ENGLISH FOR THE 21st CENTURY

Level 1 Course Book



Nina O'Driscoll

2nd Edition



Level 1 Course Book

GARNET

Nina O'Driscoll

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Level 1

Unit	Lessons	Vocabulary	Grammar
1 pages 12-25 People & places Talking point Countries and people	 A Where in the world? B About me C Personal information C21 skills 	Countries and nationalities Capital cities (A14–16)	be with I, you and we (B17-18)
2 pages 26-37 Introductions & conversations Talking point Introductions in various situations	 A Talking about other people B Introductions C Cool beauty (Slideshow ■) C21 skills 	Jobs (A28–29) Interests (A31) Titles and names (B34–35)	be with he, she, it and they (A28-29)
Progress test Units 1 & 2, pa	ges 38-39		
3 pages 40-53 Friends & family Talking point People and relationships	 A Happy families B Hometown C First impressions C21 skills 	Families and relationships (A42, B46) Describing people (C47-48)	Possessive adjectives, 's, have, has (B44-45) in and with (C48)
4 pages 54-63 Networks Talking point Careers and career events	 A Careers B Conversations about friends C Look at me! (Slideshow ►) C21 skills 	Events (A56–57)	Pronouns he, she, it, we and they (A58)
Progress test Units 3 & 4, pa	ages 64-65		
5 pages 66-79 Work Talking point Jobs and career choices	A My jobB My lifeC Career choicesC21 skills	Jobs (A68-69) University subjects (B74)	Prepositions for and in (A69) Present simple with <i>I, you, we</i> and they (B71) <i>a</i> or an (C76)
6 pages 80-89 Jobs around the world Talking point Jobs in other countries Progress test Units 5 & 6, page	 A Working around the world B Communication skills C Just the job (Slideshow □) C21 skills 	Companies and activities (A82-83)	Present simple with <i>he, she</i> and <i>it</i> (A83-84)

Pronunciation	Language skills	C21 skills
Countries and nationalities (A14) Short forms (B17) Alphabet (C20)	Speaking: Introducing yourself (A16, B17) Spelling names (C20) Listening: Understanding personal details (C20) Writing: Completing online forms (C21)	Study skills: Recording vocabulary (22) Communication: Talking to classmates (23) Checking information (24)
Short forms (A29)	Reading: Reading for specific details (A32) Writing: Writing quiz questions (A30) Writing a profile (C36) Speaking: Talking about your interests (A33) Introducing another person (A34) Listening: Listening for specific details (B35)	Study skills: Reading the question carefully (37) Communication: Using titles and names (37)
Syllables (A43)	Reading: Reading to find true/false information (B44) Speaking: Talking about your family (A43, B46) Writing: Transferring information to a diagram (B46) Listening: Listening for specific details and key words (C48)	Study skills: Organizing new words (50) Communication: Asking for help (51) Predicting a conversation (52)
	Reading: Reading for detail (A56) Reading to match information (A57) Writing: Using pronouns (A59) Writing a description (C62) Listening: Listening for conversation styles (B60) Speaking: Using conversation styles (B61)	Communication: Writing style (63) Responses in conversations (63)
Jobs (A69) <i>do</i> and <i>you</i> (B72) Stressed syllables in subjects (C74)	Speaking: Talking about career goals (A70) Listening: Listening to complete notes (C74) Reading: Reading to identify paragraph topics (C75) Writing: Writing an online profile (C76)	Study skills: Word partnerships (77) Study words (77–78) Communication: Classroom language (78)
s at the end of verbs (A83) does and he, she or it (A84) Correcting information; Questions (B87)	Speaking: Talking about other people's jobs (A84) Reading: Reading to find true/false information (A85) Listening: Listening for specific details (B87) Writing: Writing a job description (C88)	Study skills: Skimming a text (89) Communication: Checking, confirming and correcting (89)

