

Student Book

Blueprint



BRITISH ENGLISH

7

C1

Advanced

BIGBOX
Learning App



Leah Douglass · Ali Simpson

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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 organisation 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>	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.	<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! 	Values Innovation Passion Intrigue Civic Action
Module 2: History & Culture pages 20 to 35	<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>	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.	<ol style="list-style-type: none"> A Language at Risk Remembering British History Living in a Bubble Food Culture Cultural Conflict 	Traditions History Words to Convey Concern Cultural Foods Conflict
Module 3: Future Technology Pages 36 to 49	<p>B2+ I can summarise 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 speciality. I can understand specialised 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>	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.	<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 	Genetics Automation Space Travel & Colonisation Words to Convey Speculation Improvement
Module 4: Mysteries Pages 50 to 65	<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 signalled 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>	This module helps students talk about mysterious phenomena. They will learn to talk about superstitions, animal emotions, ghost stories, and common false beliefs.	<ol style="list-style-type: none"> Superstitions Conspiracy Theories Animal Emotions A Ghost Story What do you know? 	Words to Convey Belief/ Disbelief Mysteries Words to Convey Empathy Words to Convey Fear and Reluctance Words to Convey Analysis and Understanding

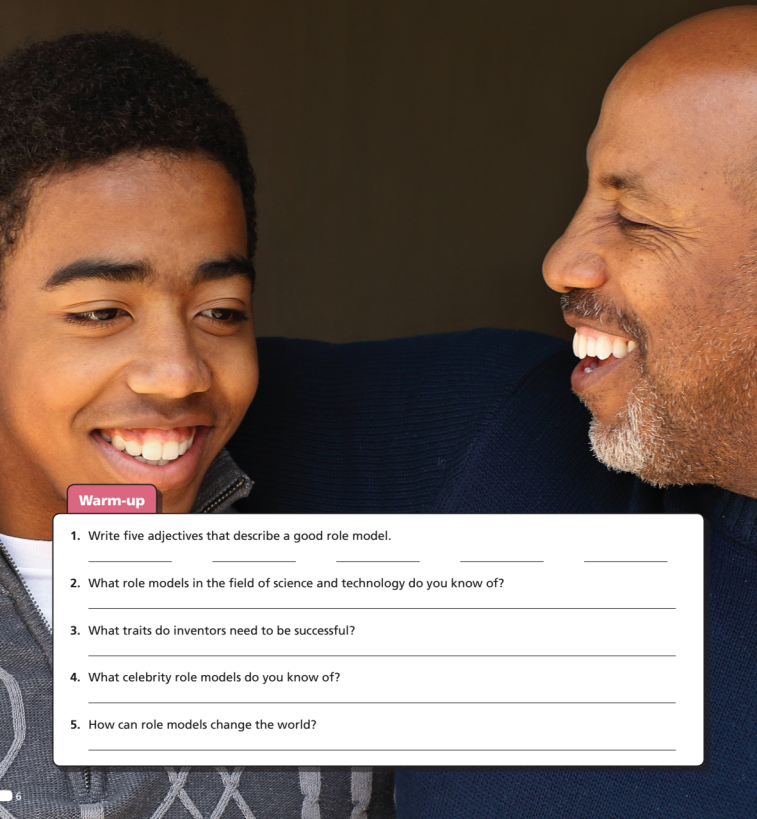
Grammar and Structures	Listening / Reading	Writing / Speaking
<p>Lesson 2 Present simple, present continuous, and present perfect tenses</p> <p>Lesson 3 Present perfect tense for past events relative to the present</p> <p>Lesson 4 Conditional sentences</p>	<p>L: Article: Role Models L: Article: A Forward Thinker L: Lecture: Inventors of the Aeroplane D: Dinner Pranks with Bob Edwards D: Fan Letter: My Favourite Newsreader</p>	<p>W&S: Be My Role Model! W&S: Sustainable Planet W&S: Creative Competition W&S: Dine with a Famous Person W&S: Dinner with ...? 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>D: Email: Preserving a Language D: Article: The Commonwealth Games L&L: Radio report: The Sentinelese L&L: Essay: Nonnina's Masterful Meals L&L: Article and Discussion: Historical Monuments</p>	<p>S: Languages at Risk S: National Holidays W&S: Pros and Cons W&S: An Isolated Tribe S: Favourite and Least Favourite Foods W&S: What should we eat? W: Writing Guide: Giving Your Opinion</p>
<p>Lesson 2 The future as seen from the past</p> <p>Lesson 3 Reported speech I</p> <p>Lesson 4 Passive voice I</p>	<p>D: Multi-Text: Gene Editing L&L: Blog: Automation and the Economy L: Reports: Colonists on Mars D: Article: To Buy or Not to Buy? D: Article: Smart Homes</p>	<p>S: Medical Issues W&S: The Future of Gene Therapy S: Future Jobs W&S: Conversation with a Lorry Driver W&S: A Dispatch from Mars S: What if it were online? W&S: A Product That Will Change the Future 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>L: Article: Superstitions D: Blog: The Hollow Moon Hypothesis L: Talks: Helping Animals D: Story: The Ghosts of the Holding Tomb D: Letter: Misconceptions</p>	<p>S: Which superstition do you believe in? S: Social Media Conspiracy Theories W&S: Debate a Conspiracy Theory W&S: "What Animals Feel" Poster S: Haunted Places W&S: Ghost Stories W: Writing Guide: Making a Point</p>

