

# ENGLISH WAVE

Student Book

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# 6



Audio



AI Fluency  
Practice

 e future

# ENGLISH WAVE 6

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# ENGLISH WAVE

# 6

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# Role Models



## Warm-up questions

- Who is the man?
- What is he doing?
- Why are role models important?

## Vocabulary Positive character traits

A  1.1 Listen and say.

- A What's your favorite class this semester?  
 B Oh, that's easy. It's Mr. Pratt's biology class.  
 A Why do you like his class so much?  
 B Mr. Pratt is more than just a teacher. He's a role model. He's really **compassionate** and **knowledgeable**. Mr. Pratt always takes time to explain things and encourages me to ask questions.  
 A That's great!

B  1.2 Listen and say.

optimistic



compassionate



confident



knowledgeable



honest



self-aware



humble



reliable

## Vocabulary Negative character traits

A  1.3 Listen and say.

- A We'd like to ask your opinion on something. What kind of people do you think are fit to be role models?  
 B That's a good question. They definitely shouldn't be **unreliable**. They must be people we can trust and look up to.  
 A Thank you very much for sharing your opinion with us.

B  1.4 Listen and say.

pessimistic



uncaring



dishonest



unreliable

# Lesson 1A He's the manager of the cafe.

## Vocabulary Types of role models

**A** 1.5 Listen and say.

- A** Do you have a role model?  
**B** Oh, definitely.  
**A** Is it one of your **teachers**? Or maybe a **celebrity**?  
**B** No. It's Mr. Lee. He's the **manager** of the cafe where I work. He taught me that it's important to be kind to everyone.  
**A** That's a great lesson.



**B** 1.6 Listen and say.



1 teacher



2 coach



3 school counselor



4 relative



5 manager



6 co-worker



7 celebrity



8 athlete

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

## Reading Respected by everyone

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

empathy      generous      integrity      residents

J.W. Smith is one of the most respected people in our town. Many <sup>1</sup> \_\_\_\_\_ admire him for his kindness and dedication, and they often talk about how much he has improved our community.

A former professional athlete, J.W. Smith is incredibly <sup>2</sup> \_\_\_\_\_ with his time. He spends five hours of his free time each week coaching a youth soccer team and encouraging kids to be active and confident. His <sup>3</sup> \_\_\_\_\_ for people is also shown through his work with local food banks, helping the homeless and others in need.

J.W. Smith is respected by everyone in town because of his honesty, compassion, and <sup>4</sup> \_\_\_\_\_. Many people believe he is the kind of person who always does what is right.

**B** 1.7 Listen and check your answers.

## Grammar

## Possessives review: Possessive nouns and pronouns

▶ Possessive nouns and pronouns indicate ownership or belonging.

For longer noun phrases, it's common to use a prepositional phrase with *of*, such as "the complete works *of William Shakespeare*."

**A**  1.8 Look at the chart and listen.

Possessive nouns	
Most singular nouns: noun + apostrophe + -s	Those are the <b>teacher's</b> words. The <b>manager's</b> voice was confident.
Plural nouns ending in -s: noun + apostrophe	These are the <b>girls'</b> co-workers. The <b>coaches'</b> speeches were great.
Irregular plural nouns not ending in -s: noun + apostrophe + -s	The <b>women's</b> role model is Rosa Parks. The <b>children's</b> coach was also their English teacher.
Proper nouns: noun + apostrophe + -s	She is <b>Diane's</b> school counselor. He's <b>Sarah and Jason's</b> coach. (Sarah and Jason have the same coach.) They're <b>Sarah's and Jason's</b> coaches. (Sarah and Jason have a different coach.)
Possessive pronouns	
<b>Whose</b> teacher is she? She's <b>mine / yours / his / hers / ours / theirs</b> .	
Who is he? He's a relative <b>of mine / yours / his / hers / ours / theirs</b> .	

