

squeeze the day!

TEACHER'S EDITION

Classical Subjects Creatively Taught™

Well-Ordered Language

Level 3B

The Curious Student's Guide to Grammar

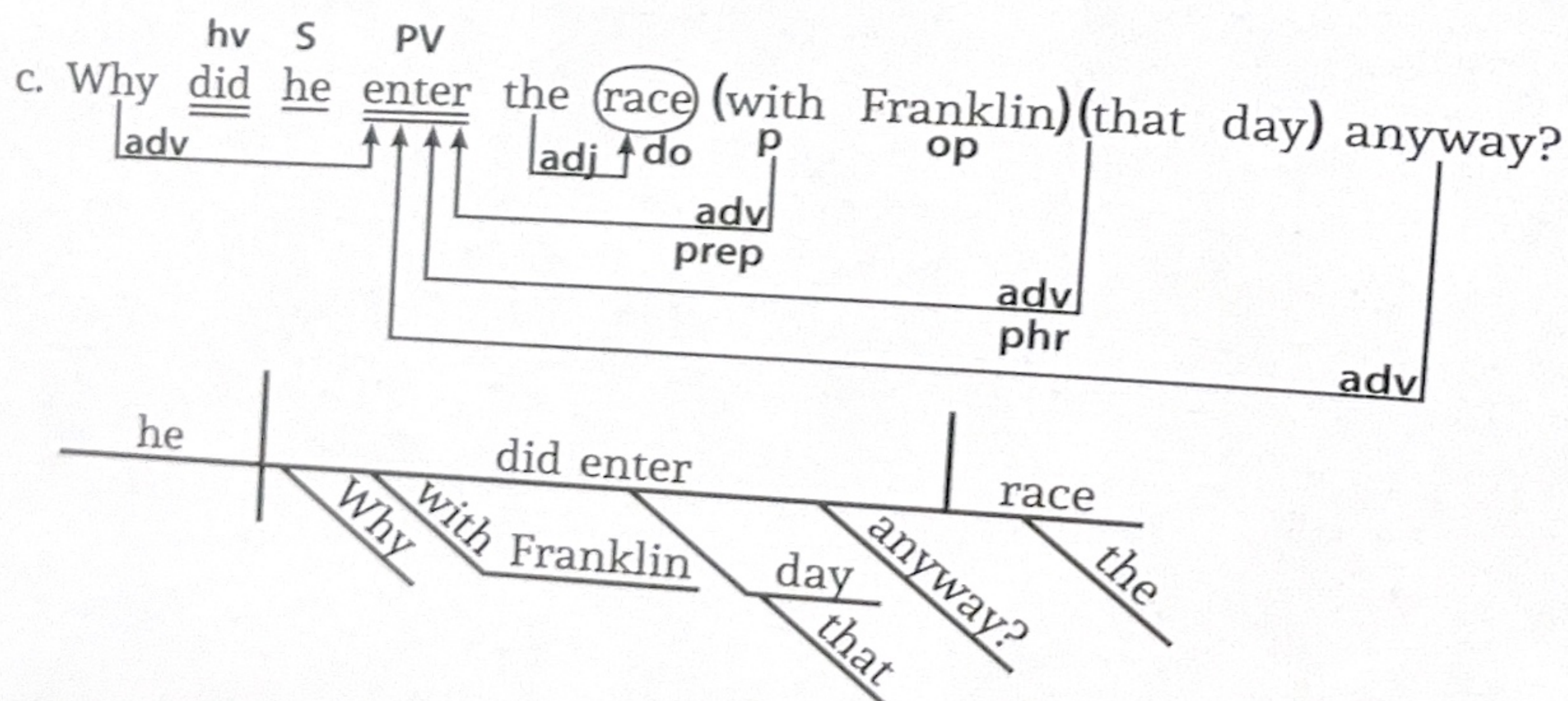
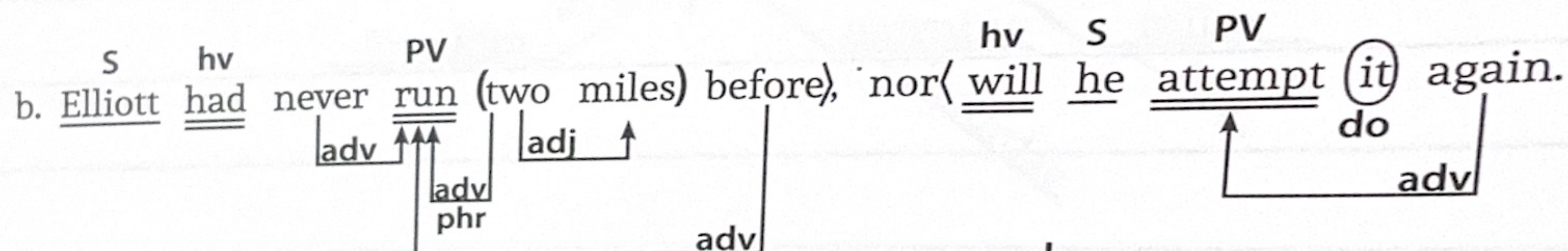
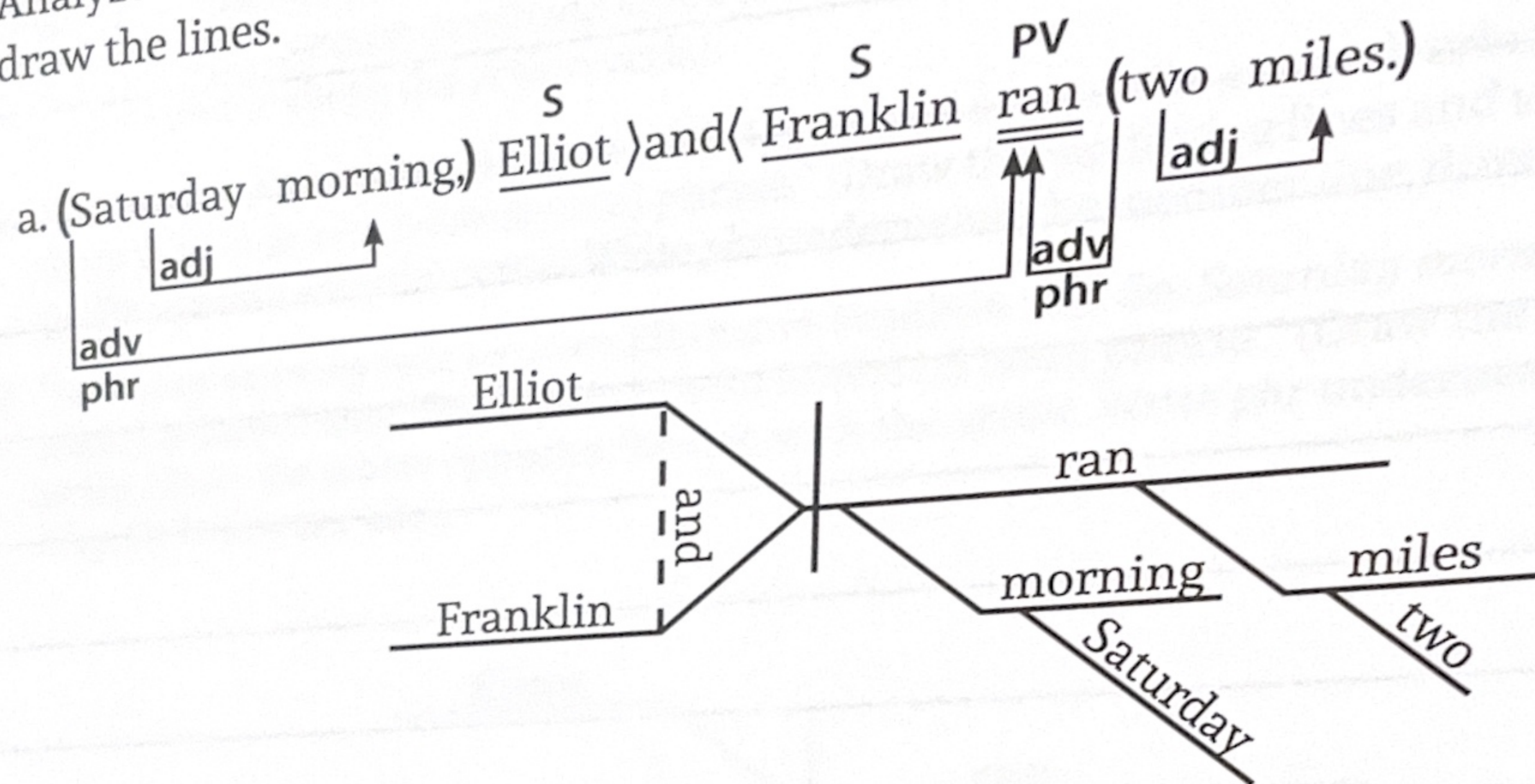
Tammy Peters and Daniel Coupland, PhD



