

Master Blueprint

STUDENT BOOK

C1

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CONTENTS

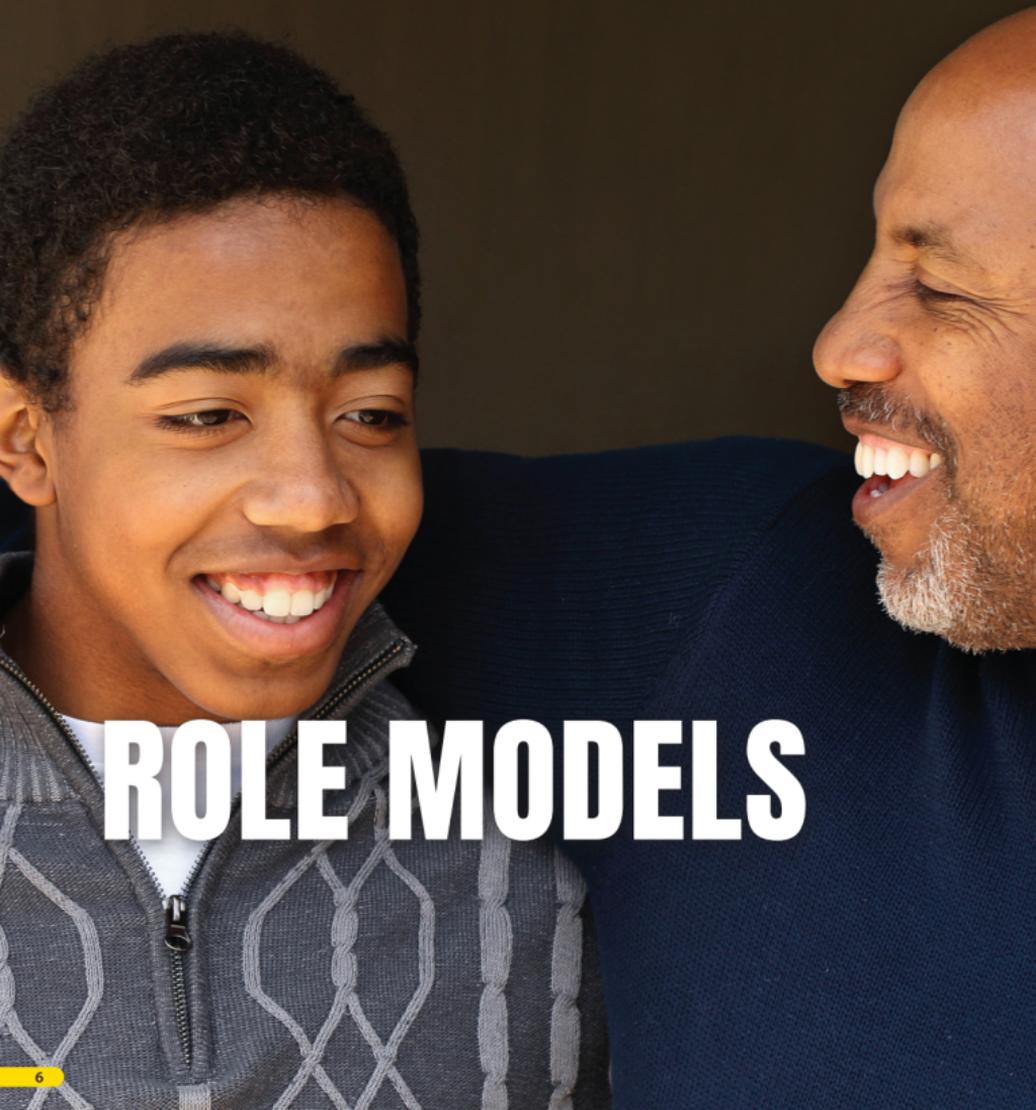
	Module Goals and CEFR Level	Summary	Lessons	Vocabulary*
Module 1: Role Models pages 6 to 19	<p>B2+ I have a broad active reading vocabulary, which means I can read with a large degree of independence, adapting style and speed of reading to different texts and purposes.</p> <p>B2+ I can overcome gaps in vocabulary with paraphrased and alternative expressions.</p> <p>B2+ I can follow lectures and presentations in my field, even if the organization and language are both complex.</p> <p>B2+ I can express myself clearly and without much sign of having to restrict what I want to say. I can reformulate ideas in different ways to ensure people understand exactly what I mean.</p> <p>B2+ I can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on my correspondent's news and views.</p>	<p>This module helps students learn how to talk about people they look up to. They will learn how to talk about great philanthropists, inventors, and other role models, as well as how to write a fan letter.</p>	<ol style="list-style-type: none"> Who do you believe in? The future is now! Soaring to New Heights Dine with a Celebrity I'm a big fan! 	<p>Values</p> <p>Innovation</p> <p>Passion</p> <p>Intrigue</p> <p>Civic action</p>
	Module 1 Review			
Module 2: History and Culture pages 20 to 37	<p>B2+ I can understand correspondence relating to my personal and professional interests with occasional use of a dictionary.</p> <p>B2+ I can give clear, well-developed, detailed descriptions on a wide range of subjects related to my interests, expanding and supporting my ideas.</p> <p>B2+ I can understand in detail TV documentaries, interviews, talk shows, plays, and films in standard language.</p> <p>B2+ I can develop an argument systematically, highlighting significant points and including supporting details where necessary.</p> <p>B2+ I can use a range of language to express abstract ideas as well as topical subjects, correcting most of my mistakes in the process.</p>	<p>This module helps students talk about world cultures. They will learn to talk about endangered languages, world history and cuisine, and other cultural topics. They will also express their opinions on these topics.</p>	<ol style="list-style-type: none"> A Language at Risk Celebrating American History Living in a Bubble Food Culture Cultural Conflict 	<p>Traditions</p> <p>History</p> <p>Words to Convey Concern</p> <p>Cultural foods</p> <p>Conflict</p>
	Module 2 Review			
