ENGLISH WAVE

Student Book

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1

Audio

AI Fluency Practice

e future

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ENGLISH WAVE 1

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Contents

Page	Unit	Intro	Lesson A	
6	**1 Meeting People**	**Vocabulary** Greetings Saying goodbyes	**Vocabulary** Numbers 0-20 Countries and nationalities **Listening** Who's that?	**Grammar** Subject pronouns Simple present *be*: Statements **Speaking** Memory game
16	**2 My Favorite Things**	**Vocabulary** School subjects Describing subjects	**Vocabulary** Entertainment **Grammar** Singular and plural nouns Possessive adjectives	**Reading** Rating games **Speaking** Find someone who
26	**School Connection 1** Math	**Math in Everyday Life**		

Page	Unit	Intro	Lesson A	
28	**3 My Belongings**	**Vocabulary** Classroom objects Things people carry	**Vocabulary** Colors **Listening** Describing flags	**Grammar** Demonstratives: *this/that/these/those* **Speaking** I see something …
38	**4 Special Days**	**Vocabulary** Days of the week Months of the year	**Vocabulary** Ordinal numbers and dates **Reading** Four seasons around the world	**Grammar** Prepositions of time Possessive nouns **Speaking** Class birthdays
48	**School Connection 2** Science	**Our Solar System**		

Page	Unit	Intro	Lesson A	
50	**5 Describing Home**	**Vocabulary** Rooms in a home Objects in rooms	**Vocabulary** Features in a room **Grammar** *There is/are* Prepositions of place	**Speaking** True or false
60	**6 Daily Life**	**Vocabulary** Family members	**Vocabulary** Daily activities **Reading** School food	**Grammar** Simple present: Statements **Speaking** Same schedules
70	**School Connection 3** Social Studies	**Jobs and Human Needs**		
72	**Test Prep 1**	**Test preparation**		

	Lesson B		Lesson C	Lesson D
	Vocabulary School occupations Contact information **Listening** Describing people	**Grammar** Simple present *be*: Question forms **Speaking** Asking personal questions	**Useful expressions** Expressions of courtesy **Pronunciation** Question intonation **Speaking** Asking for personal information	**Reading** Student introductions **Writing** Self-introduction
	Vocabulary Numbers 21-100 Telling time **Listening** Identifying numbers	**Grammar** Prepositions of time **Speaking** Talking about your class schedule	**Useful expressions** Paying attention and showing interest **Pronunciation** Long and short *a* sounds **Speaking** Our favorite people and things	**Reading** Our favorite classes **Writing** My favorite class
	Project 1 **Restaurant Math**			

	Lesson B		Lesson C	Lesson D
	Vocabulary Describing objects **Reading** The history of the blackboard	**Grammar** Adjectives Qualifiers: *very*, *really*, *pretty*, *kind of* **Speaking** Asking about objects	**Useful expressions** Clarifying information **Pronunciation** Long and short *e* sounds **Speaking** List of class objects	**Reading** What I take to school every day **Writing** What's in my bag?
	Vocabulary Celebrating birthdays **Listening** Holidays	**Grammar** Questions with *whose* and possessive pronouns **Speaking** Finding the owners	**Useful expressions** Expressing certainty and uncertainty **Pronunciation** Sounds of *th* **Speaking** List of important dates	**Reading** School schedules **Writing** My weekly schedule
	Project 2 **More about Our Solar System**			

	Lesson B		Lesson C	Lesson D
	Vocabulary Problems and solutions **Grammar** Imperatives Statements with *have/has*	**Listening** Where is it? **Speaking** Remember the list	**Useful expressions** Wishes and reminders **Pronunciation** Long and short *i* sounds **Speaking** Describing rooms	**Reading** What's in my bedroom? **Writing** Describing my bedroom
	Vocabulary Jobs Workplaces **Listening** When do they work?	**Grammar** Simple present: Question forms **Speaking** Family jobs	**Useful expressions** What do you do? **Pronunciation** Long and short *o* sounds **Speaking** Describing families	**Reading** This is my family. **Writing** My family
	Project 3 **Class Job Survey**			

