

Gregory J. Manin Alicia Artusi Lewis Lansford  
Alistair McCallum Robert Quinn Susan Banman Sileci

**NEW**  
CONTENT  
COMPONENTS

# engage

Special edition



Student Book & Workbook

3

OXFORD

Alicia Artusi Gregory J. Manin Lewis Lansford

# engage

Special edition



Student Book

3

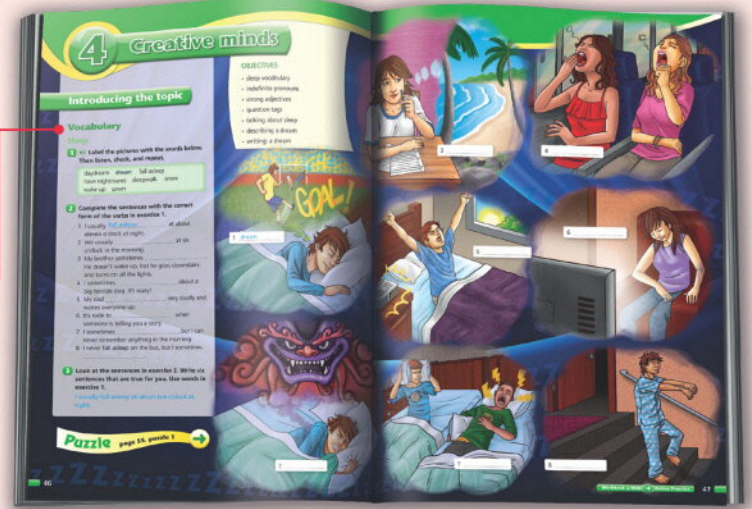
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# The structure of Engage

## Introducing the topic

### Vocabulary

- These pages give the objectives of the unit and are an illustrated presentation of the vocabulary related to the unit topic. They are followed by consolidation activities.



## Exploring the topic

### Reading

- The reading texts use a variety of different genres. The reading text is supported by activities which develop the ability to extract and interpret information, and encourage personalization.

### Grammar

- Grammar pages formally present a single point, or two related points, followed by practice activities. At the bottom of the page there is a personalization activity (Over to you!).



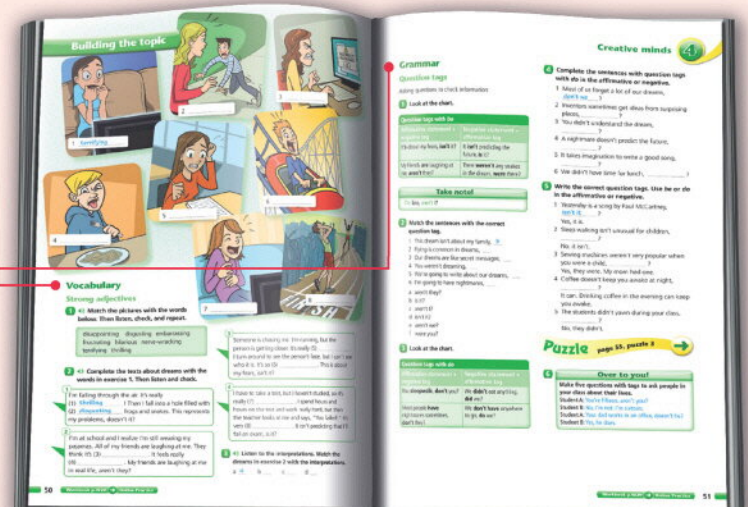
## Building the topic

### Vocabulary

- This introduces a new, related, set of words which are taught, modeled, and practiced.

### Grammar

- The second grammar page develops or expands on the grammar point of the unit. At the bottom of the page there is a personalization activity (Over to you!).



## Living English

### Reading

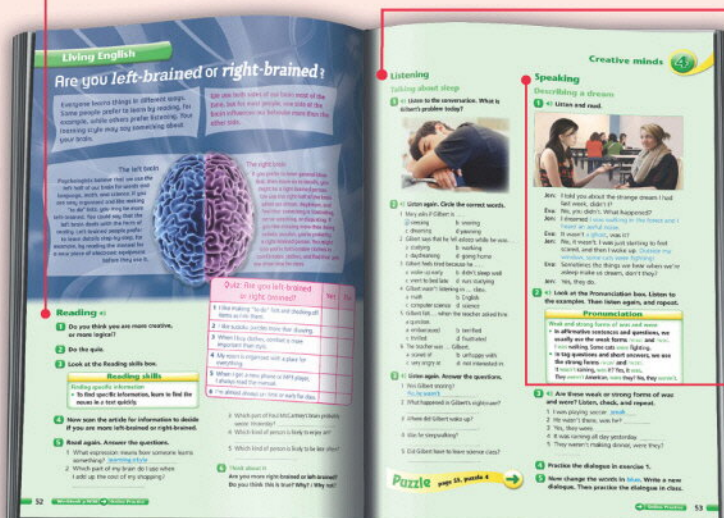
- The reading texts introduce a variety of different genres and are more extensive than those in Exploring the topic. The reading text is supported by activities which develop the ability to extract and interpret information and encourage personalization.

