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- GRID SYSTEM

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- COMPONENTS

Introduction

Welcome to the *Reading between the lines* module. This first unit of the module takes about one hour. By the end of the unit, you'll be able to:

- analyse your reading skills as a learner and as a teacher
- use news vocabulary in context.

To begin the unit, watch the introduction from Rob.

Video Transcript

ROB: Welcome to the module! This module's title is 'Reading between the lines'. You're going to analyse the way you read, both as a learner and as a teacher, and look at the topic of using news stories in the classroom.

You'll start this first unit of the module by looking at some specialised press vocabulary, which you'll come back to again in Unit 3 of the module.

You'll then read about one teacher's experiences over the years of teaching reading in different ways, and compare with your own reading classes.

Do you enjoy reading? Do you enjoy *teaching* reading? I personally have found it quite difficult to encourage certain learners, especially teenagers, to read extensively. I think it's definitely worth encouraging wherever you can, as accessing news stories and thinking about *how* you read doesn't just develop your reading skills, but all of your language skills. So it goes for you, too – do you read? Little and often is the best, so if you haven't already, why not sign up to an English-language news site now?

When you're ready, move on to the next slide, where you'll start off the unit with some vocabulary input.

Read all about it! 1

In this first section of the unit you'll look at using news stories. Regularly reading newspapers, online or offline, is a great way to improve your English. Look at the definitions of news vocabulary and select the correct word for each.

The media

consists of TV, radio, newspapers, magazines and websites.

The news

is reporting of events.

A story

is a news article or item.

Read all about it! 2

There are lots of ways you can use news stories in class. Read each idea and select those that you use already or that you would like to use.



[Image](#)

[Image description](#)

An image of a newspaper

[Expand](#)

CorrectClassroom debates about an issue in a story.

CorrectRole playing a conversation between characters in a story.

CorrectDiscussions about what happens next in a story.

CorrectRewriting a news story and changing some of the information in a text.

Correct Writing a different ending for a story.

Correct Writing an email to a friend telling them that you were a witness to a story.

Correct Writing a letter to an 'agony aunt/uncle' about a similar problem to a story.

Correct Write a letter to the editor of a newspaper with your opinions about a news story.

Read all about it! 3

The press – or print newspaper media – can use quite specialised vocabulary. This activity is about parts of newspapers. Match the press words to their definitions.



[Image description](#)

Image of a hat labelled with 'press'

The first page of a newspaper

- **Correct** front page

The title of a newspaper article

☐ • Correct headline

A regular article in a newspaper

☐ • Correct column

An astrological forecast

☐ • Correct horoscope

A notice of a death

☐ • Correct obituary

A phrase or a sentence under an image

☐ • Correct caption

[Read all about it! 4](#)

This activity is about more specialised press vocabulary. Match the correct word to each definition.

The person who selects newspaper articles for printing

☐ • Correct editor

The person who writes articles for a newspaper

☐ • Correct journalist

An article that is the opinion of a newspaper on an issue

☐ • Correct editorial

A reporter, often based in another country

☐ • Correct correspondent

An exclusive story

☐ • Correct scoop

A person's thoughts on a subject

- **Correct opinion**

- [Read all about it! 5](#)

A useful way to remember new vocabulary is to see it in context. Why not read an online newspaper today and see how many of the words from this section you can find examples of?

Watch Rob now, to reflect more on the section.

Video Transcript

ROB: You've just looked at some specialised press vocabulary. Perhaps you knew some of the terms already, while others were new. In both cases, it's a good idea to make a note of vocabulary you come across and keep reviewing it.

What did you think about the activity suggestions for using news stories with your own groups? You'll look at this more in the following sections.

- [The Fantasy Times 1](#)

In this section you'll read an example of a news story.

First, read these three extracts. They're examples of language you saw in the last section. Think about which language that is, then select each one to check the answer.

- House destroyed by wolf
- This photo was taken last month showing what the house looked like before the attack.
- Little Mermaid exclusive page 3

Tabs

1. House destroyed by wolf

This is the **headline**, or the title of the article.

2. Photo from last month

This is a **caption**, a phrase or a sentence under an image.

3. Little Mermaid exclusive page 3

This is an exclusive story, or a **scoop**.

- [The Fantasy Times 2](#)

Read the text, and then watch Rob.

The Fantasy Times

HOUSE DESTROYED BY WOLF

Report by Hans Christian Andersen

A family of three escaped death last night after their house was completely destroyed by the Big Bad Wolf. The brothers were attacked as they were watching television.

'I didn't know that there was anyone at home at the time!' said the wolf when he was arrested. He was taken to the local police station where he is helping police with their enquiries.

The three brothers were allowed to leave the hospital after a full examination. The local authorities will give the pigs a new wooden house in the same area.

'You don't expect to be attacked like this in your own home,' the baby pig told reporters as the brothers looked forward to moving into their new house.

Patrols in the area were increased last night to prevent any further attacks. Local residents are advised to make sure that their doors are securely locked before going to bed.



This family photo was taken last month showing what the house looked like before the attack.

More stories:

Little Mermaid exclusive	page 3
Billy Goats Gruff reunited	page 4
Rapunzel's new look	page 5

In other news:

Page 7

Dwarfs in bar brawl

Business news

Porridge shares soar

Sports news

Jack wins high jump gold

Tabs

Image description

Newspaper front page.

Newspaper title: The Fantasy Times.

Newspaper headline on the front page: House Destroyed by Wolf.