Page	Unit	Intro	Lesson A	
78	**7 People and Activities**	**Vocabulary** Describing appearance Describing personality	**Vocabulary** Everyday clothing **Reading** What we wear	**Grammar** Frequency adverbs *How often* **Speaking** Asking about frequency
88	**8 My Activities**	**Vocabulary** Chores Helping out	**Vocabulary** Abilities **Reading** Reading maps	**Grammar** Modal *can* **Speaking** Can you do that?
98	**School Connection 4** Science and Technology	**Assistive Technology**		

Page	Unit	Intro	Lesson A	
100	**9 Things I Like**	**Vocabulary** Pizza toppings Ice cream flavors	**Vocabulary** Hobbies and interests **Reading** Our cross-country team	**Grammar** *Like* + gerund or infinitive **Speaking** Things I like to do
110	**10 Going Shopping**	**Vocabulary** Stores at the mall Stores for electronic goods	**Vocabulary** Food and entertainment at the mall **Reading** Try to escape!	**Grammar** Simple past *be* **Speaking** Where were you?
120	**School Connection 5** Health	**Why Is Junk Food Bad for You?**		

Page	Unit	Intro	Lesson A	
122	**11 Going Places**	**Vocabulary** Field trip destinations Following rules	**Vocabulary** Field trip activities **Reading** Field trip projects	**Grammar** Simple past of regular verbs: Statements **Speaking** What I did yesterday
132	**12 On Vacation**	**Vocabulary** Vacation activities Ways to travel	**Vocabulary** Things to pack **Reading** A fun travel game	**Grammar** Simple past: Question forms **Speaking** What did you pack?
142	**School Connection 6** Art	**The Power of Art**		

144	**Test Prep 2**	**Test preparation**

	Lesson B		Lesson C	Lesson D
	Vocabulary What people are doing **Listening** People wearing costumes	**Grammar** Present continuous **Speaking** Guess what I'm doing	**Useful expressions** Different meanings of *like* **Pronunciation** Final *-s* sounds **Speaking** Describing people and activities	**Reading** Job profiles **Writing** My best friend
	Vocabulary Weekend activities **Listening** Going to a birthday party	**Grammar** Future with *be going to* **Speaking** Remembering plans	**Useful expressions** Levels of ability **Pronunciation** Reduction of *going to* **Speaking** How well can you …?	**Reading** This weekend **Writing** My weekend plans
	Project 4 **My Assistive Technology Invention**			

	Lesson B		Lesson C	Lesson D
	Vocabulary Free-time fun **Listening** Future musicians?	**Grammar** *Want* and *would like* + infinitive **Speaking** I want to …	**Useful expressions** Levels of liking things **Pronunciation** Long and short *u* sounds **Speaking** Planning a class party	**Reading** Hobbies and dreams **Writing** What I want to be
	Vocabulary Inside the mall **Listening** A terrible day	**Grammar** *There was/were* **Speaking** One hundred years ago	**Useful expressions** Suggesting **Pronunciation** Sounds of *b* and *v* **Speaking** Where were they?	**Reading** A visit to the mall **Writing** My local mall
	Project 5 **A Healthy Fast-Food Menu**			

	Lesson B		Lesson C	Lesson D
	Vocabulary Animals **Listening** They're really smart!	**Grammar** Simple past of irregular verbs: Statements **Speaking** True or false	**Useful expressions** Rules and reminders **Pronunciation** Final *-ed* sounds **Speaking** Preparing for a field trip	**Reading** A field trip to remember **Writing** Our field trip
	Vocabulary How I feel **Listening** Why don't you …?	**Grammar** Object pronouns **Speaking** Making suggestions	**Useful expressions** Negative questions for confirmation **Pronunciation** Initial *s-* clusters **Speaking** Giving reasons	**Reading** Postcards to family **Writing** A postcard from my country
	Project 6 **Create Your Own Art**			

150 **Grammar Appendix** 162 **Project Worksheets**

Unit 1

Meeting People

Warm-up questions

- Where are they?
- Who are they?

Unit 1 Intro Hello! Goodbye!

Vocabulary Greetings

A 1.1 Listen and say.

A **Hi**, Diego.
B **Good morning**, Mr. Larsen. **How are you**?
A **I'm fine**. **How's it going**?
B **I'm OK**.