Lesson 10

Adverbial Elements

1. Analyze the following sentences, and then diagram them in the space provided. Use a ruler to draw the lines.



2. On the lines provided, write the definition of *adverbial elements*.

Adverbial elements are the elements that modify a verb.

3. What questions do adverbial elements answer?

Adverbial elements answer the questions *how? when? where? and why?*

4. In each of the following sentences, underline the adverbial noun phrase. Then, on the lines provided, rewrite the sentence as a question, replacing the adverbial noun phrase with an interrogative adverb.

- a. Last year, the museum guide sent us on a wild-goose chase.

When did the museum guide send us on a wild-goose chase?

- b. He sent us the longer way through the textile exhibit.

Where did he send us?

- c. Finally, a lady took us the right direction to the space exhibit.

Where did the lady finally take us?

5. Imagine that Peggy is writing in her assignment journal about the field trip her class took to the Museum of Science and Industry in Chicago. On the lines provided, rewrite her sentences, being sure to use the proper punctuation and capitalization.

earlier today we went on a field trip to the museum of science and industry in chicago
franklin had never been downtown before nor had he been to a science museum I
dnt understand how he has never been downtown before

Earlier today, we went on a field trip to the Museum of Science and Industry in Chicago.

Franklin had never been downtown before, nor had he been to a science museum. I

don't understand how he has never been downtown before!



