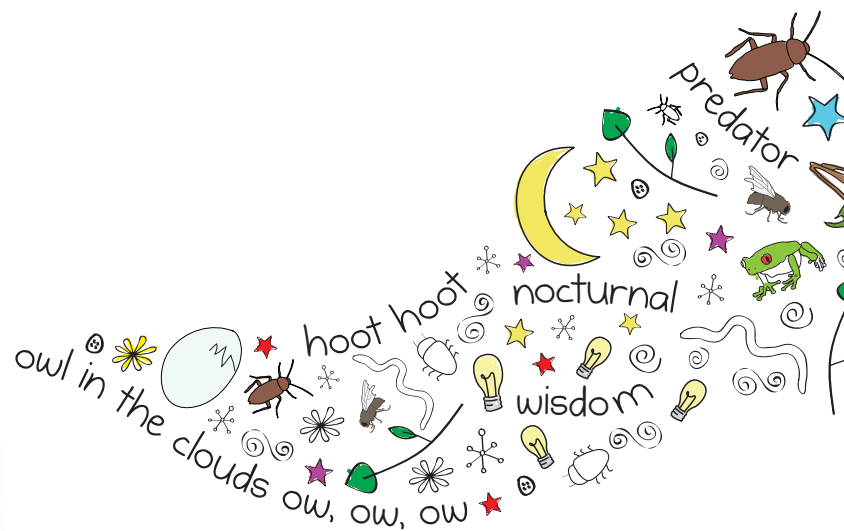


# SOUND WAVES

# 7

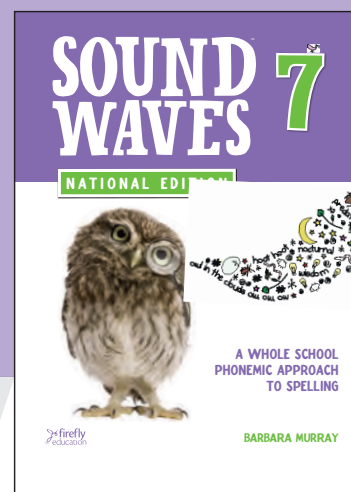
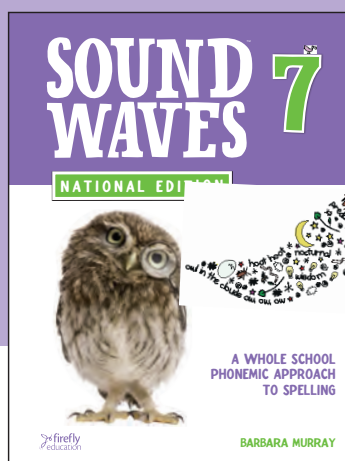
**PREVIEW**

**NATIONAL EDITION**



**A WHOLE SCHOOL  
PHONEMIC APPROACH  
TO SPELLING**

# WELCOME TO SOUND WAVES 7 PREVIEW



## About Sound Waves

### Sound Waves at a glance:

- Practical – written by practising teachers with classroom experience.
- Relevant – based on the sounds of Australian English.
- Effective – uses the phonemic approach, which is recognised as one of the most effective ways to teach spelling and reading skills.
- Consistent – kids respond best to a systematic and explicit whole-school approach.
- Convenient – well resourced with Student Books, Teacher Books, Sound Waves Online and classroom resources including an Extended Student Chart to assist with decoding and encoding complex words.
- Comprehensive – more than just spelling – Sound Waves is a word study program.

## About Sound Waves for Year 7

Building on Sound Waves Foundation to Year 6, the Year 7 program has been specifically designed to help students prepare for their transition to Secondary School. Sound Waves 7 contains:

- more independent activities for students, including tasks ideal for homework
- a greater variety of BLMs to cater for fast finishers and for differentiation
- Word List BLMs that create a mini-dictionary of prefixes, suffixes and roots
- additional List Words in each unit, at a more complex level
- additional grammar concepts with accompanying Helpful Hints
- teaching opportunities through the dictation assessment activities.

# SOUND WAVES 7

## PREVIEW



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**Sound Waves Online is home to all your digital resources, including:**

- Black Line Masters
- Projectable Student Book pages
- Answers
- Interactive learning objects
- Student logins to [soundwaveskids.com.au](http://soundwaveskids.com.au).

# WHAT'S NEW? STUDENT BOOK

The Student Book covers much more than just spelling. The activities also incorporate the important grammar and language concepts outlined in the Australian Curriculum, as well as a huge range of Latin and Greek roots, affixes and much more! The following are some examples of the types of activities you can expect to find in the **Sound Waves 7 Student Book**.

## Word Origins Activity 6, Unit 3

- 6 Write** the List Words that have originated from the following languages. Use the Root Word List (**BLM WL14**).

Spanish – hamaca from Caribbean culture \_\_\_\_\_  
French – harasser, harer meaning to set a dog on \_\_\_\_\_  
Arabic – az-zahr meaning chance or luck \_\_\_\_\_  
Latin – magister meaning master \_\_\_\_\_  
Italian – estravaganza meaning strange behaviour \_\_\_\_\_  
Greek – kategoria meaning statement, assertion \_\_\_\_\_  
Latin – natalis meaning birth \_\_\_\_\_  
Greek – bios meaning life \_\_\_\_\_

## Correct Word Usage Activity 8, Unit 3

- 8 Match** **affect** and **effect** to the correct meaning. **Complete** the sentences using these words.

1. usually a verb that can mean *to produce a change, move emotionally, pretend or pose* \_\_\_\_\_  
2. usually a noun that can mean *result or consequence, impression, personal property, lighting or sound in a play, physical phenomenon; and as a verb* that can mean *to bring about or accomplish* \_\_\_\_\_

Heavy flooding from torrential rain in a municipality can \_\_\_\_\_ everyone.  
The popularity of a political party can create an enormous \_\_\_\_\_ on election results.  
The astronomical increase in electricity charges will \_\_\_\_\_ everyone financially.  
The \_\_\_\_\_ **s** of the deceased person were distributed among the family.  
People often \_\_\_\_\_ a personality that does not truly reflect their real feelings.