**B** Complete the dialogs. Write the correct possessive forms of the words in parentheses. Then practice the dialogs with a partner.

- A: \_\_\_\_\_ teacher is Mr. Kim? (who)  
B: He is \_\_\_\_\_ teacher. (Sam)
- A: Is Mrs. Landry \_\_\_\_\_ counselor? (the children)  
B: No, Mrs. Landry is \_\_\_\_\_ coach. (the boys)
- A: Is John a co-worker of \_\_\_\_\_? (you)  
B: No, he's a friend of \_\_\_\_\_. (I)
- A: Is this book \_\_\_\_\_? (he)  
B: No, it's \_\_\_\_\_. (they)
- A: Are those \_\_\_\_\_ soccer balls? (Ellie)  
B: No, they belong to a classmate of \_\_\_\_\_. (we)



## Speaking

### Whose is it?

**A** On three small pieces of paper, write the names of three things that belong to you. Don't show anyone your papers.

**B** Work in a small group. Mix everyone's papers together. Take turns choosing pieces of paper and reading the answers. Then guess whose paper each one is. If you choose your own paper, put it back and choose again. Follow the model.

"A cat named Whiskers."  
I think this is Rob's.

It isn't mine!



## Vocabulary What makes a good role model?

A 1.9 Listen and say.

- A Do you have any role models?  
 B Oh, definitely. My basketball coach Ms. Barnes is a role model of mine.  
 A What makes her a good role model?  
 B Well, she's a **good communicator** and a **good listener**. She always tells us how important it is to **believe in ourselves**.



B 1.10 Listen and say.



take initiative



inspire others



be a good communicator



be a good listener



overcome obstacles



learn from my mistakes



treat people equally



believe in myself

C Work with a partner. Talk about other things that make a good role model. Use the dialog in A as a model.

## Listening She's a role model of mine.

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



B 1.11 Listen again. Choose the correct answers.

- 1 This person taught the speaker to **believe in herself** / **be a good listener**.
- 2 This person **learned from her mistakes** / **inspired others**.
- 3 This person let people **be good communicators** / **take initiative**.
- 4 This person **treated people equally** / **overcame obstacles**.

## Grammar

### Reflexive pronouns review

Myself, yourself, herself, himself, itself, and oneself are singular reflexive pronouns. Ourselves, yourselves, and themselves are plural reflexive pronouns.

#### Reflexive pronouns for emphasis

A reflexive pronoun can emphasize that the action was done by the subject alone.

He wrote the speech **himself**.  
I checked the date **myself**.

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

Reflexive pronouns	
Use a reflexive pronoun as the object of a verb or preposition when the subject and object in a sentence refer to the same person.	<p>She enjoyed <b>herself</b> at the awards ceremony.</p> <p>We surprised <b>ourselves</b> when we got the highest score.</p> <p>You should introduce <b>yourselves</b> to the coach.</p> <p>You should look at <b>yourself</b> in the mirror.</p> <p>One should always be true to <b>oneself</b>.</p>
The expression <i>by</i> + a reflexive pronoun indicates something done alone, without any help from others.	<p>You don't have to open the door. It opens <b>by itself</b>.</p> <p>They overcame their obstacles <b>by themselves</b>.</p>

**B** Complete the sentences. Write the correct reflexive pronouns.

- 1 She looked at \_\_\_\_\_ in the mirror before she left.
- 2 We really enjoyed \_\_\_\_\_ at your birthday party.
- 3 You two should prepare \_\_\_\_\_ for your math test.
- 4 I bought a sandwich for \_\_\_\_\_ to eat at lunch.
- 5 Mr. Lopez \_\_\_\_\_ thanked us for our work.
- 6 She wrote to us \_\_\_\_\_ to ask for help with the project.
- 7 They drove 500 miles by \_\_\_\_\_.
- 8 The light will turn off by \_\_\_\_\_ if no one is in the room.



