

SPELD SA

Literacy Program

*Let's
Abolish Zoos*



Module 11: Student Workbook

Date: / /

Name: -----

Let's Abolish Zoos

I strongly oppose the existence of zoos and think they should be abolished. How can anyone, seeing a wild animal holed up, often on its own in a cage, doubt that zoos are cruel? These animals have been robbed of their freedom and imprisoned for life.

It is argued that zoos allow the visitor to see animals they wouldn't otherwise see. But what value is there in seeing a locked up animal in an artificial environment? It provides the onlooker with no sense of the life the animal would lead in its native habitat, how it finds or catches food or looks after its young. This is not educational.

There are many disadvantages for animals. Their day is one of boredom, where everything around them is artificial: artificial ponds, artificial trees, and food served up by zoo keepers.

Furthermore, many animals that would normally be part of a group are kept separated, with males frequently kept away from females, unless it is the mating season or a partner is shipped in from another zoo. I think this is unnatural, cruel and selfish.

People say that thanks to zoos, we are protecting species. What for? So that they can become a rarity to be gawked at by the paying public? If a species is at risk, it is probably too late for protection. Nothing could have saved the dinosaur. If we want to preserve the memory of a species, we need photographs and film, research and books about it, specimens in museums, not a specimen at a zoo.

Let bygones be bygones and let us focus our money and energy on maintaining the environments all over the world, that are home to the world's wildlife, rather than preserving the wildlife in environments that are not their native habitat. We all know this is the right thing to do.

Together, let us lobby governments to close down all zoos. Now is the time to abolish zoos, forever.

Let's Abolish Zoos

1. New Text

2. Letters and sounds

2.1 Basic spellings of the 42 main sounds of English (revision)

Say the sounds.

Alternative Spellings of the Vowels									
ai	ee	ie	oa	ue	oi	er	or	ou	ar
a-e	e-e	i-e	o-e	u-e	oy	ir	au	ow	
ā	ē	ī	ō	ū		ur	aw		
ay	y /ee/	y /ie/	oe	ew			al		
ey	ea	igh	ow						

2.2 Alternative spellings

a) New spellings

Say the sounds.

f	s	j
ff	ss	
ph	soft c	soft g

Read the words.

fun safe beef sun beast life fair toast

b) Doubling the letters <f> and <s>

Read the words.

sniff puff bluff cuff stuff off cliff stiff fluff press
mass stress floss hiss miss boss cross kiss dress

c) Alternative spellings for the sound /air/

Practise spellings. Say the sounds.

air	are	ear
hair	care	wear
chair	rare	bear
repair	spare	swear
unfair	dare	pear

d) Silent letters <b, w, k>

Say the sounds.

Silent b	Silent w	Silent k
climb	answer	knife
plumber	two	knock
thumb	write	know
comb	who	knew

2.3 Alternative spellings and sample words

Say the sounds. Then say the word.

ai	pain	a	April	a-e	make	ay	play	ey	they
ee	deep	e	me	e-e	here	ea	meal	y	story
ie	pie	i	mind	i-e	time	y	fly	igh	sight
oa	coat	o	no	o-e	home	oe	goes	ow	grow
ue	barbecue	u	unite	u-e	tube	ew	few		
oi	boil	oy	toy						
ou	proud	ow	town						
er	winter	ir	shirt	ur	hurt				
or	sport	au	autumn	aw	crawl	al	tall		
air	chair	are	share	ear	wear				

2.4 Word sort – alternative spellings for the sound /s/

Rule 1

If the next letter is a consonant, we use the letter <s>

scrap skill snap spit stop swim

Rule 2

If the next letter is the vowel <a, o, u> we use the letter <s>

sand soccer Sunday

Rule 3

If the next letter is the vowel <e, i, y>, the /s/ sound could be spelt with the letter <s> or the letter <c>.

send cent sick cigarette symbol cycle

Word Sort

Read each word. Copy the word in the correct column.

ce ci cy		
race sentence cycle since electricity police incident recipe certain centimetre recent innocent decide exercise divorce participate bicycle price apprentice cyclone space		
ce	ci	cy
race		

Soft c is usually followed by the letter _____.