Book map

7 pages 92-105 In the city Talking point Advantages and disadvantages of city life	 A City life B University cities C Student life C21 skills 	Places in town (A94) Transport (A95–96) Adjectives for places (B98)	<i>There is, There are</i> (B97) Questions and negatives using <i>there</i> (C102)
8 pages 106-115 University life Talking point Finding your way around a city	 A On campus and in town B Facts and figures C City of dreams (Slideshow ■) C21 skills 	Floors in a building (A108) Describing a location and giving directions (A108–110) Numbers (B111–112)	Prepositions of place (A109) Making questions with how many (B112)
Progress test Units 7 & 8, pa	ages 116–117		
9 pages 118–131 The natural world Talking point Natural features	 A Talking about my country B Travelling C Country profiles C21 skills 	Natural features; Location (A120-121)	Capital letters and <i>the</i> (A120) <i>in</i> and <i>on</i> (A122) Punctuation and capital letters (B123–124) <i>and</i> and <i>but</i> (B124)
10 pages 132-141 Food & drink Talking point Food and places to eat	 A Food from around the world B Talking about food C Guess the country (Slideshow ■) C21 skills 	Natural food (A134)	Countable and uncountable nouns (A135) a lot of, many, much (A136)
Progress test Units 9 & 10, p	bages 142-143		
11 pages 144–155 Planning Talking point Being organized and timekeeping	 A College days B Good study habits C Surveys C21 skills 	Timetables, days and parts of the day (A146-147) Verb and noun phrases (A146)	Prepositions <i>on, in</i> and <i>at</i> (A148) Adverbs and expressions of frequency (B149–150)
12 pages 156-167 Time Talking point Time and routines Progress test Units 11 & 12, 1	 A Morning and evening routines B Time for me C Sweet dreams (Slideshow ■) C21 skills 	How to say the time (A158) Free-time activities (B161) Verb and noun phrases (B161)	Preposition <i>at</i> for time (A158)

Syllables (A95) There is and There are (B97)	Reading: Reading a map (B97) Skimming texts (B100) Writing: Writing a description of a place (B99) Listening: Listening to label a map (C101) Speaking: Planning a new community (C102)	Creativity: Using word maps (103) Study skills: Using a dictionary (104) Communication: Contributing to a discussion (104)
Stress in numbers (B111)	Reading: Reading to understand maps and diagrams (A109–110) Writing: Writing a facts and figures quiz (B113) Writing a postcard (C114) Listening: Listening to complete sentences and find places on a map (A109) Listening for numbers (B111) Speaking: Describing locations (A109) Giving directions (A110)	Life skills: Listening for key words (115) Communication: Giving and checking numbers (115)
Pronunciation of natural features (A121) Pronunciation of compass points (A121)	Listening: Listening to label a map (A122) Reading: Assessing readability of texts (B123) Scanning texts (C126–127) Writing: Writing an email about a trip (B125) Speaking: Talking about life in different places (C128)	Study skills: Understanding charts and graphs (129) Researching on the internet (129–130) Scanning for information (130)
Talking about countable and uncountable nouns (A136)	Listening: Listening for main ideas (A136) Listening to identify photographs (B137) Writing: Writing survey questions (A136) Writing a quiz (C139) Speaking: Planning a dinner; Describing food and dishes (B138)	Critical thinking: Reading a photo (140) Creativity: Planning an assignment (141)
	1	
Weak pronunciation of the article <i>a</i> (B150)	Listening: Listening to complete a table (A146) Speaking: Talking about timetables (A146, A148) Talking about data (C152) Reading: Reading to find true/false information (B149) Reading to understand a pie chart (C152) Writing: Completing a questionnaire (B151)	Study skills: Writing example sentences (153) Strategies for learning grammar (154) Creativity: Using pie charts (154)
Intonation (B163)	 Reading: Reading to match photos to texts (A159) Reading for detail (A159–160) Writing: Writing notes to complete a table (A159) Writing an email (C165) Listening: Listening for attitudes and detail (A160) Speaking: Showing interest and asking follow-up questions (B162–164) Talking about your weekend (B164) 	Critical thinking: Inferring information (166) Communication: Reacting to information (167)

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.



Sections A, B and C

8

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.



Using C2



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 \bigcirc .



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.



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.



Slideshows

10

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. 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.

Assessing your progress

After every unit there are activities to assess your progress with the skills in the unit.