Quarter 1 Review / CLIL Reading: Information and Tech				
Module 3: Future Technology Pages 38 to 51	<p>B2+ I can summarize information and arguments from a variety of sources, highlighting significant points.</p> <p>B2+ I can understand, in detail, texts within my field of interest or specialty. I can understand specialized articles outside my own field if I can occasionally check with a dictionary.</p> <p>B2+ I can understand standard spoken language, live or broadcast, even in a noisy environment.</p> <p>B2+ I can give a clear, well-structured presentation, with highlighting of significant points, and can answer questions about the content.</p> <p>B2+ I can write clear, detailed descriptions of real or imaginary events and experiences.</p>	<p>This module helps students talk about how technology will affect our future. They will learn how to talk about gene therapy, automation, space exploration, smart homes, and other topics in tech.</p>	<ol style="list-style-type: none"> The Cost of Genes No Work Left to Do Space Exploration Products That Will Change the World Smart Homes 	<p>Genetics</p> <p>Automation</p> <p>Space travel & Colonization</p> <p>Words to Convey Speculation</p> <p>Improvement</p>
	Module 3 Review			
Module 4: Mysteries Pages 52 to 69	<p>C1 I can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional, or academic life, though I may want time to reread them.</p> <p>C1 I can keep up with animated discussions on abstract and complex topics with a number of speakers and can participate effectively even when people start talking simultaneously.</p> <p>C1 I can follow extended discussions even when it is not clearly structured and when relationships are only implied and not signaled directly.</p> <p>C1 I can develop an argument systematically in well-structured speech, highlighting significant points, and concluding appropriately.</p> <p>C1 I can present points of view in a paper, developing an argument, highlighting the most important points, and supporting my reasoning with examples.</p>	<p>This module helps students talk about mysterious phenomena. They will learn to talk about superstitions, animal emotions, ghost stories, and common false beliefs.</p>	<ol style="list-style-type: none"> Superstitions Conspiracy Theories Animal Emotions A Ghost Story What do you know? 	<p>Words to Convey Belief/Disbelief</p> <p>Mysteries</p> <p>Words to Convey Empathy</p> <p>Words to Convey Fear and Reluctance</p> <p>Words to Convey Analysis and Understanding</p>
	Module 4 Review			
Quarter 2 Review / Master Academic Writing: Critical Writing				

