

Continue

UNIT 9: AVOIR EXPRESSIONS

A. Fill in the blanks with the correct AVOIR expressions chosen from the box below:

1. Je n'ai rien mangé ce matin ; maintenant j'ai vraiment _____.
2. Il avait _____ et était endormi tout de suite.
3. N'alle pas _____ de ce chien parce qu'il ne mord jamais.
4. Regarde comme il rougit ! Il a _____ de quelque chose.
5. Depuis que je suis tombé j'ai eu _____ à la jambe.
6. Je me ne souviens à son jugement, mais cette fois tu es _____.
7. Tu auras _____ si tu sers sans manchettes.
8. Tu es ici depuis cinq minutes à peine et tu es _____ de partir.
9. La cérémonie n'a pas eu _____ à cause de la neige.
10. Donne-moi à boire j'ai _____.
11. Tu auras _____ de le faire sinon, tu aurais tout perdu.
12. Quelqu'un a allumé le chauffage ; voilà pourquoi j'ai _____.

froid	honte
fier	faim
chaud	peur
vert	soif
hâte	mal
raison	sommeil

B. Fill in the blanks with the correct AVOIR expressions chosen from the box below:

Abbé Est-ce que je parle avec le Docteur Martin ? ... C'est moi, Henri Ross, votre patient préféré. J'avais l' _____ de téléphoner hier soir mais je ne l'ai pas fait parce que j'avais _____ de me reposer. Écoutez, Docteur, je ne me sens pas très bien, j'ai _____ à la tête et je n'ai plus _____ en effet je n'ai pas _____ de manger. Puis je suis continuellement parce que j'ai toujours _____ Quand je me lave le matin j'ai _____ et je commence à frissonner ; puis, quand j'allume le feu, j'ai trop _____ Je passe aussi beaucoup de nuits blanches parce que je n'ai pas _____ Docteur, je commence maintenant à avoir _____ ; je ne veux pas mourir si jeune, j'ai seulement quatre-vingt-dix _____ Ou'est-ce que je dois faire ? ... Non, je ne suis pas d'accord, vous n'avez pas _____ je ne suis pas hypochondriaque ... Ah ? ... Ah ? ... Docteur, répondez-moi, s'il vous plaît !

roid	raison	intention	sommeil	mal	peur
soif	faim	chaud	ans	envie	besoin

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Grammar Practice Sheet #1

1. The president was in good health.

2. The president was in poor health.

3. The president was in bad health.

4. The president was in very bad health.

5. The president was in terrible health.

6. The president was in very poor health.

7. At the top of the list of the best doctors.

8. At the top of the list of the best doctors.

9. At the top of the list of the best doctors.

10. At the top of the list of the best doctors.

11. At the top of the list of the best doctors.

12. At the top of the list of the best doctors.



Identifying adjectives

Grade 3 Grammar Worksheet

Circle the adjectives and underline the nouns they describe. There may be more than one of each!

1. The large fan blew a cool breeze on us.
2. Bill rode his yellow skateboard down the steep hill.
3. We like pink lemonade better than regular lemonade.
4. The rocking chair is comfortable.
5. My dog has a plaid color with his name on it.
6. Grandpa swept the dirty porch.
7. Pasta is Abby's favorite food.
8. Skunks are black and white.
9. The car's gas tank is empty.
10. I have a pen with red, blue and green ink.
11. My mom loves how peaceful the lake is.
12. Early morning is the best time to catch fish.



7 WORDS Back-to-School Ideas for a Great Class

- 1 My Dream Job
- 2 Give A Speech
- 3 Give A Report
- 4 Our Class Policies
- 5 Weekly Journal
- 6 Survey Your Classmates
- 7 Information Gap

More practice – Upper Intermediate

Would rather or had better

1. I go shopping today than tomorrow.
2. You behave or you will be punished.
3. I have decided that I cut down on sugar for my health.
4. We leave now or we will be late.
5. No coffee, thank you! I have some tea.
6. For the sake of your health, you stop smoking!
7. My children have a cat than a dog.
8. Mark play rugby than tennis.
9. I have a holiday by the sea than in the mountains.
10. You tell the truth, the whole truth and nothing but the truth!
11. I don't like parties, so I not stay too late.
12. You don't look well. You go to the doctor.

Used to, use to, get used to, usually

1. I like warm weather, but now I prefer it when it is cool.
2. She comes from Africa, but now she will have to living in Siberia!
3. Did you wear mini-skirts when you were young?
4. Sting be a teacher before he became famous.
5. When I start my new job, I will have to getting up earlier in the mornings.
6. I am not living in such a cold country.
7. I don't eat breakfast before I go to work.
8. I don't know if I will ever driving in such heavy traffic.
9. Working till midnight doesn't bother me. I am working late.
10. I didn't go to bed early. Now I am asleep by 8 o'clock.
11. What time do you get up in the mornings?
12. I didn't like olives. Now I love them!