	Things I can do	Things to practise	
	1	1	
	2	2	
	3	3	
2	Compare your list with a classr	mate.	
	My learning plan for next	week	
		an you improve your English? Write four learning ideas	
-	for the next week. How much ti	ime do you need for each idea?	
	Example I plan to learn five new	words, and write them in my vocabulary notebook (ten minutes).	
	Action: I plan to		
	1		
	2		
	3		
	4		
Ξ	Communication in class How active are you in class? Rate yourself for each point. How can you be more active in your classes next week? Write three ideas.	In practice Update learning plan In Lask questions when 1600°L understand. In In the dumments when they don't understand. In In In the dumments when they don't understand. In In If Tamsser questions when 1 kinow the answer. In In	
	Example Ask classmates or my te	eacher at least two questions.	
	- Ale		

Planning ahead activity (Units 1, 3, 5, 7, 9 & 11)

The Planning ahead pages ask you to reflect on your learning so you can identify what is going well and what needs improvement, and plan your study time between classes.

Learning a language works best if you are active in class, so there are also questions that ask you to think of ways of participating more actively.



Progress test after every two units (Units 2, 4, 6, 8, 10 & 12)

The Progress tests check your understanding of topics and skills from the unit. The tests include vocabulary and grammar items, as well as short reading texts. After you complete a test, review any questions you got wrong. You can also use the Workbook exercises for extra practice of language from the unit.



Study skills

12

Recording vocabulary

Communication

- Talking to classmates
- Checking information



People & places



How many countries of the world can you remember in 20 seconds? Name some of the countries you want to visit. What is special about them and the people?

Countries and nationalities

Language skills

- Speaking: Introducing yourself
- Speaking: Spelling names
- Listening: Understanding personal details
- Writing: Completing online forms

Vocabulary

Grammar

- be with I, you and we
- Capital cities

Where in the world?

(A) (D) Countries and nationalities; Capital cities

In pairs. Find countries a-h on the map.

	Country	Nationality
		-n
а	Brazil	Brazilian
b	India	
	-	-ese
С	China	Chinese
d	Japan	
		-ish
е	Spain	Spanish
f	Poland	
		-i
9	Iraq	Iraqi
h	Oman	







- 2 Complete the nationality groups in the table.
- 3 Add these countries to the groups.

Ethiopia Saudi Arabia Sweden

In pairs. Add more country names to the map. Which nationality group are they? Share your ideas with other students.

Taiwan

▶ 1.1 Listen and repeat the countries and nationalities in 1.

4

FOCUS

Label the capital cities.

5



In pairs. Ask about the capital cities and countries.
 Example A Is Brasilia the Brazilian capital?
 B Yes, it is.



📀 In pairs. Draw a simple map of your country and the countries near your country.

- a Write the name and nationality of each country on your map.
- **b** Work with another pair. Check each other's maps. Are the countries correct? Are the spellings correct?

8 🕞 🔊 1.2 Listen to four people introducing themselves. Match each country with the correct person.

—	1 1	Encode and a state of	<u> </u>	
Egypt	India	Japan	Spain	
Lypt	mola	Jupun	Span	





9 🚫 Introduce yourself to the class. Example Hi. I'm Pierre Laurent. I'm French. I'm from Paris in France.

About me

B

🖹 🗩 be with I, you and we

1.3 Put the lines from the conversation in the correct order. Listen and check.

- a Hello. I'm Mark, one of the teachers. ____
- b I'm from Oman.
- **c** Are you from Muscat?
- **d** Where are you from, Rashid?
- e Hello. I'm Rashid.
- f No, I'm not. I'm from Salalah.

FOCUS

be with I, you and we

Positive I'm from Poland. We're students. **Negative** I'm not from Warsaw. We're not from here.

Grammar

Questions Are you from Brazil? **Short answers** Yes, I am. No, I'm not.

Wh- questionsAnswersWhere are you from?I am from India.



FOCUS

Pronunciation

In pairs. Practise the conversation in 1. Use your name and country.

Example A Hello. I'm (name).

- B Hello. I'm (name).
- A Where are you from, (name)?
- B I'm from (country).
- A Are you from (town)?
- B Yes, I am./No, I'm not. I'm from (town).

We use short forms when we speak.