Byline: Report by Hans Christian Andersen.

Story:

A family of three escaped death last night after their house was completely destroyed by the Big Bad Wolf. The brothers were attacked as they were watching television.

'I didn't know that there was anyone at home at the time!' said the wolf when he was arrested. He was taken to the local police station where he is helping police with their enquiries.

The three brothers were allowed to leave the hospital after a full examination. The local authorities will give the pigs a new wooden house in the same area.

'You don't expect to be attacked like this in your own home,' the baby pig told reporters as the brothers looked forward to moving into their new house.

Patrols in the area were increased last night to prevent any further attacks. Local residents are advised to make sure that their doors are securely locked before going to bed.

Image: Two little pigs inside a straw house and one pig standing outside.

Image caption: This family photo was taken last month showing what the house looked like before the attack.

More stories:

Little Mermaid exclusive, page 3

Billy Goats Gruff reunited, page 4

Rapunzel's new look, page 5

In other news:

Page 7

Dwarfs in bar brawl

Business news

Porridge shares soar

Sports news

Jack wins high jump gold

Video Transcript

ROB: Hopefully you've figured out that this is not a serious news story, but an imagined article in response to the famous story about the three little pigs and the big bad wolf. While real news stories can be a wonderful resource, it can also be good to use some fantasy articles like this one. You can then get learners used to seeing this style of story, and also add in the target language.

This story uses a lot of the target language structures you'll be analysing in the third unit of this module, for example.

Read the whole story now, and then answer questions about it on the next slide.

The Fantasy Times 3

Read through the suggestions for speaking and writing activities you could use with this story. Select the ones you think would work well in your groups.

Correct Classroom debate about an issue in the story.

Correct Role play a conversation between characters in the story.

Correct Discussion about what happens next in the story.

Correct Rewrite the news story and change some of the information in the text.

Correct Write a different ending for the story.

Correct Write an email to a friend telling them that you were a witness to the story.

Correct Write a letter to an 'agony aunt/uncle' about a similar problem in the story.

Correct Write a letter to the editor of a newspaper with your opinions about a news story.

Teaching reading 1

A teacher can have a lot of influence over how learners read. Do you remember English classes where you developed reading skills? Maybe this has influenced how you teach reading skills now.

Throughout this module, think about how the reading activities you're doing can be used in your classes. Do you use teaching techniques for reading skills that are more learner-centred or teacher-centred? Select each approach to read more about it.

Tabs

Learner-centred: main points

- Learners can choose which texts to read.

- The teacher uses activities that exploit the learners' knowledge of the topic.
- The teacher chooses texts that s/he thinks will interest learners.
- The teacher tells the learners what reading skills they are developing.

Teacher-centred: main points

- Learners need the teacher to direct them.
- Learners don't need to know why they are reading a text.
- The teacher uses the text to introduce grammar and vocabulary only.
- The teacher selects the texts for learners to read.

Teaching reading 2

Below are some techniques for teaching reading which are more learner-centred than teacher-centred. Select those which you do.

Correct Texts are chosen by learners according to their needs and likes.

Correct Silent reading is encouraged to build a feeling of confidence and fluency.

Correct Reading activities are divided into pre-reading, while-reading and post-reading activities.

Correct Pair work and group work are used to encourage discussion and co-operation among learners.

Correct Extensive reading, such as stories, is seen as a part of teaching English to build motivation and confidence and develop an awareness of grammar and vocabulary.

Correct Learners are given a purpose for reading.

Correct Real-world texts such as newspapers and magazines are sometimes used to motivate learners.

Correct Learners are given a choice of tasks during a reading lesson.

Teaching reading 3

When reading, it's a good idea to set yourself tasks for before you begin, while you're reading and then for after, to reflect on what you've read. You can do this formally, by making a note of what you aim to do, or informally, by answering questions such as the ones in the table.

Pre-reading	What do I think the text is about? Are there any pictures? If so, do they tell me anything about the content?
While-reading	What kind of language is used? Is it formal or informal? Who is the text for?
Post-reading	How has what I've read changed how I feel about the topic? What should I read next to find out more?

On the next slide you'll look at some activities to use when teaching reading skills, at each of these three stages.

Teaching reading 4

Decide whether each activity is best done before reading the text, while reading the text or after reading the text by putting them into the correct category.

Pre-reading

- Predict the content of a text from the title.
- Choose a text to read.
- Create questions with possible answers in text.
- Brainstorm words that may appear in text.

While-reading

- Answer comprehension questions.
- Read the text without a task.
- Skim the text.
- Highlight a grammatical structure in a text.

Post-reading

- Act out a dialogue based on the text.
- Summarise the main ideas in the text.
- Discuss the ideas of the writer.
- Retell the key events in a story.

Teaching reading 5

Below are some more activities to use with texts. Decide whether they're better to do while reading or post-reading.

Write a parallel text.

while-reading

Correctpost-reading

Do sentence transformation exercises.

while-reading

Correctpost-reading

Create a diagram or a chart from the text.

Correctwhile-reading

post-reading

Create a new ending for a story.

while-reading

Correctpost-reading

Scan the text for information.

Correctwhile-reading

post-reading

Reading practice 1

In this section you'll develop your reading skills by going through a series of pre-, while- and post-reading tasks. Watch Rob now for an introduction.

Make a note of your answers to these questions before moving on to the next slide.