## Subject/Verb Agreement Activity 5, Unit 3

- 5 Circle** the subject word. **Cross out** the verb that does not agree with the subject word.

🔗 Turn to **7** on page 90 and **8** on page 91.

That group of students attend/attends the Military Academy.  
The best of all available fire extinguishers is/are the most expensive.  
Sadly, that breed of jump horses baulk/baulks at water jumps.  
Periodical magazines often contain/contains controversial feature articles.  
Mountaineers face/faces incredible predicaments when the weather deteriorate  
Discrepancies in an essay spoil/spoils the overall effect.

## Infinitives Activity 4, Unit 8

- 4 Underline** the main verb group in each sentence.

**Circle** the infinitives.

🔗 Turn to **9** on page 91.

A chauffeur's job is generally to drive people to appointments and destinations.  
Most girls try hard to look feminine and fashionable in their clothes.  
Fluoride is considered by most dentists to build strong, healthy teeth.  
It was very boring to sit in the car for hours through the featureless landscape.  
It became futile to mop up the ever-rising flood water flowing through the houses.  
My grandmother's hugs and kisses were too effusive to endure in front of my friends.

- 5 Add a full stop if the line of text is a complete, simple sentence. Add a question mark if the text asks a question that requires an answer. 🔄 Turn to 7 on page 90.

Those archaeological sites were quarries until ancient artefacts were found there  
Has the warranty on the broken television set expired  
Does an odometer measure speed or distance  
I don't know whether to study to get a qualification in volcanology or ophthalmology  
Would an omnivore eat a pomegranate  
The obnoxious hooligans wantonly desecrated the ineffably beautiful obelisk  
Why the manufacturers made that popular car obsolete is a mystery to me

## Simple Sentences

### Activity 5, Unit 9

- 7 Write List Words to match the following information. Use the Prefix, Suffix and Roots Word Lists (BLMs WL1–12, WL20).

prefix meaning	root meaning	suffix meaning	List Word
ancient	study of	relating to	
not	to agree, conform	state of	
towards	to harm, be painful	full of	
all, everywhere	powerful, almighty	having the quality of	
all, everywhere	to devour (plants, flesh)		
all, everywhere	to know	having the quality of	

## Affixes and Roots

### Activity 7, Unit 9

- 9 Cross out the unnecessary words in these tautological statements.

★ A tautology is an unnecessary, repeated use of words or phrases that have a similar meaning.

The oncologist's obsolete equipment was replaced because it was out of date.  
The apocalypse that would destroy the entire world was predicted to occur in six months time.  
Ophthalmologists, trained in eye diseases, are doctors who treat people with eye diseases.  
Claustrophobic people have a fear of enclosed spaces and don't like being in small places like lifts and aeroplanes.  
Your oesophagus is the food tube from your mouth to your stomach down which food flows.  
Some people, who like to be seen in the media, behave flamboyantly and ostentatiously to attract attention.



## Tautologies

### Activity 9, Unit 9

## Helpful Hints are More Helpful than Ever!

### 13 Verbs

- Verbs are doing words, eg *run, jump, go*.
- Helping verbs – *am, is, are, was, were, be, been, being, have, had, has, can, could, will, would, shall, should* – form compound verbs, eg *could have swum, am coming*.

present tense	past tense (before right now)	past participle (needs a helping verb)	present participle (needs a helping verb)
Right now I swim.	Before right now I swam.	I have swam.	I am swimming.
Right now I lie (down).	Before right now I lay (down).	I have lain (down).	I am lying (down).
Right now I go.	Before right now I went.	I have gone.	I am going.

- The words *could have, should have* and *would have* form **compound verbs**, eg *He could have come with us*.
- The word **of** is a preposition. It introduces phrases, eg *a bag of lollies*. It does not form compound verbs with *could, would* or *should*, eg *I could have gone, not I could of gone*.
- The verb **went** is the past tense of the verb *go*. It works on its own in a sentence, eg *I went, not I have went*.
- The verb **gone** is the past participle of the verb *go*, and always needs a helping verb, eg *He has gone home*.
- Finite verbs** have a subject in a sentence.
- Infinitives** don't have subjects and begin with *to*, eg *to go, to have, to swim*.

## Helpful Hints

### Helpful Hint 13



# STUDENT BOOK

## SAMPLE UNIT

### Unit 5



e ea egg head



#### List Words

insecticide  
pencilled  
recessive  
weaponry  
allegro  
referee  
medication  
necessarily  
incessantly  
heritage  
jeopardy  
treachery  
presidential  
consecutively  
aggressor  
allegedly  
melancholy  
eligibility  
reminiscent  
condescension  
breathalyser  
inequitable  
pedestrian  
registrar  
reconciliation  
memorabilia  
lieutenant  
ephemeral  
etymological  
aestheticism

1 Download **BLM SLW4** or turn to page 79.  
**Count** the syllables and sounds in each List Word.  
**Segment** each List Word into graphemes.

2 **Colour** the graphemes for in the List Words.

3 **Write** any other letters that can represent on the Grapheme Chart. **Write** one word example for each.

4 **Underline** the compound verb group in each sentence.  
**Circle** the subject word for each verb group.

➡ Turn to **7** on page 90 and **9** on page 91.

The referee allegedly was blowing his whistle unnecessarily throughout the game.  
The registrar's amazing travel memorabilia is displayed in glass showcases.  
Every day new heritage listings are pencilled on the board ready for discussion.  
The aggressor's medication had been cancelled a week before the conflict.  
The interior designer's strong belief in aestheticism has made the project difficult.

5 **Underline** the compound verb group in each sentence. **Circle** the object word for each verb group.

➡ Turn to **7** on page 90 and **9** on page 91.

In the tropical climate, the lieutenant was providing insecticide incessantly for the platoon.  
Treachery during presidential elections is causing great frustration in some countries.  
The melancholy pedestrian was crossing the busy intersection against the lights.  
The ephemeral nature of clothing fashion can cause heartache for teenagers.  
The prime minister's reconciliation speech has provided peace in the hearts of many.

6 **Complete** the table. Use List Words and your dictionary.

