



Level 5 Course Book





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Vocabul	ons	Vocabulary	Grammar
t (A14-15)	rends ersonal development legaprojects skills	The language of trends (A14-15) Megaprojects (C19-21)	Adjectives and adverbs (A15) Present perfect simple and present perfect continuous (B16-18)
	/atershed events hange management it getting better? slideshow ▶)	Watershed events (A28-30)	Past perfect (A28-30)
	-37		
(A40-41)	ffective teaching nd learning elf-organized learning lipped classrooms skills	Educational terminology (A40-41) Verb–noun combinations (A42)	Reported speech (C45-47)
Formal an	etworking lass projects ifferent class slideshow •) skills	Networking (A54–56) Formal and informal language (B57–58)	
	-63		
(A66-67) Verb and i	/hat is culture? ultural differences ross-cultural theories skills	Words to describe culture (A66-67) Verb and noun forms (A68) Commentary in lectures (C71-73)	Review of modals (B69-70)
Youth cult	lillennials ultural artefacts ulture shock slideshow ■) skills	Youth culture (A80-82)	Comparatives and modifiers (A82)
	ilideshow 🗅)	-	

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 schwa 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)
		<u> </u>
	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 <b>(A56)</b>	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 <b>(A68)</b>	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)

pages 90-103 A better world? Talking point Issues facing the planet; How nature inspires us	<ul> <li>A Who's responsible?</li> <li>B Natural solutions</li> <li>C The climate change debate</li> <li>C21 skills</li> </ul>	Global issues (A92-94)	Common prefixes <b>(A93-94)</b> Articles <b>(B95-97)</b>
8 pages 104-113 Do we care? Talking point Environmental pollution and how to deal with it	<ul> <li>A Pollution</li> <li>B The Ocean Cleanup project</li> <li>C Isobar - a cool invention (Slideshow ■)</li> <li>C21 skills</li> </ul>	Pollution (A106-107) Signalling words: Contrast (B109)	
Progress test Units 7 & 8, page	es 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 + might have (C124) should have/shouldn't have (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, pag	jes 140-141		
11 pages 142–155 The digitized world Talking point Can machines ever be like humans?	<ul> <li>A Digital transformation</li> <li>B Automation</li> <li>C Innovation and improvement</li> <li>C21 skills</li> </ul>	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)	

Pronunciation of the (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 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.

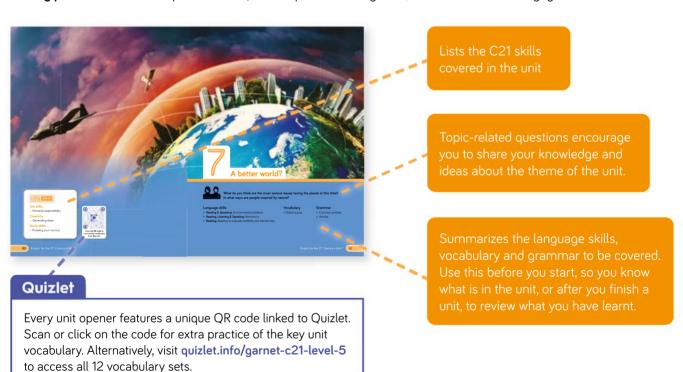
Students of *C21 English for the 21st Century* will be fully prepared to face the challenges and demands of the 21st century.

#### 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 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

*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

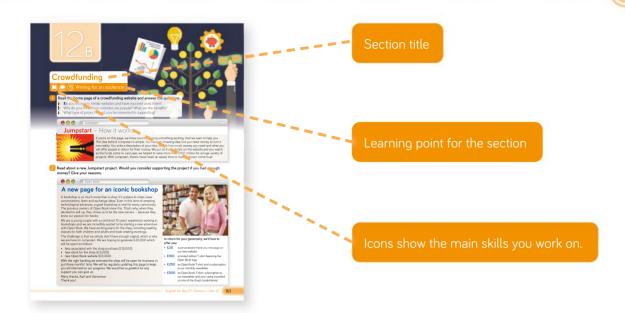


Listening



Speaking

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



# 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**

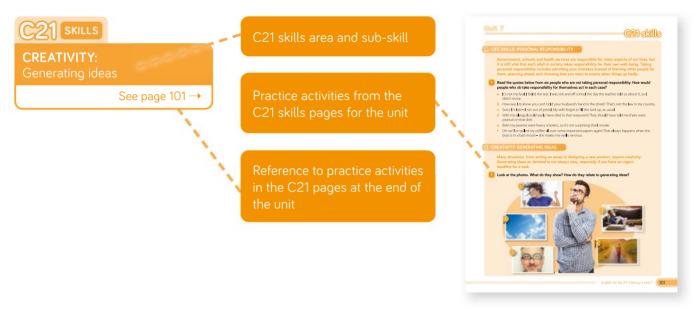
Contains useful expressions and tips to improve your written and spoken English.

#### **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 practise 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.