

Unit 1 Overview:

Unit 1: Intermediate is designed to encourage learners to start noticing patterns in authentic texts. The pattern presented is the pattern *N of n*: Section 36 in *Grammar and Patterns 2* reference book (p.176pp). Here, we present an extract from an editorial in *The Guardian* newspaper about the decline in the number of libraries. 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. Finally, we suggest that teachers point out the usefulness of this pattern in essay writing.

Discussion task:

Initially, we introduce the theme of public libraries. Although the public library was an important focal point within British towns and cities, the same might not be true in other countries/cultures. Therefore, there is an opportunity for learners to familiarise themselves with the culture of libraries and share their own experiences.

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: one it is on a generally relatable (and not too controversial!) topic, and two, it provides multiple exposure to the unit's noun pattern.

Pattern identification task:

Here the learners are introduced to the noun pattern that provides the focus of this unit: *the N of n* (*n* meaning 'noun phrase'). This is specifically Group 10: the 'Issue' Group (page 183). There are four examples in the text which students are asked to identify and use to complete the table. All of these examples form part of the 'issue' group (p.183). The first noun refers to something in a general way, the second noun (group) identifies it more specifically. We encourage teachers to draw learners' attentions to not only the form but also the pragmatic function: how the pattern helps with nominalisation to combine related concepts or ideas and provide a more focused argument.

Pattern production task:

This section draws upon data taken from the Bank of English reference corpus. We have selected the most salient nouns that fit the *N* slot and are part of the 'Issue' group of *N of n* (183-4). Here, the learners are asked to think of suitable noun groups that can be put into the *n* slot. Guide learners to what is and isn't suitable.

The example sentences are also sourced from the reference corpus. By providing examples, learners are encouraged to create their own sentences that fit the pattern. Teachers may want to instruct that these patterns can also form objects in clauses rather than subjects, and may allow learners greater flexibility in their sentence creation.

Additional task

This pattern is particularly useful in essay writing as nominalisation is a common feature of formal topic sentences. Therefore, we recommend helping learners to incorporate this pattern into their own essay writing. This can be a noticing activity, using past papers, or a production task in which learners improve their own essay writing.