➡ Turn to **1** and **2** on page 90 for correct spelling.

#### Grapheme Chart

grapheme	word

noun	adjective	verb	past participle	present participle
		pencil		
		referee		
		condescend		
		allege		
		reminisce		
		reconcile		
		preside		

# STUDENT BOOK

## SAMPLE UNIT

**7 Complete** the table with List Words or words from List Word families.

verb	noun	adjective	adverb	adjective	noun
medicate		necessary		treacherous	
jeopardise		incessant		melancholy	
reconcile		consecutive		eligible	
breathalyse		inequitable		ephemeral	
register		alleged		aesthetic	

**8 Circle** the best synonym for the first word in each column. **Use** your dictionary to help.

<b>consecutively</b> successively separately randomly	<b>etymological</b> entomological original seismological	<b>lieutenant</b> officer soldier sailor	<b>registrar</b> minister secretary recorder	<b>ephemeral</b> dreamy brief lasting	<b>aggressor</b> assailant peacemaker successor	<b>allegro</b> slowly fast peacefully
--	---	---	---	--	--	--

**9 Complete** these comparison sentences with words built from the words in brackets.

🔍 Turn to **6** on page 90.

- The artist's second exhibition had \_\_\_\_\_ aesthetic appeal. (great)
- It was apparent that the newest insecticide was the \_\_\_\_\_ product so far. (strong)
- The recessive financial climate makes buying a house \_\_\_\_\_ than in the past. (hard)
- Today's sophisticated weaponry encourages countries to be \_\_\_\_\_ at keeping peace. (clever)
- Our suburb has the \_\_\_\_\_ number of heritage-listed buildings of all suburbs in our city. (large)
- I find music that embraces an allegro pace \_\_\_\_\_ than slower moving music. (lively)
- Fortunately, humans live much \_\_\_\_\_ than insects with ephemeral life spans. (long)

**10 Write** the correct words from the brackets to complete the sentences.

🔍 Turn to **9** on page 91.

- The pedestrian should \_\_\_\_\_ waited for the lights to change. (of, have)
- Some people become obsessive with the collection \_\_\_\_\_ memorabilia. (of, have)
- The etymological aspect of words could \_\_\_\_\_ helped the struggling speller. (of, have)
- The registrar had to finalise the accounts before she could have \_\_\_\_\_ home. (gone, went)
- The aggressor would have harmed his opponent if the fight \_\_\_\_\_ on any longer. (gone, went)
- The unknown referee's eligibility to represent Australia would have \_\_\_\_\_ unnoticed but he \_\_\_\_\_ and introduced himself to the selectors. (gone, went)
- The damaged containers \_\_\_\_\_ insecticide should \_\_\_\_\_ back to the manufacturer. (of, have, gone, went)
- The referee should \_\_\_\_\_ home. Instead he \_\_\_\_\_ skiing. (of, have, gone, went)

# TEACHER BOOK & ONLINE MORE ANSWERS

The Sound Waves 7 program includes comprehensive answers to make teaching Sound Waves even easier! In the Teacher Book and at Sound Waves Online you will find answers to everything, including:

- Student Book, Find A Word, and Syllable Match Up activities
- Crosswords
- List Word segmenting
- Dictation sentences.

## Teacher Book

**Unit 5** e ea egg head

**List Words**

1 Download Unit 5 and turn to page 79. Count the syllables and sounds in each List Word. Segment each List Word into graphemes.

2 Colour the graphemes for **ea** in the List Words.

3 Write any other letters that can represent **ea** on the Grapheme Chart. Write one word example for each.

4 Underline the compound verb group in each sentence. Circle the subject word for each verb group.

5 Underline the compound verb group in each sentence. Circle the object word for each verb group.

6 Complete the table. Use List Words and your dictionary.

noun	adjective	verb	past participle	present participle
pencil	pencil	pencil	penciled	penciling
referee	refereed	referee	referred	referring
condensation	condensing	condense	condensed	condensing
allegation	alleged	allege	alleged	alleging
reminiscence	reminiscent	reminisce	reminisced	reminiscing
reconciliation	reconciliatory	reconcile	reconciled	reconciling
president	presidential	preside	presided	presiding

Student Book Answers

**Unit 5**

**Find a Word Answers**

**Answers for the Crossword, Match Up and Dictation**

**BLACK LINE MASTERS**

BLM SLW4, BLM CW4, BLM PW4, BLM SM4, BLM WL16

List Words Segmented and Find a Word Answers



## Sound Waves Online

Crossword, Match Up and  
Dictation Answers

Sound Waves 7  
Teacher Book  
comes with one  
year's full access  
to Sound Waves  
Online.



Working independently is an important skill students need to master to help make the transition from primary to secondary school easier. Sound Waves 7 promotes this skill with new BLMs designed specifically for Year 7 students, all of which are available at Sound Waves Online. The **Word List** BLMs form a mini-dictionary that students can refer to when completing their Student Book activities. The **Crossword**, **Match Up** and **Find a Word** BLMs are ideal for independent work. For samples of some of the BLMs you will find in Sound Waves 7, see pages 14–18 of this Preview.

Origin	Root	Meaning	Word Example
Latin	<i>aequus</i>	equal	<i>equitable</i>
Greek	<i>metatheōteō</i>	to perceive, understand	<i>metaphysics</i>
Indo-European	<i>akro-</i>	brisk, fixed	<i>acutely</i>
Greek	<i>braghe + akro + krateō</i>	small + up + to become	<i>brachylogous</i>
Latin	<i>aequus</i>	to go	<i>equally, variation</i>
Latin	<i>concordare</i>	to bring together	<i>reconciliation</i>
Latin	<i>consequi</i>	to follow closely	<i>consequently</i>
Latin	<i>concordare</i>	to climb	<i>concordance</i>
Latin	<i>aptare</i>	to choose	<i>aptitude</i>
Greek	<i>ephephanta</i>	hiding one day	<i>epiphany</i>
Greek	<i>akroasis</i>	origin, base	<i>apologetics</i>
Latin	<i>akro-</i>	brisk, fixed, acute	<i>acutely</i>