### Listening

- The listening activities follow on from the reading topic and are followed by practice activities.

### Speaking

- The speaking activities follow on from the listening activities. There are also pronunciation activities. Finally there is a personalization activity.



## Round-up

### Writing

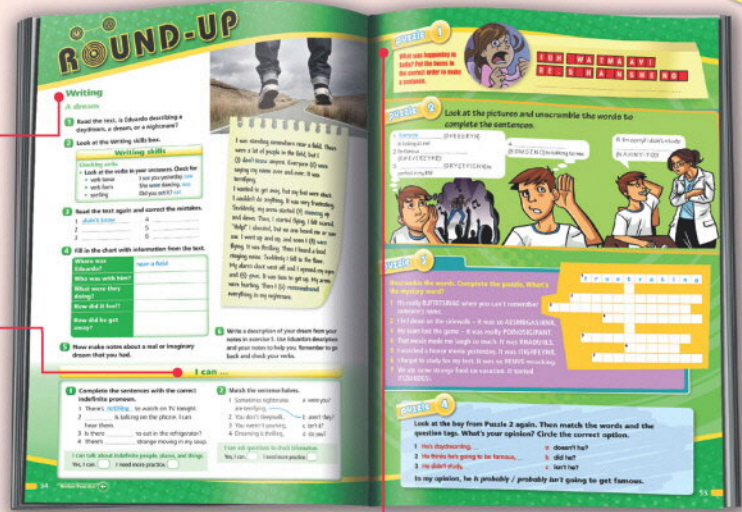
- Writing lessons are based around a model text and are the opportunity to put into practice everything learned in the unit.

### I can...

- This section provides an opportunity to review and reflect on progress through self-assessment.

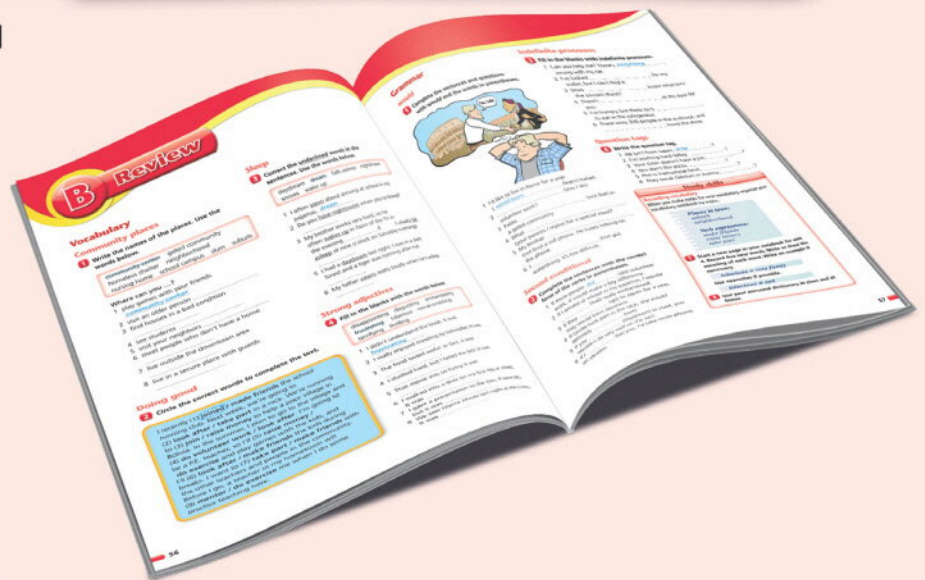
### Puzzles

- The puzzles are a fun way of practicing and reinforcing skills learned in the unit.



