

# ENGLISH WAVE

Student Book

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# 4



Audio



AI Fluency  
Practice

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# ENGLISH WAVE 4

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# ENGLISH WAVE

# 4

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# Daily Routines



## Warm-up questions

- What are they doing?
- What do you do before school each day?
- What do you usually do on the weekend?

## Vocabulary Morning routine

A  1.1 Listen and say.

- A Are you ready to **leave for school**?
- B Just a minute. I'm **brushing my hair**!
- A You're **brushing your hair** now? Don't you usually **brush your hair** earlier?
- B Yes. I usually **wake up early**. But I didn't today!

B  1.2 Listen and say.

wake up early



put on clothes



wash my face



have breakfast



brush my teeth



brush my hair



pack my bag



leave for school

## Vocabulary School routine

A  1.3 Listen and say.

- A How is school going?
- B Oh, everything is good.
- A Are you doing anything interesting at school?
- B No, not really. Every day I **say hi to friends**, **go to class** ... It's always the same routine.

B  1.4 Listen and say.

say hi to friends



go to class



have lunch



go to a club meeting

# Lesson 1A I usually have dinner at that time.

## Vocabulary Evening/Nighttime routine

**A** 1.5 Listen and say.

- A** Hey, what are you doing?  
**B** I'm getting ready to **take a shower**. Can I call you back around 7:00?  
**A** I usually **have dinner** at that time. How about 7:30?  
**B** Perfect. Talk to you later.  
**A** Bye.



**B** 1.6 Listen and say.



1 do my homework



2 have dinner



3 watch TV



4 play games on my phone



5 take a shower



6 set my alarm



7 plug in my phone



8 go to bed

**C** Work with a partner. Talk about other evening or nighttime routine activities. Use the dialog in **A** as a model.

## Reading A healthy sleep routine

**A** Read. Write the words in the correct places.

avoid    calmer    habits    mental

Sleep is important for our physical and <sup>1</sup> \_\_\_\_\_ health. When we sleep well, we can think more clearly and remember information better. We also feel <sup>2</sup> \_\_\_\_\_.

Teenagers need at least eight to ten hours of sleep a night, but many teens say they are getting less. Is this true for you? If yes, do these things to develop healthier sleep <sup>3</sup> \_\_\_\_\_:

- ▶ Wake up and go to bed at the same time every day.
- ▶ Do your homework in the afternoon or early evening, not before bed.
- ▶ An hour before bed, <sup>4</sup> \_\_\_\_\_ watching TV or playing games on your phone or laptop.



**B** 1.7 Listen and check your answers. Then think of one more sleep tip and tell a partner.

## Grammar

### Present tense 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			
<b>Affirmative statements</b>							
I	<b>wake up</b>	around 6:30.		I	<b>am packing</b>	my bag.	
You/We/They	<b>have</b>	breakfast every morning.		You/We/They	<b>are watching</b>	TV at home.	
He/She	<b>leaves</b>	for school at 7:15.		He/She	<b>is going</b>	to a meeting.	
<b>Negative statements</b>							
I	<b>don't wake up</b>	at 6:00.		I	<b>am not packing</b>	my lunch.	
You/We/They	<b>don't have</b>	breakfast at a cafe.		You/We/They	<b>aren't watching</b>	a movie right now.	
He/She	<b>doesn't leave</b>	for school at 7:30.		He/She	<b>isn't going</b>	to a meeting now.	
<b>Yes/No questions and short answers</b>							
<b>Do</b>	you	<b>set</b>	your alarm?	Yes, I <b>do</b> .	<b>Are</b>	you	<b>setting</b> your alarm? Yes, I <b>am</b> .
<b>Does</b>	he	<b>go</b>	to bed at 10?	No, he <b>doesn't</b> .	<b>Is</b>	he	<b>going</b> to bed now? No, he <b>isn't</b> .
<b>Does</b>	she	<b>play</b>	games?	Yes, she <b>does</b> .	<b>Is</b>	she	<b>playing</b> a game? Yes, she <b>is</b> .
<b>Do</b>	they	<b>have</b>	lunch here?	No, they <b>don't</b> .	<b>Are</b>	they	<b>having</b> lunch there? No, they <b>aren't</b> .
<b>Wh-questions</b>							
When	<b>do</b>	you	<b>take</b> a shower?		What	<b>are</b>	they <b>doing</b> right now?
Where	<b>does</b>	she	<b>plug in</b> her phone?		Why	<b>is</b>	he <b>putting on</b> his clothes now?