# Meaning

## equal

to perceive (observe)

## brisk (fast)

Source: Merriam-Webster © Richard Murphy, 2021 Family Educator

08/09/2021 1:04:28 PM

Origin	Root	Meaning	Word Example
Latin	aequus	equal	inequitable
Greek	aisthesthai	to perceive (observe)	aestheticism
Italian	alacer	brisk (fast)	allegro
German	stern	to pierce, to prick	stern

BLM SM4

Match 4 syllables **2** with Words selecting one syllable from each column.

jo	fer	stive	
lau	ten	ry	
re	gi	ont	
e	gore	tear	
wec	pon	ree	
e	ri	teor	
e	ca	tepa	
tree	che	dy	
hw	lle	ry	
re	por	gro	

Match 4 syllables **3** with Words selecting one syllable from each column.

in	ac	son	tion	
re	se	son	er	
con	ph	ri	side	
in	ess	i	ide	
pre	th	tri	ly	
e	de	ed	ly	
e	on	den	tion	
e	des	me	tid	
e	mi	cho	ly	
mal	e	ly	ant	
	leg	co	ly	

Match 5 syllables **4** with Words selecting one syllable from each column.

re	the	ss	to	in	
ore	sec	i	low	ly	
con	e	qa	ri	ly	
in	re	u	co	ble	


Match 5 syllables **5** with Words selecting one syllable from each column.

e	ly	path	u	ty	
e	di	le	li	e	
re	mo	bi	gi	col	
e	li	gi	tion		

Source: *Reading 1000 words* © Academic Memory 2012 / Family Education

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BLM 3C4



Across

1. an official recorder of necessity
6. an enemy
10. renounced
11. renouncing
12. dependent
13. was back on track
15. Where to be chosen
17. original board of directors
20. relating to a president

Down

1. selfish measuring device
3. artists
4. gathering affluence substance to fill streets
5. unfulfilled
11. compromised official
8. survivors
12. unapproved officer
14. happened
16. authority to come off
17. original corporate officers
18. settlement of a dispute
19. victims

Down

10. constantly
18. herald of trust
19. used or danger
21. an accident
22. used to warn
23. powered sculpture

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BHM 3C4 1/2009-1/2014

**BILM FW #02**

**Find a List Word that:**

- 1 has the same number of sounds as letters  
\_\_\_\_\_
- 2 has the letters **w** or **f** **in** **the** **beginning**  
\_\_\_\_\_
- 3 has the letters **w** or **f** **in** **the** **middle**  
\_\_\_\_\_
- 4 has the letters **w** or **f** **at** **the** **end**  
\_\_\_\_\_
- 5 can be a particle \_\_\_\_\_
- 6 has **m** **or** **n** **before** **h** \_\_\_\_\_
- 7 is a musical term meaning fast \_\_\_\_\_
- 8 is an officer rank in the army or navy and can be pronounced in two ways.  
\_\_\_\_\_
- 9 ends with **ation** \_\_\_\_\_
- 10 starts with **re** and has three syllables.  
\_\_\_\_\_
- 11 ends with **al** \_\_\_\_\_
- 12 begins with the same word family as inherit \_\_\_\_\_  
**approprate** \_\_\_\_\_

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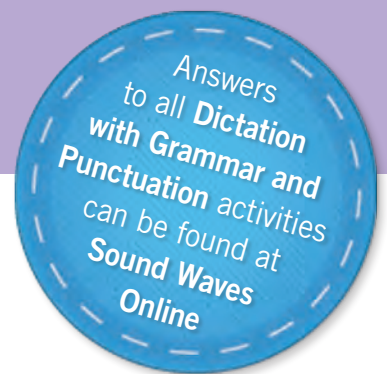
www.mrsbeech.com

Sound Waves 7 Preview

# TEACHER BOOK & ONLINE ASSESSMENT WITH TEACHING

## Dictation with Grammar and Punctuation

Dictation sentences for assessment are provided in every unit of the Sound Waves 7 Teacher Book. The Dictation sentences can be used purely as an assessment tool to assess students' ability to spell the List Words and use correct punctuation, or as an opportunity to teach and revise the important grammar concepts outlined in the Australian Curriculum.



The following example is an excerpt from Unit 2, Balloon:

### Dictation with Grammar and Punctuation

Dictate the following sentences for students to write down. See page 10 for notes on how to conduct this activity. Mark and discuss as a group.

- Bureaucracy is often a desirable form of government.
- The bilingual boy with ambidexterity excelled at many endeavours.
- Buoyancy vests save lives in disasters at sea.

### Dictation for Assessing Spelling and Punctuation

You can use the Dictation sentences to assess students' ability to spell the List Words and use correct punctuation.

To use the Dictation sentences as an assessment tool:

- 1 Dictate the sentences for students to record.
- 2 Write the sentences on the board.
- 3 Mark and discuss the spelling and punctuation with students.

### Dictation for Teaching Grammar

Once you have marked the first part of the Dictation activity as a group, you can use the sentences as a tool to teach and revise grammar concepts.

To use the Dictation sentences as a teaching tool, ask students to:

- 1 Underline the verb group.
- 2 Write: **a** above all articles, **n** above all nouns, **pn** above all pronouns, **adj** above all adjectives, **adv** above all adverbs, **pre** above prepositions, **pp** above participles, **in** above infinitives and **conj** above conjunctions, where they apply.
- 3 Circle the main noun that is the subject that works with the verb.
- 4 Draw a rectangle around the main noun that is the object to which the verb refers, if there is an object.
- 5 Draw a curved line under phrases beginning with prepositions.

For example:    a        adj        n        pre        n        pre        adj        n  
                  The    bilingual    boy    with    ambidexterity    excelled    at    many    endeavours.

It is important to mark and discuss this activity as a class if students have completed it independently.

# TEACHER BOOK SAMPLE UNIT

## Unit 5





### WEEKLY OVERVIEW

On the following pages you'll find all the activities, games and hints you need to customise a fun and engaging plan for this week. Select the activities that will suit the needs of your students to complete your Weekly Overview. It is not intended that you use all the activities on the following pages.