A **Good afternoon**, Abby.
B **Hello**, Ms. Ortega. **How's it going**?
A **I'm great**. **How are you**?
B **I'm fine**.

Saying titles

Mr.	/mister/
Mrs.	/misus/
Ms.	/miz/
Miss	/mis/

B 1.2 Listen and say.

1 Hi.
Hello.

2 How are you?
How's it going?

3 I'm fine.
I'm OK.
I'm great.

4 Good morning.

5 Good afternoon.

6 Good evening.

Vocabulary Saying goodbyes

A 1.3 Listen and say.

A **See you later**, Mark.
B **Bye**, Adam.

A **Good night**, Emily.
B **Good night**, Sandra. **See you tomorrow**.

B 1.4 Listen and say.

1 Goodbye.
Bye.

2 See you later.

3 See you tomorrow.

4 Good night.

Lesson 1A I'm thirteen. He's fourteen.

Vocabulary Numbers 0–20

A 1.5 Listen and say.

A Who's that?
B That's Ryan and Zoe.
A How old is Ryan?
B He's **fourteen**.
A How old is Zoe?
B She's **thirteen**.

B 1.6 Listen and say.

0 zero	1 one	6 six	11 eleven	16 sixteen
	2 two	7 seven	12 twelve	17 seventeen
	3 three	8 eight	13 thirteen	18 eighteen
	4 four	9 nine	14 fourteen	19 nineteen
	5 five	10 ten	15 fifteen	20 twenty

C Work with a partner. Ask about your classmates. Use the dialog in A as a model.

Vocabulary Countries and nationalities

A 1.7 Listen and say.

A My name is Jacob. Nice to meet you.
B Nice to meet you too. I'm Lydia.
A Where are you from?
B I'm from **Mexico**. How about you?
A I'm **Canadian**.

I'm from **Mexico**. (country)
I'm **Mexican**. (nationality)

B 1.8 Listen and say.

	Country	Nationality		Country	Nationality
1	Canada	Canadian	6	Morocco	Moroccan
2	Colombia	Colombian	7	Peru	Peruvian
3	Costa Rica	Costa Rican	8	Thailand	Thai
4	Japan	Japanese	9	the Netherlands	Dutch
5	Mexico	Mexican	10	the United Kingdom (the UK)	British

C Work with a partner. Ask about your classmates. Use the dialog in A as a model.

Listening | Who's that?

A 1.9 Listen. Choose the correct spelling.

Caitlin / Kaitlyn

She's _____ years old.

Aidan / Aiden

He's _____ years old.

Sara / Sarah

She's from _____.

Ryan / Brian

He's from _____.

B 1.9 Listen again. Complete the sentences.

Grammar | Subject pronouns | Simple present *be*: Statements

Use subject pronouns and *be* to talk about personal information like name, age, nationality, and so on.

A 1.10 Look at the chart and listen.

Subject pronouns | Simple present *be*

Affirmative statements			Negative statements			
Subject pronoun	+ *am/is/are*		Subject pronoun	+ *am/is/are* + *not*		
I	**am**	thirteen years old.	**I**	**am**	**not**	twelve years old.
You	**are**	Dutch.	**You**	**are**	**not**	Peruvian.
He	**is**	Miguel.	**He**	**is**	**not**	Daniel.
She	**is**	a student.	**She**	**is**	**not**	a teacher.
It	**is**	from Canada.	**It**	**is**	**not**	from the UK.
We	**are**	students.	**We**	**are**	**not**	teachers.
You	**are**	twelve years old.	**You**	**are**	**not**	fourteen years old.
They	**are**	Pati and Elena.	**They**	**are**	**not**	Pam and Helen.

Contractions

I am	▶	**I'm**
you are	▶	**you're**
he is	▶	**he's**
she is	▶	**she's**
it is	▶	**it's**
we are	▶	**we're**
they are	▶	**they're**

B Complete the sentences. Write the correct form of *be*.

1 He _____ not Dutch. He _____ British.

2 I _____ twelve years old. My friend Rachel _____ thirteen.

3 You _____ not a student. You _____ a teacher.

4 Gavin and Sophie _____ in my class. They _____ my friends.

5 She _____ from Colombia. She _____ not Peruvian.

Speaking | Memory game

A Work in a group. Make sentences about each member of the group. Follow the model.

