

Suitable for:
CEFR: B2

2nd Edition

CE21

ENGLISH FOR THE 21st CENTURY

Level 5 Course Book

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GARNET
EDUCATION

C21

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GARNET
E D U C A T I O N

Contents

	Book map	4
	Using C21	8
Unit 1	Development	12
Unit 2	Change	26
Unit 3	Education	38
Unit 4	Collaboration	52
Unit 5	Culture	64
Unit 6	Identity	78
Unit 7	A better world?	90
Unit 8	Do we care?	104
Unit 9	Medicine	116
Unit 10	Making choices	130
Unit 11	The digitized world	142
Unit 12	Technology	156
	Activities	169
	Transcripts	189
	Word list	212

Unit	Lessons	Vocabulary	Grammar
1 pages 12–25 Development Talking point Human development	A Trends B Personal development C Megaprojects C21 skills	The language of trends (A14–15) Megaprojects (C19–21)	Adjectives and adverbs (A15) Present perfect simple and present perfect continuous (B16–18)
2 pages 26–35 Change Talking point Change in people's lives and how to adapt to changes	A Watershed events B Change management C Is it getting better? (Slideshow ) C21 skills	Watershed events (A28–30)	Past perfect (A28–30)
Progress test Units 1 & 2, pages 36–37			
3 pages 38–51 Education Talking point Features of a good school or college; Responsibility for your learning	A Effective teaching and learning B Self-organized learning C Flipped classrooms C21 skills	Educational terminology (A40–41) Verb–noun combinations (A42)	Reported speech (C45–47)
4 pages 52–61 Collaboration Talking point Working in teams and alone	A Networking B Class projects C Different class (Slideshow ) C21 skills	Networking (A54–56) Formal and informal language (B57–58)	
Progress test Units 3 & 4, pages 62–63			
5 pages 64–77 Culture Talking point What does 'culture' mean?	A What is culture? B Cultural differences C Cross-cultural theories C21 skills	Words to describe culture (A66–67) Verb and noun forms (A68) Commentary in lectures (C71–73)	Review of modals (B69–70)
6 pages 78–87 Identity Talking point Defining identity	A Millennials B Cultural artefacts C Culture shock (Slideshow ) C21 skills	Youth culture (A80–82)	Comparatives and modifiers (A82)
Progress test Units 5 & 6, pages 88–89			

Pronunciation	Language skills	C21 skills
	Reading: Reading to interpret charts (A14–15) Reading to find specific information (B18) Reading & Listening: Life coaching (B16–17) Writing: Writing sentences about activities and achievements (B18) Listening: Listening to confirm predictions (C19) Listening & Writing: Listening to take notes and write summaries (C19–21) Speaking: Discussing large projects (C21)	Life skills: Awareness of trends (22) Life skills: Personal development (23) Study skills: Preparing for a lecture (24)
Pronunciation of vowels and <i>schwa</i> sounds (A30)	Reading: Reading for specific information (A28) Speaking: Discussing personal watershed moments (A30) Reading & Speaking: Change management (B31) Reading & Writing: A university admission essay (B31–32) Writing: Writing a short report (C33)	Critical thinking: Watershed events (34) Life skills: Dealing with change (35)
	Reading: Reading to predict content from titles and topic sentences (A40) Reading to match paragraphs with articles (A41) Reading for specific information and general ideas (C45) Speaking: Discussing education (A42) Reading & Speaking: Self-organized learning (B43–44) Listening: Listening to complete a report (C47) Speaking & Writing: Flipped learning (C45–47)	Study skills: Using an English–English dictionary (48) Creativity: Acquiring knowledge (49) Study skills: Learning at a distance (50)
Pronunciation of small words (A56)	Listening: Listening to compare ideas (A54) Listening to compare and assess different approaches (A55) Listening to complete a table (A55) Reading & Listening: Completing sentences (A55) Listening & Speaking: Networking (A56) Reading & Writing: Class projects (B57–58) Writing: Writing a description (C59)	Life skills: Making a good first impression (60) Collaboration: Teams and leaders (61)
Pronunciation of noun and verb forms (A68)	Listening: Listening to match speakers and ideas (B69) Listening to complete sentences/extracts (B69, C72) Listening to label a diagram (C71) Listening for specific information (C71–72) Speaking: Discussing your country's culture (B70, C72) Writing: Writing a list of dos and don'ts (B70)	Life skills: Understanding different eating habits (74) Life skills: Understanding proxemics (75) Life skills: Identifying cultural values, attitudes and behaviours (76)
	Reading: Reading for research purposes (A80–81) Reading to find statistics (A81–82) Reading to make notes (A81) Speaking: Discussing different generations (A82) Listening & Speaking: Giving an informal presentation (B83–84) Writing: Writing a personal account (C85)	Critical thinking: Assessing the credibility of statistics (86) Communication: Presentation tips (87)

