

Unit 4 Overview:

Unit 4 is designed to encourage learners to start noticing patterns in longer texts. The authentic text is taken and adapted from the BBC's obituary of Aretha Franklin, dated 16th August, 2018. This extract is designed to demonstrate the use of two verb patterns: the 'Begin' group of *V to-inf* (p. 88 in *Grammar Patterns 1: Verbs*) and the 'Start and Stop' group of *V-ing* (p. 81). The unit is divided into four tasks: discussion, reading, pattern identification and pattern production. These tasks provide scaffolding to help learners slowly use the patterns independently. By the end of the unit, learners should be able to use these patterns to construct a narrative.

Discussion task:

For the purposes of this unit, it is important that learners understand what an obituary is, its function and how they are constructed. This will help them prepare for the final production task in which they write obituaries of their own. We also introduce Aretha Franklin and discuss her importance as a singer. Of course, this lesson can be adapted to any obituary and more culturally relevant entertainers be chosen.

Reading task:

Here we introduce the text to the learners. We have provided a general comprehension check in which learners identify and summarise the key aspects in her life. However, it is up to the teacher how they negotiate the reading task: whether they check for general or specific understanding, or whether they check vocabulary knowledge. The text was chosen for two reasons: one it is an authentic narrative which highlights the two verb patterns, and two, it provides an interesting narrative on a culturally significant figure.

Pattern identification task:

Here the learners are introduced to the verb patterns that provides the focus of this unit. There are two tasks. Initially, learners are asked to identify four groups of verbs from the text. These four groups are (1) verbs with the same or a similar meaning to **start**, (2) verbs with the same or a similar meaning to **stop**, (3) verbs with the same or a similar meaning to **continue** and finally (4) verbs with the same or a similar meaning to **change**. After identifying these verbs, the teacher can ask learners to examine the text and see if they can identify any patterns which these verbs use. The second task involves identifying which of the two patterns these verbs use. The only verb used in both patterns is **START**. It may be worth pointing out that the two patterns here are interchangeable in meaning yet this is not the case with **STOP** (*stop to-inf* means "stop in order to do *inf*").

Pattern production task:

After analysing the patterns, learners now need to create obituaries of their own (of course, the person does not need to be dead, or they can write their own). The needs and levels of the learners will determine how much support or scaffolding the teacher provides.

Of course, this task is not restricted to being a written exercise. This can be an oral or video presentation, or teachers can utilise this as a group project and give learners more time to conduct research and present their obituaries.