



Well-Ordered Language

Teacher Training Level 1A

with Tammy Peters

Chapter 4: Adverbs

Outline:

Adverbs

- If you have your students learning the script for sentence analysis, this is a natural extension of this.
- Sentence: **Leaves swirl around.**
 - (First, read the sentence aloud.) “Leaves swirl around.”
 - “This is a sentence because it is a group of words that expresses a complete thought. It is a declarative sentence because it makes a statement.”
 - “This sentence is about leaves. So, leaves is the subject because it is what the sentence is about.” (Since leaves is the subject, underline it and place a capital letter S above it.)
 - “This sentence tells us that leaves swirl. So, swirl is the predicate because it is what the sentence tells us about leaves.” (Since the predicate swirl tells us something about leaves, double underline it and place a capital letter P above it.) “It is a predicate verb because it shows action. There is no linking verb because predicate verbs do not need linking verbs.” (Since swirl shows action, place a capital letter V to the right of the letter P above the predicate.)
 - **“These are the principal elements because they are what are needed for the sentence to be completed. All the remaining parts are subordinate elements.”**
 - **“Around tells us how leaves swirl.” (To mark adverbs, carefully draw a straight line down from the adverb, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies.)**
 - **“So, around is an adverbial element because it modifies a verb. It is an adverb.” (Write adv in lowercase letters in the elbow opposite the line with the arrow.)**
- You can talk about the sentence before or after the analysis. The students need to feel secure about the script.
- You can play with the sentences adding more modifiers, but while you are doing the original sentence, stick to the script.
- Double lines go beneath both words in the verb phrase as a unit.