Contents

	Module Goals and CEFR Level	Summary	Lessons	Vocabulary*
Module 5: Art Pages 66 to 79	<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, uses of culture, and personal taste.	<ol style="list-style-type: none"> Working with Art The Art of Tattooing Art Movements Taste Global Art 	Art Tattoos Movements Taste Functions
Module 6: Core Concepts Pages 80 to 95	<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 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 7: Rights & Obligations Pages 96 to 109	<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 a Member of Parliament 	Rights Obligations Corporations Society Improvements
Module 8: Ethics Pages 110 to 125	<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 programme.</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 behaviour 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

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>1: Multi-Text: Art Galleries</p> <p>1: Blog: My Tattoo Fine Art?</p> <p>1: Talk: An Art Movement</p> <p>1: Essays: Perseus with the Head of Medusa</p> <p>1: Essay: The Price of Global Art</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: Beautiful Art</p> <p>W&S: My Favourite Artist</p> <p>S: Another Perspective</p> <p>W: <i>Writing Guide</i>: Global Art, Local Art</p>
<p>Lesson 2 Clauses of reason, concession, result, and purpose</p> <p>Lesson 3 Sentence linkers</p> <p>Lesson 4 Articles</p>	<p>1: Multi-Text: University Admission</p> <p>1&1: News Report: The World Happiness Report</p> <p>1: Lecture: Famous Leaders</p> <p>1: Speech: Setting Goals</p> <p>1: 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>1: Press Release: Animal Rights Activist</p> <p>1: Ad: Military Recruiting</p> <p>1: Talks: Making a Positive Impact</p> <p>1: Letter to the Editor: Student Renters</p> <p>1: Letter: Dear Stephen Hoffmann MP</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: Local Dialogue</p> <p>W: <i>Writing Guide</i>: A Letter for Change MP</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>1: Letter: Cease and Desist</p> <p>1: Blog: Where Do We Go from Here?</p> <p>1: Talk Show: Politics Now</p> <p>1: Article: Interview with a Famous Philanthropist</p> <p>1: Article: A Dilemma of Prisoners</p>	<p>S: Your First Defamation Case</p> <p>S: First-hand 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

**Warm-up**

1. Write five adjectives that describe a good role model.

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

3. What traits do inventors need to be successful?

4. What celebrity role models do you know of?

5. How can role models change the world?



Scan for Audio

Vocabulary

Read the words and put a tick (✓) 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"/> newsreader
<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"/> endeavour	<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.

1. What tense is the sentence written in?

I love playing football after school with my friends.

- a. present simple b. present continuous
c. present perfect d. present perfect continuous

2. 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.

3. Write in your own answer to complete the sentence.

If you work hard in school, then _____.

4. Underline the verb in the present perfect tense.

We have loved watching Angelina Jolie's films since we were at school.

Write

Write about your favourite role model.



Module 1

Scan the QR code to watch a preview video.



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

- 1 Read the magazine article. Then answer the questions. Track 02

Brief note

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

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. Every year, YouGov conducts a **poll** to discover the world's most widely admired women and men. These women and men come from many **walks of life**. According to the 2016 poll, the most admired woman in the world is Angelina Jolie. She has used her considerable fame as an actress and celebrity to aid the poor. People also admire political figures such as Xi Jinping and Barack Obama, and religious figures such as the Pope. It's amazing how much we idolise these public figures even though most of us will never get to meet them in person!