## Speaking

### Role models

**A** Think of four role models in your life. What makes them a good role model for you? Fill in the chart.

Name / Relationship to you	Reason they are a good role model
1	
2	
3	
4	

**B** Work with a partner. Take turns telling each other about your role models. Ask your partner questions to get more information about each person.

Mrs. Norris was my geography teacher in middle school. She inspired me to learn about places around the world.

What else did she inspire you to do?

# Lesson 1C Make yourself at home.

## Useful expressions Expressions with reflexive pronouns

A 1.13 Listen and say.

### Expressions with reflexive pronouns

Please have a seat and **make yourself at home**.  
 The snacks are over there. Please **help yourself**.  
 She should try to **be sure of herself** when she gives her speech.  
 He's **full of himself**. He never stops talking about his soccer awards!  
 I really **made a fool of myself**. I was talking about my teacher, and she was right behind me!  
 I was going to quit my part-time job, but I **talked myself out of it**.  
 Cheer up! Don't just sit there **feeling sorry for yourself**.  
 I decided to **treat myself** to some ice cream after I finished my report.



B Complete the dialogs. Use the words below.

a fool at home help sorry talked treat



- 1
- A Did you take snowboarding lessons during your vacation?  
 B No. I <sup>1</sup> \_\_\_\_\_ myself out of it.  
 A Why? You were really looking forward to learning to snowboard.  
 B I know, but I was afraid that I would make <sup>2</sup> \_\_\_\_\_ of myself.



- 2
- A Thanks for inviting me over for movie night.  
 B Sure! I'm glad you could come. Everyone's in the living room. Make yourself <sup>3</sup> \_\_\_\_\_.  
 A Hi, guys. Oh, you ordered pizza!  
 B Yeah, <sup>4</sup> \_\_\_\_\_ yourself!



- 3
- A What's wrong? Did you have a bad day?  
 B Yeah. I didn't do well on the biology test, so I'm feeling <sup>5</sup> \_\_\_\_\_ for myself.  
 A I had a bad day too. Why don't we <sup>6</sup> \_\_\_\_\_ ourselves to a tasty dinner?  
 B Good idea. Let's go to Ray's Diner.

C 1.14 Listen and check your answers.

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

## Word study Prefixes *un-* and *dis-*

Prefixes are letters that are added to the beginning of a word and change its meaning. The prefixes *un-* and *dis-* mean “not” or “the opposite of.”

**A**  1.15 Look at the chart and listen.

<i>un-</i>		<i>dis-</i>
unafraid	unhealthy	disagree
uncaring	unknown	disappear
uncommon	unlimited	disconnect
undo	unreliable	dishonest

**B** Complete the words. Write *un-* or *dis-*.

- The Wi-Fi is sometimes \_\_\_ reliable. You should \_\_\_ connect your device and then try connecting again.
- They said that it wasn't \_\_\_ common for people to \_\_\_ agree about what foods are \_\_\_ healthy.
- I just typed something, but it \_\_\_ appeared. Can you teach me the shortcut for “\_\_\_ do” again?

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

## Speaking Using reflexive pronouns

**A** Work with a partner. Choose one of the pictures. Create a conversation using the phrase under the picture. Change the reflexive pronoun as needed. Role-play the conversation.



1  
treat oneself



2  
make a fool of oneself

This was such a long week. We should treat ourselves today!

You're right. But how?



3  
feel sorry for oneself



4  
introduce oneself

Let's go get some ice cream.

That's a great idea!

**B** Role-play another conversation with a different picture.

Reading I really look up to her.

A Read the first sentence of each text. Who is each person's role model? Tell a partner.

My neighbor Marco is my role model. I've always been interested in cars, and Marco is extremely knowledgeable about them. He knows about their history, and he knows how to fix them. He's also kind and compassionate, and he treats everyone equally. People in my neighborhood always ask him for help with their cars. He takes time to help everyone. And even though I'm just a kid, he takes my questions seriously and finds time to explain things to me.