Grammar and Structures	Listening / Reading	Writing / Speaking
<p>Lesson 2 Present simple, present continuous, present perfect, and present perfect continuous</p> <p>Lesson 3 Present perfect tense for past events relative to the present</p> <p>Lesson 4 Conditional sentences</p>	<p>R: Article: Role Models</p> <p>R: Article: Forward Thinkers</p> <p>L: Lecture: Inventors of the Airplane</p> <p>R: Dinner Pranks with a Celebrity</p> <p>R: Fan Letter: My Favorite News Anchor</p>	<p>W&S: Be My Role Model!</p> <p>W&S: Sustainable Planet</p> <p>W&S: Creative Competition</p> <p>W&S: Dine with a Famous Person</p> <p>W&S: Dinner with...?</p> <p>W: Writing Guide: Write a Fan Letter</p>
<p>Lesson 2 Past tenses</p> <p>Lesson 3 Describing the relationship between past events</p> <p>Lesson 4 Subjunctive mood</p>	<p>R: Email: Preserving a Language</p> <p>R: Article: Columbus Day</p> <p>R&L: Radio report: The Sentinelese</p> <p>R&L: Essay: Nonnina's Masterful Meals</p> <p>R&L: Article and Discussion: Historical Monuments</p>	<p>S: Languages at Risk</p> <p>S: National Holidays</p> <p>W&S: Pros and Cons</p> <p>W&S: An Isolated Tribe</p> <p>S: Favorite and Least Favorite Foods</p> <p>W&S: What should we eat?</p> <p>W: Writing Guide: Giving Your Opinion</p>
<p>Lesson 2 The future as seen from the past</p> <p>Lesson 3 Reported speech I: statement</p> <p>Lesson 4 Passive voice I</p>	<p>R: Multi-Text: Gene Editing</p> <p>R&L: Blog: Automation and the Economy</p> <p>L: Reports: Colonists on Mars</p> <p>R: Article Bitcoin: To Buy or Not to Buy?</p> <p>R: Article: Homes that Do Everything</p>	<p>S: Medical Issues</p> <p>W&S: The Future of Gene Therapy</p> <p>S: Future Jobs</p> <p>W&S: Conversation with a Truck Driver</p> <p>W&S: A Dispatch from Mars</p> <p>S: What if it were online?</p> <p>W&S: A Product That Will Change the Future</p> <p>W: Writing Guide: What does the future hold?</p>
<p>Lesson 2 Subordinating conjunctions and transitions</p> <p>Lesson 3 Clauses of purpose and result</p> <p>Lesson 4 Figurative speech</p>	<p>R: Article: Superstitions</p> <p>R: Blog: The Hollow Moon Hypothesis</p> <p>L: Talks: Helping Animals</p> <p>R: Story: The Ghosts of the Holding Tomb</p> <p>R: Letter: Misconceptions</p>	<p>S: Which superstition do you believe in?</p> <p>S: Social Media Conspiracy Theories</p> <p>W&S: Debate a Conspiracy Theory</p> <p>W&S: What Animals Feel Pester</p> <p>S: Haunted Places</p> <p>W&S: Ghost Stories</p> <p>W: Writing Guide: Making a Point</p>

