ENGLISH WAVE

Student Book

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2

Audio

AI Fluency Practice

e-future

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ENGLISH WAVE 2

future

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150 Grammar Appendix
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Unit 1

Spending Time Outdoors

Warm-up questions

- Where is she?
- What do you like to do outdoors?

Unit 1 Intro What sports do you play?

Vocabulary Playing sports

A 1.1 Listen and say.

A Do you **play table tennis**?
B Not really. I played a couple of times when I was younger.
A What sports do you play?
B I **play soccer** and **volleyball** sometimes.

B 1.2 Listen and say.

1 play soccer

2 play basketball

3 play baseball

4 play volleyball

5 play badminton

6 play tennis

7 play golf

8 play table tennis

Vocabulary Outdoor activities

A 1.3 Listen and say.

A Where are you going?
B My friends are **riding their skateboards** at the park. Can I go?
A Of course. But be home by 6:30. OK?
B Sure. No problem.

B 1.4 Listen and say.

1 ride a bike

2 ride a skateboard

3 go running

4 go for a walk

Lesson 1A Let's go camping!

Vocabulary Camping activities

A 1.5 Listen and say.

A What are you doing?

B I'm packing my bag for my camping trip.

A Oh, yeah! That sounds exciting. You go camping every year, right?

B Yes, I do. I love it. We always **build a fire** and **sleep in a tent**. It's fun.

B 1.6 Listen and say.

1 go fishing

2 go hiking

3 go swimming

4 go kayaking

5 look at the stars

6 have a barbecue

7 build a fire

8 sleep in a tent

C Work with a partner. Talk about other camping activities. Use the dialog in A as a model.

Reading S'mores: A camping tradition

A Read. Write the words in the correct places.

becomes cook hold melts

We go camping every summer. When we go camping, we always build a fire and [1] _____ our food over it. It's a lot of fun. My favorite camping food is s'mores. You need three things to make s'mores: graham crackers, chocolate candy bars, and marshmallows. You put the marshmallow on a stick and [2] _____ it over the fire. It [3] _____ soft and a little brown on the outside. Then you put the hot marshmallow between two graham crackers with some chocolate. The marshmallow [4] _____ the chocolate. Then you eat it. It is delicious.

B 1.7 Listen and check your answers.

Grammar Review: Simple present and present continuous

Use the simple present to talk about regular activities or facts. Use the present continuous to talk about what people are doing right now.

A 1.8 Look at the chart and listen.

Simple present				Present continuous			
Affirmative statements							
subject +	verb			subject +	*be* + verb + *-ing*		
I	**play**	soccer on the weekend.		I	**am**	**playing**	badminton now.
You/We/They	**ride**	a bike every day.		You/We/They	**are**	**riding**	a skateboard now.
He/She	**goes**	hiking often.		He/She	**is**	**going**	running right now.
Negative statements							
subject +	*don't/doesn't* + verb			subject +	*be* + *not* + verb + *-ing*		
I	**don't**	**play** soccer on Mondays.		I	**am not**	**playing**	badminton now.
You/We/They	**don't**	**ride** a bike every day.		You/We/They	**aren't**	**riding**	a skateboard now.
He/She	**doesn't**	**go** hiking often.		He/She	**isn't**	**going**	running right now.
***Yes/No* questions and short answers**							
Do/Does + subject + verb			subject + *do/doesn't*	*Be* + subject + verb + *-ing*			subject + *be* (+ *not*)
Do you	**play**	volleyball?	Yes, we **do**.	**Are** you	**riding**	a bike?	Yes, I **am**.
Does he	**go**	running?	No, he **doesn't**.	**Is** he	**playing**	soccer?	No, he **isn't**.
Does she	**ride**	her bike?	Yes, she **does**.	**Is** she	**going**	kayaking?	Yes, she **is**.
Do they	**sleep**	in a tent?	No, they **don't**.	**Are** they	**having**	a picnic?	No, they **aren't**.
***Wh*-questions**							
Wh-word + *do/does* + subject + verb				*Wh*-word + *be* + subject + verb + *ing*			
Where **do** you	**have**	barbecues?		What **are** you	**doing**	now?	
When **does** he	**play**	table tennis?		Where **is** she	**going**	right now?	

