

SPELD SA

Literacy Program

The Tank Man of Tiananmen Square



Module 15: Student Workbook

Date: / /

Name:

The Tank Man of Tiananmen Square

The world looked on in amazement when this photograph, of a young man standing in front of a convoy of tanks, was beamed across the world. It was 5 June 1989, the morning after the Chinese military had suppressed the Tiananmen Square protests by force, killing and injuring many civilians.

Would they kill the young man standing in the middle of the road? He wore a white shirt and black pants and held two shopping bags, one in each hand. As the tanks came to a stop in front of him, he waved his bags at them, seemingly signaling them to go back. Instead, the lead tank tried to drive around him. But each time the tank changed direction, the man blocked its path.

Then the lead tank stopped. The young man stood in front of it. Then, to the amazement of onlookers, he clambered onto the front of the tank, briefly spoke to the driver, and climbed up to the turret to talk to the gunners. Then he climbed down and stood to one side.

The tanks restarted their engines ready to continue, but when the young man saw they were not turning round, he leapt in front of the lead vehicle again. Each time the tank tried to get round him, he stepped into its path. How long could this go on? Would the order come for the column of tanks to drive on? Would the young man be shot or crushed by the mighty weight of a tank?

We held our breath as we waited to see what would happen next. The stand-off between man and tank continued until a cyclist slowly crossed in front of the tank and spoke to the young man. At the same time, three men rushed onto the road, grabbed the young man and dragged him out of the path of the tanks and into the crowd. He was never seen again.

The tanks rolled on. The Tank Man disappeared and, to this day, we know neither his name nor his fate.

The Tank Man of Tiananmen Square

1. New Text

2. Letters and sounds

2.1 Revise 42 main sounds

Say the sounds.

Consonants												
v	t	b	c	th (think)	h	r	w	d	g	sh	x	m
f	z	y	ng	l	p	j	s	n	ch	th (that)	qu	

Vowels																
ou	ee	i	o	oi	ai	oo (foot)	ie	oa	ue	or	e	oo (room)	a	u	er	ar

2.2 Alternative spellings of the vowel sounds (revision)

Say the sounds.

ai	ee	ie	oa	ue	oi	ou	er	or	e	o	u	air	ear
a-e	e-e	i-e	o-e	u-e	oy	ow	ir	au	ea	a	ou	are	eer
a	e	i	o	u			ur	aw			o	ear	ere
ay	y/ee/	y/ie/	oe	ew			or	al					
ey	ea	igh	ow					ore					
ei	ie							ar					
eigh								oar					
aigh													

2.3 Alternative spellings of consonants (revision)

Say the sounds.

f	s	j	w	c k ck	sh	zh	ng	ch	j
ff	c	g	wh	ch	ti	si	n	tch	dge
ph					ci				
					si				

2.4 Alternative spellings and sample words (revision)

Say the sounds.

ai (drain) a (paper) a-e (mate) ay (Monday) ey (hey)

ei (reindeer) eigh (neighbour) aigh (straight)

ee (asleep) e (begin) e-e (even) ea (reach) y (easy)

ie (field) i (quiet) i-e (while) y (sky) igh (right)

oa (toast) o (most) o-e (hope) oe (woes) ow (own)

ue (rescue) u (humour) u-e (pollute) ew (jewellery)

oi (appointment) oy (annoy)

ou (proud) ow (shower)

er (better) ir (girl) ur (suburb)

or (storm) au (haul) aw (crawl) al (install) ar (warning) ore (store)

air (fair) are (aware) ear (swear)

e (bend)	ea (dread)
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u (just)	ou (double)	o (come)
----------	-------------	----------

o (log)	a (wallet)
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2.5 New spellings

<s>, <se>, <ze> /z/: has, praise, prize

<gn> /n/: sign, design, resign, foreign, gnat, gnaw

<gh> /f/: laugh, cough, rough, enough, tough

2.6 New sound /ear/

Read the words.