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	Module Goals and CEFR Level	Summary	Lessons	Vocabulary*
Module 5: Art Pages 70 to 83	<p>C1 I can scan relatively quickly through books and articles within my field of interest and assess their relevance to my needs.</p> <p>C1 I do not have to restrict what I want to say at all; if I can't find one expression, I can substitute with another.</p> <p>C1 I can understand enough to follow extended speech on abstract and complex topics of academic or vocational relevance.</p> <p>C1 I can give clear, well-structured descriptions of complex subjects.</p> <p>C1 I can present points of view in a paper, developing an argument, highlighting the most important points, and supporting my reasoning with examples.</p>	This module helps students talk about art and its role in the world and in their lives. They will learn to talk about galleries, art movements, various art forms, artistic freedom, and personal taste.	<ol style="list-style-type: none"> Working with Art The Art of Tattooing Art Movements Taste Artistic Freedom 	Art Tattoos Movements Taste Functions
	Module 5 Review			
Module 6: Core Concepts Pages 84 to 101	<p>C1 I can understand formal letters connected or unconnected to my field if I can occasionally check with a dictionary.</p> <p>C1 I can formulate statements in a very precise manner in order to indicate my degree of agreement, certainty, concern, satisfaction, etc.</p> <p>C1 I can follow most lectures, discussions, and debates both within and outside my field.</p> <p>C1 I can produce clear, well-structured speech and writing, linking my ideas into a coherent text.</p> <p>C1 I can write clear, detailed, well-developed short stories and descriptions of personal experiences.</p>	This module helps students talk about major values and life goals. They will learn to talk about educational objectives, the meaning of happiness, leadership styles, and how to set goals.	<ol style="list-style-type: none"> Success at University The Happiness Report Leadership Styles Reaching Your Goals What to Be, and What Not to Be 	Success Happiness Leadership Motivations Priorities
	Module 6 Review			
Quarter 3 Review / CLIL Reading: Business and Tourism				
Module 7: Rights and Obligations Pages 102 to 115	<p>C1 I can understand complex texts where stated opinions and implied points of view are discussed.</p> <p>C1 I maintain a high degree of grammatical control in speech and writing.</p> <p>C1 I can understand complex technical information, such as instructions for operating equipment and specifications for products and services I know about.</p> <p>C1 I can give a clear, well-structured presentation on a complex subject in my field, expanding and supporting points of view with appropriate reasons and examples.</p> <p>C1 I can express myself clearly and appropriately in personal correspondence, describing experiences, feelings, and reactions in depth.</p>	This module helps students talk about the meaning of rights and obligations. They will learn to discuss animal rights, military service, and corporate and individual responsibility.	<ol style="list-style-type: none"> Animal Rights Serving Your Country Corporate Social Responsibility My Responsibilities A Letter to the Senator 	Rights Obligations Corporations Society Improvements
	Module 7 Review			
Module 8: Ethics Pages 116 to 133	<p>C1 I can understand lengthy, complex manuals, instructions, regulations, and contracts in my field.</p> <p>C1 I can select from a readily available range of expressions to preface my remarks appropriately and to follow up what other people say.</p> <p>C1 I can understand, in detail, an argument in a discussion.</p> <p>C1 I can express myself fluently and spontaneously, except occasionally, when speaking about a difficult conceptual subject.</p> <p>C1 I can write clear, well-structured texts on complex topics in an appropriate style with good grammatical control.</p>	This module helps students talk about what kinds of behavior are and are not ethical. They will learn to talk about legal problems, human rights, capital punishment, international cooperation, and criminal justice.	<ol style="list-style-type: none"> Public Lies Human Rights Capital Punishment Nations Helping Nations A Dilemma 	Misdeeds Philosophy Social issues Global issues Morality
	Module 8 Review			
Quarter 4 Review / Master Academic Writing: Critical Writing				