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

- A** On school days, \_\_\_\_\_ you \_\_\_\_\_ early? (get up)  
**B** Yes, I \_\_\_\_\_. I usually \_\_\_\_\_ at 6:00 am. (wake up)
- A** \_\_\_\_\_ she \_\_\_\_\_ her room now? (clean)  
**B** No, she \_\_\_\_\_. She \_\_\_\_\_ a book. (read)
- A** What time \_\_\_\_\_ they \_\_\_\_\_ for school? (leave)  
**B** They usually \_\_\_\_\_ home at 7:30 am. (leave)
- A** \_\_\_\_\_ you \_\_\_\_\_ your homework right now? (do)  
**B** No, I \_\_\_\_\_. I \_\_\_\_\_ TV. (watch)
- A** What \_\_\_\_\_ he \_\_\_\_\_ right now? (do)  
**B** He \_\_\_\_\_ his teeth. (brush)
- A** \_\_\_\_\_ your mom \_\_\_\_\_ you to school every day? (drive)  
**B** No, she \_\_\_\_\_. I always \_\_\_\_\_ the bus. (take)



## Speaking Talking about daily activities

- In your notebook, write down five things that you do every day.
- Work with a partner. Take turns saying the things you do every day. Use the simple present. Write down your partner's answers. Then ask what time your partner does each thing.
- Take turns asking if your partner is doing those things right now. Use the present continuous.

I have breakfast every day.

What time do you have breakfast?

I have breakfast around 7:30.

Are you having breakfast right now?

No, I'm not.

# Lesson 1B I'll do it on Sunday.

## Vocabulary Weekend routine

**A** 1.9 Listen and say.

- A** Are you going to **study for your test** tomorrow?  
**B** No. I'll do it on Sunday.  
**A** What are you doing tomorrow?  
**B** I'm **getting together with friends** in the afternoon. What are you doing tomorrow?  
**A** I'll probably just **watch videos on my phone**.



**B** 1.10 Listen and say.



1 get up late



2 do chores at home



3 study for a test



4 spend time with my family



5 get together with friends



6 play video games



7 watch videos on my phone



8 stay up late

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

## Listening A change of routine

**A** 1.11 Listen. Choose the two correct answers.

Mario recently changed his weekend routine. Now he \_\_\_\_\_ and \_\_\_\_\_ on the weekends.

- a** gets up earlier      **b** never exercises      **c** is less stressed      **d** has no free time



**B** 1.11 Listen again. Complete the sentences. Write a word or words in each blank.

### Mario's old weekend routine

- He got up \_\_\_\_\_ on the weekend.
- He spent \_\_\_\_\_ watching videos on his phone.
- He did his homework \_\_\_\_\_ on Sunday night.
- He wasn't doing his \_\_\_\_\_ around the house.

### Mario's plans for this weekend

- This morning, he got up at \_\_\_\_\_.
- Right now, he's going to the \_\_\_\_\_.
- After that, he's going to have \_\_\_\_\_.
- Then he's going to study for a \_\_\_\_\_ test.
- Tomorrow morning, he's going to do his chores and then finish his \_\_\_\_\_.
- In the afternoon, he might play a \_\_\_\_\_ with his friend.