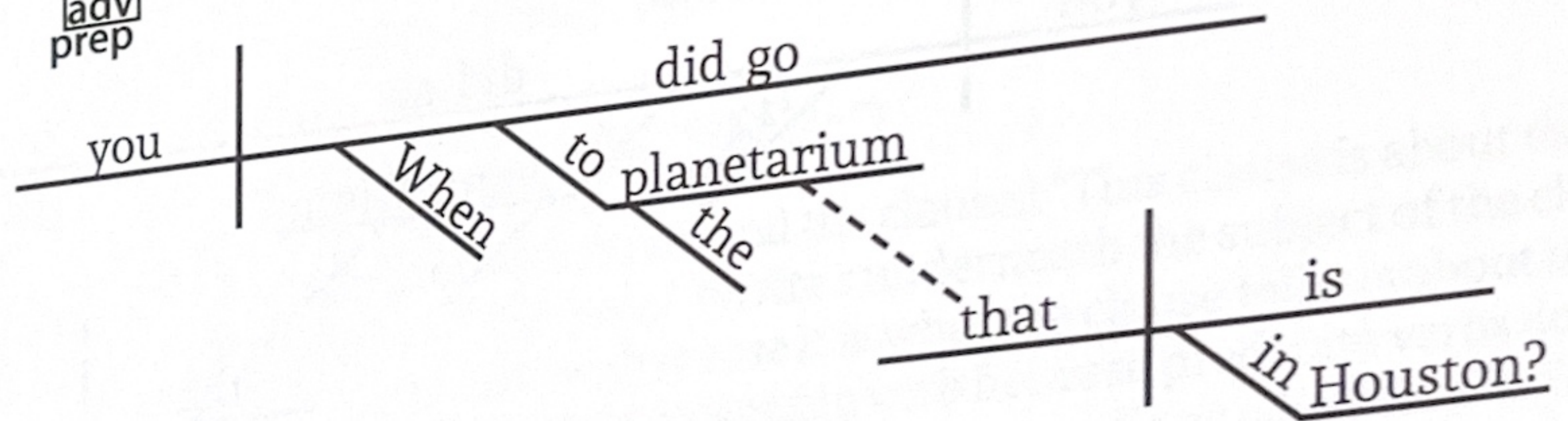
Lesson to Learn

Adverbial Elements

1. Analyze the following sentences, and then diagram them in the space provided. Use a ruler to draw the lines.

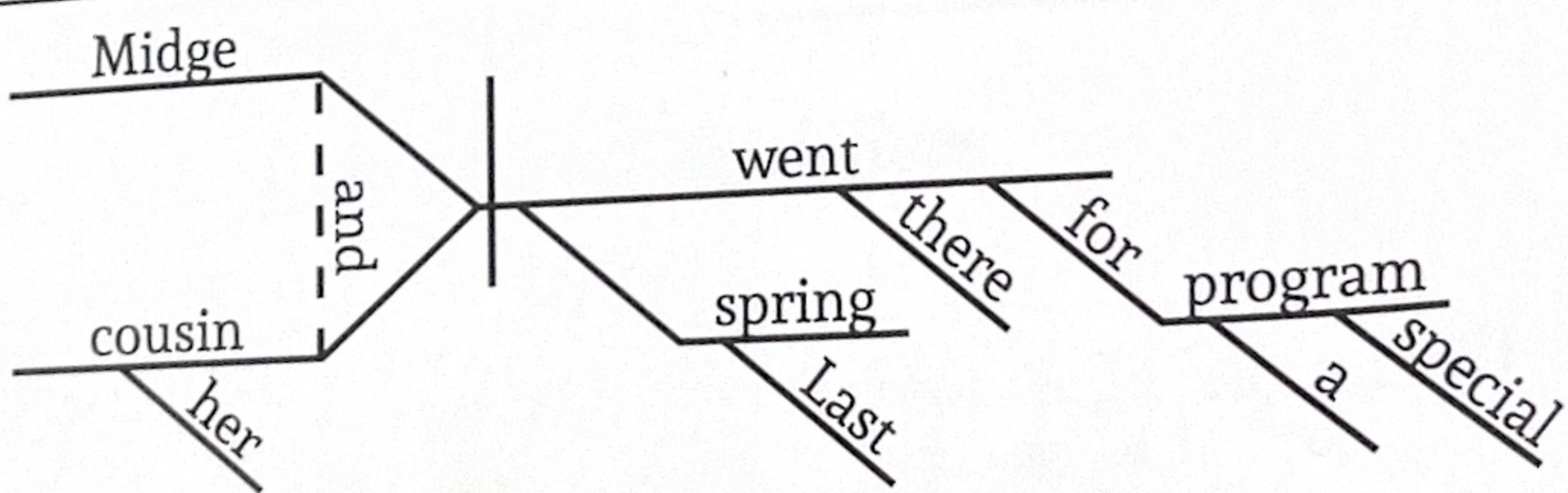
a. When did you go (to the planetarium) [that is (in Houston?)]

Labels: hv, S, PV, adv, p, adj, op, s, pv, p, op



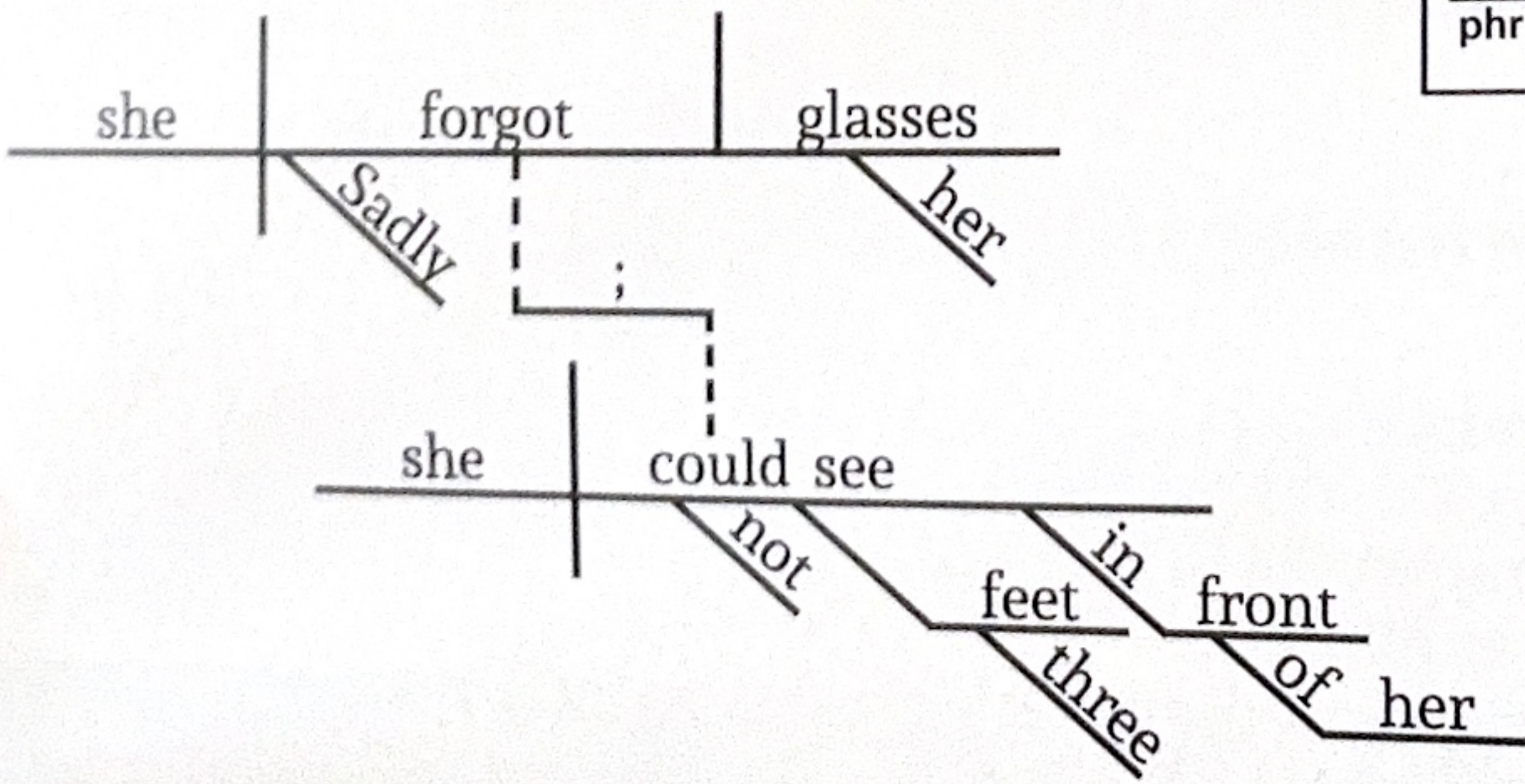
b. (Last spring,) Midge and her cousin went there (for a special program.)