7 pages 90–103 A better world? Talking point Issues facing the planet; How nature inspires us	A Who's responsible? B Natural solutions C The climate change debate C21 skills	Global issues (A92–94)	Common prefixes (A93–94) Articles (B95–97)
8 pages 104–113 Do we care? Talking point Environmental pollution and how to deal with it	A Pollution B The Ocean Cleanup project C Isobar – a cool invention (Slideshow ▶) C21 skills	Pollution (A106–107) Signalling words: Contrast (B109)	
Progress test Units 7 & 8, pages 114–115			
9 pages 116–129 Medicine Talking point Medical research and breakthroughs	A Pandemics B Accidents C Germs C21 skills	Medical terminology (A118–119) Different types of English (A119)	Third conditional (C123) Third conditional + <i>might have</i> (C124) <i>should have/shouldn't have</i> (C125)
10 pages 130–139 Making choices Talking point Lifestyle choices	A Whose words? B Volunteers C What's the alternative? (Slideshow ▶) C21 skills	Volunteering (B135–136)	
Progress test Units 9 & 10, pages 140–141			
11 pages 142–155 The digitized world Talking point Can machines ever be like humans?	A Digital transformation B Automation C Innovation and improvement C21 skills	Digital technology (A144–145)	-ing and to + infinitive (A144–145) Future perfect and future continuous (B147–148)
12 pages 156–165 Technology Talking point Benefits and drawbacks of technological innovations	A Algorithms B Crowdfunding C Ahead of the game (Slideshow ▶) C21 skills	Algorithms (A158–160)	
Progress test Units 11 & 12, pages 166–167			

Pronunciation of <i>the</i> (B97)	Reading & Speaking: Environmental problems (A92–94) Reading, Listening & Speaking: Biomimicry (B95–97) Reading: Reading to evaluate credibility and identify bias (C98–100)	Life skills: Personal responsibility (101) Creativity: Generating ideas (101) Study skills: Knowing your sources (102)
	Listening & Speaking: Presentation signposting (A106–107) Listening, Reading & Speaking: A project on ocean pollution (B108–110) Writing: Writing a short report (C111)	Communication: Structuring a presentation (112) Life skills: Dealing with criticism (113)
Stressed syllables (A119)	Listening: Listening for specific information (A119) Listening to identify words in context (A119) Speaking: Discussing epidemics and pandemics (A119) Speaking, Reading & Writing: Accidents (B120–122) Reading: Reading to identify signalling words and phrases (B120–122) Reading & Listening: Germs and disease (C123–124) Speaking, Listening & Writing: Antibiotics (C125)	Communication: Avoiding jargon (126) Study skills: Categorization (127) Life skills: Learning from mistakes (128)
	Reading & Writing: Avoiding plagiarism (A132–133) Paraphrasing (A133–134) Listening: Listening to complete a table (B135) Listening to identify interview tactics (B136) Speaking: Carrying out an interview (B136) Writing: Writing a report (C137)	Creativity: Paraphrasing (138) Collaboration: Volunteering (139)
	Listening & Speaking: The effects of digital technology (A144–145) Automation (B146–148) Speaking: Discussing targets and predictions (B148) Talking about your vision of the future (B148) Reading, Listening & Speaking: Assessment criteria (C149–151)	Communication: Terminology (152) Life skills: Dealing with career uncertainty (152–153) Critical thinking: Continuous improvement (154)
	Reading: Speed-reading (A158–160) Reading for specific information (A158) Reading to complete a table (A159–160) Speaking: Discussing speed-reading techniques (A160) Discussing algorithms (A160) Reading, Speaking & Writing: Crowdfunding (B161–162) Writing: Writing a short review (C163)	Study skills: Reading appropriately (164) Communication: Readability (165)

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-5 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.



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 In groups. Write a crowdfunding webpage. Follow the instructions.

- Choose a project from 5 or think of your own project.
- Research some relevant facts and figures. How much money will you ask for?
- Decide if you will offer any rewards to supporters.
- Decide what information your readers will need and make a list.
- Write the appeal and check that it gives all the information the reader needs.

C21 SKILLS

COMMUNICATION:
Readability

See page 165 →

Asks you to personalize your skills

- 7 Design your webpage with appropriate photos, etc., and make a poster.

- 8 Look at other groups' posters. Which projects would you consider supporting?

Asks you to give your opinions

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

should have/shouldn't have

To express criticism of a past action, we use *should not have* + past participle.

To express criticism of an action somebody did not take in the past, we use *should have* + past participle.

Grammar Focus

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

FOCUS

Expression

Writing your personal account

- Choose an interesting title.
- Write a short introduction.
- Tell the story. What happened?
- Make it personal.
- Write a conclusion to summarize.

Expression Focus

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

FOCUS

Pronunciation

- 9.1 Listen to the words and underline the syllable which is stressed.

Example a/cute

- ba/te/ri/a
- con/ta/gious
- de/hy/dra/tion

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


CREATIVITY:
Generating ideas

See page 101 →

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

Different class

Slideshow

1 In pairs. You are going to watch a slideshow called *Different class*. 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. How did you think everyone learns the same way? For you, what is the important purpose of education: development of character, personal growth or occupational preparation? Or is there a more important one?

5 Think about your ideal school. How would your ideal school meet your wants and needs? What kind of lessons and teaching would work best for you? Would there be any practical problems with that kind of school? How could they be prevented or solved? Make notes.

6 You are going to write a description of your ideal school.

Step 1 Make a mind map of your ideas in 5.

Step 2 Use your description and then draft it.

Step 3 Share your draft with another student.

Step 4 Complete your description 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.