit 12	<b>Breaking news</b>	162
	Activities	177
	Transcripts	194
	Word list	214
	Notes	223

Unit	Lessons	Vocabulary	Grammar
<b>1</b> pages 12–25 <b>Big questions</b> <b>Talking point</b> Famous scientists and mathematicians	<b>A</b> The right question? <b>B</b> Questions and answers <b>C</b> What's the best way to learn a language? C21 skills	Research and scientific theories (A14–16)	Revision of tenses (B17–18)
<b>2</b> pages 26–37 <b>Stories</b> <b>Talking point</b> Storytelling	<b>A</b> Can you solve the mystery? <b>B</b> What makes a great story? <b>C</b> Can we travel through time? (Slideshow 🎥) C21 skills	Incidents: Hijackings and robberies (A28–31)	Narrative tenses: Past simple and past continuous (A28–29)
Progress test Units 1 & 2, pages 38–39			
<b>3</b> pages 40–53 <b>Movement</b> <b>Talking point</b> Events when people and animals move together	<b>A</b> Journeys <b>B</b> Urbanization <b>C</b> Rules C21 skills	Describing movement (A42–43)	Passives (B45–46)
<b>4</b> pages 54–63 <b>Logical thinking</b> <b>Talking point</b> Puzzle solving	<b>A</b> Logistics <b>B</b> Logic <b>C</b> Migration (Slideshow 🎥) C21 skills	Logistics (A56–57) Types of thinking for puzzle solving (B58)	
Progress test Units 3 & 4, pages 64–65			
<b>5</b> pages 66–79 <b>The mind</b> <b>Talking point</b> Brain functions	<b>A</b> The brain <b>B</b> Perception <b>C</b> Concentration C21 skills	Brain functions (A68–69) 'Mind' phrases (A70)	Modals of deduction (B71–73)
<b>6</b> pages 80–91 <b>Changing minds</b> <b>Talking point</b> Motivation	<b>A</b> Memory <b>B</b> Motivation <b>C</b> Your mind is playing tricks on you (Slideshow 🎥) C21 skills	Types of mnemonic (A83, A85) Language of persuasion (B86–88)	
Progress test Units 5 & 6, pages 92–93			

Pronunciation	Language skills	C21 skills
Auxiliary verbs (B19) Connected speech (C20)	<b>Reading:</b> Reading to confirm speculation (A14) Reading to compare information (C21) <b>Listening:</b> Listening for true/false information (A15) Listening to complete a table (A16) Listening for detail (C20) <b>Writing:</b> Writing a profile (B19) <b>Speaking:</b> Discussing options and justifying opinions (C21)	<b>Communication:</b> Objective and subjective arguments (22) <b>Life skills:</b> Building rapport (23) <b>Study skills:</b> Active learning (24)
	<b>Reading:</b> Reading to confirm predictions (A28) Reading for detail (A28) <b>Listening:</b> Listening for specific details (A29) Listening to make notes (A30) <b>Listening &amp; Speaking:</b> Comparing and assessing different witness accounts (A30) <b>Reading &amp; Speaking:</b> Structuring narratives and telling stories (B32–34) <b>Writing:</b> Writing a story (B34, C35)	<b>Critical thinking:</b> Evidence and witness accounts (36) <b>Communication:</b> Telling stories (37)
The o sound (B45) Stressed words within sentences (C49)	<b>Reading:</b> Predicting text content from pictures (A42) Reading for specific information (A42, C47) Reading graphs and maps (B44) Reading to identify the main idea and supporting points (C47–48) <b>Listening:</b> Listening for specific details (A43) Listening to categorize information (B45) <b>Speaking &amp; Listening:</b> Talking about journeys; listening to ask questions (A43) <b>Writing:</b> Writing a comment for an online article (C48) <b>Listening &amp; Speaking:</b> Appropriate turn-taking (C49)	<b>Life skills:</b> Working towards a common goal (50) <b>Communication:</b> Avoiding personal references (51) <b>Life skills:</b> Rules and responsibility (52)
	<b>Reading:</b> Reading to identify topic sentences (A56) Reading to suggest solutions (B59) <b>Listening:</b> Listening to make notes (A57) Listening to complete a table (B58) Listening for true/false information (B59) <b>Writing:</b> Writing a forum post (A57) Writing a short report (C61) <b>Speaking:</b> Discussing solutions to puzzles (B60)	<b>Creativity:</b> Internet forums (62) <b>Critical thinking:</b> Logical vs lateral thinking (63)
Short forms (B71)	<b>Listening:</b> Listening to confirm information (A69) Listening to complete sentences (A70, B71) <b>Reading:</b> Reading to label a diagram (A69) Reading to speculate about a photo (B71) <b>Speaking:</b> Sharing ideas and opinions (A70) Discussing assumptions (B73) Discussing differences (C76) <b>Reading &amp; Listening:</b> Transferring information to a mind map (C74–75)	<b>Critical thinking:</b> Cognitive training (77) <b>Critical thinking:</b> Identifying assumptions (78) <b>Life skills:</b> Focusing attention (78)
Irregular pronunciation (A85)	<b>Listening:</b> Listening to identify and remember specific information (A82) Listening to label a diagram (A83) <b>Reading:</b> Reading to understand memorization strategies (A83–84) Reading to match headings to paragraphs (A84) Reading to summarize information (A84) Reading for specific information (B86–87) <b>Speaking:</b> Discussing mnemonics (A85) <b>Writing:</b> Writing persuasively (B88) Writing a description of a process (C89)	<b>Study skills:</b> Memorization (90) <b>Life skills:</b> Persuading other people to do things (91)