2.5 Letter-sounds and names

Say the letter-sounds. Say the letter names.

y	x	f	qu	v	e	u	n	g	c	w	t	o
z	j	p	i	d	b	a	r	k	s	h	m	l

2.6 Sounds spelt with more than one letter

Say the letter-sounds.

th (think)	th (this)	ow (slow)	oo (book)	oo (room)	are (care)	ea (read)	ear (pear)	ey (they)	ou (out)	ow (cow)
ie	or	air	sh	ph	ue	ng	oa	oi	ar	a-e
i-e	e-e	ai	o-e	er	u-e	ch	ck	ay	oy	ch
ph	igh	qu	ee	oe	ir	ur	ew	au	aw	al

3. Reading

3.1 Blending sounds together

Say the sounds. Say the word.

p-r-i-ce > price	p-a-ge > page	ph-o-ne > phone	th-u-mb > thumb
wr-i-n-k-le > wrinkle	kn-ee > knee	ch-air > chair	sh-are > share
s-w-ear > swear	c-i-t-y > city	D-e-c-e-m-b-er > December	wr-i-t-i-ng > writing

Say the sounds. Say the word.

sauce	large	climb	write	knife	alphabet
stairs	spare	bear (an animal)	except	engine	bomb
wriggle	kneel	pair (meaning 2)	age	sauce	centre

3.2 Alternative spellings for /air/

Underline the words with the /air/ sound.

A Visit to the Fair

Phil and I are mates. Last Saturday, the pair of us decided to go to the fair. When we arrived, Phil dared me to go on a ride that went high into the air. I was scared but I tried not to show it. Up the stairs I went. I got into the chair and did up the belt. A hooter blared and we were off. I was so scared I could hardly bear it. I stared ahead and tried to be brave. At last the ride came to an end and I got off smiling, my hand outstretched waiting for my dare money from Phil.

Next we went to sideshow alley. A man wearing cowboy boots was tearing tickets from a big roll and handing them out to contestants outside the Wild West Archery stall. Phil did well and got to choose a prize. There were large cuddly bears and pandas, fancy dress hats and a square wooden box with tennis balls inside. But what attracted Phil was a funny wig made with purple hair displayed on a life sized model. He put on the wig and I glared at him because he looked so silly. But Phil just grinned. So I quickly took his photograph.

Word sort

Write the words with the /air/ sound in the correct column.

Alternative spellings for the /air/ sound		
/air/	/ear/	/are/
pair		dared
fair		

3.3 Syllables

Clap/tap and say the sound chunks. Then say the word.

a/bout > about	op/pose > oppose	ex/is/tence > existence
a/bol/ish > abolish	see/ing > seeing	ha/bi/tat > habitat
of/ten > often	ar/gued > argued	mem/or/y > memory
al/low > allow	lob/by > lobby	pro/vides > provides
would/n't > wouldn't	bore/dom > boredom	en/vi/ron/ment > environment
vis/it/or > visitor	na/tive > native	on/look/er > onlooker
catch/es > catches	af/ter > after	pre/serv/ing > preserving
o/ver > over	a/round > around	ev/ery/thing > everything
pay/ing > paying	a/way > away	se/par/a/ted > separated
pub/lic > public	sea/son > season	main/tain/ing > maintaining
e/ner/gly > energy	part/ner > partner	fre/quent/ly > frequently
for/e/ver > forever	prob/ab/ly > probably	pro/tect/ing > protecting
		pho/to/graphs > photographs

3.4 Reading rate

Read the words aloud as fast as you can.

zoo	wild	robbed	place	think	locked
think	look	how	now	cage	right
own	have	dawn	care	share	charge
allow	about	unless	provide	centre	advice
partner	public	justice	city	over	often
away	argue	specimen	photograph	visitor	probably
bicycle	cancel	separated	everything	environment	electricity

3.5 Assessing reading rate

How many words did you read in 1 minute?

Date 1: / / _____ wpm	Date 2: / / _____ wpm	Date 3: / / _____ wpm
--	--	--

.....

4. Spelling

4.1 Spelling tips

Read the sounds and the cue words for each spelling.

f sound	f ff ph	fish off, difficult phone, photograph
s sound	s ss ce cy	sit, rest mess, kiss race cycle
j sound	j ge	justice, jam, jacket manage, message
silent b		comb, thumb, doubt
silent w		wren, write, wrong, wrinkle
silent k		knew, know, knee, knot
air sound	air are ear	pair, fair, hair square, beware, share swear, wear, bear

4.2 Segment for spelling

Write the words.

_____	_____	_____
_____	_____	_____
_____	_____	_____

4.3 Spelling practice

Choose 3 words from exercise 3.4 Reading Rate.

(a) _____

(b) _____

(c) _____

5. Focus words

5.1 Revising focus words (reading)

Go to Appendix A. Read Modules 9 and 10.