LIVEWORKSHEETS

Learning basic grammar skills is essential for children as they develop the ability to read and write. Instead of creating worksheets or purchasing a homeschool curriculum, use these free printable PDF worksheets to help your children learn important skills. Click on the worksheet to download and print the activity page and attached answer key. Consult the Adobe Guide if you have any problems. At the early primary level, pre-kindergarten through second grade, children begin to learn the basic components of grammar such as different types of nouns and simple conjunctions. By the end of second grade, children should be able to construct basic sentences that contain the following elements. Proper nouns often confuse children. This worksheet helps children practice identifying proper nouns by highlighting them in sentences and circling the capital letters. Proper Noun Worksheet Children must learn that plural nouns have different spellings than singular nouns. On this chart, children fill in the singular and plural forms of common nouns next to images of those objects. Singular and Plural Noun Worksheet Understanding basic conjunctions helps children learn to combine ideas and sentences. Begin with the basic conjunctions "and," "but," and "or" on this worksheet as children determine whether the correct conjunctions are used to combine the sentences. Basic Conjunctions Worksheet Articles help distinguish between specific and common nouns. Have children add the articles "a," "an," or "the" to help this short passage make sense. Basic Articles Worksheet If the words are out of place, a sentence does not make any sense. Help your children put these words in the correct order to make simple sentences. Word Order Mix-Up Worksheet Children in third through fifth grade begin to write more on their own and learn to construct more complex sentences. In order to write these sentences, children must be able to distinguish between and add complex components to their writing. At this level, children begin to learn about the three main verb tenses and distinguish between them. Use this worksheet to help children identify the verb tenses in the sentences. Verb Tenses Worksheet A verb must agree with its subject in number. This worksheet has children identify the subject and verb, then determine whether they agree. Subject/Verb Agreement Worksheet Adverbs improve a child's writing by telling how, where, or when something happened. Help your children practice identifying adverbs with this worksheet and determine the role they play in the sentence. Common Adverbs Worksheet At this level, children expand their use of conjunctions to use "because," "since," "yet," "until," "although," "while," "neither," and "nor." This worksheet has children complete the sentences by filling in the correct conjunction. Advanced Conjunctions Worksheet Interjections add excitement and emotion to writing. Have your children use the interjections on this worksheet to write exciting sentences for the given scenarios. Basic Interjections Worksheet Most of the grammar instruction at the middle school level involves reinforcing the parts of speech and basic verb tenses. Children should also learn skills to continue to write more complex sentences and learn about some of the irregularities in the English language. At the middle school level, grammar instruction should focus on several complicated topics. Use this worksheet to help your middle schooler practice recognizing main and subordinate clauses and turning subordinate clauses into complete sentences. Main and Subordinate Clauses Worksheet Indefinite pronouns can be tricky for kids to understand. This worksheet has children practice using those pronouns by answering questions with indefinite pronouns. Indefinite Pronouns Worksheet When pronouns do not agree with their antecedents, the meaning of a sentence or paragraph can get lost. In this passage from *The Adventures of Tom Sawyer*, the pronouns have been mixed up and your child must fix them in order to help it make sense. Pronoun/Antecedent Agreement Worksheet Children frequently mix up verb tenses or lose focus in a piece of writing. This worksheet will help remind your middle schooler about consistency in verb tenses by identifying the tense of the sentence and fixing inconsistent verbs. Consistent Verb Tense Worksheet © 2022 LoveToKnow Media. All rights reserved. Mechanics refers to the appearance of words in writing. These technical aspects provide clarity and precision to writing. Our categories for mechanics include capitalization, abbreviations, compound words,... This section includes free, printable worksheets about parts of speech: Nouns, Pronouns, Verbs, Adjectives and Articles, Adverbs, Conjunctions, Interjections, Prepositions. This section includes worksheets about Parts of Sentences: Subject, Predicate, Direct Objects, Indirect Objects, Clauses, Prepositional Phrases, and more. Punctuation is the traffic light for reading; it tells the reader when to pause, when to stop, and how to proceed. Below is a variety of free worksheets on punctuation, including commas, periods, and exclamation... Sentences are really simple things. They have a subject and predicate, and they express a complete thought. That's the basic sentence, but there is much more to understanding and writing one. A student needs to... As an artist uses paint to create an image, so a writer uses words to convey meaning. An incorrectly used word or phrase may destroy the meaning the writer is trying to make. This section deals with the correct... First, a few of our very own worksheets: Quiz 001: Underline or Italicize? Worksheet 001: Parts of Speech Worksheet 001: Answer Key And a few websites we found helpful: A Guide to Grammar is published online by the Capital Community College Foundation of Connecticut and includes topics such as grammar worksheets, quizzes, powerpoints, grammar polls, and writing practice. Teach-nology.com has a free grammar worksheets area Grammar Bytes! has printable handouts and online practice. Stickyball.net