#### STEP 1

##### Explore the Sound

- ☐ Warm Up – Play **Phoneme Chain**.
- ☐ Identify the Sound – Play **Sound Card Blends**.
- ☐ Brainstorm  words.
- ☐ Locate and discuss the  sound box on the **Sound Waves Teaching Charts** or **Student Chart**.
- ☐ Say the Chant & Action.

##### Explore the List Words

- ☐ Read through the List Words with the class.
- ☐ Make a **Dictionary Chart** and write **Platypus Sentences**.
- ☐ Play **Find a Word**.
- ☐ Set Home Study Tasks (see page 13).
- ☐ Complete Activities 1–3 on page 14 of the Student Book.
- ☐ Mark Activities 1–3 with students.

#### STEP 2

##### Working with Words

- ☐ Complete Activities 4–10 in the Student Book.
- ☐ Before Activities 4 & 5 – Teach **Compound Verb/Subject/ Object Identification**.
- ☐ Before Activity 6 – Teach **Word Building** and **Parts of Speech**.
- ☐ Before Activity 9 – Teach **Comparison**.
- ☐ Before Activity 10 – Teach **Correct Word Usage**.
- ☐ Complete the Crossword on **BLM CW4** and the Syllable Match Up on **BLM SM4**.
- ☐ Mark Activities 4–10, the Crossword and the Syllable Match Up.

#### STEP 3

##### Mark and Discuss\*

- ☐ Mark and discuss Activities 4–10, the Crossword and the Syllable Match Up with students if you haven't already done so.
- ☐ Mark and discuss students' answers to the Platypus Sentences.
- ☐ Review the List Words and the brainstormed word lists displayed in the classroom.
- ☐ Assessment with teaching – **Dictation with Grammar and Punctuation** activity.

\* For assessment options, see page 12.

##### Chant & Action

**Empty eggs – e, e, e.**  
(pronounced as )

Make cup shapes with hands to be empty egg shells.

##### Sound Production Key

/e/ is the vowel sound between /a/ and /i/, in that the jaw is lowered more than for /i/ but less than for /a/. The lips are stretched outwards at the corners of the mouth but are less stretched than for /i/. The tongue is firm in the bottom of the mouth and the voice is briefly turned on.



##### Tips for Kids:

- /e/ is a quick sound
- your mouth is open and your lips stretch out a little
- this is a vowel sound, so nothing gets in the way of the air coming out.

#### NOTES:

MONDAY

TUESDAY – THURSDAY

FRIDAY

# TEACHER BOOK SAMPLE UNIT

## Unit 5 Ideas Pages

### STEP 1

#### Explore the Sound

##### Warm Up

##### Phoneme Chain

Students make a word chain by adding words that start with the final phoneme of the preceding word, for example: *heritage, jeopardy, ephemeral, lieutenant, tension, necessarily*. See game instructions on page 187.

##### Identify the Sound

##### Sound Card Blends

Display the Sound Cards for *pencilled, heritage, allegro, weaponry* and *jeopardy*. Students silently blend the sounds and write the words on the board. Ask students to identify the common sound in all the words – (e ea). See game instructions on page 188.

##### Brainstorming

Make two charts headed: **start**, **middle**. Ask students to brainstorm words with (e ea) in these positions. List the words on the charts. Include students' names. Highlight the graphemes for (e ea) in the listed words. Display charts in the classroom and encourage students to add words to them during the week. Challenge students to find other graphemes for (e ea), as in *leopard, says, against, many, bury, friend*.

### Unit 5

**e ea**    egg    head

#### List Words

insecticide  
pencilled  
recessive  
weaponry  
allegro  
referee  
medication  
necessarily  
incessantly  
heritage  
jeopardy  
treachery  
presidential  
consecutively  
aggressor  
allegedly  
melancholy  
eligibility  
reminiscent  
condescension  
breathalyser  
inequitable  
pedestrian  
registrar  
reconciliation  
memorabilia  
lieutenant  
ephemeral  
etymological  
aestheticism

- Download **BLM SLW4** or turn to page 79. Count the syllables and sounds in each List Word. Segment each List Word into graphemes.
- Colour the graphemes for (e ea) in the List Words.
- Write any other letters that can represent (e ea) on the Grapheme Chart. Write one word example for each.
- Underline the compound verb group in each sentence. Circle the subject word for each verb group.  
 Turn to (7) on page 90 and (9) on page 91.  
 The referee allegedly was blowing his whistle unnecessarily throughout the game.  
 The registrar's amazing travel memorabilia is displayed in glass showcases.  
 Every day new heritage listings are pencilled on the board ready for discussion.  
 The aggressor's medication had been cancelled a week before the conflict.  
 The interior designer's strong belief in aestheticism has made the project difficult.
- Underline the compound verb group in each sentence. Circle the object word for each verb group.  
 Turn to (7) on page 90 and (9) on page 91.  
 In the tropical climate, the lieutenant was providing insecticide incessantly for the platoon.  
 Treachery during presidential elections is causing great frustration in some countries.  
 The melancholy pedestrian was crossing the busy intersection against the lights.  
 The ephemeral nature of clothing fashion can cause heartache for teenagers.  
 The prime minister's reconciliation speech has provided peace in the hearts of many.
- Complete the table. Use List Words and your dictionary.  
 Turn to (1) and (2) on page 90 for correct spelling.

noun	adjective	verb	past participle	present participle
pencil	pencil	pencil	pencilled	pencilling
referee	refereed	referee	refereed	refereeing
condescension	condescending	condescend	condescended	condescending
allegation	alleged	allege	alleged	alleging
reminiscence	reminiscent	reminisce	reminisced	reminiscing
reconciliation	reconciliatory	reconcile	reconciled	reconciling
president	presidential	preside	presided	presiding

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#### Explore the List Words

##### Play Find a Word

Students find a List Word that:

- has the same number of sounds as letters
- has the letters **ea** for (e ea)
- has the letters **eo** for (e ea)
- has the letters **sc** for (s ss se ce Xci c)
- can be a participle
- has (s ss se ce Xci c) twice
- is a musical term meaning *fast*
- is an officer rank in the army or navy and can be pronounced in two ways
- ends with **ation**
- starts with **re** and has three syllables
- ends with **al; ly**
- belongs to the same word family as *inherit, aggressive*

Use **BLM FW4** to set this activity as an independent or homework task for students.