Labels: S, PV, adv, phr, adj, adv, p, op



c. Sadly, she forgot her glasses; she could not see (three feet) (in front) (of her.)

Labels: S, PV, S, hv, PV, adv, adj, do, adv, phr, adj, p, op, p, op



Lesson to Learn

Adverbial Elements

2. On the lines provided, write the definition of *adverbial elements*.

Adverbial elements are the elements that modify a verb.

3. What questions do adverbial elements answer?

Adverbial elements answer the questions *how? when? where? and why?*

4. In each of the following sentences, underline the misplaced adverbial prepositional phrase. Then, rewrite each sentence, being sure to put the misplaced phrase in a more logical place.

- a. During practice, the girls in a large box put the flippers and paddleboards.

During practice, the girls put the flippers and paddleboards in a large box.

- b. In the pool, we saw Peggy and Midge with the others.

We saw Peggy and Midge with the others in the pool. or We saw Peggy and Midge in the pool with the others.

- c. Last Thursday, the team waited for the van in the locker room.

Last Thursday, the team waited in the locker room for the van. or Last Thursday in the locker room, the team waited for the van.)

5. Imagine that Coach Howard is writing a few notes about practice. On the lines provided, rewrite his sentences, being sure to use the proper punctuation and capitalization.

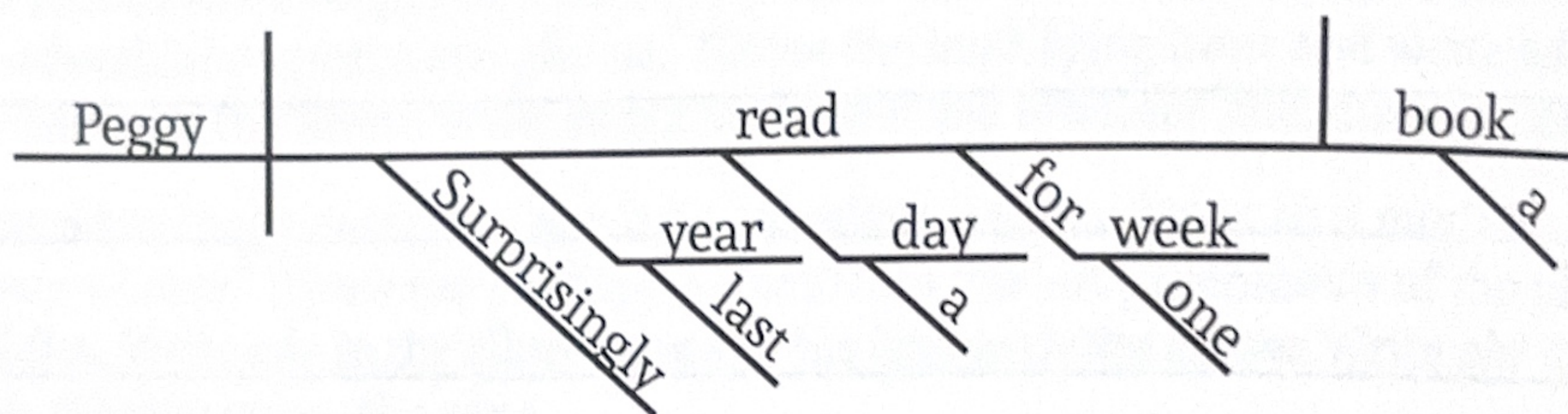
tuesday afternoon practice was rough the swimmers would not swim thirty laps they all complained I watched for fifteen minutes at the side of the pool and then I formed a new strategy i divided the swimmers into teams set the clock and timed them they went full speed it was successful

Tuesday afternoon, practice was rough. The swimmers would not swim thirty laps. They all complained. I watched for fifteen minutes at the side of the pool, and then I formed a new strategy. I divided the swimmers into teams, set the clock, and timed them. They went full speed. It was successful!

