

Unit 1 Overview:

We start the Elementary Pattern Grammar worksheets with *make*. In the British National Corpus (BNC), it is the 10th most common verb and the 4th most common action verb behind *say*, *go*, and *get*. As with many frequent verbs, multiple meanings are revealed in different patterning. Here, we introduce two patterns which change the meaning of *make*. Pattern 1.1 in our Unit corresponds with Pattern **V n** (p. 28) in *Grammar Patterns 1* reference book from Collins Cobuild (28). All future patterns will be cross-referenced with this book. Pattern 1.2 corresponds with **V n inf** (p. 297). Each unit follows the Presentation, Practice and Production (PPP) approach where first we present meaning in context of the pattern, introduce staged practice to help familiarise learners with how the patterns are constructed, and finally, provide activities to help learners produce the patterns independently.

Unit 1.1.**Exercise One:**

Before introducing the patterns, the two meanings of *make* are presented. Draw learners to the two illustrations to help with understanding. Some concept checking questions may help clarify understanding. For example:

1. What kind of people make you do things?
2. What things can you make?

The first task requires learners to connect complete sentences with meaning. Learners are asked to match sentences with one of the two meanings. The purpose is to slowly introduce the patterns to the learners.

Exercise Two:

This exercise is in two parts. Here, the patterns are introduced explicitly. In Part 1, learners are asked to match a pattern with a meaning. These answers will need to be checked before moving on to the second part.

In Part 2, learners write in another sentence from Part 1. These scaffolded activities mean that learners are slowly practicing the patterns.

Unit 1.2.**Exercise Three:**

This matching exercise further builds on the Practice stage. Draw attention to the word class that starts the second part of the answers: whether it is a pronoun or a noun. This helps to consolidate the pattern in the learners' minds and to reinforce how the pattern dictates meaning of the verb.

Exercise 4:

The unit moves into more freer practice and helps learners to produce the patterns independently. Initially, draw learners to the first example and elicit which meaning/pattern is used. Next, they need to unscramble the fragments and form two separate sentences. To support them, you may want to draw their attention back to the pattern tables in Unit 1.1.

Exercise 5:

In this exercise, learners are producing patterns independently. The answers provided are simply examples and learners' sentences may be different. You may want to follow up with related personalised questions such as, "What did (your mother) make for your last birthday?"