

Ideas and suggestions for using Sound English®

Rosemary McKenry



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Themes used in the Sound English resources

Accommodation and housing

Preliminary Level: Book 3 *On the roof*

Level One: Book 12 *Bill and Jill*

Level Two: Book 11 *Flatmates*

Animals and nature

Level One: Book 1 *Friends*, Book 10 *Can you name them?*, Book 15 *My island*, Book 18 *Babies*, Book 20 *Measuring*

Level Two: Book 3 *Agatha's goat*, Book 9 *Do cats like cowboy movies?*

Clothes and appearance

Preliminary Level: Book 4 *Getting Ready*, Book 8 *Sandals*

Level One: Book 5 *The market*, Book 11 *A nasty man*

Level Two: Book 1 *Music festival*

Driving and transport

Preliminary Level: Book 6 *Do you want to?*

Level One: Book 3 *Party*, Book 6 *Shiny*, Book 8 *Questions*, Book 10 *Can you name them?*

Level Two: Book 16 *The new driver*, Book 18 *Outback track*

Education

Preliminary Level: Book 9 *Volunteers*.

Level One: Book 17 *Khan goes to kinder*

Level Two: Book 13 *Teenage mum and dad*, Book 17 *A career for Kia*

Family

Preliminary Level: Book 2 *Weather*, Book 6 *Do you want to?*

Level One: Book 13 *Mother and son*, Book 18 *Babies*

Level Two: Book 13 *Teenage mum and dad*, Book 15 *Nok says NO!*

Food and cooking

Preliminary Level: Book 5 *The garden*, Book 7 *Shopping bags*

Level One: Book 4 *Australians*, Book 11 *A nasty man*, Book 17 *Khan goes to kinder*

Level Two: Book 3 *Agatha's goat*, Book 8 *Chicken, chips or Chinese?*, Book 17 *The new driver*

Gardening

Preliminary Level: Book 5 *The garden*

Level One: Book 9 *Owen and Joan*

Level Two: Book 10 *Helen's shed*

Health and medical

Preliminary Level: Book 10 *Sally is sick*

Level One: Book 4 *Australians*

Level Two: Book 12 *Hurt at work*, Book 13 *Teenage mum and dad*

Home

Preliminary Level: Book 3 *On the roof*, Book 5 *The garden*

Level One: Book 9 *Owen and Joan*

Level Two: Book 11 *Flatmates*

Indigenous

Preliminary Level: Book 2 *Weather*

Level Two: Book 8 *Chicken, chips or Chinese?*, Book 18 *Outback track*, Book 19 *Didgeridoo tour*

Music, parties and dancing

Level One: Book 3 *Party*, Book 14 *Tijan likes to eat*

Level Two: Book 1 *Music festival*, Book 16 *The new driver*, Book 19 *Didgeridoo on tour*

Outback Australia

Level Two: Book 18 *Outback track*

Parenting

Level One: Book 13 *Mother and son*, Book 17 *Khan goes to kinder*, Book 18 *Babies*

Level Two: Book 6 *Naughty!*, Book 13 *Teenage mum and dad*, Book 15 *Nok says NO!*

Refugees and other immigrants

Level Two: Book 2 *A new future for Trudy and Luke*, Book 4 *The passport*, Book 17 *A career for Kia*, Book 20 *Refugee*

Relationships

Level One: Book 1 *Friends*, Book 9 *Owen and Joan*, Book 12 *Bill and Jill*, Book 13 *Mother and son*, Book 16 *A big mistake*

Level Two: Book 2 *A new future for Trudy and Luke*, Book 5 *Thelma's three husbands*, Book 7 *The welder who worried*, Book 11 *Flatmates*, Book 13 *Teenage mum and dad*, Book 14 *My mother the plumber*, Book 16 *The new driver*