1. Analyze the following sentences, and then diagram them in the space provided. Use a ruler to draw the lines.

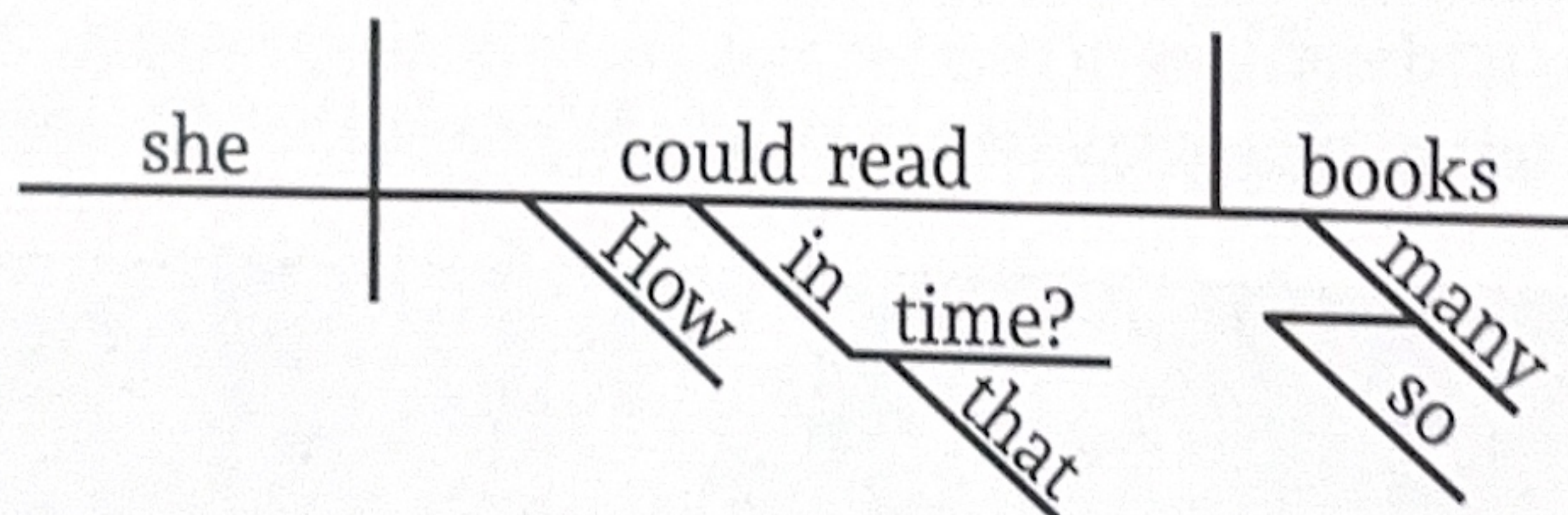
a. Surprisingly, (last year) Peggy read a (book) (a day) (for one week.)

Diagram labels: adv, adj, adv phr, S, PV, adv, do, adv phr, adv, prep, p, adj, op



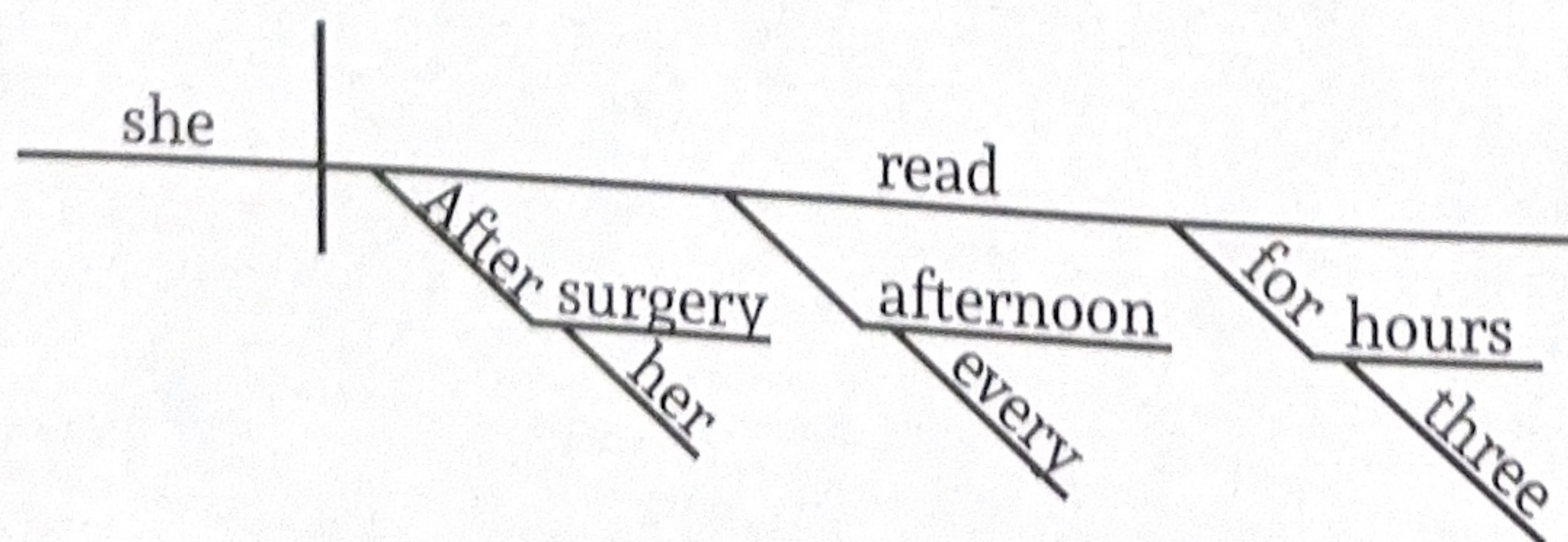
b. How could she read so many (books) (in that time?)

Diagram labels: hv, S, PV, adv, adv, adj, do, p, adv, prep, adj, op



c. (After her surgery) she read (every afternoon) (for three hours.)

Diagram labels: p, adj, op, S, PV, adv phr, adv, adj, p, adv, prep, adj, op



Lesson to Learn

Adverbial Elements

2. On the lines provided, list the *classes of adverbs*.

The classes of adverbs are *time, manner, cause, place, and degree*.

