

## Unit 2 Overview:

Unit 2: Intermediate is designed to further take advantage of authentic texts. Here, there are two patterns presented: *adj N* and *n N*: Sections 16 and 17 in *Grammar and Patterns 2* reference book (p.80pp). There is not one specific group presented here: the article covers a variety of groups. The focus of this unit is to identify noun patterns that are prevalent in descriptions. Here, we present a profile of the entrepreneur Elon Musk and his business ventures. Students will be able to identify how noun and adjective patterns are utilised to help economy of description. 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.

## Discussion task:

Initially, we introduce Elon Musk to the learners. Learners share what they know (and don't know!) about the successful businessman.

## Reading task:

Here we introduce the text to the learners. We have provided a general comprehension check question which can develop into a class/group discussion, 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: one, Elon Musk is an internationally recognised figure within the field of business and industry, and two, it provides multiple examples of the unit's patterns.

## Pattern identification task:

Here the learners are introduced to the noun pattern that provides the focus of this unit: *adj N* and *n N*. Initially, learners are asked to identify multi-word descriptions rather than identify the two specific patterns. After this, students can categorise these multi-word items into the two patterns. We encourage teachers to draw learners' attentions to not only the form but also the pragmatic function: how the pattern helps to produce concise descriptions.

## Pattern production task:

This task requires students to produce their own profiles on a notable businessperson or successful company. We suggest two approaches to this task. Confident learners could produce their profiles independently. Lower level learners could find examples online (say, Wikipedia) and identify examples of the two patterns.

Depending on the needs of the learners or syllabus, teachers can follow up by implementing a writing or speaking task. This can be a complete written profile, or a formal / informal presentation in class.