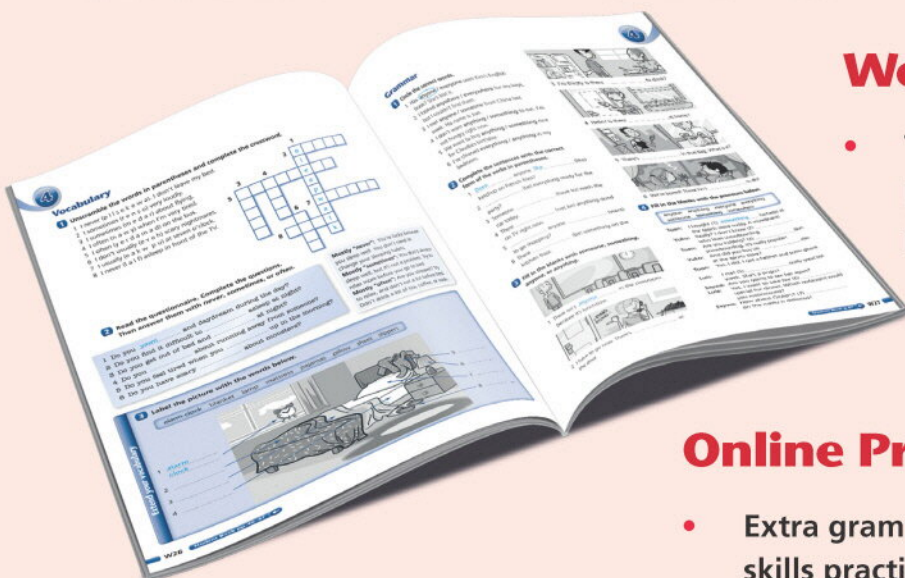
## Review

- The review pages appear after every two units and consolidate the grammar and vocabulary of the unit.



## Magazine

- The magazine pages appear after every two units. They focus on a topic which relates to or builds on the topic of the preceding units, and expand global awareness. They provide further opportunities for personalization, critical thinking, and project work.



## Workbook

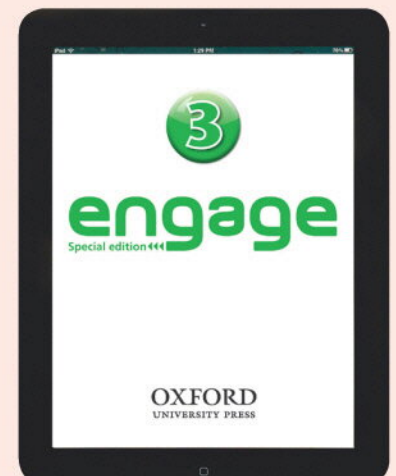
- The Workbook, which follows the Student Book, provides one page of grammar reference, and four pages of additional practice activities, for each unit.

## Online Practice

- Extra grammar, vocabulary, and skills practice is available online, with automatic marking.

## Student website

- The website contains fun vocabulary and grammar practice, with instant feedback, and webquests with links to authentic websites.



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| Reading   | Listening  | Speaking   | Round-up   |
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# Welcome

## OBJECTIVES

- chores, transportation, places, natural disasters
- hair and clothes, personality, travel items, fun events
- gerunds
- *have to, can / can't, should / shouldn't*
- adverbs of manner
- past progressive, simple past, *be going to*
- comparative and superlative adjectives

## Vocabulary

### Chores at home

1 Complete the household chores. Use *a, e, i, o, or u*. Then listen, check, and repeat.

- 1 make lunch
- 2 sut thu tublu
- 3 make your bed
- 4 clan your room
- 5 take the grounch
- 6 put washuge roclothes
- 7 wash the dishs
- 8 clean the ground

2 What chores do you have to do at home? Write four sentences.

*I have to make my bed.*

### Transportation

3 Match the pictures with the words below. Then listen, check, and repeat.

airplane bus canoe ferry helicopter  
motorcycle sailboat subway train



- 1 canoe      2 \_\_\_\_\_      3 \_\_\_\_\_



- 4 \_\_\_\_\_      5 \_\_\_\_\_      6 \_\_\_\_\_



- 7 \_\_\_\_\_      8 \_\_\_\_\_      9 \_\_\_\_\_

4 How often do you use different kinds of transportation? Write sentences.

*I sometimes take the bus.*

*I never go by airplane.*

### Places in a street

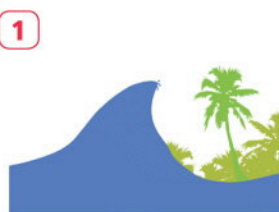
5 Match the sentence halves. Then listen, check, and repeat.

- |   |                          |
|---|--------------------------|
| 1 I need some money, so I'm going to _____          | a the garage.            |
| 2 My brother lives in _____                         | b the fire escape.       |
| 3 I'm going to park my car in _____                 | c the bank.              |
| 4 This is a safe street because there's _____ here. | d the street corner.     |
| 5 If there's an emergency, use _____                | e a police station       |
| 6 There's a café on _____                           | f an apartment downtown. |

### Natural disasters

6 Match the pictures with the words below. Then listen, check, and repeat.

- |  |                                      |                                     |
|--|--------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> blizzard | <input type="checkbox"/> drought     | <input type="checkbox"/> earthquake |
| <input type="checkbox"/> flood               | <input type="checkbox"/> forest fire | <input type="checkbox"/> hurricane  |
| <input type="checkbox"/> tornado             | <input type="checkbox"/> tsunami     |                                     |



## Hair and clothes

- 1** Look at the picture. Complete the text with the words below. Then listen, check, and repeat.

baggy high long low short tall tight

Bernardo is (1) tall.  
He has (2) \_\_\_\_\_,  
curly hair and brown eyes.  
He's wearing (3) \_\_\_\_\_  
jeans and (4) \_\_\_\_\_  
shoes. Emily has  
(5) \_\_\_\_\_, wavy hair  
and green eyes. She's  
wearing (6) \_\_\_\_\_  
shorts and (7) \_\_\_\_\_  
shoes.