B Complete the dialogs in the simple present or present continuous. Use the verbs in parentheses. Then practice the dialogs with a partner.

1 A: _____ you _____ running often? (go)
B: Yes, we _____. We _____ running every morning before breakfast. (go)

2 A: What _____ she _____ now? (do)
B: She _____ basketball. She always _____ basketball in the afternoon. (play)

3 A: _____ they _____ a barbecue right now? (have)
B: No, they _____. They never _____ a barbecue at their house. (have)

4 A: Where _____ you _____ when you go camping? (sleep)
B: I _____ in a tent when I go camping. (sleep)

Speaking What are you doing?

A Choose two activities from pages 7 or 8. Write them below.

Activity 1: _____ Activity 2: _____

B Work in a group. Take turns acting out each of the activities. Your partners ask what you're doing. Give answers with the present continuous and simple present. Follow the model.

Lesson 1B What's the weather like?

Vocabulary Weather

A 1.9 Listen and say.

A Good morning.
B Good morning. What's the weather like today? Is it **raining**?
A No, it isn't. It's **cloudy**.
B What's the temperature right now?
A Right now, it's **25 degrees**.
B Oh, good.

B 1.10 Listen and say.

1 sunny

2 cloudy

3 raining

4 snowing

5 windy

6 humid

7 foggy

8 14 degrees

C Work with a partner. Talk about other types of weather. Use the dialog in A as a model.

Listening It depends on the weather.

A 1.11 Listen. Write the number of the conversation on the correct photo.

a ___

It's **cold** / **foggy** now, but it's going to be **hot** / **sunny** this afternoon.

b ___

It's going to be **cloudy** / **humid** this weekend. It's not going to **be hot** / **rain**.

c ___

Today it's **raining** / **snowing**. Tomorrow it's going to be **cold** / **warm**.

d ___

It's going to be **20** / **28** degrees and sunny and **warm** / **windy** today.

B 1.11 Listen again. Complete the sentences. Choose the correct answers.

Grammar Review: Future with *be going to*

Use *be going to* to talk about future plans or intentions.

A 1.12 Look at the chart and listen.

Future with *be going to*

Affirmative statements				Negative statements				
subject +	*be going to* + verb			subject + *be* +	*not going to* + verb			
I'm	**going to**	**play**	baseball.	I'm	**not**	**going to**	**play**	baseball.
You/We/They're	**going to**	**go**	hiking.	You/We/They're	**not**	**going to**	**go**	hiking.
He/She's	**going to**	**have**	a barbecue.	He/She's	**not**	**going to**	**have**	a barbecue.
It's	**going to**	**rain**	tonight.	It's	**not**	**going to**	**rain**	tonight.

Yes/No questions and short answers					*Wh*-questions				
Be + subject + *going to* + verb					*Wh*-word + *be* + subject + *going to* + verb				
Am	I	**going to**	**like** it?	No, you **aren't**.	Where	**am**	I	**going to**	**go** after this?
Are	you	**going to**	**play** tennis?	Yes, I **am**.	What	**is**	she	**going to**	**do** today?
Is	he	**going to**	**go** running?	No, he **isn't**.	When	**are**	they	**going to**	**build** a fire?
Is	it	**going to**	**snow**?	Yes, it **is**.	How long	**is**	it	**going to**	**be** windy?

B Complete the sentences in the future with *be going to*. Use the verbs in parentheses.

1 A: _____ they _____ running this afternoon? (go)
B: No, they _____. They _____ swimming. (go)

2 She can't have a barbecue tonight because it _____. (rain)

3 I _____ my bike to school today. (ride)

4 A: What _____ the weather _____ like today? (be)
B: It _____. (snow)

5 It _____ sunny and humid at the beach today. (be)

6 A: _____ it _____ windy and cold today, or _____ it _____ nice? (be, be)
B: It _____ nice today. (be)

Speaking The local weather

A Write a sentence in your notebook about the weather today in each of the cities shown.