I really look up to my Aunt Lily. She has helped me become a more confident person. I was always shy and scared to try new things when I was younger, but she helped me believe in myself. She's also a really good listener. Aunt Lily always has time for me when I want to talk about a problem with friends or with school. She's a great person, and I hope that I grow up to be just like her.

My dad is my role model. He is the most patient and caring person that I know. When I do something wrong, he doesn't get angry. He just talks with me and helps me learn from my mistakes. He also encourages me to take initiative and try new things. For example, when I wanted to learn to play the drums, he helped me find a cheap drum set and a great teacher. Because of my dad's encouragement, I'm the lead drummer in my school's band.



B 1.17 Listen and read along.

C Write T (true) or F (false). If a sentence is false, change one word to make it true.

- 1 \_\_\_ Marco is Paul's grandfather.
- 2 \_\_\_ Marco treats everyone equally.
- 3 \_\_\_ Aunt Lily helped Lina become more pessimistic.
- 4 \_\_\_ Lina likes to talk to Aunt Lily about problems with her friends.
- 5 \_\_\_ Eric's dad helps Eric learn from his mistakes.
- 6 \_\_\_ Eric's dad encourages Eric to take initiative.

**A** Read the model.



My older sister Gina is my role model. She is optimistic and hardworking, and she never gives up, even when a problem seems impossible to overcome. Watching her has shown me that if I work hard and stay positive, I can achieve anything that I want to. Because of Gina, I taught myself how to play softball, and now I'm the captain of my softball team. Gina inspired me, and now I inspire my team to do their best.

**B** Prepare to write about a role model of yours. Write notes in the chart.

Who is your role model?	
What positive character traits does the person have?	
What has the person done that you admire?	
How has the person affected your life?	

**C** Write a paragraph about a role model of yours. Use your notes from **B**.

●●●●●●●●●●●●●●●●●●●●●

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**Writing Checklist**

Sentences begin with a capital letter.

Spelling is correct.

Sentences end with a period.

Grammar is correct.

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

## Food in Art History S1.1

It's almost impossible to scroll through social media these days without seeing artistic photos of food. But the truth is that food has been a popular subject in art for centuries.

In ancient Egypt, drawings of food on the walls of burial chambers were thought to help “feed” the dead on their journey through the afterlife.

In ancient Rome, paintings of tables filled with food showed the wealth that people enjoyed in the Roman Empire. These pieces of art are early examples of what became known as **still life** paintings. *Still life* refers to an arrangement of everyday objects like food, plants, flowers, cups, or bowls. This style also gave artists an opportunity to show their technical skill in making objects look as **realistic** as possible.

Still life painting remained popular from the 15<sup>th</sup> to the 17<sup>th</sup> centuries. This was an age of European exploration and colonization of parts of the Americas, Africa, and Asia. Traders on these expeditions brought back new and unusual items such as coffee, tea, spices, and sugar. Europeans’ desire for these **exotic** items was soon visible in paintings of the era. And artists often used items like fruit to show that all living things are **temporary**, and that life should be appreciated in the moment.



**Giza Tablet of Tjenti**  
Artist unknown (around 2450 BCE)



**Still Life with Fruit**  
Artist unknown (1st century CE)



**Still Life with Cheese**  
Floris Claesz van Dijck (1615)



**Women Drinking Coffee**  
Léonard Defrance (1763)



**A Richly Laid Table with Parrot**  
Jan Davidsz de Heem (1650)

Some of the most unique paintings of food in this era came from Italian artist Giuseppe Arcimboldo. In the 16<sup>th</sup> century, Arcimboldo painted many **portraits** of people made entirely from fruits, vegetables, and flowers.

During the **Pop Art** movement of the 1960s, Andy Warhol famously painted a set of 32 nearly identical cans of soup. Warhol took an iconic symbol of modern 20<sup>th</sup>-century culture—the instantly recognizable Campbell’s Soup can design, which hadn’t changed in 50 years—and made it the subject of his paintings. This was seen as a big change from traditional still life paintings.