##### Meaning and Pronunciation

##### Make a Dictionary Chart

Each student will be the class expert for an allocated List Word. They make a small chart with their word and its dictionary meanings. The words should be presented to the class on Monday before students start their Student Book activities, then pinned on the wall for reference purposes during the week.

##### Write Platypus Sentences

Students write a Platypus Sentence for the word they have explored on their Dictionary Chart. For example:

- Mum displays her *platypus* from holidays in a glass cabinet.

Teacher numbers the Platypus Sentences and displays them around the room. Students identify and record numbered answers during the week.

# TEACHER BOOK SAMPLE UNIT

## STEP 2

### Unit 5 Focus

#### Graphemes

e, ea, a, eo

#### Concepts

Verb/Subject/Object Identification

Compound Verbs

Word Building

Parts of Speech

Synonyms

Comparison

Correct Word Usage

## Working with Words

### Activities 4 & 5 Compound Verb/Subject/Object Identification

Read **Helpful Hint** [9] on page 91 of the Student Book with the class. Ask students to provide some simple sentences with compound verbs and to identify the subject word in each sentence.

Similarly, ask students to provide some simple sentences with compound verbs and objects, and to identify the object word in each sentence.

### Activity 6 Word Building and Parts of Speech

Read **Helpful Hints** [8], [9], [11] and [14] on pages 91–92 of the Student Book with the class. On the board, reproduce the tables from Activity 6. Play Team Challenge using the table in Activity 6. See game instructions on page 192.

### Activity 9 Comparison

Read **Helpful Hint** [6] on page 90 of the Student Book with the class. On the board, list: *cheap, tight, dry, tense, deep, slow, friendly, easy, healthy, safe, angry, happy*. Students take turns to provide sentences with comparative versions of these words omitted, for example *Our dam is the (deepest) it has ever been*. The rest of the class records the missing words.

### Activity 10 Correct Word Usage

Read **Helpful Hint** [9] on page 91 of the Student Book with the class. Ask students to provide sentences with *of, have, gone* and *went* omitted, as per Activity 9, for the rest of the class to complete.

7 Complete the table with List Words or words from List Word families.

verb	noun	adjective	adverb	adjective	noun
medicate	medication	necessary	necessarily	treacherous	treachery
jeopardise	jeopardy	incessant	incessantly	melancholy	melancholy
reconcile	reconciliation	consecutive	consecutively	eligible	eligibility
breathalyse	breathalyser	inequitable	inequitably	ephemeral	ephemera/alinity
register	registrar	alleged	allegedly	aesthetic	aestheticism

8 Circle the best synonym for the first word in each column. Use your dictionary to help.

consecutively	etymological	lieutenant	registrar	ephemeral	aggressor	allegro
successively	entomological	officer	minister	dreamy	assailant	slowly
separately	original	soldier	secretary	brief	peacemaker	fast
randomly	seismological	sailor	recorder	lasting	successor	peacefully

9 Complete these comparison sentences with words built from the words in brackets.

Turn to [6] on page 90.

- The artist's second exhibition had greater aesthetic appeal. (great)  
 It was apparent that the newest insecticide was the strongest product so far. (strong)  
 The recessive financial climate makes buying a house harder than in the past. (hard)  
 Today's sophisticated weaponry encourages countries to be cleverer at keeping peace. (clever)  
 Our suburb has the largest number of heritage-listed buildings of all suburbs in our city. (large)  
 I find music that embraces an allegro pace livelier than slower moving music. (lively)  
 Fortunately, humans live much longer than insects with ephemeral life spans. (long)

10 Write the correct words from the brackets to complete the sentences.

Turn to [9] on page 91.

- The pedestrian should have waited for the lights to change. (of, have)  
 Some people become obsessive with the collection of memorabilia. (of, have)  
 The etymological aspect of words could have helped the struggling speller. (of, have)  
 The registrar had to finalise the accounts before she could have gone home. (gone, went)  
 The aggressor would have harmed his opponent if the fight went on any longer. (gone, went)  
 The unknown referee's eligibility to represent Australia would have gone unnoticed but he went and introduced himself to the selectors. (gone, went)  
 The damaged containers of insecticide should have gone back to the manufacturer. (of, have, gone, went)  
 The referee should have gone home. Instead he went skiing. (of, have, gone, went)

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## STEP 3

### Mark and Discuss

Review and discuss key concepts. Revisit the checklist on the Weekly Overview page to see if you have missed anything.

### Dictation with Grammar and Punctuation

Dictate the following sentences for students to write down. See page 12 for notes on how to conduct this activity. Mark and discuss as a group.

- The nominations for the presidential election had been pencilled on the board.
- The lieutenant was speaking of the horrendous treachery with great melancholy.
- The inequitable pay situation for some workers may be abolished after reconciliation.

Sound Waves 7 Teacher Book

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# TEACHER BOOK SAMPLE UNIT

## Unit 5

### ANSWERS

#### Find a Word Answers

- 1 has the same number of sounds as letters  
eligibility, inequitable, pedestrian, memorabilia, etymological
- 2 has the letters **ea** for **ea**  
weaponry, treachery, breathalyser
- 3 has the letters **eo** for **eo**  
jeopardy
- 4 has the letters **sc** for **sc**  
reminiscent, condescension
- 5 can be a participle  
pencilled
- 6 has **ss** **ss** **ss** **ss** **ss** **ss** twice  
insecticide, recessive, necessarily, incessantly, aestheticism
- 7 is a musical term meaning *fast*  
allegro
- 8 is an officer rank in the army or navy and can  
be pronounced in two ways  
lieutenant
- 9 ends with **ation**  
medication, reconciliation
- 10 starts with **re** and has three syllables  
recessive, referee, registrar
- 11 ends with **al; ly**  
presidential, ephemeral, etymological; necessarily,  
incessantly, consecutively, allegedly, melancholy
- 12 belongs to the same word family as *inherit*; *aggressive*  
heritage; aggressor