1. Can you remember your first experiences of teaching reading skills? What kinds of activities did you use?
2. Is it important to make reading learner-centred? How do you do this, or how would you like to in future?
3. What do you most remember about teaching reading skills from your teacher training? What are the most important things to remember when teaching reading skills?
4. What kinds of texts do you use for reading skills lessons?
5. What are the elements of the best reading skills lessons?

Video Transcript

ROB: You've just looked at several examples of reading activities to use with your own learners and now it's your turn – you're going to read a text written by a teacher and practise different reading sub-skills.

Before you begin reading the text, do this *pre-reading* activity of reading through the reflection questions and making a note of your own answers. You'll then be asked to read one teacher's answers and compare them with your own ideas.

- ## Reading practice 2

Read through the text quickly to get an idea of a teacher's experience over the years of teaching reading skills. Are there any similarities with your experience?

My first English teaching job was in a primary school in Murcia in south-eastern Spain in 1980 but I don't know if I was teaching reading skills! I asked the children to read aloud individually and then as a group.

I explained all the new words to them and then I wrote some questions on the board for them to answer about the text in full sentences.

My next job was at a large private language centre in Tenerife in the Canary Islands from 1983 to 1989 where I had classes of children from seven years old to 17 years old. I started to realise that it was important to choose texts about topics that they were interested in, but even then not everyone was motivated.

I formally trained as an English teacher in 1990 in Spain and realised that it was important to give students enough time to read in silence, completing different tasks with the text. I prepared tasks for students to do before they read the text, while they read the text and after they read the text. I also integrated speaking and writing tasks into my reading lessons.

When I went to the United Arab Emirates in 1997 to work with young adults in a vocational training centre, I found that these activities worked well but the problem was finding texts, and students often wondered why they were filling in maps, graphs or charts!

At a Business English training centre in Germany in 2000, I found that the coursebooks weren't very suitable for the adult students who had a wide range of interests and language needs. I had to find extra texts from newspapers and magazines and design reading lessons for their different needs.

I've been a teacher for 30 years now and find that the best reading lessons are those that get the students to engage with the text using a variety of tasks and this can encourage students to read outside the classroom.

Reading practice 3

Read the text again and as you do, answer the true or false questions. Sometimes the exact answer isn't given in the text – you'll need to use the ideas from this module so far to choose the right answer.

In the teacher's first teaching job, he used established techniques to teach reading skills.

True

False

Feedback

Correct – he says he doesn't know if he really taught them reading skills, he just got them to read aloud individually and in groups!

Reading practice 3

Read the text again and as you do, answer the true or false questions. Sometimes the exact answer isn't given in the text – you'll need to use the ideas from this module so far to choose the right answer.

In the teacher's next job he was able to always make sure learners were motivated by the text he chose.

True

False

Feedback

Correct – he realised it was important to choose topics his students were interested in, but says that even then not everyone was motivated.

Reading practice 3

Read the text again and as you do, answer the true or false questions. Sometimes the exact answer isn't given in the text – you'll need to use the ideas from this module so far to choose the right answer.

After formal training, the teacher realised the importance of giving tasks for the three different stages of the lesson.

True

False

Feedback

Correct – he prepared tasks for learners to do before they read the text, while they read the text and after they read the text.

Reading practice 3

Read the text again and as you do, answer the true or false questions. Sometimes the exact answer isn't given in the text – you'll need to use the ideas from this module so far to choose the right answer.

The teacher had to supplement the coursebooks he was using with other reading tasks.

True

False

Feedback

Correct – he says he had to find extra texts from newspapers and magazines and design reading lessons for their different needs.

Reading practice 3

Read the text again and as you do, answer the true or false questions. Sometimes the exact answer isn't given in the text – you'll need to use the ideas from this module so far to choose the right answer.

The teacher thinks that it's important to make sure learners do different reading tasks so that their reading isn't limited to only inside the classroom.

True

False

Feedback

Correct – he says the best reading lessons are those that get the learners to engage with the text using a variety of tasks and this can encourage students to read outside the classroom.

Reading practice 4

Look again at five activities the teacher has used over the years in his reading classes. Select the ones that you also use regularly.

Correct! asked the children to read aloud individually and then as a group.

Correct! wrote some questions on the board for them to answer about the text in full sentences.

Correct! prepared tasks for them to do before, while and after they read the text.

Correct! also integrated speaking and writing tasks into my reading lessons.

Correct! had to find extra texts from newspapers and magazines and design reading lessons for their different needs.

Reading practice 5

Read the reflection summary about the reading skills task you just did. Select the correct term to complete each section.

To introduce the reading activity, you were asked some questions about your own ideas, which you would later compare with the teacher's ideas in the text. This is a typical

pre-reading Correct Toggle Dropdown

activity, and can be done with many texts.

The next stage was the

while-reading Correct Toggle Dropdown

. In this activity, true or false questions were used. You probably had to go back to the text to answer some of the questions, which meant you were reading certain sections of the text very closely to find the answer.

The final stage was the

post-reading Correct Toggle Dropdown

task. Here you were asked to look at the specific reading activities the teacher talked about. Because you had to think about your own teaching, this personalised the text to you.

End of unit

That's the end of Unit 1. You should now be able to:

- analyse your reading skills as a learner and as a teacher
- use news vocabulary in context.

Watch Rob give a wrap-up for this unit.

Video Transcript

ROB: That's it for this first unit of the module. You've looked at teaching reading and vocabulary connected to newspapers, so hopefully you'll feel more confident about reading yourself, as well as a skill to develop in your learners.