<b>7</b> pages 94–107 <b>Image</b> <b>Talking point</b> Using images to change people's views and opinions	<b>A Company logos</b> <b>B Personal qualities</b> <b>C A story in pictures</b> <b>C21 skills</b>	Logos, colours and design <b>(A96–98)</b>	Typical endings of nouns and adjectives <b>(A98)</b> Defining and non-defining relative clauses <b>(B99–101)</b> Sentence patterns with <i>look</i> and <i>seem</i> <b>(C103)</b>
<b>8</b> pages 108–119 <b>Different perceptions</b> <b>Talking point</b> What makes a good CV?	<b>A Altering photos: Right or wrong?</b> <b>B Curriculum vitae</b> <b>C A good photo</b> (Slideshow  ) <b>C21 skills</b>	Photo editing techniques <b>(A110–112)</b> Describing strengths and skills <b>(B114–116)</b>	Reference words <b>(A111)</b>
<b>Progress test Units 7 &amp; 8, pages 120–121</b>			
<b>9</b> pages 122–135 <b>Risks &amp; opportunities</b> <b>Talking point</b> Taking risks	<b>A Are you a risk-taker?</b> <b>B Choices and consequences</b> <b>C Rogue traders</b> <b>C21 skills</b>	Sentence patterns with <i>risk</i> <b>(A124–126)</b> Attitudes to risk-taking <b>(A126)</b>	First conditional <b>(B127–129)</b>
<b>10</b> pages 136–145 <b>Personal choices</b> <b>Talking point</b> Making decisions	<b>A Working abroad</b> <b>B Everyday dilemmas</b> <b>C A 21<sup>st</sup>-century dilemma</b> (Slideshow  ) <b>C21 skills</b>	Adding detail to a text <b>(A138–139)</b> Expressing advantages and disadvantages <b>(A140)</b>	Second conditional <b>(B141–143)</b>
<b>Progress test Units 9 &amp; 10, pages 146–147</b>			
<b>11</b> pages 148–161 <b>Media</b> <b>Talking point</b> The impact of social media on our lives	<b>A Social media</b> <b>B Cyberbullying</b> <b>C Future changes</b> <b>C21 skills</b>	Social media and activities <b>(A150–151)</b> Collocations <b>(A150–151)</b>	Degrees of probability <b>(C155–157)</b>
<b>12</b> pages 162–173 <b>Breaking news</b> <b>Talking point</b> News stories	<b>A Interviewing</b> <b>B In the news</b> <b>C Fake news</b> (Slideshow  ) <b>C21 skills</b>	News stories <b>(B168)</b>	Indirect questions and requests <b>(A164–166)</b> Punctuating quotes <b>(B168–170)</b>
<b>Progress test Units 11 &amp; 12, pages 174–175</b>			