Answers for the Crossword,  
Syllable Match Up and Dictation  
activity can be downloaded from  
[soundwavesonline.com.au](http://soundwavesonline.com.au)

#### SLW4

insecticide	4	10	i n s e c t i c i d e
pencilled	2	7	p e n c i l l e d
recessive	3	7	r e c e s s i v e
weaponry	3	7	w e a p o n r y
allegro†	3	6	a l l e g r o
referee	3	6	r e f e r e e
medication	4	9	m e d i c a t i o n
necessarily	5	10	n e c e s s a r i l y
incessantly	4	10	i n c e s s a n t l y
heritage	3	7	h e r i t a g e
jeopardy	3	6	j e o p a r d y
treachery	3	7	t r e a c h e r y
presidential	4	11	p r e s i d e n t i a l
consecutively	5	13	c o n s e c u t i v e l y
aggressor	3	6	a g g r e s s o r
allegedly	4	8	a l l e g e d l y
melancholy	4	9	m e l a n c h o l y
eligibility	6	11	e l i g i b i l i t y
reminiscent	4	10	r e m i n i s c e n t
condescension	4	11	c o n d e s c e n s i o n
breathalyser	4	9	b r e a t h a l y s e r
inequitable*	5	11	i n e q u i t a b l e
pedestrian	4	10	p e d e s t r i a n
registrar	3	8	r e g i s t r a r
reconciliation	6	13	r e c o n c i l i a t i o n
memorabilia	6	11	m e m o r a b i l i a
lieutenant**	3	8	l i e u t e n a n t
ephemeral	4	8	e p h e m e r a l
etymological	6	12	e t y m o l o g i c a l
aestheticism*	5	11	a e s t h e t i c i s m

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† The letter **e** can represent either **ea** or **ee**.

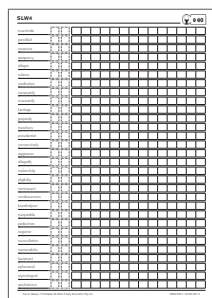
\* For pronunciation notes, see pages 10–11.

\*\* The letters **ieu** can represent either **ieu** or **ieu**.

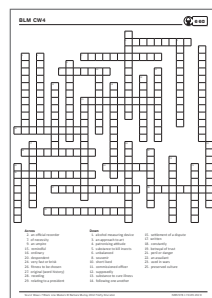
## BLACK LINE MASTERS

Black Line Masters can be downloaded from [soundwavesonline.com.au](http://soundwavesonline.com.au).