Grammar and Structures	Listening / Reading	Writing / Speaking
<p>Lesson 2 Rhetorical questions and tag questions</p> <p>Lesson 3 Passive voice II: personal and impersonal structures</p> <p>Lesson 4 Reported speech II: questions</p>	<p>R: Multi-Text: Art Galleries</p> <p>R: Blog: Is My Tattoo Fine Art?</p> <p>L: Talk: An Art Movement</p> <p>R: Reflections: Perseus with the Head of Medusa</p> <p>R: Essay: The Necessity of Artistic Freedom</p>	<p>W&S: Jobs in the Art World</p> <p>S: To tattoo or not to tattoo?</p> <p>S: Getting a Tattoo</p> <p>W&S: My Favorite Artist</p> <p>W&S: Beautiful Art</p> <p>S: Another Perspective</p> <p>W: <i>Writing Guide:</i> An Appropriate Art Subject</p>
<p>Lesson 2 Clauses of reason, concession, result, and purpose</p> <p>Lesson 3 Sentence linkers</p> <p>Lesson 4 Articles</p>	<p>R: Multi-Text: College Admission</p> <p>R&L: News Report: The World Happiness Report</p> <p>L: Lecture: Famous Leaders</p> <p>R: Speech: Setting Goals</p> <p>R: Memoir: What to Be, and What Not to Be</p>	<p>S: University Success</p> <p>S: How happy are you?</p> <p>W&S: Create a Happiness Poll</p> <p>W&S: Compare and Contrast Leaders</p> <p>S: Ranking Goals</p> <p>W&S: My Goal</p> <p>W: <i>Writing Guide:</i> Success vs. Happiness</p>
<p>Lesson 2 Inversion to show emphasis</p> <p>Lesson 3 Causative verbs</p> <p>Lesson 4 Phrasal verbs</p>	<p>R: Press Release: Animal Rights Activist</p> <p>R: Ad: Military Recruiting</p> <p>L: Talks: Making a Positive Impact</p> <p>R: Letter to the Editor: College Renters</p> <p>R: Letter: A Letter to the Senator</p>	<p>S: Discussion on Animal Rights</p> <p>W&S: Pros and Cons of Mandatory Military Service</p> <p>W&S: Join the Military</p> <p>W&S: Community Issues</p> <p>W&S: Making a Positive Impact</p> <p>W&S: Neighborhood Dialogue</p> <p>W: <i>Writing Guide:</i> A Letter for Change</p>
<p>Lesson 2 Past perfect, conditional perfect, and third conditional sentences</p> <p>Lesson 3 Mixed conditionals</p> <p>Lesson 4 Determiners</p>	<p>R: Letter: Cease and Desist</p> <p>R: Blog: Where Do We Go from Here?</p> <p>L: Talk Show: Politics Now</p> <p>R: Article: Interview with a Famous Philanthropist</p> <p>R: Article: A Dilemma of Prisoners</p>	<p>S: Your First Defamation Case</p> <p>S: Firsthand Injustices</p> <p>W&S: Humanitarian Help</p> <p>S: Panel Discussion</p> <p>S: Helping Others</p> <p>S: In the Hot Seat</p> <p>W: <i>Writing Guide:</i> Laws for Morality</p>



ROLE MODELS



AUDIO



VIDEO

WARM UP

- Write five adjectives that describe a good role model.

- What role models in the field of science and technology do you know of?

- What traits do inventors need to be successful?

- What celebrity role models do you know of?

- How can role models change the world?

VOCABULARY

Read the words and put check marks (✓) by the ones you know.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<input type="checkbox"/> emulate	<input type="checkbox"/> vision	<input type="checkbox"/> persistent	<input type="checkbox"/> shock	<input type="checkbox"/> anchor
<input type="checkbox"/> idol	<input type="checkbox"/> humanity	<input type="checkbox"/> push	<input type="checkbox"/> in surprise	<input type="checkbox"/> channel
<input type="checkbox"/> competent	<input type="checkbox"/> sustainability	<input type="checkbox"/> driven	<input type="checkbox"/> tactic	<input type="checkbox"/> scholarship
<input type="checkbox"/> aid	<input type="checkbox"/> colony	<input type="checkbox"/> coverage	<input type="checkbox"/> spy	<input type="checkbox"/> step down
<input type="checkbox"/> admire	<input type="checkbox"/> invest	<input type="checkbox"/> perseverance	<input type="checkbox"/> incidentally	<input type="checkbox"/> voice
<input type="checkbox"/> inspire	<input type="checkbox"/> endeavor	<input type="checkbox"/> gifted	<input type="checkbox"/> luxurious	<input type="checkbox"/> critical
<input type="checkbox"/> aspire	<input type="checkbox"/> emission	<input type="checkbox"/> disciplined	<input type="checkbox"/> plot	<input type="checkbox"/> march
<input type="checkbox"/> reassure	<input type="checkbox"/> recover	<input type="checkbox"/> qualification	<input type="checkbox"/> prank	<input type="checkbox"/> stand up for

GRAMMAR

Answer the questions.