## Grammar

### Future review: *will, be going to*, and present continuous

Will, *be going to*, and the present continuous are all used to talk about the future. They are very similar, but there are some differences.

**A**  1.12 Look at the chart and listen.

Future with <i>will</i> and <i>be going to</i>	
Use <i>will</i> for decisions made at the time of speaking or for offers and promises.	Use <i>be going to</i> for intentions or plans made before the time of speaking.
I'll <b>help</b> you with your homework. He <b>won't stay up</b> late tonight. <b>Will</b> you <b>plug in</b> my phone? Yes, I <b>will</b> . / No, I <b>won't</b> . What time <b>will</b> you <b>get</b> here tomorrow?	I'm <b>going to get up</b> late tomorrow morning. I'm <b>not going to study</b> for my test right now. <b>Are</b> they <b>going to do</b> chores this weekend? Yes, they <b>are</b> . / No, they <b>aren't</b> . What <b>is</b> she <b>going to do</b> on Sunday night?
Future with present continuous	
Use the present continuous to talk about future plans or arrangements. This usually happens when the time and place are already decided. It often includes a time expression.	
When <b>are</b> you <b>spending</b> time with your family? I'm <b>going</b> to the mall with them tomorrow.	<b>Is</b> he <b>taking</b> a shower tonight? No, he <b>isn't</b> . He's <b>taking</b> a shower tomorrow morning.

**B** Choose the correct answers. Then practice the dialogs with a partner.

- A** Are you / Are you going to doing anything fun this weekend?  
**B** Yeah. My friends and I **am going** / **are going** to a concert.
- A** What **will you** / **are you going** to do on Sunday morning?  
**B** I'm not sure. Maybe I'll **go** / I'm **going** for a bike ride.
- A** Are / Will you and Mia going to study together this weekend?  
**B** Yes, we **are** / **will**.
- A** What time **are we going to** / **are we** meeting this weekend to play video games?  
**B** I don't know. I'll **text** / I'm **texting** you later with the time.
- A** Will / Is Leo going to relax this weekend?  
**B** No, he **won't** / **isn't**. He's going to do his homework.



## Speaking

### True or false

**A** Write down four things you are planning to do this weekend. Write two true statements and two false statements.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

I'm going bowling with friends this weekend.

Oh, really? Where are you going bowling?

Um ... I think there's a place in the mall.

I think that's false.

**B** Work with a partner. Listen to your partner's sentences. Ask follow-up questions about each activity to help you decide if each statement is true or false.

# Lesson 1C I'm about to leave.

## Useful expressions Talking about plans and intentions

A  1.13 Listen and say.

### Talking about plans and intentions

- I'm **about to** leave for school.
- I'm **planning to** wake up around 9:30 tomorrow.
- I'd **like to** pack my bag tonight.
- I'm **hoping to** go to bed before midnight.
- I **expect to** get together with some friends this weekend.
- I **intend to** watch videos on my phone until bedtime.



B Complete the dialogs. Choose the correct words.



- A Hey, what are you doing tomorrow morning?
- B It's Saturday, so I have a guitar lesson at 9:30. Why?
- A A group of us is going to Water World. Can you come?
- B <sup>1</sup> I'd / I'm like to go. What time are you leaving?
- A We're planning to <sup>2</sup> leave / leaving at 11:00.
- B Perfect. My lesson finishes at 10:30. I'll meet you after that.



- A Hi, I'm running late. Sorry!
- B Where are you? The game starts in 20 minutes.
- A There's traffic. I'm <sup>3</sup> hoping / intend to be there soon.
- B How long will you be?
- A I <sup>4</sup> planning / expect to be there by 2:30. Save me a seat.
- B OK, see you soon.



- A Hi, are you on your lunch break?
- B No, I'm <sup>5</sup> about to / about walk into class. What's up?
- A What are you doing this weekend?
- B I <sup>6</sup> hoping to / intend to finish my science project. It's due on Monday.
- A Oh, OK. It sounds like you're busy.
- B Yeah, but maybe we can hang out on Sunday. I'll text you.