Introduction

Welcome to Unit 2 of the *Reading between the lines* module.

This unit takes about one hour. By the end of the unit, you'll be able to:

- analyse and practise activities related to spelling and pronunciation
- hear and produce some of the more common sounds in English words.

Watch Rob for an introduction to the unit.

Video Transcript

ROB: Welcome to the second unit of the module. This unit is all about sounds and the phonemic chart. Perhaps you have some strong ideas about why the phonemic chart should or *shouldn't* be used. Later in the unit you'll watch two teachers discussing different points of view on this. During the unit, you'll also record yourself saying some sounds and words, so have your phone or another recording device ready to do that.

Spelling and pronunciation 1

There are 26 letters in the English alphabet but 44 sounds. You probably know already that if a word has five letters, it doesn't mean that it has five sounds! For example, the word *ought* has five letters:

o-u-g-h-t

but it only has two sounds, which are represented by these two phonemic symbols:

/ɔ:/ and /t/

/ɔ:t/

One way to help learners is by integrating phonemic symbols into everyday classroom activities.

Spelling and pronunciation 2

Practise identifying some of the more common sounds by matching the phonemic symbols with the vowel sounds in the words.



- Correctsheep



- Correctship



- Correctbed



- Correctthat



- Correctup



- Correctgot



- Correctdoor

The phonemic chart 1

PHONEMIC CHART

Teaching

vowels	i:	ɪ	ʊ	u:	diphthongs	ɪə	eə
	e	ə	ɜ:	ɔ:		əʊ	aʊ
	æ	ʌ	a:	ɒ		eɪ	aɪ
consonants	p	f	t	θ	tʃ	s	ʃ
	b	v	d	ð	dʒ	z	ʒ
	h	m	n	ŋ	r	l	w

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Expand

Are you familiar with the phonemic chart? You may have seen one similar to this before.

Where the sounds are placed on the phonemic chart is very important. Symbols placed next to each other often have a similar sound.

Listen to and watch the video and repeat after the teacher. Do this several times. Then look at the list of words and read them out loud, recording yourself on your phone or another recording device. Listen back and compare your pronunciation with the teacher on the recording.

/i:/ seat

/bed/ bed

/æ/ hat

/h/ hot

/m/ *lamb*

/n/ *nurse*

Video Transcript

MALE SPEAKER: Ee, seat. Eh, bet. Ah, had. Huh, huh, hot. Mmm, lamb. Nnn, nurse.

The phonemic chart 2

Do you think it's useful to use the phonemic chart for learning? What about for teaching? You're going to listen to two teachers who disagree on the topic, Peter and Clare. Read the statements below and then as you watch select who says what.

Video transcript

CLARE: [Holding up a phonemic chart] When I was young, I learned to read quite quickly, I'll put this thing [phonemic chart] down, and they introduced the IPA to teach children to read. And I always felt, when I was little, that this was a massive waste of time. [Laughs] I really didn't want to do it. I could read perfectly well, what was the point of reading all this extra, silly stuff? And, I'm maybe saying too much here, but I think that's how a lot of the students feel – Why am I forced to learn this silly alphabet when I already can read English? They don't see the positive benefit. There's so much else for them to learn that's of immediate relevance. They don't really want to learn it. It takes up an awful lot of time.

PETER: Well, I agree if you're teaching on a short course and the emphasis is on, erm, you know, activities and, sort of, running around communication type of activities, there might not be time to dedicate. But over the long term, if you do little bits from the chart, say contrasting sounds, contrasting plosives and fricatives.

CLARE: I think it can be useful for, for example, contrasting minimal pairs. You put up the individual sound. You drill it a few times. But you could do that with anything. You could do that with two pictures of animals or something. Say they made different sounds. The students are going to forget it anyway. And without regular practice, they do forget it. I felt it cuts in to lesson time too much. If it was much faster, they assimilated it quickly, then I would teach it more.

PETER: Maybe, if someone says it's not useful, then maybe they mean it's not useful for some students who are not going to actively pursue, er, you know, further training in pronunciation. If the students have got an idea of where the sounds come from and how that phonemic chart works, then I think it could help them to be autonomous learners. The position of the mouth, the whereabouts in the mouth the sounds are made. I think if they've got an understanding of that, they get a lot more out of the pronunciation activities that are freely available to them on the web.

I used to think using the phonemic chart was a waste of time.

Peter

CorrectClare

Over time, if you do little bits from the chart it can be useful.

CorrectPeter

Clare

You could use pictures of animals in place of phonemic symbols!

Peter

CorrectClare

If the students have an idea of where the sounds come from, it can help them to be autonomous learners.

CorrectPeter

Clare

The phonemic chart shows the sounds, and also shows you how to make those sounds.

CorrectPeter

Clare

How many sounds? 1

Now think about the different sounds that make up individual words. Read each word out loud and then put it into the correct group according to the number of sounds.

Two sounds

- Correctgo
- Correctought
- Correctsore
- Correctdough

Three sounds

- Correctcourse
- Correctbought
- Correcttrue
- Correctdeck

Four sounds

- Correctenough
- Correctthinner
- Correctteacher

How many sounds? 2

This exercise has examples of longer words with more sounds, either five or six. Say each word out loud and count the sounds, then select the correct number.

pleasure

CorrectFive sounds

Six sounds

worried

CorrectFive sounds

Six sounds

offices

Five sounds

CorrectSix sounds

thanking

Five sounds

CorrectSix sounds

knowledge

CorrectFive sounds

Six sounds

The schwa /ə/ 1

The schwa is the most common sound in the English language. Watch the next part of the video where Clare and Peter discuss the schwa and other sounds. Complete the gaps with the correct words, according to what they say.