1

Cairo

2

Mexico City

3

London

4

San Francisco

5

Beijing

6

Toronto

B Work with a partner. Take turns asking each other about the weather in the cities.

Lesson 1C I'm sorry to hear that.

Useful expressions Expressing sympathy

A 1.13 Listen and say.

Expressing sympathy	
I'm **sorry**.	That's **terrible**.
I'm **sorry to hear that**.	That's **too bad**.
I'm **sad to hear that**.	That's **a shame**.
I **know how you feel**.	That's **so sad**.

B Complete the dialogs. Use the words below.

bad feel hear sad shame sorry

1

A What are you going to do today?
B Well, I wanted to go to the beach with Sam, but it's going to rain.
A Oh, that's a [1] _____.
B What am I going to do now?
A Why don't you and Sam go see a movie? You wanted to see that new action movie, right?
B I want to, but Sam already saw it.
A Oh, I'm [2] _____.

2

A What's the matter?
B Oh, nothing. My sisters are going to go hiking tomorrow, but I can't go. I have a lot of homework.
A I'm sorry. I know how you [3] _____. I wanted to go camping this weekend, but it's going to rain.
B Oh, that's so [4] _____.
A That's OK. We're going to go next weekend instead.

3

A Are you going to play basketball with Ashley today?
B I can't. Ashley is staying home today. She's studying for a test.
A Oh, that's too [5] _____. Why don't you ask Tara?
B Tara is always busy with her other friends. She doesn't want to hang out with me.
A I'm sad to [6] _____ that. You were really good friends.

C 1.14 Listen and check your answers.

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

Word study Spelling the long *a* sound

A 1.15 Look at the chart and listen.

a	a_e	ai	ay
table	name	rain	play
paper	date	mail	say
baby	baseball	train	today
April	shame	paint	May

B Read the sentences. Write the missing letters.

1 Please write your n____m____ on the p____per and put it on the t____ble.

2 It often r____ns a lot in ____pril, so we don't pl____ b____s____ball until M____.

3 It's a sh____m____ that we can't p____nt the model tr____n tod____.

C 1.16 Listen and check your answers. Then listen again and practice saying the sentences.

Speaking Weather activities

A Look at the three weather forecasts. Based on the weather in each city, write a good activity and a bad activity to do.

B Work in a group. Take turns asking each other about the weather in these cities. Say what you're going to do and what you're not going to do in each city because of the weather.

It's going to be 31 degrees and sunny in Los Angeles today.

I'm going to go to the beach. I'm not going to stay inside.

Lesson 1D Local weather

Reading Our weather

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

I live in Vermont, a small state in the US. In the winter, it snows a lot here, and it's very cold. The high temperature is usually around -10 degrees! A lot of people like to go snowboarding during the winter. I can't snowboard very well, but a lot of my friends can. I want to practice more. Maybe I need to take some lessons!

I live in Peru, and the weather here is often warm and sunny. I live near the beach, so I like to go surfing on the weekends. Windy days aren't very good for surfing. But if it isn't very windy, I'm usually on my surfboard. I started surfing when I was five years old. I really like it a lot.

I live in Iceland. A lot of people think it snows all the time here. But it doesn't. It never gets hot in the summer here, but the winter isn't too bad. I can go hiking around my country any time of the year. The weather is usually a little cold, and it's always windy. A lot of people visit Iceland to go hiking. It's a beautiful place.

B 1.17 Listen and read along.

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

1 ____ It usually snows a lot in Vermont in the winter.

2 ____ Rachel is really good at snowboarding.

3 ____ Miguel surfs almost every day of the week.

4 ____ Miguel doesn't like to surf on very windy days.

5 ____ It doesn't get hot in the summer in Iceland.

6 ____ Johanna can only go hiking in the spring.

Writing Enjoying the weather

A Read the model.

I live in Thailand, and the weather is usually hot and humid. It never gets very cold here. When it's raining, I usually stay home and play games or read books. But when it's sunny, I like to ride my bike with my best friend. We ride our bikes a lot.