- What tense is the sentence written in?
They are playing baseball with their friends.
a. present simple c. present continuous
b. present perfect d. present perfect continuous
- Circle the correct word to fill in the blank.
I have (admire / admired) Jack Johnson for his beautiful songwriting ever since I first saw him live in concert.
- Write in your own answer to complete the sentence.
If you work hard in school, then _____
- Underline the verb in the present perfect tense.
We have loved to watch Angelina Jolie's movies since we were in high school.

WRITE

Write a short summary of your previous work experience.

1. WHO DO YOU BELIEVE IN?

A WARM UP

Talk about the questions as a class.

1. Do you have a role model? Who is it?
2. What qualities do you look for in a role model?
3. Do you know anyone who sees you as a role model?



B AUTHENTIC TEXT

Read the magazine article. Then answer the questions below.

Paragraph 1

The world can be difficult to navigate alone, and many of us seek guidance from people we admire. We learn from and often copy these people, so it is wise to choose role models who put our ideals into practice. They can teach us, and reassure us when our self-esteem is low.

Paragraph 2

We often choose public figures as role models. YouGov conducts polls of thousands of people to discover the world's most widely admired women and men. These women and men come from many walks of life. According to the 2020 poll, Barack and Michelle Obama were the most admired man and woman in the world. Angelina Jolie, who has used her fame as an actress to air the poor, was the second-most popular woman. People also admire religious figures such as the pope and the Dalai Lama. It's amazing how much we idolize these public figures even though most of us will never get to meet these famous idols in person!

Brief note

A *poll* is a survey of people's opinions. Many organizations take polls to see what people think about a topic or how they are planning to vote in an election.

Paragraph 3

Celebrity role models may be common, but the most important role models are those who are closest to us and who impact our personal development. We often look up to friends, family, and coworkers that we aspire to emulate. A competent leader in the workplace may inspire us to greater success. A supportive family member may show us the value of loving ourselves. A good friend may display courage, emboldening us to take risks and step bravely into the unknown.

Paragraph 4

It's important to remember that we are also role models. People judge our actions and are influenced by our decisions. Children emulate the adults in their lives. Our friends look to us—their peers—for approval and disapproval. Being a role model gives everyone a sense of responsibility because we know that others are likely to copy our behavior. In the end, we should work toward becoming our own best role model, and as such, our actions should follow this popular quote:

"Be the change you want to see in the world!"

Brief note

Walks of life refers to people's differing professional and social positions.

Discuss the following questions as a class.

- a. Who are your role models? What adjectives describe them?
- b. Do you think that everyone needs at least one role model? Why or why not?
- c. What qualities do you have that you think others admire?
- d. Should successful people such as politicians and celebrities be held to a higher standard than everyone else? Why or why not?
- e. What is your responsibility as a role model for others?

Choose the best title for each paragraph.

- f. _____ Admirable Idols
- g. _____ Local Inspiration
- h. _____ We are Not Alone
- i. _____ Follow Your Own Ideals

Choose the five statements below that are true according to the information in the reading.

1. It's wise to choose role models who practice sports.
2. People can idolize people they have never met.
3. Role models can help us feel better about ourselves.
4. Public figures make the best role models.
5. People admire celebrities, political figures, and religious leaders.
6. The people closest to us are not easy to emulate.
7. As role models, we influence the way others behave.
8. Children often imitate adults.

C VOCABULARY

Write the words from the box under the correct pictures.

aid

reassure

emulate

idol



1. _____

2. _____

3. _____

4. _____

Write the letter of the correct definition for each word or phrase.

- | | |
|----------------------------|--|
| 5. competent _____ | a. able to do something well |
| 6. inspire _____ | b. to apply a theory or idea in the real world |
| 7. admire _____ | c. to make someone want to do something |
| 8. put into practice _____ | d. to hope to achieve something |
| 9. aspire _____ | e. to respect or approve of someone or something |
| 10. self-esteem _____ | f. a sense of personal value |

D USE THE LANGUAGE

Be My Role Model!

Discuss what it means to be a role model with a partner.