B Play the memory game. Make sentences about each person's nationality.

Lesson 1B Is he a teacher?

Vocabulary School occupations

A 1.11 Listen and say.

A Is he a **teacher**?
B Yes, he is.
A What's his name?
B His name is Mr. Davis.
A Where is he from?
B He's British.

B 1.12 Listen and say.

1 student

2 teacher

3 nurse

4 cook

5 custodian

6 coach

C Work with a partner. Talk about other people who work at your school. Use the dialog in A as a model.

Vocabulary Contact information

A 1.13 Listen and say.

A What's your **phone number**?
B It's 208-523-1197.
A What's your **email address**?
B It's Linda underscore Walker at my dash mail dot com.

B 1.14 Listen and say.

PERSONAL INFORMATION FORM

First name: **Linda**
Last name: **Walker**
Phone number: **208-523-1197**
Email address: **linda_walker@my-mail.com**

Phone numbers

0 ▸ **zero** or **oh**
208 ▸ **two zero eight** or **two oh eight**

Tech terms

_ underscore
- dash
@ at
. dot

C Work with a partner. Ask for contact information. Use the dialog in A as a model.

Listening Describing people

A 1.15 Listen. Write the number of the conversation on the correct photo.

a ___
ready / not ready

b ___
new / not new

c ___
early / not early

d ___
late / not late

e ___
tired / not tired

B 1.15 Listen again. Choose the correct answers.

Grammar Simple present *be*: Question forms

A 1.16 Look at the chart and listen.

Simple Present *be*: Question forms

***Yes/No* questions**			**Short answers**				
Am/Is/Are + subject			subject + *am/is/are*			subject + *am/is/are* + *not*	
Am	I	late?	Yes,	you	**are**.	No,	you **aren't**.
Are	you	tired?	Yes,	I	**am**.	No,	**I'm not**.
Is	he	a student?	Yes,	he	**is**.	No,	he **isn't**.
Is	she	a teacher?	Yes,	she	**is**.	No,	she **isn't**.
Is	it	new?	Yes,	it	**is**.	No,	it **isn't**.
Are	we	ready?	Yes,	we	**are**.	No,	we **aren't**.
Are	you	Dutch?	Yes,	we	**are**.	No,	we **aren't**.
Are	they	Peruvian?	Yes,	they	**are**.	No,	they **aren't**.

Contractions

you aren't	=	you're not
he isn't	=	he's not
she isn't	=	she's not
it isn't	=	it's not
we aren't	=	we're not
they aren't	=	they're

***Wh*-questions**

Wh-word + *am/is/are* + subject		
Where	**am**	I?
What	**is**	your name?
Who	**are**	your friends?
How	**are**	you?
How old	**are**	they?

Contractions

Where's	=	Where is
What's	=	What is
Who's	=	Who is

B Complete the questions and answers. Write the correct form of *be*. Then practice with a partner.

1 A: _____ you from Costa Rica? B: No, I _____ not. I _____ from Peru.

2 A: Where _____ Ahmed from? B: He _____ from Morocco.

3 A: _____ I late? B: Yes, you _____.

4 A: How old _____ they? B: They _____ twelve years old.

5 A: _____ Mrs. Lim a teacher? B: No, she _____ not. She _____ a nurse.

Speaking Asking personal questions

A In a notebook, write three *yes/no* questions and three *wh*-questions about your classmates.

B Work with a partner. Take turns asking and answering questions.

Is Antonio a teacher?
No, he isn't. He's a student!

How old is Sofia?
She's thirteen.

Lesson 1C You're welcome!

Useful expressions Expressions of courtesy

A 1.17 Listen and say.

1
Thank you.
Thanks.

2
You're welcome.
No problem.

3
Please.

4
Excuse me.

5
I'm sorry.
Sorry.

B Complete the dialogs. Use the words below.

Excuse | please (2x) | problem | sorry | Thank | Thanks | welcome

1

A Please do page 18 for homework.
B [1] _____ me, Ms. Garcia?
A Yes, Tyler?
B Can you say that again, [2] _____?
A Yes, of course. Please do page 18 for homework.
B [3] _____ you.
A You're [4] _____.

