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## Relative clause worksheets

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Lower Mid-Level FREE DOWNLOAD EVENT RECOMMENDATION Make sure your students sit in pairs and don't look at each other's papers. After finishing, they should change the papers and continue once again; then stand up and talk to two or three classmates and ask two questions: (1) Who did you talk to? (2) What interesting things have you learned about him? Grammar WorksheetSeasive Sentence: Whose 10 sentences to write (Join sentences using adjective phrases with 'who'); ANSWER KEY and percentage conversion graphIntermediate LevelNexective 15 minutes Free Download Grammar WorksheetRelative Clause: Who (A) write 10 sentences (Enter sentences using adjective phrases with 'who'); ANSWER KEY and percentage conversion graphIntermediate LevelNexed 15 minutes FREE Download Grammar WorksheetRelative Clause: Who (B) write 10 sentences (Enter sentences using adjective phrases with 'who'); ANSWER KEY and percentage conversion graphIntermediate LevelNexed 15 minutes FREE Download Grammar WorksheetRelative Clause: Where + Can Write 10 sentences (Join sentences with 'where' using adjective phrases); ANSWER KEY and percentage conversion graphIntermediate LevelNexed 15 minutes FREE Download Next Review of the comparable symgraphs here. You can download this test as a PDF here. See more resynseed sideted exercises here. Need more practice? Get more excellent English Grammar with our courses. In this free relative event, students practice identifying people, things, places and times by defining relative sidet. Give each student a card with relative proners that include who, what, when, and where. Students write two words about each resyn uplier in the 'My Word list' column The card, without showing anyone their answers. On a separate paper, students then define relative phrases and write a description for each word in their word list. Next, divide the students into groups of four. Students then take turn to read a description for a word on their card to other group members. He's the first student to guess that the word won. The student describing the word writes the name of the person who correctly guesses in the 'Name' column next to the word. This continues until all words are predicted. Next, students collect how many times each person's name appears on their cards. The student who guesses the most words wins the game. This printable comparable sym taker worksheet helps students practice identifying who, where, and when. Give each student a copy of the two-page worksheet. Students start with the practice of filling in the blanks, where they complete sentences by selecting the correct comparable proners. Next, students rewrite sentences, correcting the relative prony error in each. After that, students define for places, things, times and people, such as writing using defining relative substances, such as 'A kitchen is a room for people to store and cook.' When students finish, check their definition as a class. Finally, students rewrite sentences and unite them by defining relative sentences. In this fun relatively reflective event, students write imaginary information about their classmates using relative non-identifying statements with 'who'. Give each student a copy of the worksheet. Students start by writing the names of everyone in the class or group in the first column of the worksheet. Students then sit in a circle and fold the worksheets, so that only the 'Resyn oried symths' column shows. Students complete the first non-identifying relative item with 'who' as they like. The students then hand over the worksheet to the person to their right and complete the next comparable item. This procedure repeats until all resyn up-to-date statements with 'who' are completed. After that, students do the same in the 'Verb sentences' column. When students finish, they open the completed worksheets and read the sentences, correcting the errors they find. Students then read their sentences to the class or group. The student, the subject of each sentence, tells whether the information is correct. Finally, divide students into small groups. Students take turn to read their sentences, and other students change the sentences to get them right. It's a fun practice of speaking relative syringes, using students who, where, which, and describes the relative sym takers with it. Students two Separate (A and B) and Work. Both groups have the same puzzle, but Group A has words and group B mourns the words down. The task of students is to write definitions of words by defining resening phrases. Students working with others in the group write descriptions of the words in their puzzles. When students are finished, pair up with one of the other group. Students then take turn lying to their spouses for a clue to one of the missing words in their puzzles, such as 'What is 1 down?' Their partner then identifies the word that appears in the puzzle's own half using a descriptive reassion. The student then tries to guess the word. If the student successfully guesses the word, he writes it in the puzzle. If not, the student continues to give more clues to their partner until they can guess the word. When students finish, they check their answers and typos by comparing their worksheet. In this challenging game of relative phrases, students extend a sentence containing non-identifying relative sentences to make the longest sentence possible. Give each group of three or four groups a set of comparable pronation cards and a set of picture cards. Students hand out four relative prony cards and four images to each player, depositing the rest of the cards face down in two stacks. The first player selects one of the picture cards and puts it on the table. The actor then begins a sentence about the picture, such as 'My Father...'. Players then take the turn to add additional information by adding a non-identifying resynisting sentence with a picture card or adding a suitable reassive prony. If the next player places a relative prony card (e.g. who), then the player must put a picture card (e.g. pilot) and insert a relative sentence that is not identifiable as the next part of the sentence. For example, 'My father, a pilot,...'. If the next player puts up a picture card (e.g. school), he tells the next part of the sentence. For example, 'My father works in a school'. Then the player must put a suitable payable prony card to pass the sentence, such as 'My father works in a school, where ...'. The actors write the sentence: My father, a pilot, works in Singapore, where he met my mother, who had a cat-selling shop, etc. When a player completes their order, they receive another card from one of the stacks. The game ends when no one can go and there are no cards left to receive. The groups then read their sentences to the class. In terms of grammar, the group with the longest correct sentence wins. Here is a free game of relative symths to help students practice using who, which and where defining relative sings. Give each group of three or four people a set of word cards, they are mixed and face-to-face Students then take a card in turn (e.g. library) and give a description of the word on the card using a descriptive relative substance, such as 'This is a place for people to read books'. The first student to guess the word stores the card. At the end of the game, the student who receives the most cards wins. In this engaging event of relative texts, students invent mis definitions for words by defining relative phrases and play a game in which they guess which definition of a word is correct. Separate students into two groups (A and B) and give each student a corresponding worksheet. The worksheet shows the correct definitions for words. Students' task is to invent two mis definitions for each word by completing descriptive reassions on the worksheet. Students who work with people in their group write their misdefined. When students are finished, pair up with one of the other group. Students then play a game that guesses which definition is right for a word. Take students to read three possible definitions for a word on the worksheet, without telling them which definition is correct in turn. Their partner then guesses the correct definition. For every accurate guess, students have a score. At the end of the game, the student with the most points wins. Winner.