Unit 3 Overview:

This unit focuses on the verb **get**. As stated previously, *get* is the 3rd most frequent action verb in the BNC. In this unit, we review *get* in Pattern 1.1 and 2.1, but also introduce 2 new patterns that use the same verb – with differing meanings. Pattern 3.1 corresponds with **V adj** (2 - the 'Become' group) (p. 75). Pattern 3.2 corresponds with **V to-inf** (II.4 – the 'Manage' group) (p. 89)

Unit 1.1.

Exercise One:

Again, before introducing the patterns, the four different meanings of get are presented. Leaners are required to match the meaning with the relevant sentence and accompanying photograph. At this stage, you may want to see if you can elicit the patterns from learners – although this is not necessary as they will be introduced later.

Exercise Two:

The second exercise makes the connection between pattern and meaning. This exercise is in two parts. Here, the patterns are introduced explicitly with an example sentence. In Part 1, learners are asked to match a pattern with one of the four meanings by putting a number in the box. These answers will need to be checked before moving on to the second part.

In Part 2, learners write the four sentences from Exercise One into the correct pattern table. If learners are confident with this, you may make it more challenging by getting them to come up with their own sentences that fit the pattern.

Unit 3.2.

Exercise Three:

This matching exercise consolidates the presentation of the forms of the pattern and requires learners to carefully consider how the patterns are constructed. They are required to match the first half of a sentence with the infinitive part of the pattern. They are also required to decide whether *to* is needed in the sentence and to add it if necessary.

Exercise 4:

This exercise is more creative and learners are required to make a story. The four pictures tell a story of someone who won a lot of money, enjoyed various new activities but ultimately became lonely. What the learners produce really depends on their ability. They may make four loosely related sentences or create a longer narrative that expands on these four pictures. It is really up to the teacher to modify the lesson to suit the learners' needs.