- 2** Write sentences to describe a friend's appearance.

Marisa is tall and has long, blond hair. She's wearing tight pants and a baggy T-shirt.

## Personality adjectives

- 3** Match the adjectives below with the definitions. Then listen, check, and repeat.

cheerful competitive creative disorganized  
helpful sensitive sociable talkative

- someone who is easily upset sensitive
- someone who helps people \_\_\_\_\_
- someone who is happy and smiles a lot \_\_\_\_\_
- someone who has a good imagination \_\_\_\_\_
- someone who doesn't plan things well \_\_\_\_\_
- someone who loves being with people \_\_\_\_\_
- someone who wants to win \_\_\_\_\_
- someone who has a lot to say \_\_\_\_\_

- 4** Write sentences to describe a friend's personality.

Joe is cheerful and sociable. He is disorganized.

## Travel items

- 5** Correct the underlined words in the sentences. Then listen, check, and repeat.

- You need an insect spray to get on an airplane. e-ticket
- Take your passport. There are a lot of mosquitoes. \_\_\_\_\_
- I'm taking my new hiking boots so I can take a lot of pictures. \_\_\_\_\_
- Take your sunblock to protect your feet on long walks. \_\_\_\_\_
- I bought a swimsuit to learn about the country. \_\_\_\_\_
- The hotel has three swimming pools, so take your hiking boots. \_\_\_\_\_
- The sun is hot – don't forget your guidebook. \_\_\_\_\_
- If you don't have your swimsuit, you can't enter the country. \_\_\_\_\_

## Fun events

- 6** Match the pictures with the events below. Then listen, check, and repeat.

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> art exhibition | <input type="checkbox"/> baseball game |
| <input type="checkbox"/> birthday party            | <input type="checkbox"/> fashion show  |
| <input type="checkbox"/> music festival            | <input type="checkbox"/> parade        |
| <input type="checkbox"/> picnic                    | <input type="checkbox"/> stage play    |



- 7** What events did you go to in the past year? Write sentences.

I went to an art exhibition in April.



Grammar

Gerunds (-ing forms)

Take note!

Spelling rules for -ing forms

- Regular: add **-ing**  
paint → painting
- Ending in consonant + e: **e + -ing**  
use → using
- Ending in one vowel and one consonant: double the consonant + **-ing**  
swim → swimming

1 Write the -ing form of the verbs.

- 1 dance dancing      4 sit \_\_\_\_\_  
2 sing \_\_\_\_\_      5 take \_\_\_\_\_  
3 surf \_\_\_\_\_      6 run \_\_\_\_\_

2 Complete the sentences with the -ing form of the words below.

do listen play read shop use

- 1 I like playing the guitar.  
2 I don't like \_\_\_\_\_ the computer.  
3 I don't enjoy \_\_\_\_\_ for clothes.  
4 I love \_\_\_\_\_ karate.  
5 Do you enjoy \_\_\_\_\_ magazines?  
6 My brother loves \_\_\_\_\_ to music.

have to / don't have to

Take note!

Obligation

You **have to** wear a lifejacket in the boat.  
She **has to** wear a helmet for her job.

No obligation

I **don't have to** wear goggles at work.  
She **doesn't have to** wear gloves at work.

3 Look at the pictures. Fill in the blanks with have to, has to, don't have to, or doesn't have to.



- 1 You have to clean your room.



- 2 They \_\_\_\_\_ cut the grass.



- 3 She \_\_\_\_\_ make lunch.



- 4 They \_\_\_\_\_ take out the garbage.



- 5 She \_\_\_\_\_ make her bed.

can / can't

Take note!

can / can't

- We use **can** and **can't** to talk about rules.  
We **can** eat food in the lunchroom.  
We **can't** eat food in the classroom.

4 Look at the rules of the sports club. Circle the correct words.

Sports Club Rules

- 1 You can / can't wear outdoor shoes in the gym. They damage the floor.
- 2 You can / can't use the gym on Tuesday evening. It's open until 10 p.m.
- 3 You can / can't run next to the swimming pool. It's dangerous.
- 4 Children under thirteen years old can / can't swim at lunch time. It's adults only.
- 5 You can / can't use the club's equipment for \$5.