3. What questions do adverbial elements answer?

Adverbial elements answer the questions *how? when? where? and why?*

4. In each of the following sentences, underline the adverbial noun phrase. Then, on the lines provided, rewrite the sentence as a question, replacing the adverbial noun phrase with an interrogative adverb.

- a. The eight oarsmen rowed full speed ahead.

How did the eight oarsmen row?

- b. Last Friday, the crowds cheered for the team.

When did the crowds cheer for the team?

- c. One guy screamed three feet from me.

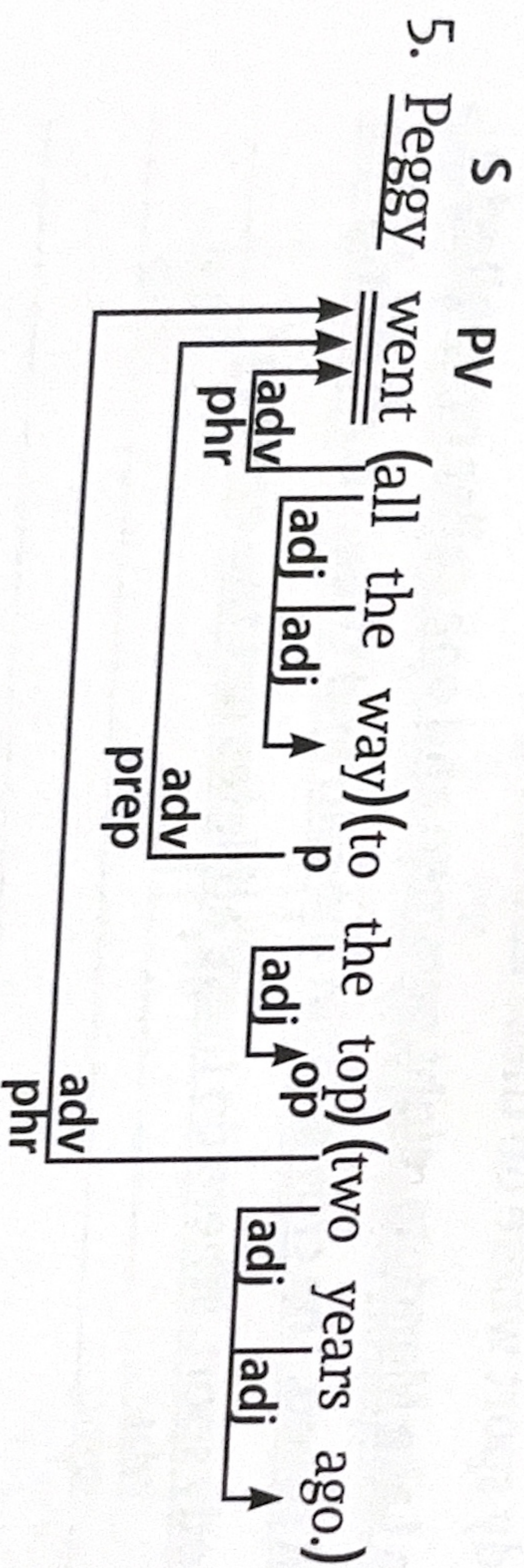
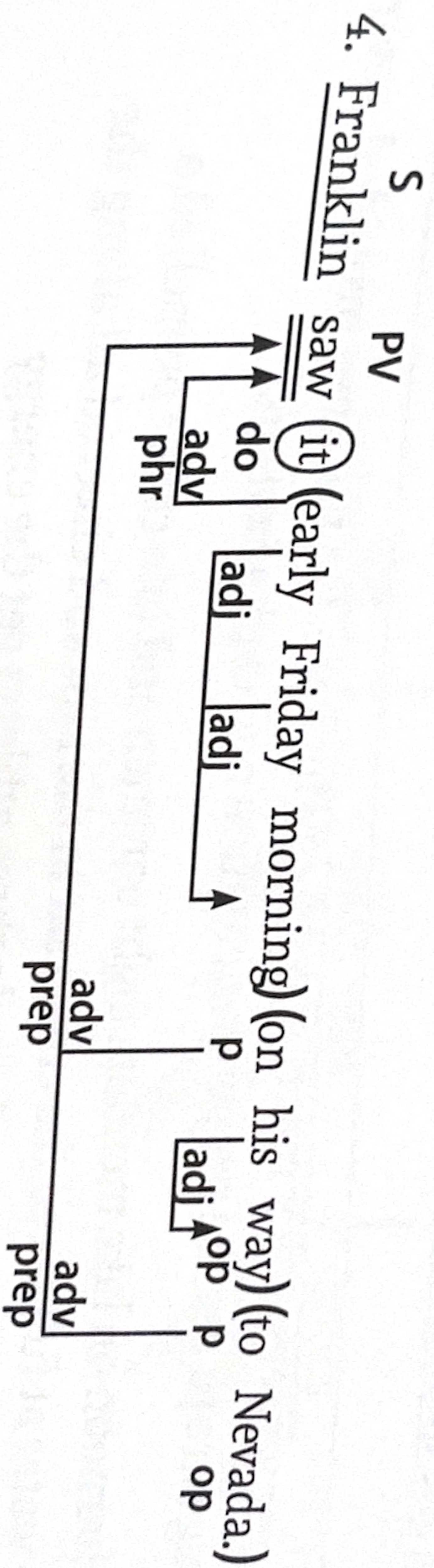
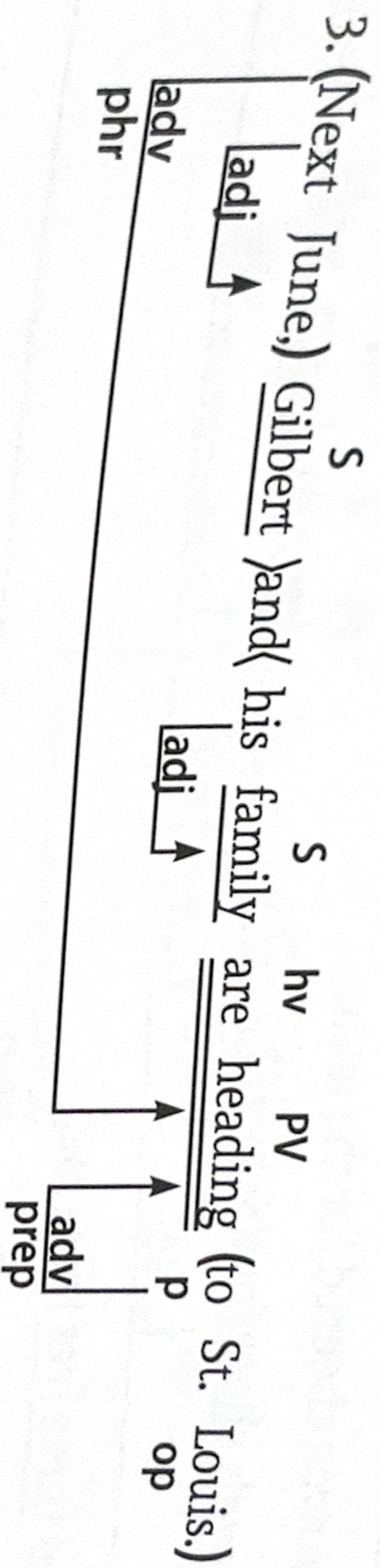
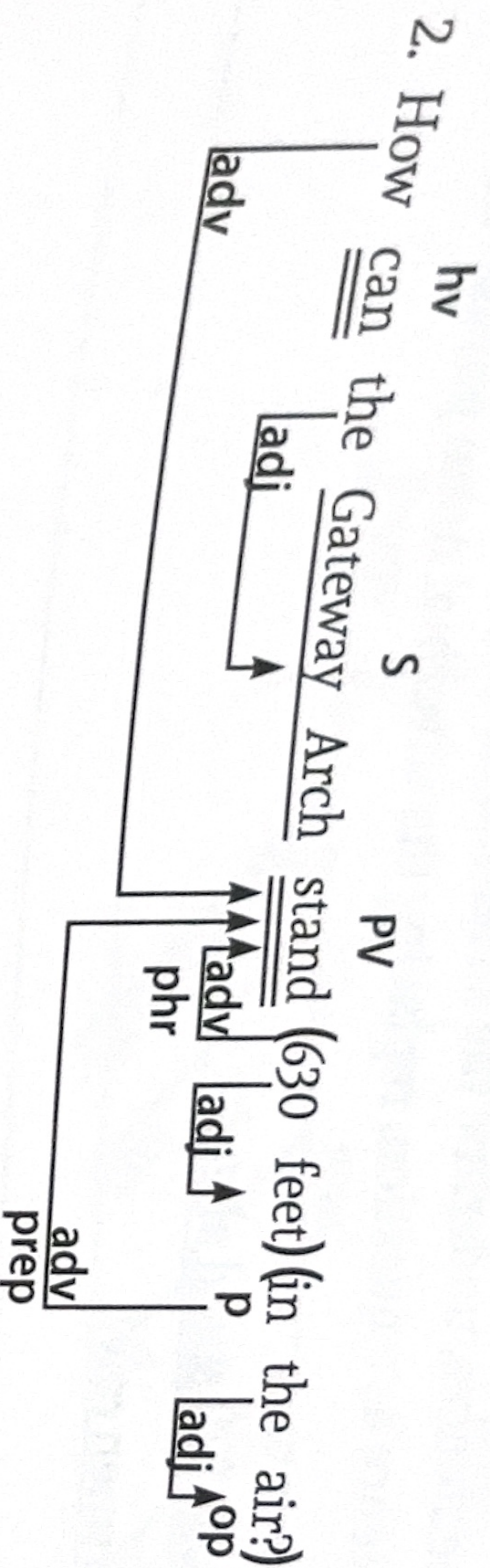
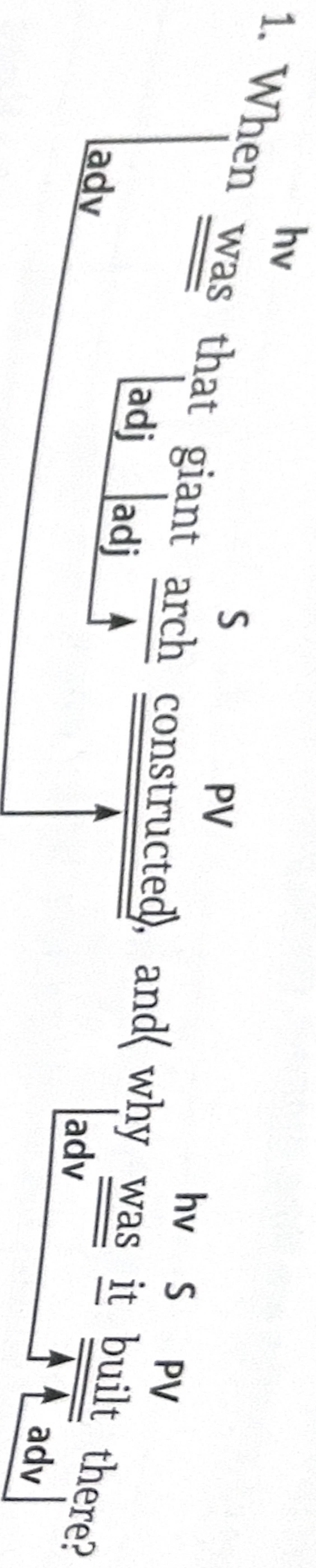
Where did the one guy scream?

5. Imagine a newspaper writer's quick report about a rowing race. On the lines provided, rewrite his sentences, being sure to use the proper punctuation and capitalization.

this past friday afternoon on lake mendota eight oarsmen and one caller propelled a boat through the water at full speed the crowd sat in the rain and cheered all along the bank this sport is a whole body sport where do these athletes get the energy

This past Friday afternoon on Lake Mendota, eight oarsmen and one caller propelled a boat through the water at full speed. The crowd sat in the rain and cheered all along the bank. This sport is a whole-body sport. Where do these athletes get the energy?