Safety

Preliminary Level: Book 1 *Red light, green light*, Book 3 *On the roof*

Level Two: Book 7 *The welder who worried*, Book 12 *Hurt at work*

Shopping and markets

Preliminary Level: Book 7 *Shopping bags*, Book 8 *Sandals*

Level One: Book 5 *The market*, Book 11 *A nasty man*

Level Two: Book 10 *Helen's shed*

Sports

Preliminary Level: Book 6 *Do you want to?*

Level One: Book 4 *Australians*, Book 7 *Sports*

Teenage

Preliminary Level: Book 4 *Getting ready*

Level One: Book 16 *A big mistake*

Level Two: Book 1 *Music festival*, Book 13 *Teenage mum and dad*, Book 16 *The new driver*, Book 19 *Didgeridoo on tour*

Tools and technology

Preliminary level: Book 9 *Volunteers*

Level One: Book 2 *Can you guess?*, Book 4 *Australians*, Book 6 *Shiny*, Book 19 *Lucky Lee*

Level Two: Book 7 *The welder who worried*, Book 10 *Helen's shed*, Book 14 *My mother the plumber*

Volunteers

Preliminary Level: Book 9 *Volunteers*

Level Two: Book 17 *A career for Kia*

Weather

Preliminary Level: Book 2 *Weather*

Level One: Book 9 *Owen and Joan*

Work and careers

Level One: Book 4 *Australians*

Level Two: Book 7 *The welder who worried*, Book 12 *Hurt at work*, Book 14 *My mother the plumber*, Book 17 *A career for Kia*, Book 19 *Didgeridoo tour*

Sound English books NOT suitable for primary school aged children

Level One: Book 16 *A big mistake*

Level Two: Book 1 *Music festival*, Book 2 *A new future for Trudy and Luke*, Book 5 *Thelma's three husbands*, Book 7 *The welder who worried*, Book 12 *Hurt at work*, Book 13 *Teenage mum and dad*, Book 14 *My mother the plumber*, Book 16 *The new driver*, Book 17 *A career for Kia*

Points that may need special attention

because

Level One: Books 4, 17 and 20

Level Two: Books 15 and 16

Contractions

Level One: Books 6 (he's), 7 (I'm) and 9 (don't, won't, I'm)

Level Two: Book 4 (I'll), Book 11 (wasn't, that's, I've), Book 13 (can't, I'm, she'll), Book 14 (she'd), Book 18 (don't, didn't, he'll, there's)

could / would

Level Two: Books 15 and 16

Exclamation marks

Level One: Books 8, 12,16 and 19

Level Two: Books 1, 4, 6, 7, 12, 14 and 17

from

Level One: Book 4

Idioms

Level One: Book 16

Level Two: Books 12 and 18

is / are

Level One: Books 1 and 17

maybe / might

Level Two: Books 4 and 14

perhaps

Level Two: Books 4 and 6

Possessives

Level One: Book 3

Pronouns

Level One: Book 4

Questions

Preliminary Level: Books 3 (Who), 6 (Do), 8 (How), 10 (How)

Level One: Books. 2 (Can), 8 (Can, Did), 10 (Can), 11(Can), 12 (What, How), Book 17 (Will), 19 (Where), 20 (How, What)

Level Two: Book 1 (Do), Book 4 (What), Book 7 (What, Would, Why), Book 8 (What), Book 10 (Who, Do, Have, How), Book 13 (Why, What, Would, How, Did)

Schwa [ə]

Level One: Book 15

since

Level Two: Book 8

some

Preliminary Level: Book 5

Speech

Preliminary Level: Books 8 and 9

Level One: Books 1, 9, 11, 12, 13, 16 and 17

this, that, these, those

Level One: Books 1 and 5

up (as in dress up, washing up, etc.)

Preliminary Level: Book 4

Level Two: Book 18

Ideas for using *Do you want to?* (Preliminary Level, Book 6)

To teach questions and answers using “Do you...?”, “Yes, I do.” and “No, I don’t.”