1.4 Listen and practise saying these phrases.

PositiveShort formI amI'myou areyou'rewe arewe'reWo do not use the chest

Negative I am not you are not we are not

l'm not you're not/you aren't we're not/we aren't

Short form

We do not use the short form for questions and positive short answers.

Examples

Are you Italian? Are you from Oman? Yes, I am. (not 'Yes, I'm.') Yes, we are. (not 'Yes, we're.')



Underline the correct words to complete the sentences.

- a lare / l'm a student at Princeton University.
- b I'm not / I aren't from the USA. I'm Canadian.
- c We am / are students.
- d You are / am from Turkey.
- e Lola and I am / are at Jackson College.
- f Am / Are you and Ahmed good friends?
- **9** Am / Are | correct?
- **h** Where *am / are* you from?

In pairs. Write the short forms.

- a I _____ (am not) from London.
- b I _____ (am) from New York.
- c You ______ (are) on an English course.
- d You ______ (are not) a teacher.
- e We _____ (are) students at college.
- f We _____ (are not) good friends.

5 D 1.5 Listen to four people give their ages. Underline the ages you hear.



6 O Ask other students in the class their age.
Example A How old are you?
B I'm 17. What about you?
A I'm 18.



FOCUS Talking about ages We use the verb *be* to talk about ages. Examples How old are you? I'm 18 (years old).



In pairs. Write questions to complete the conversations. Use one word/number from the box for each question. Then compare your questions with other pairs.

7

	Colombia frienc	ls Japanese	university 19	
а _			?	No, I'm 20 years old.
b _			?	No, I'm not. I'm from Mexico.
C			?	Yes, we are. We're friends from school.
d _			?	No, I'm not. I'm still at school.
е _			?	Yes, I am. I'm from Tokyo.
	irs. Answer the ques Complete the form. T		ntences.	
1	Name			
1	Country/City			
6	Nationality			
	Age			
	frc	to introduce your Hello. I'm Peter. om Hungary and ars old. I'm a stuc Budapest Univer.	l'm l'm <i>18</i> dent at	CC2D SKILLS COMMUNICATION: Talking to classmates See page 23 →

1c O Personal information)					
D D D Understanding personal details			T				1		- AND	1
When do you spell your name in English?	FOCUS							Pron	uncia	ation
Example I spell my name when I arrive at a hotel.		English				5 lett	ers.	Some	ofthe	em
Match the labels with the parts of the name.		the sa .6 List				uno	f lot	ters a	nd re	eneat
full name first name family name	say	/eɪ/	а	h	j	k				.peut.
	she ten	/iː/ /e/	b f	C I		e n		p x	t z	v
David Beckham	my	/aɪ/	i	У		11	د	~	2	
Underline the letters in your first name in the Focus box. Then spell it.	go you car	/əʊ/ /uː/ /ɑː/	o q r	u	W		_			
 In pairs. Write down the names of two friends or fa In pairs. Discuss the photo. 	amily ı	nemt	oers.	Tak	e tur	ns t	o sp	oell th	ne na	ames.
5 D 1.7 Listen and compare your ideas from 5.			I		G		E			M
> 1.7 Listen again and complete the conversation.			4	-	0	Ser (10		1	
A Hello. I'mª. I'm here for the confer	ence.		A	7	E	E.		-	11	
B OK. Can I have your ^b name, pleas			1		-	1	-	1	1	
A Yes, it's6.			-		-					
 A Yes, it'sc. B Can youd that, please? 			C	- MI						
B Can youd that, please?				21						
 B Can you^d that, please? A Yes,^e. 			С	OMN	JUNI	CAT				
 B Can youd that, please? A Yes,e. B Sorry, can youf that? 			С	OMN		CAT		on	page	24→
 B Can youd that, please? A Yes,e. B Sorry, can youf that? A9. 	02		С	OMN	JUNI	CAT		on	page	24→
 B Can youd that, please? A Yes,e. B Sorry, can youf that? A9. B Fine. And can youh your first name 	e?		С	OMN	JUNI	CAT		on	page	24→
 B Can youd that, please? A Yes,e. B Sorry, can youf that? A9. 	e?		С	OMN	JUNI	CAT		on	page	24→

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