

## Sample lesson plan for *Grammar for IELTS* Unit 19

**Student preparation for this class:** Have learners study the first part, the grammar, before the class and make notes on anything they need clarifying in class. (20–30 mins)

**Teacher preparation:** none

### Practice exercises (45 mins)

#### FOCUS

These exercises train learners to use relative clauses in an appropriate way in spoken and written English.

#### Exercise 1

This exercise will help clarify how much your learners have understood about the basics of relative clauses: which one to use, the difference between defining and non-defining and the use of commas in the latter. Have learners do the exercise and then check answers in pairs. During feedback, clarify any issues that arise.

**Typical mistakes:** Students are faced with three main issues when using relative clauses: first, whether they are defining or non-defining (meaning issue); second, the choice of relative pronoun (grammar); third, the way *that* can be used to replace other relative pronouns except *whose* in defining relative clauses (grammar and meaning). These issues are quite simple on their own but can become confusing when taken together. It is therefore worth spending some time dealing with any confusion.

#### Exercise 2

This exercise shows how relative clauses can be used in the Speaking exam Part 3 and provides learners with valuable practice in noticing how relative clauses are used when discussing complex issues. It focuses mainly on when to use defining and non-defining relative clauses and different relative pronouns. Have learners complete the exercise individually, following the instructions in the book, before listening to check answers.

#### Exercise 3

Direct attention to the Grammar tip on page 80. This tip is of direct importance in completing the exercise. Play the first item and make sure learners can hear the pause and identify the relative clause as non-defining. Then play the rest straight through. Have learners check answers in pairs and then listen to the recording again.

#### Exercise 4

Direct attention to the Exam tip at the top of page 81. Have learners put the final sentence of the tip in note form to check, i.e. *usually means pronoun and auxiliary omitted*. Then have them listen to the recording and complete the diagram following the instructions. You may wish to point out that the recording begins with a long introduction to the Barn owl before the actual description begins.

#### EXTENSION ACTIVITY (20 MINS)

For additional practice in using relative clauses, have learners work in groups of four to write sentence pairs that can be rewritten as one sentence containing a relative clause. Demonstrate on the board with sentences as follows:

*Some African elephants live in the forest. They are smaller than bush elephants.*

*India is famous for its elephants. They play an important role in India's tourism industry.*

Elicit how to make both into single sentences using relative clauses:

*African elephants that live in the forest are smaller than bush elephants.*

*India is famous for its elephants, which play an important role in its tourism industry.*

Have each group write eight similar sentence pairs and then swap them with another group to make into single sentences.

### Exam practice (30 mins)

This can be assigned for homework. Remind learners to look again at the Tip boxes before completing the Exam practice section.

If you have time in the next class, you could have learners listen again to Track 35 to identify each of the relative clauses. Learners can then discuss how an understanding of grammatical features such as relative clauses helps improve their listening skill.