Video transcript

CLARE: [Holding phonemic chart up] I will run through this, sometimes, mainly to amuse students, that their teacher making a lot of funny noises, and I'll point out things like there are long sounds 'ee' and short sounds 'eh' in English. This one [points to chart] the schwa, the most common, most common sound in English. Erm, I think if they can hear that, if they can distinguish it, it's going to make a really big difference to their listening. It doesn't really matter if they say, 'I got up and I went to school this morning'. If they speak like that, people will understand them. But if they don't hear 'ut' instead of 'at' or 'tuh' instead of 'to', this is going to interfere with their listening.

PETER: Yeah, because one of the things students find very difficult, I think, in Asia, is, er, listening to English because of the blurring of word boundaries and, erm, a lack of understanding about the, sort of, the values, especially vowel sounds about this long vowel and short vowel. They, some lack of awareness can lead them into poor pronunciation habits. [Holding up phonemic chart and pointing] These dots here mean the 'eeee', the long sound. And the ones without the dots here are the short sounds, the 'e'.

CLARE: The second one's voice, they're like mister and misses. You have nice quiet mister here and she's shouting wife, or the other way round. 'P', 'buh', 'tuh', 'chuh', 'juh'.

PETER: 'Ththth'.

CLARE: 'Zzz', 'shh', 'jjj'. That's quite difficult for students.

Clare: I will point out that there are long sounds

- Correct/i:/

and short sounds

- Correct/I/

in English. If students can hear the different sounds then that makes a big difference to their

- Correctlistening

.

Students can be understood even if they don't have perfect pronunciation, but if they can't hear the difference between certain sounds then it'll

- Correctinterfere

with their listening.

Peter: It can be difficult to listen in English, because of the blurring of word

- Correctboundaries

and a lack of understanding, especially about the

- Correctvowel

sounds.

The schwa /ə/ 2

The words in the box all contain the most common sound in the English language, the 'schwa' /ə/. This sound is always unstressed but, as you can see from these examples, it can be spelled in different ways (the syllable with the schwa sound is in bold):

famous
ocean
problem
succeed
above



The schwa /ə/ 5

This time, try recording yourself saying these words. Each word has a schwa in it, that has been highlighted here:

ago
different
famous
garden
happen
idea
nation
often
problem
question
second
travel

The schwa /ə/ 6

Now watch Rob as he goes through the same list.

Video Transcript

ROB: How did you get along with your recording? Listen to me now saying the same words.

ago

different

famous

garden

happen

idea

nation

often

problem

question

second

travel

Now remember, just as Clare and Peter said on the video, pronunciation is not just about your speaking skills, but developing your listening skills too. You'll probably be able to communicate what you want to say even without using the schwa. But it can be difficult for you to understand others if you're not at least aware of the sound, particularly as it's common in so many words in English.

Transcribing 1

Referring to the phonemic chart, try to transcribe these words. On the first line you can see an example.

vowels				diphthongs			
i:	ɪ	ʊ	u:	ɪə	eə		
e	ə	ɜ:	ɔ:	əʊ	aʊ		
æ	ʌ	a:	ɒ	eɪ	aɪ		
consonants							
p	f	t	θ	tʃ	s	ʃ	
b	v	d	ð	dʒ	z	ʒ	
h	m	n	ŋ	r	l	w	

Image description

Image of phonemic chart

Example: /hi:/ he

/ɪvz/

Correct

/θɪŋk/

Correct

/deɪ/

Correct

/gəʊ/

Correct

/dʒʌmp/

Correct

/sɪŋ/

Correct

/mæn/

Correct

COMPONENTS

Transcribing 2

This time, you're going to transcribe English words into phonemic script. Take a piece of paper or your notepad and try to write the phonemic script for each word. Remember to write them between the bars / /. When you've finished, select each word to see then phonemic script.

Tabs

be

/bi:/

take
/teɪk/

bed
/bed/

do
/duː/

hat
/hæt/

sheep
/ʃiːp/

ship
/ʃɪp/

lived
/lɪvd/

How did you do? Do you think the phonemic script can be helpful for you when learning new words in English?

End of unit

That's the end of Unit 2. You should now be able to:

- analyse and practise activities related to spelling and pronunciation
- hear and produce some of the more common sounds in English words.

Watch Rob's wrap-up for this unit.

Video Transcript

ROB: That's it for this second unit of the module. If you weren't sure about using it before this unit, have you changed your mind about using the phonemic chart? Perhaps you still find it tricky to use – but whatever your opinion, do keep on practising the sounds, and listening out for the schwa!

• Introduction

Welcome to Unit 3 of the *Reading between the lines* module.

This unit takes about one hour. By the end of this third unit of the module, you'll be able to:

- analyse present and past simple passive constructions and identify and explain common learner mistakes in the target forms
- improve a text by identifying where passive structures could be added.

Watch Rob introduce the unit.