ear	eer	ere
fear	deer	here
near	steer	sphere
hear	beer	interfere
gear	jeer	sincere
rear	peer	severe
clear	queer	severe
smear	veer	
appear		
disappear		
year		

2.7 Word sort

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

/ear/: ear, ere, eer		
dear here cheer cheerful sheer appear atmosphere veer sincerely steering-wheel sphere near gear queer interfere hear smear steer year nearly jeer severe clear beer severely deer tear hemisphere peer sincere		
ear	ere	eer
dear	here	cheer

2.8 Letter-sounds and names

Say the letter-sounds. Say the letter names.

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

2.9 Sounds spelt with more than one letter

Say the letter-sounds.

th (think) th (this)	er	oo (book) oo (room)	ai	qu	ou	ck	ch	ee
or	ie	sh	ue	ng	oa	oi	ar	a-e
e-e	i-e	o-e	u-e	ea	ay	oy		
igh	o,oe,ow/oa/	ow/ou/	ir	ur	ew	au	aw	al
air/are/ear	ph	wh	ea/e/	wa/wo/	or/er/	ou/u/		
ei/eigh/aigh /ai/	ti/sh/	ci/sh/	si/zh/	ch/k/	ture	ie/ee/		
ore/ar/oar /or/	ng/n/	tch/ch/	dge/j/					
ear/eer/ere /ear/	se, ze/z/	gn/n/	gh/f/					

2.10 Letters and sounds summary

	42 main sounds of English
1	s <u>sat</u> a <u>ant</u> t <u>tin</u> i <u>pin</u> p <u>pan</u> n <u>nip</u>
2	c <u>cat</u> k <u>kid</u> ck <u>sick</u> e <u>pen</u> h <u>hand</u> r <u>rat</u> m <u>map</u> d <u>din</u>
3	g <u>get</u> o <u>on</u> u <u>up</u> l <u>lid</u> f <u>fan</u> b <u>bin</u>
4	ai <u>rain</u> j <u>jam</u> oa <u>boat</u> ie <u>pie</u> ee <u>need</u> or <u>corn</u>
5	z <u>zip</u> w <u>wet</u> ng <u>ring</u> v <u>van</u> oo <u>book</u> oo <u>room</u>
6	y <u>yell</u> x <u>six</u> sh <u>shed</u> ch <u>chin</u> th <u>think</u> th <u>that</u>
7	qu <u>quiz</u> ou <u>loud</u> oi <u>join</u> ue <u>fuel</u> er <u>runner</u> ar <u>farm</u>

	Common alternative spellings for the vowel sounds
8	y/ee/ <u>jelly</u> a-e <u>game</u> e-e <u>these</u> i-e <u>nine</u> o-e <u>note</u> u-e <u>tune</u>
9	ay, ey <u>day, they</u> oy <u>boy</u> o <u>go</u> y/ie/ <u>sky</u> a <u>April</u> e <u>me</u> y/i/ <u>mystery</u> ea <u>sea</u> igh <u>high</u> ie/ee/ <u>chief</u> i <u>ipad</u> u <u>unite</u>
10	oe, ow/oa/ <u>toe, slow</u> ow/ou/ <u>how</u> ir, ur/er/ <u>bird, turn</u> ew/ue/ <u>few</u> au, aw, al/or/ <u>August, saw, wall</u>