### Adverbs of manner

1 Complete the sentences with the adverb form of the words below.

angry bad careful good **happy**  
hard loud polite

- 1 He was smiling **happily** because he passed his driving test.
- 2 I shouted \_\_\_\_\_, but Keiko didn't hear me.
- 3 It was raining \_\_\_\_\_ when we arrived at the party.
- 4 Please pick up the book \_\_\_\_\_. It's very old.
- 5 The children asked \_\_\_\_\_ for more candy.
- 6 She ran \_\_\_\_\_, but she lost the race.
- 7 He speaks French \_\_\_\_\_. No one can understand him.
- 8 The teacher spoke \_\_\_\_\_ to the class when they failed the test.

### Past progressive (affirmative / negative)

2 Complete the chart with the correct form of be.

| Affirmative                            | Negative                           |
|--|------------------------------------|
| I (1) <b>was</b> talking.              | I (2) _____ shouting.              |
| You (3) _____ fighting.                | You (4) _____ arguing.             |
| He / She / It (5) _____ hiding.        | He / She / It (6) _____ fighting.  |
| We / You / They (7) _____ complaining. | We / You / They (8) _____ talking. |

3 Write sentences about Maria and Luis. Use the past progressive affirmative or negative form of the verbs in parentheses.

- 1 Yesterday at four o'clock, Maria and Luis **weren't driving** (not drive).
- 2 Luis \_\_\_\_\_ (look) at a guidebook.
- 3 Maria \_\_\_\_\_ (eat) some bread.
- 4 Luis \_\_\_\_\_ (talk) on the phone.
- 5 They \_\_\_\_\_ (not fight).
- 6 They \_\_\_\_\_ (have) a good time.

### Past progressive (questions)

4 Complete the chart with the correct form of be.

| yes / no questions                  | Answers                               |
|-------------------------------------|---------------------------------------|
| (1) <b>Was</b> I shouting?          | Yes, I (2) _____.                     |
| (3) _____ you complaining?          | Yes, you (4) _____.                   |
| (5) _____ he / she / it running?    | Yes, he / she / it (6) _____.         |
| (7) _____ we / you / they fighting? | Yes, we / you / they (8) _____.       |
| Wh- questions                       |                                       |
| Where (9) _____ she going?          | She (10) _____ going to the movies.   |
| What (11) _____ they doing?         | They (12) _____ doing their homework. |

5 Write questions for the answers.

- Emi: (1) **What were you doing** at four o'clock yesterday afternoon?
- Luis: I was walking in Paris with Maria.
- Emi: (2) \_\_\_\_\_ ?
- Luis: We were going to a museum.
- Emi: (3) \_\_\_\_\_ ?
- Luis: Because we wanted to see some paintings.
- Emi: (4) \_\_\_\_\_ ?
- Luis: Yes, Maria was walking with me.
- Emi: (5) \_\_\_\_\_ ?
- Luis: No, we weren't fighting. We were having a good time!

### Past progressive and simple past

**Take note!**

**Past progressive and simple past**

- We use the past progressive to talk about actions in progress in the past.  
She **was watching** an animated movie.  
They **were arguing**.
- We use the simple past to talk about completed actions in the past.  
We **watched** a comedy.  
I **made** a cake.

### Past progressive and simple past

1 Complete the sentences with the simple past or the past progressive form of the verbs in parentheses.

- I **was taking** (take) a shower when the phone rang.
- What were you doing when Daniel \_\_\_\_\_ (arrive)?
- I saw my friend Ryu while I \_\_\_\_\_ (get on) the train.
- I \_\_\_\_\_ (drive) when my car broke down.
- Hanh was working when I \_\_\_\_\_ (say) "Hello".
- I \_\_\_\_\_ (lose) my keys while I was walking home.

### Comparative adjectives

#### Take note!

##### Spelling rules for comparative adjectives

- add **-er** or **-r**  
tall → taller  
large → larger
- **y + -ier**  
curly → curlier
- **double consonant + -er**  
wet → wetter
- **irregular**  
good → better  
bad → worse
- **long adjectives**  
exciting → more exciting

2 Write the correct comparative adjectives.

| Adjective   | Comparative       |
|-------------|-------------------|
| fast        | (1) <b>faster</b> |
| noisy       | (2) _____         |
| big         | (3) _____         |
| comfortable | (4) _____         |
| dangerous   | (5) _____         |
| difficult   | (6) _____         |

3 Complete the sentences with the comparative form of the adjectives in parentheses.

- Brasília is a new city, so it's **more modern** (modern) than Prague.
- Thirteen million people live in Tokyo, so it's \_\_\_\_\_ (crowded) than Toronto.
- This show is \_\_\_\_\_ (boring) than the show we watched last night.
- The new chair is \_\_\_\_\_ (uncomfortable) than the old chair.
- Copper Canyon is \_\_\_\_\_ (amazing) than the Grand Canyon.