Video Transcript

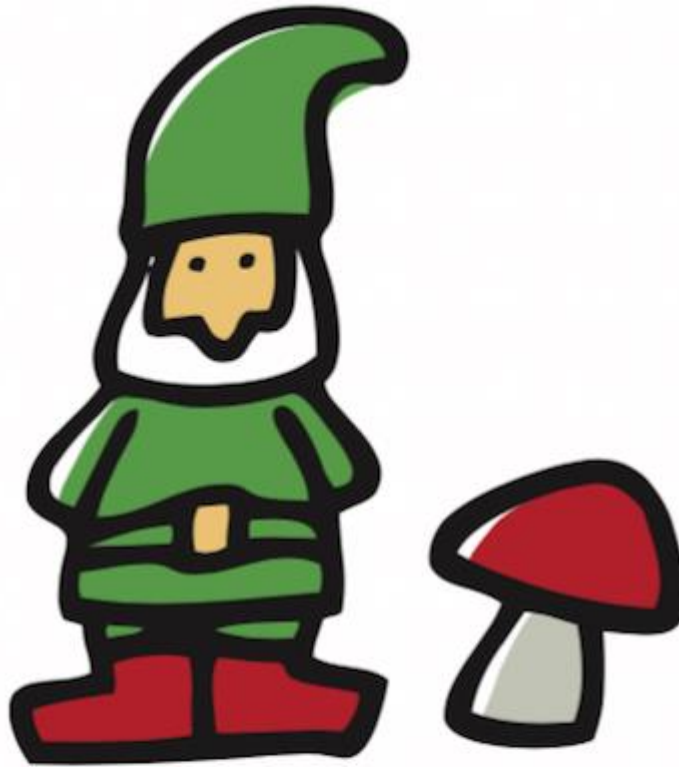
ROB: Welcome to the third unit of the module! You're going to do a lot of language practice during this unit, to really develop your use of passive structures. It'll be done in the context of a passive quiz, so hopefully you can use it, or the ideas within it, for some of your own groups of learners.

After the quiz, you'll look at a text from a regular newspaper, first correcting some common mistakes and finally putting everything you've learned in this module together to improve it.

First, though, you'll use another 'fantasy' story to look at the structure of the target language – passives – so when you're ready, move on to the next slide to read about a crime that's happened, involving elves and a shoemaker!

News story 1

Do you remember the article you read in the first unit of this module? You're now going to read another story from the *The Fantasy Times*. Look at the picture and read the caption to get an idea of what the story is about. Then look at the characters from the story and match with what you think will happen to each one in the story.



Have you seen this elf?

This image was taken by security cameras recently near the scene of another robbery.

Image description

Image of an elf. Text: Have you seen this elf? This image was taken by security cameras recently near the scene of another robbery.

This is the victim of a robbery.

- Shoemaker

They steal lots of pairs of shoes.

- Elves

They're looking for the thieves.

- Police

They're told to report strange behaviour.

- Residents

News story 2

Now read the story and check your predictions.

Shoe shop robbed by elves

Report by the Brothers Grimm

A local shoemaker's house was broken into last night by elves as the owner was sleeping in the upstairs bedroom. The thieves escaped with dozens of pairs of handmade shoes worth hundreds of pounds. When the shoemaker woke up, he was very upset so he called the police.

'They took everything I had!' the shoemaker told police at the scene of the crime. Police are looking for seven small elves dressed in red hats. They were last seen by neighbours leaving the shoe shop early in the morning. This is the latest in a series of shoe shop burglaries in the area in the last month.

'Shoemakers are advised to lock their doors securely before going to bed,' the local police community officer told reporters.

Street cameras in the area were examined by police to find evidence. Residents are asked to report strangers behaving in an unusual way in the neighbourhood to the local police.

News story 3

Put the main events from the story on the previous slide into the correct order. Go back and check if you need to.

- **Correct**The house was broken into by elves.
- **Correct**The thieves escaped.
- **Correct**The shoemaker woke up and called the police.
- **Correct**The police arrived and the shoemaker spoke to them.
- **Correct**The police examined the street cameras.
- **Correct**The police spoke to reporters.

Language analysis 1

Look at these two sentences from the story:

1. Last night elves broke into a local shoemaker's house.
2. A local shoemaker's house was broken into last night by elves.

Sentence 1 uses the active voice. Sentence 2 uses the passive voice. Look at the structure of passive sentences now.

Present simple passive: am/is/are + past participle

Past simple passive: was/were + past participle

Go back to the news story again and find more examples of the present simple passive and of the past simple passive. Make a note of the structures you find and then check your answers by opening the heading below.

Answers

There are two examples of the present simple passive:

1. are advised
2. are asked

There are three examples of the past simple passive:

1. was broken into
2. were last seen
3. were examined

News stories often use the passive. Read an online news article later today and see how many passive structures you can find!

Language analysis 2

This activity will help you to see the difference between structures using the passive voice and structures using the active voice. All structures use the past simple. Read each sentence carefully and decide if it uses the passive or the active.

A local shoemaker's house was broken into last night by elves.

CorrectPassive

Active

They were last seen by neighbours leaving the shoe shop early in the morning.

CorrectPassive

Active

The owner was sleeping in the upstairs bedroom.

Passive

CorrectActive

Street cameras in the area were examined by police to find evidence.

CorrectPassive

Active

The thieves escaped with dozens of pairs of handmade shoes worth hundreds of pounds.

Passive

CorrectActive

Language analysis 3

Watch the video now for some more information about passives from Rob.

Video Transcript

ROB: You've been looking at the passive, which is used a lot in newspaper articles. Why? Well, because passive structures allow you to report even when you don't know the full details, or if you want to focus on what's happened, rather than who did it.