C  1.14 Listen and check your answers.

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

## Word study Collocations for daily activities

Collocations are groups of two or more words that go together frequently in a language. They can be combinations of different types of words, like verb + noun, adjective + noun, adverb + adjective, and so on. Learning collocations is a great way to improve your vocabulary and use more natural English.

**A** Read the paragraph. Complete the collocations using the verbs below. Use each verb twice.

brush      do      have      spend      take      watch

I usually wake up early on school days. I get dressed and  
1 \_\_\_\_\_ my hair. Then I 2 \_\_\_\_\_ breakfast and  
3 \_\_\_\_\_ my teeth. I leave home around 8:00. I usually  
4 \_\_\_\_\_ a little time with my friends before school. We  
always 5 \_\_\_\_\_ fun together. After school, I stop at the store  
and buy a snack. I don't 6 \_\_\_\_\_ a lot of money on snacks—  
just a little! I come home and 7 \_\_\_\_\_ my homework. Then  
I 8 \_\_\_\_\_ a little break. After that, I 9 \_\_\_\_\_  
my chores. Next, I 10 \_\_\_\_\_ TV until dinner. Around 9:30 I  
11 \_\_\_\_\_ a shower, and then I 12 \_\_\_\_\_ videos on  
my phone until I go to bed. That's my daily routine.



**B** 1.15 Listen and check your answers.

## Speaking Weekend plans

**A** Look at the pictures. In your notebook, write one or two sentences about what's happening in each picture.



**B** Work with a partner. Role-play a conversation. Choose two of the pictures as your weekend activities or use your own ideas. Take turns asking about your weekend plans. Use the useful expressions on page 12.

I'm planning to do chores at home with my mom this weekend.

Oh, really? I'm hoping to play video games with my friend.

# Lesson 1D Weekend routines

## Reading On the weekend

**A** Look at the pictures. What does each person do on the weekend? Tell a partner.

On Saturdays, I usually wake up early, have breakfast, and take our dog for a walk. At 10:00, I go to a neighbor's house. I'm tutoring their son in math to make some money. In the afternoon, I usually play video games with my brother.

On Sundays, I get up around 9:00. After breakfast, I do my homework. On Sunday afternoons, my family usually does something together. This weekend, we're planning to have lunch with my grandparents. It's always nice to see them.



Luca



Elena

On Saturdays, I get up early because I have soccer practice from 9:00 to noon. Our team is preparing for a big game next month. After practice, I go home, take a shower, and have lunch. Then I start my homework. At night, I sometimes stay up late watching videos on my phone.

On Sundays, I get up around 10:00. After breakfast, I usually finish my homework. This weekend, I'm going to study a lot because next week I have two exams. Wish me luck!

These days, I'm taking a class on Saturdays to prepare for an important exam. It starts at 7:00, so I have to wake up early. After class, I usually go to a cafe and relax a little. In the evening, I watch videos or text my friends.

On Sundays, I wake up early and have breakfast. Then I do my homework. This Sunday, I'm also planning to work on an art project for school. I love to draw, so that will be fun.



Ming

**B** 1.16 Listen and read along.

**C** Answer the questions. Write **L** for *Luca*, **E** for *Elena*, or **M** for *Ming*. Some questions have more than one answer.

