Aims: This is a discovery lesson where the students are largely working in groups with corpus data. The aim is for them to discover for themselves two of the most key features of Pattern Grammar.

(1) The different meanings of a polysemous word are associated with different patterns.

(2) That patterns carry meaning and are associated with groups of semantically related words

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Step 1 – working together in small groups participants work with corpus data to discover the patterns associated with an adjective (*afraid*), a verb (*manage*) and a noun (*time*).
The participants work in 3 groups, group A working on *afraid* (worksheet 1A)*,* group B on *manage* (worksheet 1B)*,* and group C on *time* (worksheet 1C).

After 20 mins we all come together and hear what the different groups have found.

The main finding should be that each of these words is polysemous and that each of the different meanings is associated with a different patterning.

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Step 2- working together in small groups again the students look at one pattern associated with their word. The students work in 3 groups, group A working on a pattern associated with *afraid* (worksheet 2A)*,* group B on a pattern associated *manage* (worksheet 2B)*,* and group C on a pattern associated with *time* (worksheet 2C).

In the case of group A, for example, they will work on the pattern *Noun + Verb (linking verb) + adjective + that (clause) e.g. I'm afraid that I can't come to your party.*
This pattern can contain a variety of adjectives and not just *afraid* (see worksheet 2A).
Group A should be able to see that these adjectives are not random but that they fall into 'meaning groups' e.g. in this case, 5-6 groups of adjectives with similar or related meaning.
Group B should be able to discover a similar thing about the verbs which occur in their pattern and group C about the nouns which occur in their pattern.

After 15 mins we all come together and hear what the different groups have found.

The main finding should be that the words (adjectives, verbs, nouns) associated with the different patterns can be grouped semantically i.e. they can be put into 'meaning groups'. They are not simply a random collection of words.

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Step 3 – A short summary to this session covering what has been discovered.
We have discovered two key principles associated with Pattern Grammar.
1. Most words are polysemous but (the good news is) we can identify the different meanings by looking at the patterns
2. The patterns themselves often hold a meaning and are associated with one of more groups of words with a similar or related meaning (meaning groups).

UNIVERSITY OF BIRMINGHAM

Introduction to class – setting up group activity   10 mins

S T E P 1

Group A	**Group B**	**Group C**
Participants work with **Worksheet 1A** ADJECTIVE *afraid*	Participants work with **Worksheet 1B** VERB *manage*	Participants work with **Worksheet 1C** NOUN *struggle*

20 mins

Groups present and share findings.

Conclusion 1. Different meanings of a word are associated with different patterning.

20 mins

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S T E P 2

Group A	**Group B**	**Group C**
Participants work with **Worksheet 2A** showing **one pattern** associated with *afraid* (adj)	Participants work with **Worksheet 2B** showing **one pattern** associated with *manage* (verb)	Participants work with **Worksheet 2C** showing **one pattern** associated with *struggle* (noun)

15 mins

Groups present and share their findings.

Conclusion 2. Patterns have meaning, they are associated with 'meaning groups' (groups of words with a similar or related meaning).

20 mins

S T E P 3

Summary (by Trainer)

Pattern Grammar: The Basic Principles

15 mins

Total 2 x 50 mins