### Superlative adjectives

#### Take note!

##### Spelling rules for superlative adjectives

- Add **-est** or **-st**  
tall → **the tallest**  
large → **the largest**
- **y + -iest**  
curly → **the curliest**
- **Double consonant + -est**  
wet → **the wettest**
- **Irregular**  
good → **the best**  
bad → **the worst**
- **Long adjectives**  
exciting → **the most exciting**

4 Complete the sentences with the superlative form of the adjectives in parentheses.

- He's **the best** (good) player on the team.
- We live in \_\_\_\_\_ (sunny) part of the country.
- I work for \_\_\_\_\_ (big) company in the city.
- She's \_\_\_\_\_ (interesting) person in the movie.
- São Paulo is \_\_\_\_\_ (large) city in Brazil.
- This is \_\_\_\_\_ (uncomfortable) bed in the house.

### (not) as ... as

#### Take note!

##### (not) as ... as

- We use **as ... as** to talk about similarities.  
Karate is **as** difficult **as** gymnastics.
- We use **not as ... as** to talk about differences.  
Snowboarding **isn't as** safe **as** volleyball.

5 Write sentences with **as ... as** and **not as ... as**.

- Basketball is faster than field hockey.  
Field hockey **isn't as fast as** basketball
- Scuba diving and waterskiing are both dangerous.  
Waterskiing \_\_\_\_\_
- Cycling is more exciting than track and field.  
Track and field \_\_\_\_\_
- My new running shoes and my old running shoes are both comfortable.  
My new running shoes \_\_\_\_\_
- Watching TV and hanging out with friends are both popular.  
Watching TV \_\_\_\_\_



**should / shouldn't**

**1** Fill in the blanks with *should* or *shouldn't*.

- 1 A: I have a test tomorrow.  
B: You should study.
- 2 A: Floppy has a cold.  
B: She \_\_\_\_\_ go out in the rain.
- 3 A: Manuel is really tired.  
B: He \_\_\_\_\_ go to bed.
- 4 A: I have sunburn.  
B: You \_\_\_\_\_ use sunblock next time.
- 5 A: This road looks dangerous.  
B: We \_\_\_\_\_ drive on it.
- 6 A: The 8 a.m. train is always crowded.  
B: You \_\_\_\_\_ take the 7:30 a.m. train.

**be going to**

**2** Complete the chart with the correct form of *be*.

| Affirmative                               | Negative                                 |
|---|--|
| I (1) <u>'m</u> going to play volleyball. | He (2) _____ going to do karate.         |
| She (3) _____ going to go swimming.       | They (4) _____ going to go cycling.      |
| Questions                                 | Answers                                  |
| (5) _____ we going to exercise every day? | Yes, we (6) _____ /<br>No, we (7) _____. |
| What (8) _____ you going to do?           | I (9) _____ going to play soccer.        |

**3** Circle the correct answer.

- 1 I'm going ... a new car tomorrow.  
a buy **(b)** to buy c buying
- 2 ... you going to play soccer on Sunday?  
a Do b Is c Are
- 3 Emi ... going to go to the movies with us.  
a doesn't b aren't c isn't
- 4 "Is Yasuko going to come?" "Yes, she ... ."  
a is b 's c isn't
- 5 They ... go to Florida next summer.  
a going to b 're going to c go to
- 6 "Are they going to call tomorrow?"  
"No, they ... ."  
a not b aren't c isn't
- 7 What ... going to wear to the party?  
a 's he b he is c is
- 8 We ... going to visit the museum on the weekend.  
a isn't b hasn't c aren't

**Present progressive for the future**

**Take note!**

**Present progressive with time expressions**

- We use time expressions with the present progressive to talk about future arrangements.  
They're **going** to the movie theater at eight o'clock.  
She's **working** at home tomorrow.  
What **are** you **doing** tonight?

**4** Write sentences and questions.

- 1 what / they do / tonight / ?  
What are they doing tonight ?
- 2 I / meet Phil / tomorrow  
\_\_\_\_\_ ?
- 3 where / you go / after school / ?  
\_\_\_\_\_ ?
- 4 we / have lunch / with Su / next week  
\_\_\_\_\_ ?
- 5 she / visit Russia / next year / ?  
\_\_\_\_\_ ?
- 6 they / buy a car / next month  
\_\_\_\_\_ ?

**I'd like ... / Would you like ...?**

**Take note!**

**would like**

- We use **would like** to make requests and offers.  
They'd **like** to see a play.  
I'd **like** to go to the movies.  
**Would** you **like** to go out for dinner?  
**Would** they **like** a drink?