2

A What's your email address?
B It's dragon8@schoolmail.com.
A I'm [5] _____. Can you spell that, [6] _____?
B Sure. It's D-R-A-G-O-N-8 at S-C-H-O-O-L-M-A-I-L dot com.
A [7] _____.
B No [8] _____.

C 1.18 Listen and check your answers.

D Practice the dialogs with a partner. Then change roles and practice again.

Pronunciation Question intonation

A 1.19 Look at the chart and listen. Pay attention to the intonation. Look at the arrows.

Yes/No questions	*Wh*-questions
Is he a teacher? ↗	What is her name? ↘
Are you ready for school? ↗	How old are they? ↘
Are they from the UK? ↗	Where is he from? ↘

B 1.19 Listen again. Say the questions.

C Read the questions. Draw arrows to show the correct intonation.

1 Are we late for class?
2 Where are they from?
3 Who is the new teacher?
4 Is she from Thailand?

D 1.20 Listen and check your answers. Then listen again and practice saying the sentences.

Speaking Asking for personal information

A Interview five classmates. Ask questions. Fill in the chart.

	First name	Last name	Age	Email address
1				
2				
3				
4				
5				

B Work with a partner. Take turns talking about the classmates you interviewed.

Lesson 1D Nice to meet you!

Reading Student introductions

A Skim the text. Where are the students from? Tell a partner.

Hi. My name is Gabriela. I'm from Colombia. I'm a student at Santa Clara Middle School. I'm fifteen years old. Nice to meet you.

Hello! My name is Haruto. I am a student at Meiji Middle School. I'm fourteen years old. I'm from Osaka, Japan. Nice to meet you.

Hi! My name is Caden. I'm from Amsterdam in the Netherlands. I'm twelve years old. I am a student at Berlage Lyceum Middle School. Nice to meet you.

Hello. I'm Alyssa. I'm thirteen years old. I'm a student at Kingston Secondary School. I'm Canadian. I live in Kingston, Ontario. Nice to meet you.

B 1.21 Listen and read along.

C Write **T** (true) or **F** (false). Scan the text to find the answers.

1 ___ Gabriela is Colombian.

2 ___ Gabriela is 14 years old.

3 ___ Haruto is Japanese.

4 ___ Haruto is a high school student.

5 ___ Caden is from the United Kingdom.

6 ___ Caden is 12 years old.

7 ___ Alyssa is from Canada.

8 ___ Alyssa is 13 years old.

Writing Self-introduction

A Read the model.

Hello. My name is Charlie. I'm from Canada. I am a student at Brookfield Middle School. I am fourteen years old. Nice to meet you.

B Prepare to write a self-introduction. Write notes in the chart.

What is your name?	
Where are you from?	
What is the name of your school?	
How old are you?	

C Write your self-introduction. Use your notes from B.

Writing Checklist

- ☐ Sentences begin with a capital letter.
- ☐ Sentences end with a period.
- ☐ Names of people start with a capital letter.
- ☐ Names of schools start with a capital letter.
- ☐ Countries and nationalities start with a capital letter.
- ☐ Spelling is correct.
- ☐ Grammar is correct.

D Read other classmates' paragraphs. Use the **Writing Checklist** to check them.

School Connection 1

Math

Math in Everyday Life S1.1

Where do you use math? You use math at school and everywhere else you go. The basic math skills of **addition** (+), **subtraction** (–), **multiplication** (x), and **division** (÷) can help you in your everyday life. Here are some examples.

Money

You want to meet friends on the weekend. You want to see a movie with them. How much money do you need? Use **addition**.

Movie ticket	$12.00
Popcorn	$7.50
Drink	+ $3.00
	$22.50

You need $22.50 to go to the movies.

Time

You want to meet your friends at the mall. They want to meet at 3:00 in the afternoon. What time do you need to leave your home? Use **subtraction**.

Time to meet	3:00
Travel time	– :25 minutes
	2:35

You need to leave home at 2:35.

Shopping

You go to a video game store. You see a game that you want to buy. The regular price of the game is $30.00. There is a sign that says 40% OFF. What is the sale price of the game? Use **multiplication** and **subtraction**.