Date 1: / /	Date 2: / /	Date 3: / /
Reading Mod 9 & 10 focus words	Reading Mod 9 & 10 focus words	Reading Mod 9 & 10 focus words
Score _____	Score _____	Score _____

5.2 Revising focus words (spelling)

Date 1: / /	Date 2: / /	Date 3: / /
Spelling focus words	Spelling focus words	Spelling focus words
Score _____ / 10	Score _____ / 10	Score _____ / 10

5.3 Reading Module 11 focus words

Read the words together.

year	near	know	write	since
sentence	across	large	during	today
either	however	young	change	answer

5.4 Spelling Module 11 focus words pre-test

5.5 Homophones

Read the words together.

pear/pair	cent/sent	knew/new	know/no	cell/sell
right/write	bare/bear	fare/fair	stare/stair	knot/not

Complete the table from the words in the list.

pear/pair bear cent write no fare new stare not cell

Spelling 1	Spelling 2
pear	pair
knot	
	sell
	bare
stair	
	knew
know	
sent	
right	
	fair

Fill the gaps.

I try to _____ to my mum each week.

I would like a _____ car to replace my old one.

Do you _____ how to make pizza?

The hospital is _____ far away.

The train _____ from the airport to the city has gone up.

After I had paid for my lunch, I didn't have a _____ left in my purse.

Ben wants to _____ his old motor bike and get a new one.

Jack tripped on the bottom _____ and twisted his ankle.

6. Text reading

6.1 Reading focus words in the text

Read these words.

artificial	species	bygone	people	protection	educational
otherwise	money	government	nothing	become	another

6.2 Reading tips

Read these words.

otherwise	money	government	nothing	become
another	artificial	species	protection	educational

The <o> in otherwise, money, government, nothing, become, another = /u/

In artificial and species, <ci> = /sh/

In protection and educational, <ti> = /sh/.

In educational, <u> says its name.

6.3 Reading with meaning

Read the text on page 2.

6.4 Text questions and activities

6.5 Word meanings

Choose 2 words from the text.

7. Punctuation and Grammar

7.1 Revision – apostrophe in contractions

I'm you're we're they're won't couldn't shouldn't don't
isn't hasn't didn't mustn't could've would've you've we've
I've he'd she'd we'd you'd they'd o'clock let's doesn't

Discuss with your partner what the contractions stand for.

He's got a cold.

He's a good football player.

She's hungry.

She's got a long drive home.

It's a shame you can't come.

It's been a hard day.

Dictation - contractions

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Formal writing

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Choose 6 contractions from your workbook and the words they stand for.

I'm = I am	4.
1.	5.
2.	6.
3.	

7.2 Prepositions

A Walk to the Beach

Turn left along Thornton Street and follow the gravel road. Cross the park, and take the path to the left that leads to the sea.

Saunter along in the shade of the trees and then cross over the wooden bridge that straddles the sand-dunes. Turn right up the hill. At the top of the hill, stop for a moment and, while you are resting, admire the bay. Then continue along the top of the cliffs. There is farmland on the right and the beach stretches below on the left. Now, walk slowly and carefully down the steep path to the beach, until you reach the sand. Then, slip off your footwear and feel the cold, damp sand ooze between your toes.

Choose two prepositions that tell us where something or someone is.

Choose two prepositions that tell us when something happens.

Choose a preposition for each gap.

to	by	under	near	then	across	with	beside
down	about	around	up	at	past	on	next to
over	in	along	behind	towards	below	into	

Ben goes _____ the end _____ the path and _____ walks _____ the grass _____ the big tree _____ the shed. He climbs _____ the tree and looks _____ the marshes _____ the sea. There is a small boat _____ the distance that has been bobbing _____ and _____ for the past two days and keeps going _____ the waves. He thinks it might sink. Do you think he should alert the coastal patrol and tell them _____ the problem?

7.3 Conjunctions

I like plums. I like bananas.

I like cabbage. I hate peas.

With your partner, choose the best conjunction from the list below to fill each gap.

and	but	when	because	so	while	or	if
-----	-----	------	---------	----	-------	----	----

A Day at the Beach

On Sunday, my mates and I went to the beach _____ it was a hot day. We took our fishing rods and some bait _____ we would not get bored.

_____ we got to the beach, we went in the water. The water was cold _____ we had fun splashing about.

_____ we were in the sea, a dog stole our lunch _____ we went to the kiosk and got some fish and chips.

After lunch, Jim asked us if we would like to play cricket _____ go fishing. We decided to go fishing _____ we landed two fish.