### Who...

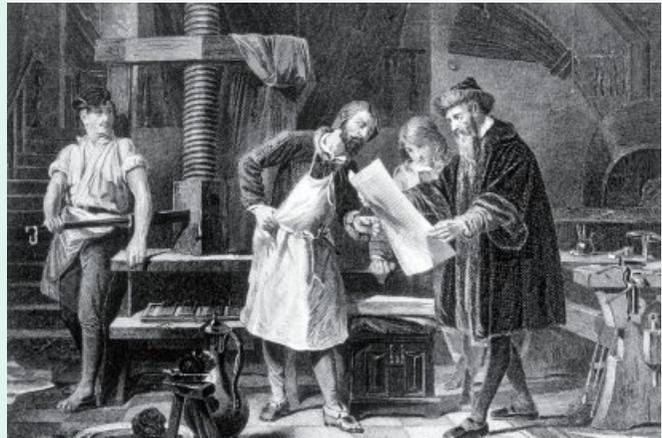
- |   |   |
|---|---|
| 1 wakes up early on Saturdays? _____    | 6 starts their homework on Saturday? _____        |
| 2 is preparing for a big game? _____    | 7 plays video games on Saturday afternoons? _____ |
| 3 goes to school on Saturday? _____     | 8 watches videos on Saturday night? _____         |
| 4 has a part-time job? _____            | 9 does homework on Sunday? _____                  |
| 5 is working on a school project? _____ | 10 is seeing family members on Sunday? _____      |



## Innovations in Long-Distance Communication 1.S1.1

### The Printing Press

For most of human history, long-distance communication was slow. People had to rely on handwritten messages. The messages were delivered on foot, by horse, or by ship. Then in the 1440s, Johannes Gutenberg invented the moveable-type **printing press**. This revolutionary machine changed the way people communicate. Books and newspapers became widely available. More and more people learned to read. And it became easier for information to spread across the world.



### The Telegraph

Then in the mid-1800s, the **telegraph** was invented. This machine used electrical signals to send messages through **wires**. The sending **operator** would tap on a part of the telegraph called the telegraph key. The taps produced either a short or a long signal. An artist and inventor named Samuel Morse developed a code, known as Morse code. Using Morse's code, the receiving operator could **translate** the signals into letters and words. With telegraphs, people could now communicate over long distances within minutes.



### The Telephone

In 1876, Alexander Graham Bell invented the **telephone**. For the first time, the sound of the human voice could travel over wires. People were finally able to speak to each other directly over long distances. With real-time communication possible, cities and economies began to grow quickly. Over the next 100 years, telephones developed from rotary phones connected to landlines to **wireless** handheld devices.





## The Internet and World Wide Web

In the late 1970s, **personal computers** began entering people's homes. As more and more people began to own computers, the **internet** as we know it today was being developed. With the internet, a global network of interconnected computers, people could send emails and instant messages. It was a great innovation for long-distance communication. In 1989, computer scientist Tim Berners-Lee invented the **World Wide Web**. It made the internet more accessible and user-friendly. Now people can share information easily and access most of the world's knowledge from the comfort of their keyboards or on any **smart device**. These technological innovations have dramatically changed how we connect with each other across the globe.

### Focus on language Summarizing an article

**A** Complete the chart. Use the words below.

access      communication      economies      information  
 newspapers      real-time      websites      wires

Innovation	Impact
Printing press	<ul style="list-style-type: none"> <li>Books and <sup>1</sup> _____ became widely available.</li> <li>The spread of <sup>2</sup> _____ became easier.</li> </ul>
Telegraph	<ul style="list-style-type: none"> <li>Messages could be sent through <sup>3</sup> _____.</li> <li><sup>4</sup> _____ over long distances could happen within minutes.</li> </ul>
Telephone	<ul style="list-style-type: none"> <li><sup>5</sup> _____ communication over long distances became possible.</li> <li>Cities and <sup>6</sup> _____ began to grow quickly.</li> </ul>
Internet & World Wide Web	<ul style="list-style-type: none"> <li>Email, instant messages, and <sup>7</sup> _____ became possible.</li> <li>People have <sup>8</sup> _____ to most of the world's knowledge at home.</li> </ul>

**B** **\$1.2** Listen and check your answers.

**C** Work with a partner. Talk about each innovation in long-distance communication.

The telegraph was important because we could send messages quickly over long distances.