	Less common alternative spellings for the vowel sounds and consonants, silent letters and word endings
11	ph/f/ <u>phone</u> soft c/s/ <u>city</u> soft g/j/ <u>page</u> silent b,w,k <u>comb, wrist, knee</u> air, are, ear/air/ <u>hair, care, wear</u>
12	wh/w/ <u>when</u> ea/e/ <u>head</u> wa/wo/ <u>was</u> wor/wer/ <u>work</u> war/wor/ <u>warm</u> ou/u/ <u>rough</u>
13	ch/k/ <u>chemist</u> ti,ci/sh/ <u>station, special</u> si/sh/ /zh/ <u>pension, television</u> silent h,c,n <u>school, science, autumn</u> ei, eigh, aigh/ai/ <u>vein, eight, straight</u>
14	o/u/ <u>love</u> ture/cher/ <u>picture</u> ore, ar, oar/or/ <u>more, war, roar</u> ie/ee/ <u>field</u> n/ng/ <u>drink</u> tch/ch/ <u>catch</u> dge/j/ <u>bridge</u>
15	s/z/ <u>has</u> se, ze/z/ <u>choose, freeze</u> gn/n/ <u>sign</u> gh/f/ <u>laugh</u> ear, eer, ere/ear/ <u>fear, cheer, here</u>

3. Reading

3.1 Blending sounds together

Say the sounds. Say the word.

b-oy-s > boys	n-o-se > nose	s-i-ze > size	s-i-gn > sign
t-ou-gh > tough	ch-eer > cheer	h-ere > here	n-ear > near

Say the sounds. Say the word.

sees	rose	froze	sign	rough
year	hear	sphere	clothes	gnaw

3.2 Words with the /ear/ sound

Select the word to fill the gap.

On a _____ day you can see the lighthouse in the distance.
(clear, cleer, clere)

Please _____ up the mess in your room. (cleer, clear, clier)

You can put your clothes in _____ and your shoes in _____.
(hear, higher, here)

_____ going to tidy up the garage. (Weir, We're, Were)

It was a _____ (tough, tuff, tuph) climb and we were _____
(weery, weary, wiery) when we got to the top of the mountain.

We saw a _____ with huge antlers. (deer, de're, dear)

Ben's dad is a _____ with the Country Fire Service.
(volenteer, volunteer, voluntear)

The wedding cake has two _____, one above the other.
(tiers, tears, teers)

The sun is a _____. (sfere, sphere, spheer)

John is hoping for a _____ in the army. (career, carier, carrier)

He kept his football _____ in a bag at the bottom of the cupboard.
(geer, gere, gear)

I have never been to a _____ country. (foren, forein, foreign)

3.3 Syllables

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

a/cross > across	mor/ning > morning	Chi/nese > Chinese
sup/pressed > suppressed	clam/bered > clambered	sig/nal/ing > signalling
stand/ing > standing	mid/dle > middle	shop/ping > shopping
in/stead > instead	pro/tests > protests	brief/ly > briefly
dri/ver > driver	tur/ret > turret	gun/ners > gunners
read/y > ready	turn/ing > turning	or/der > order

might/y > mighty	be/tween > between	cy/clist > cyclist
ne/ver > never	a/gain > again	nei/ther > neither
di/rec/tion > direction	re/start/ed > restarted	con/tin/ued > continued
in/jur/ing > injuring	seem/ing/ly > seemingly	kil/ling > killing
a/maze/ment > amazement	pho/to/graph > photograph	Ti/an/an/men > Tiananmen
on/look/ers > onlookers	ci/vil/ians > civilians	mil/it/a/ry > military

3.4 Reading rate

Read the words aloud as fast as you can.

has	as	is	use	his	boys
sees	fleas	clothes	rose	close	nose
closed	size	froze	freeze	sign	tough
rough	ear	hear	year	near	gear
fear	beard	clear	cheer	steer	here
we're	steer	cloth	chisel	prison	present
appear	sincere	career	Chinese	resident	volunteer

3.5 Assessing reading rate

How many words did you read in 1 minute?