7.4 Paragraphs

Page 1

Baxter Saves the Day

Ray drives a tanker and whenever he goes on the road he likes to have company. So Ray often takes Baxter, his faithful dog, with him. One never to be forgotten day last year, Ray and Baxter set off for Seal Bay to deliver a load of petrol. It was a sunny day and Ray took the road along the top of the cliffs so he could enjoy the panoramic views of the sea. All of a sudden, a kangaroo hopped onto the road. Ray swerved to avoid the kangaroo and lost control of the tanker. It careered over the cliff and plummeted into the sea. Fortunately, the tanker stayed upright and Baxter was able to get out by himself. But Ray was stuck. He had to rely on his dog to get help. Baxter swam to land and ran into Jean and Troy, who were staying in a holiday shack near the beach. Baxter kept on barking and looking out to sea. When Jean and Troy saw the tanker in the water, they understood why. Jean rang 000 and Troy swam out to Ray. He pulled him out of the tanker and dragged him to the beach. When the rescue team arrived, Ray was sitting with Troy, Jean and Baxter on the sand. Ray was in pain but OK apart from his bleeding leg. The sun was hot and his clothes had dried. The rescue team took Ray to hospital and Baxter went with them. Jean and Troy didn't forget Baxter and not long after got themselves a dog. As for Ray, he never drove his truck along the top of the cliffs again. He and Baxter now take the coast road and sometimes stop to remember the day Baxter saved Ray's life.

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7.5 Adding an ending

Say the base word. Say the word.

strong > strongly	pay > paying	preserve > preserving
would > wouldn't	see > seeing	keeper > keepers
probable > probably	free > freedom	separate > separated
argue > argued	visit > visitor	animal > animals
exist > existence	bore > boredom	frequent > frequently
provide > provides	normal > normally	photograph > photographs
catch > catches	female > females	protect > protecting
rob > robbed	lock > locked	maintain > maintaining
find > finds	ship > shipped	save > saved

8. Sentences

8.1 Sentences make sense

Rearrange the words to make a sentence.

1. that are home to the world's wildlife. on maintaining the environments,
Let's spend our money

2. get no sense Visitors to a zoo of the life an animal would lead.

3. and imprisoned for life. have been robbed of their freedom Animals
in zoos

4. are kept in cages on their own. that would normally be part of a
group Many animals

8.2 Proofreading sentences

Find the errors and write the correct sentences.

1. Photographs of animals in cages show them pasing bac and forth
(4 errors)

2. Animals in zoos do not has the spase they need two exercise.
(4 errors)

3. Ive seen pandas tigers, lions and chimpanzees livin in very smorl spaces.
(4 errors)

4. in a zoo, animalls is robed of their freedom.
(4 errors)

8.3 Dictation

Score /54

.....

9. Comprehension

9.1 Answering questions about a text

Discuss with your partner.

Find 2 reasons for abolishing zoos.

The author thinks zoos should be abolished because

1. _____

2. _____

Find 2 statements in favour of zoos.

Some people think zoos are good because

1. _____

2. _____

Find a better way.

A better way to preserve and care for wild animals is to

9.2 Answering questions and giving reasons

*With your partner, discuss if it is cruel to keep animals in zoos.
Find 2 reasons in the text and then make up one of your own.*

9.3 Answering in complete sentences




Write your answers and give reasons.

3 reasons in favour (or against) keeping animals in zoos are:

1. _____
2. _____
3. _____



9.4 What do you think?

Should people hunt sharks?	Should children get more exercise?	Should the government spend more on public transport?
		
For: _____ _____ _____ _____ _____	For: _____ _____ _____ _____ _____	For: _____ _____ _____ _____ _____
Against: _____ _____ _____ _____ _____	Against: _____ _____ _____ _____ _____	Against: _____ _____ _____ _____ _____

2 issues I think are important are:

1. _____
2. _____

.....

10. Writing

10.1 Text types – exposition /persuasive writing

Argument

Example 1

Example 2

With your partner, find 2 strong words.

With your partner, find 3 conjunctions used in the text.