**Project 1**  
 Go to page 162.

## Innovations in Communication

**A** Work with a partner. Match each innovation in long-distance communication to its inventor.

- |                      |                         |
|----------------------|-------------------------|
| the printing press · | · Alexander Graham Bell |
| the telegraph ·      | · Tim Berners-Lee       |
| the telephone ·      | · Johannes Gutenberg    |
| the World Wide Web · | · Samuel Morse          |

**B** Work in a small group. Research the answers to the questions below.

1 What was the first major work printed on the printing press?

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2 What was the first message sent using a telegraph?

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3 What was the first message spoken by telephone?

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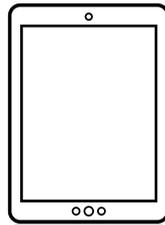
4 What was the first website that went live on the World Wide Web?

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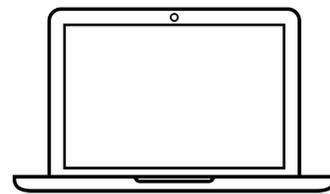
**C** Which device did you use to research the answers to the questions in **B**? Circle one.



a smartphone



a tablet



a computer

**D** How is the device from **C** used for long-distance communication?

**E** Discuss the following question as a class.

- ▶ What do you think the next big innovation in long-distance communication will be?

# AI Fluency Practice

Check out e-future's AI Fluency Practice at [www.eSmartClass.net](http://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.

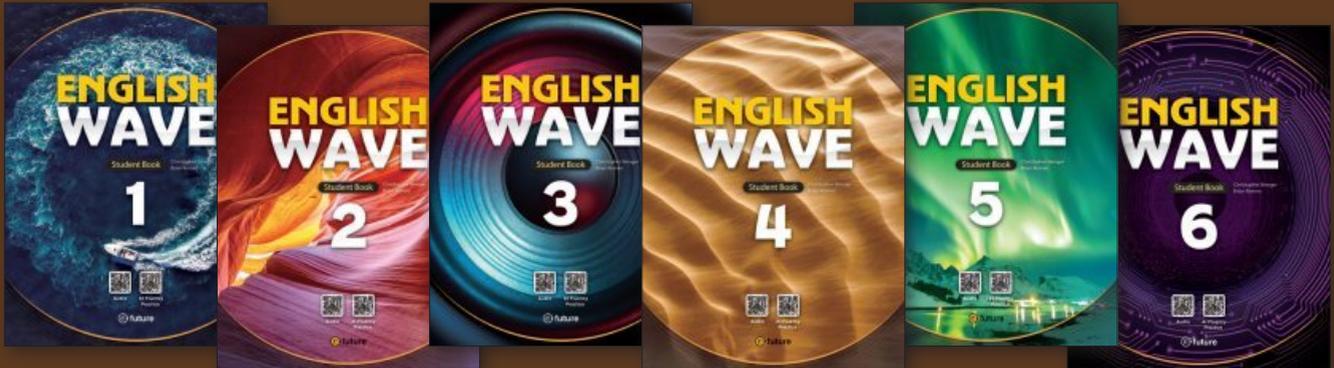
## Key Features

e-future's AI Fluency Practice at [www.eSmartClass.net](http://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.



## Key Features

- **CEFR-Aligned Progression** from A1 to B2
- **Integrated 4-Skills Development** (Listening, Speaking, Reading, and Writing)
- **Engaging Activities and Projects** that develop the 4Cs (Critical Thinking, Creativity, Collaboration, and Communication)
- **CLIL-Based Content** to build academic knowledge
- **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](http://www.eSmartClass.net))
- English Wave Online ([www.eSmartClass.net](http://www.eSmartClass.net))  
LCMS, presentation e-book
- Downloadable Resources ([www.efuture-elt.com](http://www.efuture-elt.com))  
MP3 files, answer keys, worksheets, tests, PPT files