Stress in long words (A98) Pronunciation of s (C103)	<b>Listening:</b> Listening to complete sentences (A97, B99) Listening to complete a table (B99) <b>Speaking:</b> Discussing colours and meaning (A98) Talking about qualities and skills for jobs (B100) Describing a photo (C102) <b>Reading:</b> Reading to complete a table (B100) <b>Writing:</b> Writing a biography (B101) <b>Listening &amp; Speaking:</b> Analyzing photos (C103)	<b>Life skills:</b> The culture of colour (104) <b>Creativity:</b> The feedback sandwich (105) <b>Critical thinking:</b> Reasoning (106)
	<b>Reading:</b> Reading for specific information (A110–111, B116) <b>Speaking:</b> Comparing and analyzing photos (A112) Talking about photo manipulation (A112–113) Talking about mind maps (B115) <b>Writing:</b> Writing sentences (B115) Writing your CV (B116) Writing an analysis of a photo (C117)	<b>Critical thinking:</b> Moral questions (118) <b>Life skills:</b> CVs in different cultures (119)
	<b>Listening:</b> Listening for attitude (A126) Listening to match opinions and speakers (A126) Listening to identify reactions (B128) Listening to make notes (B128) Listening to identify and order information (C132) <b>Speaking:</b> Discussing risks and benefits (B128) Discussing consequences (B129) Reviewing and analyzing rogue trading (C130–132) <b>Writing:</b> Writing an email (B128) <b>Reading:</b> Reading to complete a table (B127, B129) Reading to work out meaning from context (C130) Skimming and close reading (C130–131)	<b>Critical thinking:</b> Making difficult decisions (133) <b>Collaboration:</b> Cooperation and trust (133) <b>Communication:</b> Making sure you understand (134)
Intonation in conditional questions (B142)	<b>Reading:</b> Identifying advantages and disadvantages (A138–139) <b>Writing:</b> Writing an advantage/disadvantage essay (A140) Writing a short report (C144) <b>Listening:</b> Listening for general ideas (B141) <b>Speaking:</b> Answering hypothetical questions (B142–143) <b>Reading &amp; Speaking:</b> Identifying and discussing a dilemma (B143)	<b>Study skills:</b> Planning your writing (145) <b>Critical thinking:</b> Changing your perspective (145)
	<b>Listening:</b> Listening to make notes (A151, C155) Listening to complete sentences (C156) <b>Reading:</b> Reading to compare different texts and complete a table (B152–153) Reading to identify a writer's point of view (B152–154) <b>Writing:</b> Writing a reply to a blog post (B154) <b>Speaking:</b> Discussing cyberbullying (B154) <b>Reading &amp; Speaking:</b> Predictions (C155–157)	<b>Life skills:</b> Your online image (158) <b>Communication:</b> The power of emotive words (159) <b>Critical thinking:</b> Making informed predictions (160)
Intonation in polite questions (A165)	<b>Listening:</b> Listening for specific information (A164) Listening for communication style (A164–165) Listening for questioning techniques (A166) <b>Speaking:</b> Role-playing a telephone call (A166) <b>Listening &amp; Speaking:</b> Interview skills (A166–167) <b>Reading:</b> Skimming (B168) <b>Writing:</b> Writing an article (B170) Writing a fake news story (C171)	<b>Communication:</b> Softening your communication style (172) <b>Study skills:</b> Self-editing (173)

# 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-4](https://quizlet.info/garnet-c21-level-4) 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.