**Campbell's Soup Cans**  
Andy Warhol (1962)



**Vertumnus**  
Giuseppe Arcimboldo (1591)

## Focus on language Food in art

**A** Complete the sentences with correct information from the passage.

- 1 In ancient Egypt, food was drawn to help feed people in the \_\_\_\_\_.
- 2 In ancient Rome, still life paintings of food showed people's \_\_\_\_\_.
- 3 Still life painters tried to make everyday objects look as \_\_\_\_\_ as possible.
- 4 Still life paintings of fruit reminded people that life is \_\_\_\_\_.
- 5 Giuseppe Arcimboldo painted \_\_\_\_\_ of people with fruit and vegetable body parts.
- 6 Warhol's soup can paintings featured an \_\_\_\_\_ symbol of modern culture.

**B** S1.2 Listen and check your answers.

**C** Answer the questions with a partner.

- 1 What kinds of food do you see in the paintings on the previous page?
- 2 What kinds of food do you see in Arcimboldo's painting *Vertumnus* above?
- 3 Do you think Warhol's paintings of soup cans are examples of still life paintings? Why or why not?

## Food-themed Art Exhibition

**A** Work with a partner. Refer back to School Connection 1. Fill in the chart with one example of each style of food-related art. Then discuss how the artist used food in each work of art.

Style	Title of Work	Name of Artist (if known)
Ancient Egyptian Art		
Still Life Painting		
Portrait with Food		
Pop Art		

**B** Choose one of the works of art from **A**. On a separate piece of paper, create a work of art in the same style. Your art can be a reproduction or an original piece. Then fill in the chart with information about you and the work.

Name of Artist	
Title of Work	
Year of Production	
Materials Used	
Foods and their significance	

**C** Exhibit your works of art around the room. Take turns asking and answering the questions below.

- 1 Who or what is the work inspired by?
- 2 What materials did you use?
- 3 Why did you choose to show these colors/foods/objects/people in your work?
- 4 What difficulties did you have while creating the work?

**D** Discuss what each artist did well. For example, you can talk about the artist's use of color, the way they used food in their work, or their creativity.

# 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.

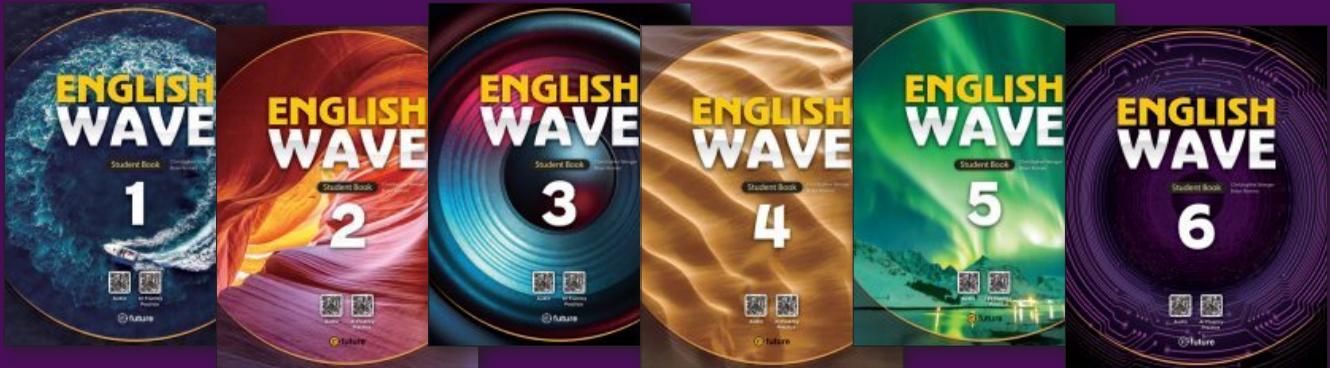
## Key Features

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