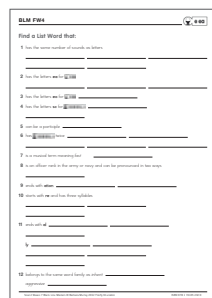
#### BLM SLW4



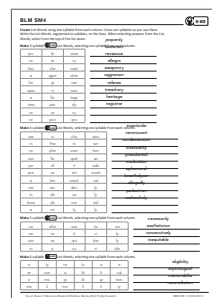
#### BLM CW4



#### BLM FW4



#### BLM SM4



#### BLM WL16



# ONLINE BLMS LIST WORDS

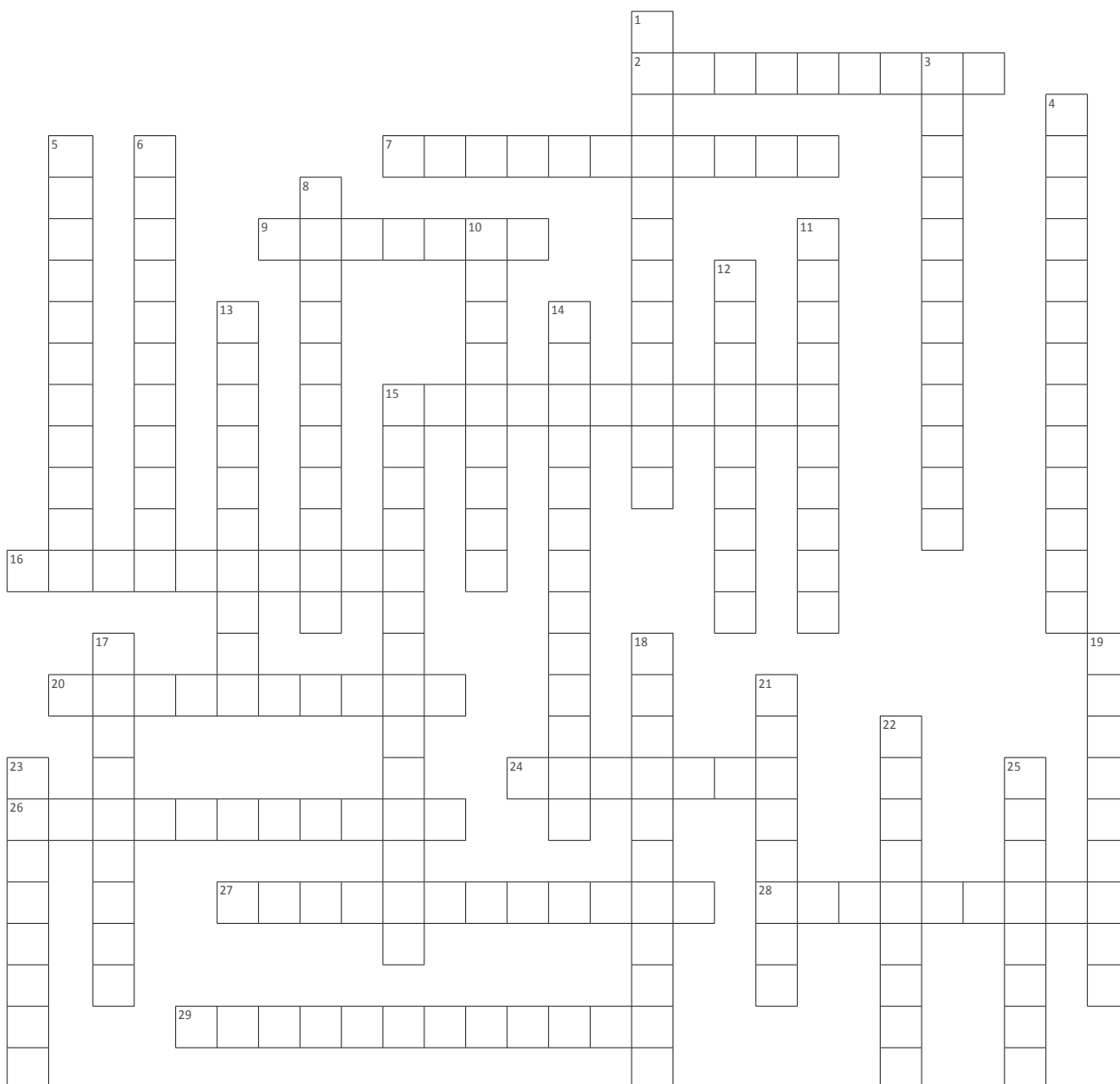
SLW4



insecticide																			
pencilled																			
recessive																			
weaponry																			
allegro																			
referee																			
medication																			
necessarily																			
incessantly																			
heritage																			
jeopardy																			
treachery																			
presidential																			
consecutively																			
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breathalyser																			
inequitable																			
pedestrian																			
registrar																			
reconciliation																			
memorabilia																			
lieutenant																			
ephemeral																			
etymological																			
aestheticism																			

# ONLINE BLMS CROSSWORD

## BLM CW4



### Across

2. an official recorder
7. of necessity
9. an umpire
15. remindful
16. ordinary
20. despondent
24. very fast or brisk
26. fitness to be chosen
27. original (word history)
28. receding
29. relating to a president

### Down

1. alcohol measuring device
3. an approach to art
4. patronising attitude
5. substance to kill insects
6. unbalanced
8. souvenir
10. short lived
11. commissioned officer
12. supposedly
13. substance to cure illness
14. following one another
15. settlement of a dispute
17. written
18. constantly
19. betrayal of trust
21. peril or danger
22. an assailant
23. used in wars
25. preserved culture

# ONLINE BLMS SYLLABLE MATCH UP

## BLM SM4



**Create** List Words using one syllable from each column. Cross out syllables as you use them. Write the List Words, segmented in syllables, on the lines. When selecting answers from the List Words, select from the top of the list down.

**Make** 3-syllable List Words, selecting one syllable from each column.

jeo	fe	ssive
re	te	ry
lieu	che	nant
a	ggre	strar
he	gi	ree
wea	ri	ssor
a	lle	tage
trea	par	dy
re	ce	ry
re	pon	gro

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**Make** 4-syllable List Words, selecting one syllable from each column.

me	si	cho	sion
in	tha	ni	ser
re	phe	scen	tion
con	lle	ged	an
pe	di	ti	cide
pre	ce	stri	scent
e	lan	ssant	ral
me	sec	den	ly
in	de	ca	ly
brea	de	me	tial
a	mi	ly	ly

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**Make** 5-syllable List Words, selecting one syllable from each column.

ne	sthe	ssa	ta	sm
ae	ce	ti	ci	ly
con	se	qui	tive	ly
in	e	cu	ri	ble

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**Make** 6-syllable List Words, selecting one syllable from each column.

e	ty	ra	lo	a	a
re	con	ci	bi	li	cal
e	mo	gi	bi	gi	tion
me	li	mo	li	li	ty

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# ONLINE BLMS FIND A WORD

## BLM FW4



### Find a List Word that:

1 has the same number of sounds as letters

\_\_\_\_\_

\_\_\_\_\_

2 has the letters **ea** for

\_\_\_\_\_

3 has the letters **eo** for

4 has the letters **sc** for

\_\_\_\_\_

5 can be a participle \_\_\_\_\_

6 has twice \_\_\_\_\_

\_\_\_\_\_

7 is a musical term meaning *fast* \_\_\_\_\_

8 is an officer rank in the army or navy and can be pronounced in two ways

\_\_\_\_\_

9 ends with **ation** \_\_\_\_\_

10 starts with **re** and has three syllables

\_\_\_\_\_

\_\_\_\_\_

11 ends with **al** \_\_\_\_\_

\_\_\_\_\_

ly \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12 belongs to the same word family as *inherit* \_\_\_\_\_

*aggressive* \_\_\_\_\_



# ONLINE BLMS DICTATION

## Dictation Activities and Answers: Unit 5



### Spelling and Punctuation

1. Dictate the following sentences for students to record.
  - The nominations for the presidential election had been pencilled on the board.
  - The lieutenant was speaking of the horrendous treachery with great melancholy.
  - The inequitable pay situation for some workers may be abolished after reconciliation.

2. Write the sentences on the board.

3. Mark and discuss the spelling and punctuation with students.

### Grammar

Ask students to:

1. Underline the verb group.
2. Write: **a** above all articles, **n** above all nouns, **pn** above all pronouns, **adj** above all adjectives, **adv** above all adverbs, **prep** above prepositions, **pp** above participles, **inf** above infinitives and **conj** above conjunctions, where they apply.
3. Circle the main noun or pronoun that is the subject that works with the verb.
4. Draw a rectangle around the main noun or pronoun that is the object to which the verb refers, if there is an object.
5. Draw a curved line under phrases beginning with prepositions.

Mark and discuss with students.

a                      n                      prep   a                      adj                      n                      prep   a                      n  
The (nominations) for the presidential election had been pencilled on the board.

a                      n                      prep   a                      adj                      n                      prep   adj                      n  
The (lieutenant) was speaking of the horrendous treachery with great melancholy.

a                      adj                      adj                      n                      prep   adj                      n                      prep                      n  
The inequitable pay (situation) for some workers may be abolished after reconciliation.

If students are unable to identify all the parts of speech, start with the main verbs and nouns in simple sentences. When students are competent with this, extend the activity to identify the noun or pronoun that is the subject for the verb. Gradually introduce the more complex parts of speech. Read **Helpful Hints** on pages 90, 91 and 92.

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