It can also help you emphasise different aspects of a story. So, you can give the same information in different ways, for example look at these two headlines. The first one – 'The elf-thieves are caught!' And the second one – 'Police caught the elf-thieves!' In the first sentence, the fact that the elves have just been caught is the important point. The second focuses more on the work of the police.

Learners generally need a bit of practice for language structures like the passive, and in the next section you're going to do just that. One common way to teach passives is to use the context of a general knowledge quiz. This is so you can focus on one particular point. Over the next few slides you'll work through various exercises and also test your general knowledge – have fun!

Passives quiz 1

Here are some typical categories for general knowledge quizzes. Each category has an example question. Read the questions and decide which category they belong to.

In which continent are the Atlas Mountains found, Asia or Africa?

- CorrectGeography

What kind of food is described as soft, semi-hard and hard, butter or cheese?

- CorrectFood and drink

What name is given to a person who studies plants, a planter or a botanist?

- CorrectScience and nature

What kind of company was founded by the Michelin Brothers in 1888, a motor company or a tyre company?

- CorrectPeople

Is Arabic written from right to left or from left to right?

- CorrectLanguage

Where was the 1970 Football World Cup held, in Mexico or Brazil?

- CorrectSports

Who was known as the Greek god of music, Apollo or Aphrodite?

- CorrectMusic

Who was the novel *Dracula* written by, Stan Broker or Bram Stoker?

- CorrectArt and literature

Passives quiz 2

For this activity, choose the correct past participle to complete the sentences.

Where was the world's first underground railway

- ☐ • **Correct**built

, in London or Glasgow?

When was the Suez Canal

- ☐ • **Correct**opened

to ships, in 1869 or 1879?

Where is claret wine

- ☐ • **Correct**produced

, in Burgundy or Bordeaux?

Which animal's milk is

- ☐ • **Correct**used

to make mozzarella cheese, water buffalo or goat?

On which island was the Mafia

- ☐ • **Correct**founded

, Sardinia or Sicily?

Which food is

- ☐ • **Correct**eaten

most by humans, rice or bread?

Which city was

- ☐ • **Correct**known

as the capital of India before Delhi, Mumbai or Kolkata?

Passives quiz 3

Now identify which of the questions about sport here use the present simple passive and which use the past simple passive.

In chess, is the bishop moved diagonally or in a straight line?

Correct Present passive

Past passive

At the start of a game of Scrabble, how many letters are chosen by each player, seven or nine?

Correct Present passive

Past passive

In which city were the 2008 Olympic Games held, Beijing or Athens?

Present passive

Correct Past passive

In which year was the first football World Cup held, 1930 or 1936?

Present passive

Correct Past passive

What colour flag is shown to a motor racing driver when disqualified, red or black?

Correct Present passive

Past passive

Passives quiz 4

Match the sentence halves to make more general knowledge quiz questions.

What word is used as the

- Correctopposite of synonym, antonym or homonym?

Where is an epaulette worn,

- Correcton your shoulders or on your feet?

What is Ireland called in

- CorrectGaelic, Eire or Hibernia?

What is a lexicon also known as,

- Correcta dictionary or an encyclopaedia?

Which country is known as Hellas in its own

- Correctlanguage, Turkey or Greece?

What colour is associated with envy in the USA,

- Correctred or green?

What is a pavement called in American English,

- Correcta sidewalk or a sideway?

Passives quiz 5

Now to use everything you've learned in this section, put the words into the correct order to make more quiz questions.

☐	• Item LockedWhich
☐	• company
☐	• was
☐	• the
☐	• computer
☐	• floppy disk
☐	• invented
☐	• by
☐	• in
☐	• 1970,
☐	• Microsoft or IBM?

Passives quiz 5

Now to use everything you've learned in this section, put the words into the correct order to make more quiz questions.

☐	• Item LockedIn
☐	• Rome
☐	• in
☐	• 73 BC,
☐	• a
☐	• revolt

• was

• led

• by

• which gladiator,

• Romulus or Spartacus?

Passives quiz 5

Now to use everything you've learned in this section, put the words into the correct order to make more quiz questions.

• Item LockedIn

• which

• year

• was

• Mount

• Everest

• first climbed,

• 1953 or 1963?

Passives quiz 5

Now to use everything you've learned in this section, put the words into the correct order to make more quiz questions.

• Item LockedWhere

• was

• the

• Titanic

- built,

- in Belfast

- or London?

Passives quiz 5

Now to use everything you've learned in this section, put the words into the correct order to make more quiz questions.

- Item LockedWhere

- was

- Karl Marx

- buried, in London

- or Moscow?

Passives quiz 5

Now to use everything you've learned in this section, put the words into the correct order to make more quiz questions.

- Item LockedOn

- which

- Japanese city

- was

- the first

- atomic bomb

- dropped,

- Nagasaki or Hiroshima?

Passives quiz 5

Now to use everything you've learned in this section, put the words into the correct order to make more quiz questions.

☐ • Item LockedWhere

☐ • was

☐ • John Lennon

☐ • killed

☐ • in 1980,

☐ • in

☐ • London or New York?

Using passive structures 1

Watch Rob as he introduces the next section.

Video Transcript

ROB: So, how did you do with the general knowledge quiz? Are those categories ones that you'd like to have in a real quiz? My favourite general knowledge quiz topic is history, but I don't do very well at music, and art and topics like that.

Anyway, whatever the topic, these kinds of quizzes can be useful for teaching grammar items such as the passive. What kinds of topics would your learners enjoy, I wonder?