1. Talk about two or three important role models each of you has had.
2. Talk about specific areas of life in which each of you could be a role model for others.
3. Ask your partner three to five questions about his or her ideas and goals. Based on the answers, explain at least two ways in which your partner could be a good role model for you.



2. THE FUTURE IS NOW!

A AUTHENTIC TEXT

Read the profile. Underline the present tense verbs.

Forward Thinkers

Many intelligent, creative people are working to advance scientific knowledge for all of **humanity**. Their **vision** is a society in which science improves many aspects of our lives.

First, there's beloved TV host and scientist Bill Nye. He is the CEO of The Planetary Society, a non-profit space organization. The organization's endeavors include: LightSail, a spacecraft that is launched using sunlight; better space education in schools; and technology that could help us build a **colony** on another planet. The Planetary Society gets money from ordinary citizens, and over fifty thousand people have **invested** in the organization so far.

Microsoft founder and **philanthropist** Bill Gates helps people worldwide. He donates billions of dollars to improve equality, **sustainability** of natural resources, and public health. Gates's work mostly focuses on wiping out deadly diseases. But he also believes we must lower our emissions to avoid a climate disaster. He funds research into making that happen.

Dutch inventor Boyan Slat is concerned about water pollution, so he made machines called "Interceptors" and installed them around the world. Interceptors catch waste in rivers before it can reach the ocean. They use a net and conveyor belt to stop and remove waste without blocking the flow of water. So far, Interceptors have **recovered** over twenty-two million kilograms of trash!

People will face a lot of environmental challenges in the coming decades. But when smart folks solve these problems, the future is bright!

Brief note

A **philanthropist** is a wealthy person who helps the poor or society, usually by donating money or funding things that society as a whole can benefit from.

B VOCABULARY

Fill in the blanks with the correct bold words from the reading.

- Our Frisbee™ flew into the lake, but luckily John's golden retriever _____ it.
- The business partners _____ most of their fortune in sustainable energy research.
- John F. Kennedy was an American president loved for his positive _____ and ability to bring people together.
- If you are concerned about _____, then you should buy products that use renewable resources.
- Angelina Jolie has used her wealth as a philanthropist to help _____.
- Some futurists believe that we should build a(n) _____ underground so that humanity could survive a nuclear apocalypse.

Match the words with the correct definitions.

- | | |
|-----------------|--|
| 7. humanity • | a. an effort to achieve a large goal |
| 8. colony • | b. to begin or create |
| 9. emission • | c. a small group of people living together in a new land |
| 10. launch • | d. to put time or money into a project or goal |
| 11. establish • | e. an amount of gas that is sent out from a source |
| 12. invest • | f. every single human being |
| 13. endeavor • | g. to send off into the air |

C GRAMMAR

Present simple, present continuous, present perfect, and present perfect continuous

present simple

The **present simple** tense shows action happening in the present or habitual action.

Jacob **walks** to work.

He **sees** great potential.

present continuous

The **present continuous** tense shows continuing action in the present. It is formed with the helping verb to be (*is, are, or am*) + the present participle (the *-ing* form).

The wind **is blowing** the branches of the tree against the window.

I **am finding** the lecture rather boring.

present perfect

The **present perfect** tense shows a completed action or past action that may continue into the present. It is formed with the helping verb to *have* (*have* or *has*) + the past participle (the *-ed* form in regular verbs).

He **has invested** millions of dollars in companies.

The elephants **have finished** their long walk to the water hole.

present perfect continuous

The **present perfect continuous** shows an action that started in the past and is continuing into the present or future. It is formed with *have* or *has* + *been* + the present participle.

That television station **has been broadcasting** for 37 years.

My grandparents **have been giving** me gifts all my life.

Write the tense of each underlined verb.

- This faucet has been leaking for years. _____
- My daughter has grown a lot over the last five years. _____
- He writes as often as he can. _____
- I have knitted more sweaters than he has. _____
- She has been taking a nap every afternoon since she was a child. _____
- We are playing polo even though it is raining. _____

Write a sentence using each present tense.