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 colleagues 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 behaviour. 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.

- 2 Discuss the questions.

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

- 3 Choose the best title for each paragraph.

- _____ Admirable Idols
 _____ Local Inspiration
 _____ We are Not Alone
 _____ Follow Your Own Ideals

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

- It's wise to choose role models who practise sports.
- The most admired woman in the world is a celebrity.
- Role models can help us feel better about ourselves.
- Public figures make the best role models.
- People admire celebrities, political figures, and religious leaders.
- The people closest to us are not easy to emulate.
- As role models, we influence the way others behave.
- Children often imitate adults.

C Vocabulary

1 Write the words from the box under the correct pictures.

aid

reassure

emulate

idol



1. _____

2. _____

3. _____

4. _____

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

- | | | |
|----------------------|-------|--------------------------------------------------|
| 1. competent | _____ | a. able to do something well |
| 2. inspire | _____ | b. to apply a theory or idea in the real world |
| 3. admire | _____ | c. to make someone want to do something |
| 4. put into practice | _____ | d. to hope to achieve something |
| 5. aspire | _____ | e. to respect or approve of someone or something |
| 6. 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.

- Talk about two or three important role models each of you has had.
- Talk about specific areas of life in which each of you could be a role model for others.
- 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.



A Authentic Text

Read the profile. Underline the present tense verbs.  Track 03

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.

A Forward Thinker

Elon Musk is a noted **philanthropist** and inventor who is working to secure a better future for earth and all of **humanity**. He has **invested** millions of dollars in companies that are working on futuristic endeavours. He is perhaps best known for founding Tesla, a company that produces electric cars. This aligns with his goal of improving the **sustainability** of our natural resources. If everyone drove electric cars, we would greatly reduce greenhouse gas emissions—slowing down global warming. His other work with sustainability involves solar energy. Among other ventures, he has developed solar panels that also function as roof tiles.

Musk's **vision** is not limited to Earth. He sees great potential in the development of economical space travel, and his company, SpaceX, is the vehicle for this dream. Musk's goal is to establish a **colony** on Mars by 2040, with the first manned flight to the red planet scheduled to depart in 2024. The first step for SpaceX was to build a reusable spacecraft. In 2015, they successfully launched and then **recovered** the Falcon rocket. With further development, this reusable spacecraft could reduce the cost of space flight by a factor of ten!

Musk's ambitions don't stop there. He has been working on a mode of transportation called the Hyperloop. The Hyperloop is essentially a giant circular tunnel that pods can travel through. If it works, it will be far cheaper than any other mode of transportation for long distances.



B Vocabulary

1 Fill in the gaps 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 _____ underground so that humanity could survive a nuclear apocalypse.

2 Match the words with the correct definitions.

- | | |
|----------------|----------------------------------------------------------|
| 1. humanity • | a. an effort to achieve a large goal |
| 2. colony • | b. to begin or create |
| 3. emission • | c. a small group of people living together in a new land |
| 4. launch • | d. to put time or money into a project or goal |
| 5. establish • | e. an amount of gas that is sent out from a source |
| 6. invest • | f. all of the people that live on the earth |
| 7. endeavour • | g. to send off into the air |

C Grammar

Present simple, present continuous, and present perfect tenses

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 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 pounds in companies.

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

present perfect continuous

The **present perfect continuous** shows 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.

1 Write the tense of each underlined verb.

- This tap 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 jumpers 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. _____

2 Write a sentence using each of the present tenses.

- present simple

- present continuous

- present perfect

- present perfect continuous

D Use the Language

Sustainable Planet

- Elon Musk isn'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 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.



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

1 Listen to the lecture. Discuss the following questions with a partner. Track 04

1. Why do you think the speaker compares Langley to the Wright brothers?
2. How did the inventors fund their experiments?

2 Answer the questions.

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

1 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 |

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

1. disciplined _____
2. persistent _____
3. pushed _____
4. driven _____
5. gifted _____
6. 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.

Examples

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.

1 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 12 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.

2 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>
1. How long have you lived here?	
2. What important things has he learned at school?	
3. How many times has she been to London?	
4. 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.

Trait	Benefit
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 chart, 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?