**4B**

**Logic**

1 Do you like puzzles? What techniques can you use to solve puzzles?

- draw a diagram
- make notes
- talk about them with a friend
- start in a quiet room by yourself
- a combination of a, b, c and d
- your own technique

2 Read the two puzzles and solve them using a technique from 1.

**PUZZLE 1**

A father is on one side of a street. He needs to cross to his car on the other side with his three children, Anna, Ben and Clare. He's carrying lots of shopping so he can only take one child at a time.

If he leaves Ben with Clare, he will bully her. If he leaves Anna with Clare, she will bully him.

How can he get all the children in the car without anyone being bullied?

**PUZZLE 2**

A man fell out of an aeroplane. He isn't wearing a parachute. He has no injuries except a few bruises. How did he survive?

3 > 1.2 Listen to the answer to puzzle 1 and complete the table. Did you have a similar answer?

	Action	Reason/Outcome
Step 1		
Step 2		
Step 3		
Step 4		
Step 5		
Step 6		
Step 7		

58 English for the 21<sup>st</sup> Century • Unit 4

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

4 In pairs. Complete the questions with words from 2. You may need to change the form. Then discuss the questions.

a What kind of careers are good for people who enjoy \_\_\_\_\_ risks?

b What is the \_\_\_\_\_ decision you have ever made?

c Do you think \_\_\_\_\_ are more successful in life? Why/Why not?

d What \_\_\_\_\_ have you \_\_\_\_\_ that had a positive result?

e What can you do to \_\_\_\_\_ the risk of stress during exams?

5 Complete these sentences with your own ideas and the sentence patterns in the Focus box.

a If you hand work in late, you risk \_\_\_\_\_

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**

**Understanding reference words**

Writers use reference words like *it, one, they, he, she, this, that, these* and *those*. They help create coherence and avoid repetition in a text.

### Grammar Focus

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

**FOCUS**

**Expression**

**Headings for your report**

- Background
- The dilemma
- Issues and implications
- Possible solutions
- Outlook

### Expression Focus

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

**FOCUS**

**Pronunciation**

**3.6 Listen. Underline the word in each group which has a different o sound.**

a job know cost

b town provide pollution

c money everyone police

### 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 practise activities in the C21 skills pages at the end of the unit.

**C21 SKILLS**

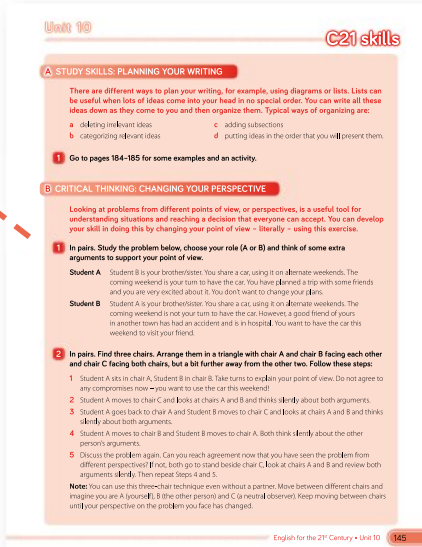
**CRITICAL THINKING:**  
Changing your perspective

See page 145 →

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**

**Can we travel through time?**

**1** In pairs. You are going to watch a slideshow called *Can we travel through time?* 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. What stories about time travel do you know? Do you believe that time travel is possible? Would you prefer to travel into the past or the future? Which year would you most like to visit? Why? What would you like to see? Who would you like to meet?


**5** Imagine you have just arrived back at home, in the present day, after going on a time-travel adventure. Make notes. Where did you go? Why? How did you travel? What was different in the past/future? What did you do? What impact did your actions have?

**6** You are going to write a story about a time-travel adventure. Step 1 Plan your story and then draft it. Step 2 Share your draft with another student. Step 3 Complete your story considering your partner's suggestions.

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.