Unit 3 Overview:

Unit 3: Intermediate continues the utilisation of authentic texts: specifically a news article covering the announcement of Prince Harry and Meghan. There are 3 adjective patterns presented here: *ADJ to-inf* (the 'Delighted' Group: *Grammar and Patterns* 2 reference book p. 407), *ADJ for n* (the 'Happy' Group: p. 437-8) and *ADJ about n* (the 'Happy' Group: p. 413-4). All of these patterns are used to congratulate and express support, as in the case in the news story. As such, they have a strong pragmatic function for learners. The unit is divided into four tasks: discussion, reading, two pattern identification tasks and 2 pattern production tasks: one reading and one writing. These tasks provide scaffolding to help learners slowly use the patterns independently.

Discussion task:

Initially, there is a cultural discussion of royalty. Depending on the learners' nationalities, they may or may not be familiar with the role of a royal family. This is an opportunity for leaners to exchange cultural information. The British royal family are arguably the most internationally recognised royalty and, therefore, may be familiar to your learners. If not, then teachers can introduce the background to Prince Harry and Meghan Markle's engagement.

Reading task:

Here we introduce the text to the learners. We have provided a general comprehension check question but 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: it provides examples of formal congratulating, and it demonstrates the some common adjectival patterning.

Pattern identification task:

The learners are gradually introduced to the patterns. First, learners are directed to the use of adjectives to describe feelings and emotions. Secondly, they take patterns from the text and categorise them under the three adjective patterns. We encourage teachers to draw learners' attentions to not only the form but also the pragmatic function: Pattern 3.1 allows the speaker to introduce an intention – it is, in many ways, a formal speech act; Pattern 3.2 is used to congratulate somebody; and Pattern 3.3 is used to express an emotion or reaction regarding an event or occasion.

Pattern production task:

This section gives students the opportunity to practice the patterns independently. We have provided both a writing and speaking task for learners to utilise. Teachers have freedom in how they set up these activities and how much scaffolding they provide. Teachers may want to brainstorm similar adjectives or noun groups that can slot into these patterns or discuss situations in which these patterns can be used.