**5** Put the words in order to make offers.

- 1 they / like / Would / food / some / ?  
Would they like some food ?
- 2 to / dinner / for / stay / you / like / Would / ?  
\_\_\_\_\_ ?
- 3 like / Would / to / she / the / use / phone / ?  
\_\_\_\_\_ ?
- 4 walk / Would / a / you / for / like / go / to / ?  
\_\_\_\_\_ ?

**6** Complete the answers to the questions in exercise 5.

- 1 Yes, they would. They 'd like a sandwich.
- 2 Thank you. I \_\_\_\_\_ to stay, but I have to visit my aunt.
- 3 Yes, she \_\_\_\_\_. She'd like to call her parents.
- 4 I'd love to! I \_\_\_\_\_ to walk in the forest.

# 1 My future

## OBJECTIVES

- stages of life
- *will / won't*
- preparing for a trip
- *be going to* and *will*
- talking about future plans
- writing an essay

## Introducing the topic

### Vocabulary

#### Stages of life

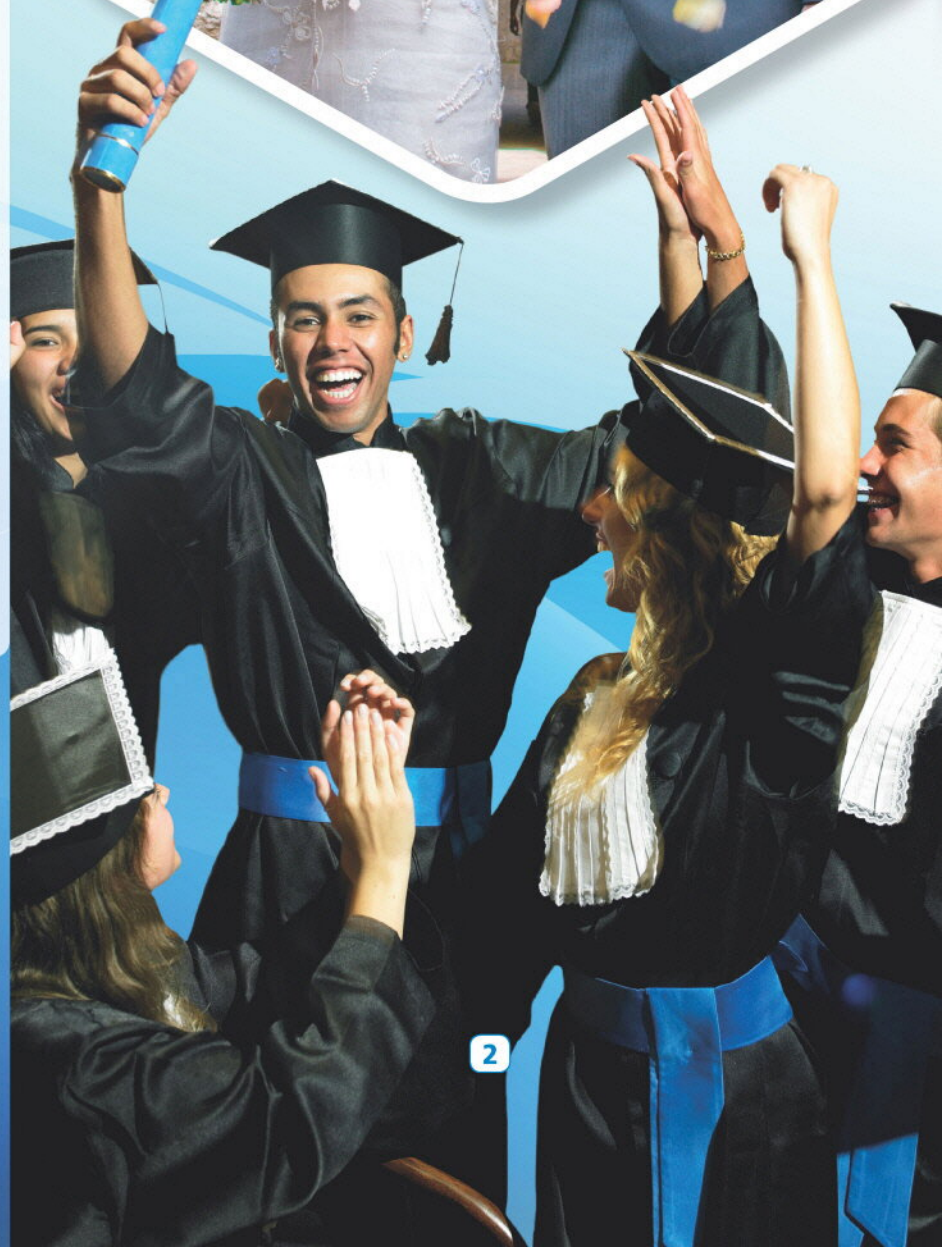
- 1 4) Match the pictures with the verbs and phrases below. Then listen, check, and repeat.