Regular price of the game	$30.00
40% off (40% = 0.4)	x 0.4
	$12.00

Subtract $12.00 from the regular price of the game.

$30.00
– $12.00
$18.00

The sale price of the game is $18.00.

Ordering food

Your friends are coming to your home. You want to order pizza. How many pizzas do you need to order? There are 8 slices in 1 pizza. There are 5 people (4 friends and you). You can use **multiplication**, **division**, and **subtraction**.

You think each person will want more than 1 slice of pizza. If you order 2 pizzas, how many slices will you have?

2 pizzas x 8 slices = 16 slices

You decide to order 2 pizzas. How many slices can each person have?

Slices of pizza	16
Number of people	÷ 5
	3.2

Each person can have up to 3 slices of pizza.

If each person eats 3 slices, how many slices will be left over?

Total number of slices	16
Each person eats 3 slices (5 x 3)	– 15
	1

There will be 1 slice left over.

Focus on language Math equations

A S1.2 Listen and say.

Equation	How to say it
2 + 3 = 5	Two **plus** three **equals** five.
10 – 4 = 6	Ten **minus** four **equals** six.
8 x 2 = 16	Eight **times** two **equals** sixteen.
20 ÷ 5 = 4	Twenty **divided by** five **equals** four.

B Work with a partner. Write the answer to each equation.

1. 7 + 21 = _____
2. 32 + 40 = _____
3. 87 – 20 = _____
4. 55 – 15 = _____
5. 9 x 6 = _____
6. 12 x 4 = _____
7. 100 ÷ 5 = _____
8. 36 ÷ 18 = _____

C S1.3 Listen and check. Then say the equations.

Project 1
Go to page 162.

Restaurant Math

A Work in a small group. Plan a meal at a restaurant with your partners. Fill out the chart. Use math equations when necessary.

1 Where will you go?		
2 What time will you meet?		
3 What time do you need to leave home?	Time to meet	:
	Travel time	:
	Time to leave home	:
4 What will you eat? Plan to order four menu items.	Menu item	Price
	1.	$ ____.____
	2.	$ ____.____
	3.	$ ____.____
	4.	$ ____.____
5 How much will each person need to pay?	Total price	$ ____.____
	Number of people	
	Amount per person	$ ____.____

B Compare your meal with other groups.

- Which group is likely to enjoy their meal the most based on the menu items chosen?

C Compare the price of your meal with other groups.

1 Which group will pay the most per person for their meal?

2 Which group will pay the least per person for their meal?

AI Fluency Practice

Check out e-future's AI Fluency Practice at www.eSmartClass.net!

Speaking

Step 1 Listen to the dialog.

Step 2 Choose a character and record your lines.

Reading

Step 1 Listen to the audio and record the passage.

Step 2 Record the passage while listening to the audio.

Step 3 Record the passage without the audio and receive a fluency score.

Report

View reports on your overall speaking and reading skills.

Key Features

e-future's **AI Fluency Practice** at www.eSmartClass.net offers special features designed to help students systematically build and strengthen their fluency:

- **Scaffolded speaking and reading practice** for gradual skill development
- **Self-paced learning** that keeps students motivated and engaged
- **Accurate, AI-generated feedback** on fluency and pronunciation
- **Multiple audio modes** with adjustable playback speeds
- **Trackable progress** for continuous improvement

ENGLISH WAVE

English Wave is a dynamic six-level course that takes secondary students from beginner to upper-intermediate English. Through a communicative approach with real-world topics and engaging projects, students build the confidence to use English in class, on tests, and in everyday life. Designed with flexibility and clarity in mind, each unit develops students' essential language skills while encouraging critical thinking and collaboration. Whether in the classroom or online, ***English Wave*** supports teachers and motivates students every step of the way as they ride the wave to English fluency.

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- **Interactive Digital Tools** for blended learning
- **Test Prep Sections** for widely recognized standardized English tests

Components

- Student Book (1–6)
- Workbook (1–6)
- Teacher's Manual (1–6)
- AI Fluency Practice (www.eSmartClass.net)
- English Wave Online (www.eSmartClass.net)
  LCMS, presentation e-book
- Downloadable Resources (www.efuture-elt.com)
  MP3 files, answer keys, worksheets, tests, PPT files

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