Date 1: / / _____ wpm	Date 2: / / _____ wpm	Date 3: / / _____ wpm
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4. Spelling

4.1 Spelling tips

Most nouns add <s> to make the plural	
Singular	Plural
cake	cakes
toe	toes
desk	desks
house	houses
tree	trees
car	cars

Nouns ending in <ch, sh, x, s, z> add <es> to make the plural	
Singular	Plural
match	matches
dish	dishes
box	boxes
bus	buses

Nouns ending in <ay, ey, oy, uy> add <s> to make the plural	
Singular	Plural
tray	trays
journey	journeys
boy	boys
guy	guys

Nouns ending in consonant <y> drop the <y> and add <ies> to make the plural	
Singular	Plural
country	countries
fly	flies
party	parties
puppy	puppies
baby	babies
cherry	cherries

Nouns ending in consonant <f> or <fe> change the <f> or <fe> to <v> and add <s> or <es> to make the plural	
Singular	Plural
knife	knives
leaf	leaves
life	lives

Irregular plurals			
Singular	Plural		
fish	fish	Singular	Plural
foot	feet	sheep	sheep
goose	geese	tooth	teeth
man	men	child	children
person	people	woman	women
		mouse	mice

4.2 Segment for spelling

Write the words.

_____	_____	_____
_____	_____	_____
_____	_____	_____

4.3 Spelling practice

Choose 3 words from exercise 3.4 Reading Rate.

(a) _____

(b) _____

5. Focus words

5.1 Revising focus words (reading)

Go to Appendix A. Read Modules 13 and 14.

Date 1: / /	Date 2: / /	Date 3: / /
Reading Mod 13 & 14 focus words	Reading Mod 13 & 14 focus words	Reading Mod 13 & 14 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 15 focus words

Read the words together.

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

5.4 Spelling Module 15 focus words pre-test

5.5 Homophones (and words that sound similar)

Read the words together.

desert/dessert	by/buy	for/four	deer/dear	nose/knows
here/hear	weather/whether	draw/drawer	court/caught	are/our

Complete the table from the words in the list.

desert/dessert buy your deer nose here weather draw court four our

Spelling 1	Spelling 2
desert	dessert
	by
caught	
	hear
	you're
	four
	drawer
knows	
whether	
	dear
are	

Fill the gaps.

No-one _____ which team will win.

I went to the shops to _____ a carton of milk.

I can _____ the birds singing.

We use the netball _____ for tennis in the summer.

There were _____ eggs in the nest.

I like ice-cream for _____ on hot days.

We keep knives, forks and spoons in the top _____.

Jim and I are having a party at _____ house on March 2nd.

I can't decide _____ to walk or catch the bus to town.

6. Text reading

6.1 Reading focus words in the text

Read these words.

rolled on	column	stand off	suppressed	engines	vehicle
I lead a team	He led an army	The dog has a lead	They lift lead weights	Tiananmen Square	sign signalling
civilians	neither	disappeared	happened	mighty	beamed

6.2 Reading tips

Read these words.

sign	signal	signaling	amazement	military	again
either	neither	picture	amusement	direction	between

The word <a> = /uh/

<a> in *again*, *amusement*, *amazement* = /uh/

<o> in *lessons* = /uh/

<s> at the end of *bags* = /z/

In the words *either* and *neither*, <ei> = /ie/ or /ee/.

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 – verbs

Past tense	Present tense	Future tense
I was	I am	I will be
you were	you are	you will be
he/she/it was	she/she/it is	he/she/it will be
we were	we are	we will be
you were	you are	you will be
they were	they are	they will be

With your partner, underline the verb 'to be'

Pam was twenty-one last week.

Past

Present Future

You will be cold if you don't take a jacket.

Past

Present

Future

We were on the train, when the accident happened.

Past

Present

Future

I am good at maths.

Past

Present

Future

Jill and Ann are absent, today.

Past

Present

Future

You will be late if you don't hurry up.

Past

Present

Future

The dog was hungry.

Past

Present

Future

You were outside when it started to rain.

Past

Present

Future

Jack was a good runner.

Past

Present

Future

They will be happy to see you.

Past

Present

Future

She is a very quiet child.

Past

Present

Future

*With your partner, decide the tense in each sentence above.
Circle the correct tense.*

7.2 Continuous tenses

7.2.1 Continuous present

With your partner, decide if the verb in brackets should be simple present tense or continuous present tense.