is a place where "frustrated teachers" can swap grammar solutions LessonTutor.com has grammar worksheets and handouts for various grade levels. Grammar-worksheets.com is a brand new site on the web (as of April 2010) with lessons written for college students who need a bit of grammar review. Research Papers and other Writing Resources Literature Resources Need More Time To Browse Our Site? * CLICK HERE* to Add This Page to Your Favorites The term traditional grammar refers to the collection of prescriptive rules and concepts about the structure of language that is commonly taught in schools. Traditional English grammar, also referred to as school grammar, is largely based on the principles of Latin grammar, not on modern linguistic research in English. Traditional grammar defines what is and is not correct in the English language, not accounting for culture or modernizing in favor of maintaining tradition. Because it is fairly rigid and rooted in the ways of the past, traditional grammar is often considered outdated and regularly criticized by experts. Even so, many children learn this proper, historical form of grammar today. Prescriptive forms of grammar like traditional grammar are governed by strict rules. In the case of traditional grammar, most of these were determined a long time ago. While some professionals uphold prescriptivism and the goals of traditional grammar, others deride them. Author of *The Teacher's Grammar Book* James D. Williams summarizes the creeds of traditional grammar: "We say that traditional grammar is prescriptive because it focuses on the distinction between what some people do with language and what they ought to do with it, according to a pre-established standard. ... The chief goal of traditional grammar, therefore, is perpetuating a historical model of what supposedly constitutes proper language." (Williams 2005). Others, like David Crystal, are passionately opposed to school grammar and find it too restrictive. "[G]rammarians of the 2000s are the inheritors of the distortions and limitations imposed on English by two centuries of a Latinate perspective." (Crystal 2003). David Crystal wasn't the first person to call attention to the age of traditional grammar foundations, using this fact to argue against its implementation. Linguist John Algeo coined the second major development in grammar teaching, brought on by growing opposition to traditional grammar, sentence grammar. "The first English grammars were translations of Latin grammars that had been translations of Greek grammars in a tradition that was already some two-thousand years old. Furthermore, from the seventeenth century through the first half of the nineteenth century, there were no substantial changes made in the form of English grammar books or in the way English grammar was taught. When people talk about 'traditional' grammar,' this is the tradition they mean, or ought to mean. ... Traditional grammar began to be challenged around the middle of the [nineteenth] century, when the second major development in grammar teaching appeared. There is no very good name for this second development but we might call it 'sentence grammar.' Whereas traditional grammar focused primarily on the word (hence its preoccupation with parts of speech), the 'new' grammar of the 1850s focused on the sentence. ... It began to emphasize the grammatical importance of word order and function words ... in addition to the few inflexional endings in English." (Algeo 1969). It is clear that traditional grammar is a polarizing subject for experts, but how does it really affect students? George Hillocks explains some of the drawbacks of school grammar in practice: "The study of traditional school grammar (i.e., the definition of parts of speech, the parsing of sentences, etc.) has no effect on raising the quality of student writing. Every other focus of instruction examined in this review is stronger. Taught in certain ways, grammar and mechanics instruction has a deleterious effect on student writing. In some studies a heavy emphasis on mechanics and usage (e.g., marking every error) resulted in significant losses in overall quality. School boards, administrators, and teachers who impose the systematic study of traditional school grammar on their students over lengthy periods of time in the name of teaching writing do them a gross disservice that should not be tolerated by anyone concerned with the effective teaching of good writing. We need to learn how to teach standard usage and mechanics after careful analysis and with minimal grammar." (Hillocks 1986). Of course, traditional grammar persists despite many opponents and questionable benefits. Why? This excerpt from *Working With Words* explains why traditional grammar is perpetuated. "Why do the media cling to traditional grammar and its sometimes outdated rules? Mainly because they like the prescriptive approach of traditional grammar rather than the descriptive approach of structural and transformational grammar ... Why? Inconsistencies in the style of a newspaper, online news site, magazine or book draw attention to themselves when readers should instead be concentrating on the content. ... Besides, consistencies save time and money. ... If we agree on conventions, we can avoid wasting each other's time ... But the prescriptive rules have to be amended occasionally to reflect not only changes in the language but also research that proves traditional advice may have been inaccurate. The work of linguists is essential for making such calls on the best evidence available." (Brooks et al. 2005). Algeo, John. "Linguistics: Where Do We Go From Here?" *The English Journal*, 1969. Brooks, Brian, et al. *Working With Words*. Macmillan, 2005. Crystal, David. *The Cambridge Encyclopedia of the English Language*. Cambridge University Press, 2003. Hillocks, George. *Research on Written Composition: New Directions for Teaching*. National Council of Teachers, 1986. Williams, James D. *The Teacher's Grammar Book*. Routledge, 2005.

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