"Relative pronouns".

Relative Pronouns as Subjects: who/that

Exercise 1: Combine the sentences using a relative pronoun as the subject.

I don't want to have a partner. I have nothing in common with.

_____

Relative Pronouns as Objects: who/that

Exercise 2: Combine the sentences using a relative pronoun as the object.

I'd like to meet people. People have a good sense of humor

_____

"It" Clauses and Adverbial Clauses with "When".

Instructions: Complete the sentences with "it" clauses from the list:

I enjoy it - It bothers - I can't stand it - It brings me joy.

1- _____ when I achieve my goals

2- _____ when my alarm clock wakes me up early

3- _____ when I get stuck in traffic

4- _____ when a friend remembers my birthday

Gerunds as Subjects and Objects.

Instructions: For each request, write a sentence using a gerund phrase as either the subject or object. Pay attention to the structure and correct usage of gerunds in your sentences.

1. Describe a hobby or activity you enjoy using a gerund phrase **as the subject.**

- Sentence: _____ .

2. Write about a chore or responsibility you dislike using a gerund phrase **as the object.**

- Sentence: _____ .

LIVEWORKSHEETS

Comparisons.

Instructions: Complete the sentences with the best option from the formula's list.

Formulas:

- Be + More + Adjective + Than
- Has/Have + a Better + Noun + Than
- Verbs + More + Than
- Be + Better + Past Participle + Than

She _____ (talented) her sister.

I _____ (car) my neighbor.

She _____ (talk) she listens.

He is _____ (prepared) his classmates.

Making Requests.

Instructions:
complete the Questions using the appropriate form for making requests.

_____ pass me the salt, please?

_____ close the window, please?

_____ take a break now?

_____ open the window, please?

_____ brought a friend to the party?

_____ asked you a question?

_____ washing the dishes, please?

_____ borrow your textbook, please?

LIVEWORKSHEETS

Indirect Requests.

Instructions:
Transform the statement into an indirect request using the appropriate form. Use the pattern provided as a guide.

Form #1: Request from Statements
Pattern: "Could/can you tell [person] that [statement]?"
Statement: "Sarah, Peter needs your help with the project."
Indirect Request: _____ .

Form #2: Request from Imperative
Pattern: "Could/can you tell [person] not to [imperative]?"
Statement: "Lucy, don't forget to water the plants."
Indirect Request: _____ .

Form #3: Request from Yes/No Questions
Pattern: "Could/can you ask [person] if/whether [yes/no question]?"
Statement: "Michael, are you bringing your laptop to the conference?"
Indirect Request: _____ .

Form #4: Request from Wh-Questions
Pattern: "Can/could you ask [person] [wh-question]?"
Statement: "Ben, where is the nearest ATM?"
Indirect Request: _____ .

Simple Past vs. Past Continuous.

Instructions:
Fill in the blanks with the appropriate form of the verbs in brackets: simple past or past continuous.

1. Yesterday, while I _____ (watch) TV, my phone _____ (ring).
2. When I _____ (walk) to the store, it _____ (start) to rain.
3. As she _____ (cook) dinner, the kids _____ (play) in the living room.

LIVEWORKSHEETS

Simple Past vs. Past Perfect.

Instructions:
Fill in the blanks with the appropriate form of the verbs in brackets: simple past or past perfect.

1. When I _____ (arrive) at the cinema, the movie _____ (already/start).
2. After she _____ (finish) her homework, she _____ (go) to bed.
3. By the time they _____ (reach) the restaurant, it _____ (close).

LIVEWORKSHEETS