B Prepare to write about the weather and outdoor activities. Write notes in the chart.

What's the weather like where you live?	
What do you like to do outdoors?	
What do you do when the weather isn't nice?	

C Write a paragraph about the weather and outdoor activities. Use your notes from B.

Writing Checklist

- ☐ Sentences begin with a capital letter.
- ☐ Sentences end with a period.
- ☐ Spelling is correct.
- ☐ Grammar is correct.

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

School Connection 1

Science

Hurricane or Typhoon? S1.1

Did you know that **hurricanes** and **typhoons** are the same kind of storm? They are both **tropical cyclones**.

A tropical cyclone is a storm that **forms** over warm ocean water. It brings very heavy rains and strong winds. A tropical cyclone is a dangerous storm that can **damage** or **destroy** buildings. It can also cause **floods** in towns and cities.

Tropical cyclones have different names in different places. In North America and the Caribbean, tropical cyclones form in the North Atlantic and Northeast Pacific Oceans. These tropical cyclones are called *hurricanes*. In Japan, the Philippines, and some other parts of Asia, tropical cyclones form in the Northwest Pacific Ocean. These tropical cyclones are called *typhoons*.

Hurricanes and typhoons can bring heavy rains and strong winds.

The rain can flood towns and cities.

The winds can damage buildings.

Some hurricanes and typhoons can destroy buildings.

Measuring Hurricanes and Typhoons

Scientists measure hurricanes and typhoons by their wind speeds. Then they group them into different categories. There are five categories for hurricanes. The weakest are Category 1 hurricanes. These hurricanes can damage buildings and trees. There are only three categories for typhoons. The strongest are Violent Typhoons. These typhoons can destroy buildings and lift cars into the air.

Hurricanes	
Category	**Wind Speeds**
1	119–153 km/h
2	154–177 km/h
3	178–208 km/h
4	209–251 km/h
5	252 km/h or higher

Typhoons	
Category	**Wind Speeds**
Typhoon	118–156 km/h
Very Strong Typhoon	157–193 km/h
Violent Typhoon	194 km/h or higher

Naming Storms

Like people, hurricanes and typhoons have names. Some are human names, like Hurricane Sandy or Typhoon Maria. Some are the names of places, animals, or other objects. These names come from the World Meteorological Organization (WMO). They keep different lists of names to use for hurricanes and typhoons. But, if a storm is too powerful and causes a lot of damage, they take the name off the list. The names Katrina and Ida, for example, will never be used again because these hurricanes caused so much destruction in 2005 and in 2021.

Focus on language Speed and years

A S1.2 Listen and say.

Numbers	How to say the numbers
252 km/h	two hundred fifty-two kilometers **per** hour
154–177	one hundred fifty-four **to** one hundred seventy-seven
2005	two thousand five
2021	twenty twenty-one

B Work with a partner. Imagine that a hurricane or typhoon is coming. Give the storm a name. Then make a weather report about it. Take turns saying the weather report.

Typhoon/Hurricane _____ is going to hit
storm name
_____ on _____.
place name day/date
It is going to be a Category _____ hurricane /
number
_____.
name of the typhoon category
The wind speed will be _____ to _____
number number
kilometers per hour.

Project 1
Go to page 162.

Compare Storms

A Research and find information about a hurricane and a typhoon that occurred this year. Fill in the chart.

	Hurricane	Typhoon
Storm name		
Location		
Category		
Wind speed		

B Choose one of the storms from A and write about the damage it caused.

Storm name	
Damage	

C Work with a partner. Compare your answers from B. Present information about the stronger storm to the class.

D Discuss the following questions as a class.

1 What kind of storms do you experience in your country, hurricanes or typhoons?

2 What was the strongest storm so far in your country?

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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- Workbook (1–6)
- Teacher's Manual (1–6)
- AI Fluency Practice (www.eSmartClass.net)
- English Wave Online (www.eSmartClass.net)
  LCMS, presentation e-book
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