Write the verb in the correct form on the line.

1. We _____ walk _____ (to walk) the dog every day.
2. Kim _____ is watching _____ (to watch) a film at the moment.
3. Ann always _____ (to wash) her hair when she has a shower.
4. Jack _____ (to get up) at 6am on work days.
5. It _____ (to rain) heavily now.
6. It's Monday and Emma and Pat _____ (to get) ready to go to school.
7. Their dad _____ (to wait) to drive them to school.
8. Bill _____ (to work) from home.
9. Australians _____ (to speak) English.
10. My friend _____ (to write) a book about football.
11. You _____ (to talk) too quickly for me to understand what you are saying.
12. In the wet season, it _____ (to rain) every day.

7.2.2 Continuous past

With your partner, decide if the verb in brackets should be simple past tense or continuous past tense.

Write the verb in the correct tense on the line.

1. Kim _____ (to watch) a film on TV when she heard an explosion outside.
2. Yesterday, while we _____ (to do) some shopping, it started to rain.
3. They were skiing when Jane _____ (to break) her leg.
4. The sun _____ (to shine) when I took my first swim in the sea for the summer.
5. They _____ (to live) in Hungary when the war began.
6. When we were travelling through India, we _____ (to visit) the Taj Mahal.
7. When I _____ (to leave) the house yesterday morning, it was raining
8. Dad _____ (to work) in a factory when he first met my mum.
9. The children _____ (to play) while Dad told them it was bedtime.

Write the verb in the correct form on the line.

The Fairground

When we walked (to walk) into the fairground, we
_____ (to be) amazed at the number of different activities.
A tall man with a loud voice _____ (to try) to get us to go on
the big wheel, people on the Big Dipper _____ (to scream),
children _____ (to wait) to buy show bags while in the
animal enclosure pigs _____ (to grunt) and horses
_____ (to neigh).

7.2.3 Continuous future

With your partner, decide if the verb in brackets should be simple future tense or continuous future tense.

1. We will be staying (to stay) with friends when we go to America.
2. Our rowing team _____ (to compete) in the next Olympic Games.
3. I think I _____ (to get) a new mobile phone for my birthday.
4. Jake and Patrick _____ (to join) the school band next year.
5. Hurry up! It's nearly 7.30 and Jan and Bill _____ (to wait) for us.
6. This time tomorrow we _____ (to sit) on the beach, soaking up the sun.
7. Don't phone grandma now, she _____ (to have) dinner.

8. You will be able to spot me. I _____ (to wear) a large black sun hat.
9. Ken phoned to say he _____ (to come) to work tomorrow.
10. Jan's mum rang to say she _____ (to stay) at home tomorrow.
11. As I _____ (to travel) during the rush hour tomorrow, I _____ (to get) to work later than usual.

7.3 Adding an ending (revision)

Say the base word. Say the word.

amaze > amazement	suppress > suppressed	protest > protests
kill > killing	material > materials	civilian > civilians
stand > standing	shop > shopping	signal > signaling
direct > direction	stop > stopped	clamber > clambered
engine > engines	turn > turning	leap > leapt
try > tried	step > stepped	might > mighty
wait > waited	continue > continued	slow > slowly
cross > crossed	rush > rushed	grab > grabbed
drag > dragged	tank > tanks	roll > rolled
climb > climbed	might > mighty	brief > briefly
disappear > disappeared		

8. Sentences

8.1 Sentences make sense

Rearrange the words to make a sentence.

1. be shot or crushed Would the young man by the mighty weight of a tank?

2. out of the path of the tanks. grabbed the young man and dragged him Two men rushed onto the road,

3. to this day, The Tank Man disappeared and, we know neither his name nor his fate.

4. and spoke to the young man. until a cyclist crossed in front of the tank The stand-off continued

8.2 Proofreading sentences

Find the errors and write the correct sentences.