The most effective way to get zoos abolished would be _____

Title States the issue	<i>Let's Abolish Zoos</i>
Introduction States the issue and the writer's point of view	What is the exposition about? _____ What does the writer want to happen? _____ _____
Argument 1 States one argument 2 supporting examples	What is the writer's first argument? _____ Write two examples that support this argument. _____ _____ _____ _____
Argument 2 States one argument 2 supporting examples	What is the writer's second argument? _____ Write two examples that support this argument. _____ _____ _____
Conclusion Sums up main points States what they want to happen and why	Summarise the main points. _____ What does the writer want to happen? _____ What is the writer's reason for this conclusion? _____ _____

10.2 Planning an exposition

Plan an exposition about the topic: Everyone living in a house should do their share of the chores

Title States the topic	<i>Everyone living in a house should do their share of the chores</i>
Overview States the topic and the writer's point of view	What is the exposition about? _____ What do you want to happen? _____
Argument 1 States one argument 2 supporting examples	What is your first argument? _____ Write two examples that support this argument. _____ _____
Argument 2 States one argument 2 supporting examples	What is your second argument? _____ Write two examples that support this argument. _____ _____
Conclusion Sums up main points States what they want to happen and why	Summarise the main points. _____ What do you want to happen? _____ What is your reason for this? _____

10.3 Sharing your exposition

Tell your partner about your exposition.

10.4 Writing your exposition

1. Title

2. Overview

3. Arguments, strongest first with supporting examples.

Argument 1 _____

Supporting example 1 _____

Supporting example 2 _____

Argument 2 _____

Supporting example 1 _____

Supporting example 2 _____

4. Conclusion

.....

ASSESSMENT PRACTICE

Read the words. Spell the words.

phone cent chance force voice race rice cell since
large wage charge gym lamb thumb doubt write
wrong know knife knot air pair care share bare
bear pear price place dance fence twice stage climb
knelt stairs flair scare square spare

photo cancer decide certain parcel circle council
advice divorce centre writer airport repair beware
aware careful cement cyclist sentence except
entrance process practice circle arrange orange
plumber parent

alphabet elephant bicycle December exercise officer
privacy passenger general average photograph innocent
accident recently apprentice ambulance certificate
emergency participate electricity energetic

ASSESSMENT

Reading the text

Read the story again, as well as you can.

Reading rate

Spelling test

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

Dictation

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.....

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Appendix A

Focus Words

Module 3				
the	he	me	we	be
she	all	call	fall	small
was	are	to	do	I

Module 4				
you	your	come	some	said
here	there	they	my	by
go	no	so	one	once

Module 5				
only	old	give	have	live
like	time	down	were	who
why	where	what	which	when

Module 6				
any	many	more	before	father
other	mother	another	because	want
saw	put	could	should	would

Module 7				
two	four	goes	does	made
always	also	of	eight	love
use	after	very	every	over

Module 8				
people	water	friend	until	study
through	story	along	our	different
last	again	still	between	home

Module 9				
asked	away	right	might	enough
something	buy	build	both	those
won't	don't	going	often	together

Module 10				
own	show	these	upon	school
true	boy	below	heard	above
almost	earth	country	can't	didn't

Module 11				
year	near	know	write	since
sentence	across	large	during	today
either	however	young	change	answer

Module 12				
eye	blood	break	heart	head
word	work	world	thought	bought
brought	whole	hole	sure	house

Module 13

hour	gone	damage	example	against
turned	learn	usually	ready	special
family	move	done	group	whether

Module 14

half	English	fire	certain	picture
money	tomorrow	quiet	piece	peace
power	notice	probably	area	equipment

Module 15

though	nothing	idea	pull	drawer
course	really	oh	weather	therefore
sign	rough	caught	bridge	garage

Certificate of Completion



has successfully completed

Module 11

SPELD SA Intensive Literacy Program

Reading the Text ____ / ____ words correct

Reading Rate: _____ words/minute

Spelling Test: ____ / ____ words correct

Dictation: ____ / ____ words correct

signed by

/ /

SPELD SA Intensive Literacy Program

The SPELD SA Intensive Literacy Program is for anyone wanting to develop or consolidate basic reading, spelling and writing skills.

The program has 15 Modules. Each Module has a text and accompanying skill-based exercises.

Module 1 assumes no prior knowledge of the sounds and spellings of English words. Subsequent modules revise and build on the skills already covered. At the completion of Module 15, participants can expect to be able to read competently and communicate effectively in writing.

There is an Instructor Handbook and Student Workbook for each Module. The Instructor Handbook includes teaching notes, student exercises and answers. The Student Workbook has just the exercises.

Module 1: Pat Spat Ants

Module 2: The Tramp

Module 3: The Desk has a Lid!

Module 4: The Scotsman

Module 5: Zang's Trek

Module 6: A Gift for Tom

Module 7: Tim and the Fun Run

Module 8: A Trip to the Top End

Module 9: Baxter Saves the Day

Module 10: Growing Cherry Tomatoes

Module 11: Let's Abolish Zoos

Module 12: Our Catamaran Experience

Module 13: Battle of the Bugs

Module 14: How to make a Kite

Module 15: The Tank Man of Tiananmen Square