Preparation

- a) Preliminary Level Book 6
- b) Cards with “Yes, I do.” and “No, I don’t.” Several sets may be necessary, depending on how many students in the group.
- c) Car keys, towel, running shoes. (Real items or pictures from book.)

Teach how to answer a “Do you?” question.

- a) By having two dolls, puppets, ornaments etc and have them ask each other questions such as “Do you like watching TV?”. Have one reply “Yes, I do.” or “No, I don’t.” Try to make the talk humorous. At this stage stick to “Do you?” questions. Do not introduce “Did you” or other ways to ask a question.
- b) By placing the cards with the two possible answers in front of each student. Then ask a “Do you” question. Tell the student to point to the card with the appropriate answer and read it to you.

Activity: role play

- a) Act out the story in the book, using the same dolls or puppets.
- b) If you have 4 people in the room, act out the story in the book, using the car keys, towel and shoes. This story is cyclic.

Ideas for using *The garden* (Preliminary Level, Book 5) with *Getting ready* (Book 4)

To teach the meaning of **ready** and **not ready**.

Preparation

- Preliminary Level Books 4 and 5.
- Have some ripe and some unripe pieces of fruit. If possible, have samples of cooked and uncooked rice or pasta.
If this is not possible, use the pictures in the book that show vegetables that are ready to pick or eat and those that are not ready.
- Have cards with the words **ready** and **not ready**.
- Pages to give to students (see point *c* below).
- Small pictures of vegetables that are both ready and not ready to eat, as in the book.

Teach by demonstrating

- a) Place fruit, rice and/or pasta on table. Ask “Is this (banana) ready to eat?” Repeat this for other food. Students should answer, “Yes, it’s ready to eat.” or “No, it’s not ready to eat.”
- b) Read *The Garden* to the student and talk about each picture, emphasising the words *ready* and *not ready*.
- c) Show Book 4 *Getting ready* and either read it to the student or, if the student is familiar with this book, have him/her read it to you. Point out the sentences ‘Sally Judd was ready to go out.’ and ‘Billy Judd was ready to go out.’

Matching activity

- a) If your student is a child you may like to use a doll and doll's clothes to demonstrate the concept of someone being ready to go out.
- b) An alternative is to use cardboard cut-out figures and dress them with paper outfits.
- c) Give student a page that is divided into two columns with the headings **Ready** and **Not ready**. Give students some small pictures of lettuces, beans, red and green tomatoes and tell them to place these in the appropriate columns.

Sorting and cooking

Preparation

- a) Cooked and uncooked rice and pasta.
- b) Small pictures of vegetables as for matching activity.
- c) 2 baskets or bowls.

Activity

- a) Tell students to place all the food that is ready to eat in one basket or bowl.
- b) If practical, cook some rice or pasta. Throughout the cooking process, test by tasting and ask "Is it ready to eat?" Encourage students to say, "No. it's not ready to eat", or "Yes, it is ready to eat."

Ideas for using *The Market* (Level One, Book 5)

To teach the use of **this**, **that**, **these** and **those**.

Preparation

- a) Photos and/or real objects of the following: hat, jumper, shirt, shoes, jacket, pants, towel, surfboard, sunglasses, leather bag, backpack, some CDs.
- b) Cards with the following words (one on each) this, that, these, those. Make several of each word.
- c) Some objects or pictures that are not in the book.
- d) A copy of *The market* (Level One Book 5).

Teach by demonstrating

- a) We use **this** for a singular object that we can touch because it is near. Demonstrate.
- b) We use **that** for a singular object we can't touch but can point to. Demonstrate.
- c) We use **these** for more than one object, or an object that has two parts (such as sunglasses, pants) that we can touch because it is near. Demonstrate.
- d) We use **those** if it (as in point c) is too far away to touch but we can point to them. Demonstrate.

Matching activity

- a) Match these four words to the photos or objects.
- b) Give each student a set of the four words. Ask student(s) to look around the room (or house?) and find objects that go with each of the words. For example "this table", "that window", "these eyes", "those flowers".
- c) Give students some objects or cards with pictures of objects that are not in the book. Tell them to match the word cards to these. If they use the words **that** and **those** they must demonstrate distance by pointing.