- present simple

- present continuous

- present perfect

- present perfect continuous

D USE THE LANGUAGE

Sustainable Planet

- Nye, Gates, and Slat aren't alone in working to protect our future as a species. Many politicians, scientists, business owners, activists, and regular people work every day to make our lives more sustainable. What are some daily actions these role models take or recommend? Fill in the table. Two have been filled in for you.

<i>make policy changes</i>	<i>ride bikes instead of driving</i>	

- Imagine your ideal future for our planet. What kinds of technology can help us achieve this future? Work with a partner to make a list of the kinds of technology you think can help save our planet.

Technologies that can save the planet		

- Choose one of the technologies you've listed and work with a partner to make a plan for how it could save our planet. Use internet research to support your plan. Present it to the class.

3. SOARING TO NEW HEIGHTS

A WARM UP

Talk about the questions as a class.

1. Do you think competition aids innovation? Why or why not?
2. Is it better to be disciplined or gifted?



B AUDIO

Listen to the lecture. Discuss the following questions with a partner. (1-1:01)

- a. Why do you think the speaker compares Langley to the Wright brothers?
- b. How did the inventors fund their experiments?

Answer the questions below.

1. What is the main topic of the lecture?
 - a. government funding for invention
 - b. passion aiding invention
 - c. family influences
2. How did Samuel P. Langley fund his plane?
 - a. The government gave him money.
 - b. He started a business.
 - c. He inherited money.
3. What is one example of the brothers' perseverance?
 - a. They befriended their competition.
 - b. They flew in all conditions.
 - c. They flew even when sick.
4. When was the first manned plane flown?
 - a. 1892
 - b. 1903
 - c. 1901
5. What was one way the Wright brothers saved money?
 - a. They sold their house to pay for the plane parts.
 - b. They showed off their flights on public fields.
 - c. They grew their own food.
6. What does the speaker value most?
 - a. skill
 - b. money
 - c. passion

C VOCABULARY

Match the words with the correct definitions.

- | | | |
|-------------------|---|--|
| 1. driven | • | • a. traits that make someone suited for a certain job |
| 2. gifted | • | • b. news reporting of an event |
| 3. coverage | • | • c. highly skilled or talented |
| 4. intense | • | • d. having strong motivation |
| 5. public | • | • e. the general population of a place |
| 6. disciplined | • | • f. self-controlled and productive |
| 7. qualifications | • | • g. very strong or extreme |

Write sentences using the following words. Use each word in the form given.

8. disciplined _____
9. persistent _____
10. pushed _____
11. driven _____
12. gifted _____
13. perseverance _____

D GRAMMAR

Present perfect tense for past events relative to the present

present perfect tense for past events relative to the present

The **present perfect** (see Lesson 2) is formed by using the auxiliary verb *has* or *have* with a past participle. It can be used to relate a past event to the present.

Sarah found playing the trumpet too challenging, so she's **decided** to play the drums. It's lucky that they **have saved** money for so long. Now they can afford to pay that expensive medical bill.

Complete each sentence by writing the present perfect form of the verb in parentheses.

1. Pauly _____ (work) at the same garage for fifteen years.
2. Miranda didn't have any other options, so she _____ (agree) to move back in with her parents.
3. It's strange that Mariah is so upset about losing one game. She _____ (win) the last twelve games in a row.
4. Jacob _____ (eat) at the same diner every Sunday since he turned twenty.
5. The fighters _____ (train) for months, so the match promises to be a good one.

Answer the questions below using present perfect tense for past events related to the present.

Example: Why is all the cereal gone?	<i>My roommate has eaten all of the cereal.</i>
6. How long have you lived here?	
7. What important things has he learned at school?	
8. How many times has she been to London?	
9. How long have they been together?	

E USE THE LANGUAGE

Creative Competition

1. How are the Wright brothers good role models? List their positive traits below, and then explain how the traits benefited them. Use the vocabulary words to help list your ideas. One has been done for you.

Traits	Benefits
perseverance	<i>The Wright brothers kept trying to fly even after many failed attempts. If they hadn't kept trying, then they wouldn't have succeeded.</i>

2. Using the table, discuss the following question as a class: What benefit can the traits of the Wright brothers have for people who are trying to achieve a difficult goal?