1. The yung man wore a wite shirt and black pants and held to shopping bags, one in each hand.

(4 errors: 4 spelling errors)

2. Too the amazement of onlookers, the man clambered onto the frunt ov a tanck.

(4 errors)

3. Peeple around the werld was amazed when they sore the fotographs of a man standing in frunt of a convoy of tanks.

(4 errors)

4. Wood the military kill the man how was tried to stop them crossing the square in their tanks

(4 errors)

5. The tanks restartid their enjins reddy two continue.
(4 errors)

8.3 Dictation

Score /65

9. Comprehension

9.1 Answering questions about a text

Number the events in the order in which they happened.

Sequence A

- _____ The lead tank drove around the young man.
- _____ A convoy of army tanks drove through the city.
- _____ Each time the tank changed direction, the man blocked its path.
- _____ A young man tried to stop the tanks by standing in their way.

Sequence B

_____ The men grabbed the young man and dragged him out of the path of the tanks and into the crowd.

_____ A cyclist slowly crossed in front of the tank and spoke to the young man.

_____ The young man was never seen again.

_____ Three men rushed onto the road.

Sequence C

Choose 2 events from the fourth paragraph.

Event 1

Event 2

9.2 Answering questions and giving reasons

Discuss with your partner.

1. What did the young man do that amazed people across the world when they saw it on television?

The young man _____

2. Why did people think the young man's actions were amazing?

People thought _____

3. How did the young man disappear?

4. Why do you think the young man disappeared?

9.3 Answering in complete sentences

Write your answers and give reasons.

1. What did the young man do when the lead tank stopped?
Why did he do it?

The young man _____

because _____

2. The young man took a risk. What risk did he take?

The risk the young man took was to _____

3. Was the young man determined to stop the tanks? How did the young man show that he was determined?

The young man showed that he was determined to stop the tanks because _____

4. In one sentence, describe what the young man did.
- _____

9.4 What do you think?

What is the man thinking?

How was the man feeling?

What would you have thought about?



10. Writing

10.1 Text types – recount

Title	<i>The Tank Man of Tiananmen Square</i>
Set the scene	<p>What was the event?</p> <p>_____</p> <p>When did it take place?</p> <p>_____</p> <p>Who was in it?</p> <p>_____</p> <p>Where did it take place?</p> <p>_____</p> <p>Why did it take place?</p> <p>_____</p>
What things happened?	<p>List 2 important events:</p> <p>1. _____</p> <p>2. _____</p>
Ending	<p>What happened at the end? _____</p> <p>_____</p> <p>_____</p>

10.2 Planning a recount

Title	
Set the scene	<p>What was the event? _____</p> <p>_____</p> <p>When did it take place? _____</p> <p>_____</p> <p>Who was in it? _____</p> <p>_____</p> <p>Where did it take place? _____</p> <p>_____</p>
What things happened?	<p>List two important events:</p> <p>1. _____</p> <p>2. _____</p>
Ending	<p>What happened at the end? _____</p> <p>_____</p> <p>_____</p> <p>How did the people involved feel about the experience? or What was the best part? (complete sentences)</p> <p>_____</p> <p>_____</p>

10.3 Sharing your eyewitness account

Tell your partner what happened in your eyewitness account.

10.4 Writing your eyewitness account

1. Title

2. Set the scene (what? when? who? where? why?)

3. Events

First, _____

Then, _____

4. Ending

At the end, _____

ASSESSMENT PRACTICE

Read the words. Spell the words.

has is was boys sees dries wise close nose
rose clothes froze freeze sign breeze these
cheese flies rough ear beer here we're hear
near fear gear year dear clear cheers tough
clear chisel present

president happier enough hour usually special
family move done group half English fire certain
picture money tomorrow son piece power notice
equipment daughter bridge garage weather really
caught course

probably blood heart head work thought bought
answer sentence know write since away change
own these always almost true boy don't going
build often asked something through water
different after

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

.....

.....

.....

.....

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 15

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