

Extra grammar material

Relative clauses

Reading

Warm-up

1

- On the board, write *social issues*. Ask students to suggest different social issues and write these on the board in a mind map.
- Ask: *How do you find out about social issues in your town? And in the world? Is there anything that young people can do about any of these social issues?* Elicit ideas from the class.

2

- Read out the questions and tell students to skim the article quickly to find the answer. Elicit the answer from the class.

ANSWERS

Mari Copeny and Autumn Peltier both campaign for clean water.

3

- You could ask students to underline the key words and phrases in the sentences. Suggest they read paragraph A and look for similar ideas. Remind them that the ideas will be expressed with different words in the text. If they can't find similar ideas, they read B and so on. Have them repeat this strategy with each sentence.
- Have students compare answers in pairs, then elicit answers from the class.

ANSWERS

1 A 2 C 3 B 4 A and B 5 A

Grammar

defining and non-defining relative clauses

4

After students complete the task, have them compare answers in pairs. Then elicit answers from the class.

ANSWERS

1 B 2 D 3 A 4 C

5

- You could do a couple of examples with the class. Elicit the first relative clause in the paragraph A: *Kelvin, who is from Sierra Leone, has been trying to solve problems*. Ask: *Is this a defining or non-defining relative clause?* (non-defining)
- Suggest that students underline the sentences in the text first, then complete the table in their notebooks. They could work in pairs.
- Elicit answers from the class.

ANSWERS

Paragraph A: defining: *which he then used to make batteries to power the lights in people's homes, that he made*; non-defining: *who is from Sierra Leone, which is a machine to produce electrical power*

Paragraph B: defining: *that didn't have access to safe, clean water*; non-defining: *a girl who wrote a letter to President Barak Obama, which has brought clean water to her city*

Paragraph C: defining: *where my friends and I used to go swimming, which is an indigenous community in Canada*; non-defining: *who family are also activists*

6

- Suggest to students that they look at the words immediately before and after the gap to work out what the relative pronoun is referring to, then choose the correct one.
- Elicit answers from the class.

ANSWERS

1 where 2 which 3 that
4 which 5 whose 6 who

Students should tick sentences 4 and 5.

7

- Read out the example. You may like to brainstorm some activists, social issues, charities, etc. with the class to help students. Allow them a few minutes to write their sentences.
- Ask students to share their sentences in pairs, then elicit a few from the class.

PRACTICE – ANSWERS

1

1 who/that 2 which 3 which
4 that 5 whose 6 who

2

1 A 2 B 3 A 4 C 5 A
6 A 7 C 8 B 9 A 10 C

3

- The woman who I was talking to ~~her~~ made a donation.
- Tomas, who uses a wheelchair, raises awareness about disability rights.
- Poverty, ~~that~~ which affects millions of people, is an important global issue.
- The activist, ~~who~~ whose social media page has lots of followers, is interested in climate change.
- Sara is the girl ~~which~~ who will give a presentation at the youth conference.

4

- They are students who/that are raising awareness about climate change.
- Catalina is a blogger whose blog educates people about activism.
- We got in touch with the girl who/that campaigns against child labour.
- Mateo is a volunteer. He helped the most homeless people this year. He's a teacher.
- Gender equality is a social issue which/that I feel very strongly about.
- Racism, which is wrong and unfair, is a global issue which/that everyone needs to fight.