Sorting

Preparation

Photos or real objects as follows: hat, jumper, shirt, shoes, jacket, pants, towel, surfboard, sunglasses, leather bag, backpack, some CDs.

Activity

- a) Sort into two groups - **clothes** and **other objects**.
- b) Sort into two groups - **beach** and **not beach**.
- c) Sort into groups according to **this** and **these**.

Ideas for using Level Two books

To teach the use of dialogue in a narrative, including punctuation for speech.

Preparation

- a) Have Books 4, and 10 available. (You could also use other books that tell a story. There are many in Level Two.)
- b) Passport, garden tools (real tools if possible plus small pictures of a claw hammer, handsaw, Dutch hoe and garden hose.)
- c) Two cards (A6), one showing an opening quote mark and the other showing a closing quote mark.
- d) Two sentence cards omitting speech punctuation: I have lost my passport. and I'd like a hammer.
- e) Small sticky slips, for covering words in the books.

Book 4 *The passport* and Book 10 *Helen's shed*

Teach by demonstrating

- a) We use speech marks at the beginning and end of words somebody speaks. For example, "I have lost my passport." Demonstrate by showing the sentence with no speech marks and then add these. Do the same with "I'd like a hammer."
- b) When we tell or write a story we use words (verbs) such as **said**, **asked**, **cried** and *answered*, but when we act out that story we omit these words.

To demonstrate this, act out the story as follows:

Give students a copy of page 4 from *Helen's shed*. (You can omit the picture if you prefer.)

Show them how to cover the following using small sticky slips:

said Helen, asked the man, answered Helen.

Dialogue activity for The passport, pages 3-12

Characters

Policeman or policewoman, Peter Arop

Give each character the following script:

- Peter Arop** I have lost my passport. I'm very worried. I went to the park to play football with my friends. My passport was in my pocket. I forgot it was there.
- Police** What happened in the park? Can you tell me what happened?
- Peter Arop** We were just playing, but sometimes the game gets a bit rough. I was pushed and I fell. I hit my head on a post.
- Police** What happened then? Do you remember what happened to your passport?
- Peter Arop** My head is spinning. I had a lot of pain. I can't remember what happened. I fell asleep. Perhaps I was asleep for a few minutes.
- Police** What happened after that?
- Peter Arop** I woke up. My friends had gone. Perhaps they panicked. Or perhaps they went to get a doctor. My passport was not in my pocket. Maybe it fell out of my pocket. Maybe someone picked it up and kept it. Or perhaps it's still in the park. My passport is very important and now it is lost! What can I do?
- Police** (*smiling*) You are a lucky person. An honest person picked it up and passed it in at the police station. Here it is!
- Peter Arop** Thank you for helping me with my problem. I am happy now. I'm glad there are still some honest people. I'll really look after my passport in future.

Note: If you have only one student at this level you, as tutor, can be one of the characters. You can use *Helen's shed* in a similar way. Instead of preparing a written script as above, just use the book and small sticky labels to cover words not to be spoken.

Examples of other activities for Level Two

Worksheets

1. Present tense and past tense

See tutor's notes in each book.

For example, *A new future for Trudy and Luke* (Book 2) and *Naughty!* (Book 6)

2. True or false?

See *Sound English Software*, Level One, Book 7, question 5 for an example, and adapt this for Level Two.

Another example is the worksheet for *Chicken, chips or Chinese?* (Level Two, Book 8).

True or false?

Mitch came from China. (*F*)

Chu pinned up a notice in a supermarket. (*F*)

The men met Rachel at 2 o'clock to have a chat. (*T*)

Charlie liked to eat chappatis. (*F*)

Mitch like to eat Chinese food. (*T*)

Charlie and Chu both liked Rachel a lot. (*T*)

Rachel was a single woman. (*F*)