In the final section, you're going to move on to a more realistic kind of news story. First, you'll look at some sentences that need correcting, and then you'll use everything you've learned in this module to improve a news article about tea.

Using passive structures 2

The sentences below are from learners' writing or speaking activities. Identify what's wrong with each and type out the corrections. The first letter and the full stop have been added for you.

She born in 1969. S

he was born in 1969

.

How much olive oil produced in this region every year? H

ow much olive oil is produced in this region every year

?

Three thousand people were killed for the earthquake in Indonesia. T

hree thousand people were killed by the earthquake in Indonesia

.

All of these photos were took on holiday in Thailand last year. A

ll of these photos were taken on holiday in Thailand last year

.

Basque, Catalan and Galician also speak in Spain. B

asque, Catalan and Galician are also spoken in Spain

.

Cheese is made by milk. C

heese is made from milk

.

My passport was stole last week. M

y passport was stolen last week

.

Her cat was hit with a motorbike outside her house. H

er cat was hit by a motorbike outside her house

John Lennon was killed from a man called Mark Chapman. J

ohn Lennon was killed by a man called Mark Chapman

he was born in 1969ow much olive oil is produced in this region every yearthree
thousand people were killed by the earthquake in Indonesiall of these photos were
taken on holiday last yearasque,Catalan and Galician are also spoken in Spainheese
is made from milky passport was stolen last weeker cat was hit by a motorbike
outside her houseohn Lennon was killed by a man called Mark Chapman

Using passive structures 3

Over the next few slides you'll look at articles from a regular newspaper. First read all the sentences together, which make up a text about producing tea in Turkey. All of the sentences are written using the active voice; however, they could be improved by adding passive constructions in places. Read each sentence again and select the ones you think could work better with the passive.

CorrectIn Turkey we produce excellent tea.

CorrectWe grow the trees only in the Rize region on the Turkish Black Sea coast

Correctwhere the temperature during the year isn't as hot as the rest of the country and
the mountains are higher.

CorrectWorkers pick the tea in September and they have to take care when and where
they store the tea before they send it to the tea processing plant.

CorrectLast year we produced over 250,000 tonnes of tea.

CorrectTurkey keeps most of its tea for home consumption, and in 2009 we drank nearly
three kilos of tea per person.

CorrectThis is the highest consumption of tea per person in the world.

Correct We can buy Turkish tea in every supermarket in the country

Correct and we export some to other neighbouring countries in the Middle East.

Using passive structures 4

This activity uses some of the sentences from the previous slide that could be changed to the passive to help improve the article. Read each and then write out the passive construction. Remember to notice the tense and the punctuation, and to keep both the same. Some words are added to guide you.

Active:

Workers pick the tea in September and they have to take great care when and where they store the tea before they send it to the tea processing plant.

Passive:

The tea

Correct

in September and great

Correct

when and where the tea

Correct

before it

Correct

to the tea processing plant.

is picked
care is taken
is stored
is sent
250,000 tonnes of tea were produced
can be
bought in every supermarket in the

Using passive structures 4

This activity uses some of the sentences from the previous slide that could be changed to the passive to help improve the article. Read each and then write out the passive construction. Remember to notice the tense and the punctuation, and to keep both the same. Some words are added to guide you.

Active:

Last year we produced over 250,000 tonnes of tea.

Passive:

Last year over

Correct

.

is picked
care is taken
is stored
is sent
250,000 tonnes of tea were produced
can be
bought in every supermarket in the

Using passive structures 4

This activity uses some of the sentences from the previous slide that could be changed to the passive to help improve the article. Read each and then write out the passive construction. Remember to notice the tense and the punctuation, and to keep both the same. Some words are added to guide you.

Active:

We can buy Turkish tea in every supermarket in the country.

Passive:

Turkish tea

Correct

country.

is pickedcare is takenis storedis sent250,000 tonnes of tea were producedcan be
bought in every supermarket in the

- Using passive structures 5

Now read the complete text:

In Turkey we produce excellent tea. The trees are only grown in the Rize region on the Turkish Black Sea coast where the temperature during the year isn't as hot as the rest of the country and the mountains are higher.

The tea is picked in September and great care is taken when and where the tea is stored before it is sent to the processing plant. Last year over 250,000 tonnes were produced. Turkey keeps most of its tea for home consumption, and in 2009 nearly three kilos of tea per person were drunk. This is the highest consumption of tea per person in the world.

Turkish tea can be bought in every supermarket in the country and some is exported to other neighbouring countries in the Middle East.

End of module

That's the end of the unit and the module. You should now be able to:

- analyse present and past simple passive constructions and identify and explain common learner mistakes in the target forms
- improve a text by identifying where passive structures could be added.

Watch Rob's end of module summary now.

Video Transcript

ROB: Well done for completing the module. You've done a lot of work, but do remember that the best way to continue developing is more and more practice in different contexts.

So, I'm now going to set you an 'extra' task to do after this module is over. This is something I'd like you to do next time you find yourself reading a news story online.

Here's what you need to do. Read the article. Notice the passive structures. How many are there? Is there a balance between passive and active structures?

Then take three or four of the passive structures and really think about why the writer has used them – do they not know some details or are they emphasising a certain point?

OK – I hope you enjoy that extra task – try to do it within a week so you don't forget everything you've learned on this module, and you can also repeat the task whenever you read online, to give yourself an extra reason for reading!