- |  |                                      |
|--|--------------------------------------|
| <input checked="" type="checkbox"/> 3 apply to college | <input type="checkbox"/> buy a house |
| <input type="checkbox"/> get a job                     | <input type="checkbox"/> get married |
| <input type="checkbox"/> go abroad                     | <input type="checkbox"/> graduate    |
| <input type="checkbox"/> have children                 | <input type="checkbox"/> retire      |

- 2 Fill in the blanks with the expressions in exercise 1.

- 1 In my final year of high school, I'll apply to college.
- 2 I'll probably \_\_\_\_\_ for college, and study in another country.
- 3 I'll study for four years at college. After I \_\_\_\_\_, I want to get a job.
- 4 When I have some money, I'll \_\_\_\_\_ near the beach.
- 5 I think I'll \_\_\_\_\_ in tourism because I like languages.
- 6 I'll definitely \_\_\_\_\_. I want a big wedding.
- 7 We'll probably \_\_\_\_\_. I think we'll have two.
- 8 I'll definitely \_\_\_\_\_ when I'm 65.

- 3 In your country, when do people usually do the things in exercise 1? Put the activities in order.



**Puzzle**

page 21, puzzle 1





## Exploring the topic

# TEN YEARS from now



My favorite sport is rugby. It's a really popular sport here. I'm a good player, and I think I'll join a professional team here in New Zealand. Then, I'll travel all over the world with the team. I'll probably retire when I'm thirty, and then I'll become a coach or manager.

Andrew, Christchurch, New Zealand



I'll probably become an interior designer. After I finish high school, I'll probably study design at a good college. I'll definitely apply to some colleges in New York City. I'll come back to Brazil and I'll apply for a job at a big design company. I probably won't stay in Recife. I'll probably move to São Paulo or Rio de Janeiro after I graduate.

Isabelle, Recife, Brazil

## Reading

**1** Read what the young people say about their futures. Check (✓) the topics they talk about.

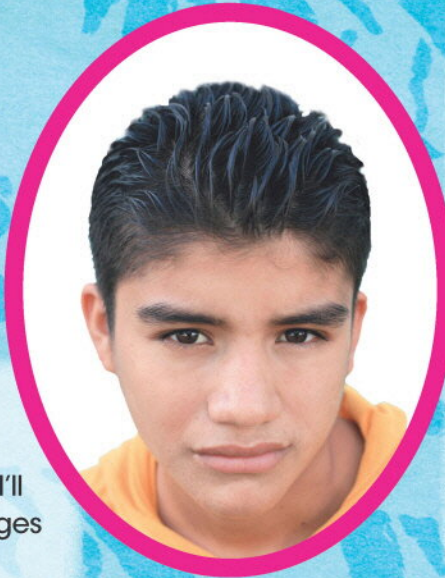
- |   |                                  |                                |
|---|----------------------------------|--------------------------------|
| <input checked="" type="checkbox"/> education | <input type="checkbox"/> family  | <input type="checkbox"/> job   |
| <input type="checkbox"/> home                 | <input type="checkbox"/> tourism | <input type="checkbox"/> money |

**2** Read and listen to the article. Write the names of the people.

- Li Yong thinks a lot of people will go on vacation in his country.
- \_\_\_\_\_ will go abroad for work.
- \_\_\_\_\_ plans to get a college degree in his own country.
- \_\_\_\_\_ will have children after she starts her career.
- \_\_\_\_\_ doesn't think she'll stay in Recife.
- \_\_\_\_\_ will work with tourists.

After I finish high school next year, I'll probably study law at a good college. I'll definitely apply to some colleges in California. It's so warm there! I'll probably become a criminal lawyer. I'm sure I'll get married and have children, too. But first I want to get a good job as a lawyer.

Amber, South Carolina, the U.S.



I think a good education will be more important in the future. I'll definitely apply to a good college and I'll probably study psychology. I don't think I'll go abroad to study. I think it's important to support education in your own country. But I'll definitely travel a lot!

Rafael, Panama City, Panama

I think tourism will become more important. A lot more people will visit our country in the next ten years. I'll definitely get a degree in English. Then, I'll probably get a job in a hotel or become a tour guide.

Li Yong, Beijing, China



**3** Answer the questions.

- What will Rafael probably study?  
psychology
- What will Li Yong definitely get?  
\_\_\_\_\_
- Who will probably study law?  
\_\_\_\_\_
- At what age will Andrew probably retire?  
\_\_\_\_\_
- Where will Isabelle study?  
\_\_\_\_\_
- Where will Isabelle probably go after she graduates?  
\_\_\_\_\_