Analyze the following sentences.



Sentences for Practice

Adverbial Elements

6. Strangely, Midge has never been there), nor(has she seen pictures.
adv adv do

7. ^S
(You) PV
Look eastward (from the top windows,) and (^S you ^{hv} will see Illinois)
adv prep op adj adj do

8. Where is the entrance (to the museum) [that honors Jefferson?]

Diagram illustrating the syntactic structure of the sentence:

- Where** (adv) is connected to **is** (PV).
- the** (adj) is connected to **entrance** (S).
- entrance** (S) is connected to **(to the museum)** (p).
- (to the museum)** (p) is connected to **[that honors Jefferson?]** (s).
- [that honors Jefferson?]** (s) is connected to **do** (pv).

Additional labels and connections shown in the diagram:

- adv** is connected to **is** (PV).
- adj** is connected to **entrance** (S).
- adj** is connected to **entrance** (S).
- prep** is connected to **(to the museum)** (p).
- adj** is connected to **(to the museum)** (p).
- op** is connected to **(to the museum)** (p).
- adj** is connected to **[that honors Jefferson?]** (s).
- cls** is connected to **[that honors Jefferson?]** (s).

9. (Last week,) Elliot saw a movie (about the Lewis and Clark expedition.)

Diagram illustrating the sentence structure and parts of speech:

- Elliot is the subject (S).
- saw is the main verb (PV).
- a movie is the object (O).
- (Last week,) is an adverbial phrase (adv phr) modifying the verb.
- (about the Lewis and Clark expedition.) is a prepositional phrase (prep) modifying the object.

10. Why was the Gateway Arch built (in St. Louis) (years ago?)

Diagram illustrating the sentence structure and parts of speech:

- Why**: adv (adverb)
- was**: hv (verb)
- the**: adj (adjective)
- Gateway Arch**: S (subject)
- built**: PV (predicate verb)
- (in St. Louis)**: p (prepositional phrase)
- (years ago?)**: op (operator/phrase)

Arrows indicate the flow of the sentence structure:

- From **Why** to **built** (adv to PV)
- From **the** to **Gateway Arch** (adj to S)
- From **built** to **(in St. Louis)** (PV to p)
- From **built** to **(years ago?)** (PV to op)



Sentences for Practice—Tale

Verbals—Infinitives




Analyze the following sentences.

From the Sideline: These extra practice sentences are inspired by the story of Pisistratus. The tale and the extended lesson notes are on the following pages.

1. To win is the goal (of every Greek soldier.)

2. [Since Pisistratus wanted to triumph,] the Athenians considered his greatness.

3. (In those days,) the shepherds were hill folk [who wished to thrive.]
- Diagram illustrating the syntactic structure of the sentence:
- S** (Sentence) is the main clause, containing:
 - adv** (adverbial phrase): (In those days,)
 - prep** (prepositional phrase): the
 - adj** (adjective): shepherds
 - op** (operator): were
 - PN** (Noun Phrase): hill folk
 - adj** (adjective): hill
 - cls** (classifier): folk
 - pv** (predicate verb): [who wished to thrive.]
 - s** (subject): who
 - do** (auxiliary verb): do

4. Were the plain and coastal folks wealthier people [who refused to  care?]
- Diagram showing grammatical structure and parts of speech:
- Were: lv (linking verb)
 - the: adj (adjective)
 - plain: adj (adjective)
 - and: conj (conjunction)
 - coastal: adj (adjective)
 - folks: S (subject)
 - wealthier: adj (adjective)
 - people: PN (proper noun)
 - [who refused to  care?]:
 - who: S (subject)
 - refused: pv (predicate verb)
 - to: do (infinitive particle)
 - : do (infinitive particle)
 - care?: v (verb)

5. To dominate ^S is ^{lv} not ^{PA} good, and it ^S can be ^{lv} dangerous. ^{PA}
 ↑adv

Sentences for Practice—Tale

Adverbial Elements

6. Rip's wife often nagged (at him,) and he was weary and faint.

Diagram labels: S (Rip's), adj (wife), PV (often), adv (nagged), p (at), op (him), S (he), lv (was), PA (weary), PA (faint).
 Arrows: from 'wife' to 'S'; from 'often' to 'adv'; from 'nagged' to 'PV'; from 'at' to 'p'; from 'him' to 'op'; from 'he' to 'S'; from 'was' to 'lv'; from 'weary' to 'PA'; from 'faint' to 'PA'.
 A bracket connects 'at him' to 'adv prep'.

7. (One day,) Rip scampered (to his favorite place) (on the mountain)

Diagram labels: S (One day), adj (Rip), PV (scampered), p (to), adj (his), adj (favorite), op (place), p (on), adj (the), op (mountain).
 Arrows: from 'One day' to 'adv phr'; from 'Rip' to 'S'; from 'scampered' to 'PV'; from 'to' to 'p'; from 'his' to 'adj'; from 'favorite' to 'adj'; from 'place' to 'op'; from 'on' to 'p'; from 'the' to 'adj'; from 'mountain' to 'op'.
 A bracket connects 'to his favorite place' to 'adv prep'.

8. Where did he sit down (for a rest) (that afternoon?)

Diagram labels: hv (Where), S (did), S (he), PV (sit), adv (down), p (for), adj (a), op (rest), p (that), adj (afternoon).
 Arrows: from 'Where' to 'adv'; from 'did' to 'S'; from 'he' to 'S'; from 'sit' to 'PV'; from 'down' to 'adv'; from 'for' to 'p'; from 'a' to 'adj'; from 'rest' to 'op'; from 'that' to 'p'; from 'afternoon' to 'adj'.
 A bracket connects 'for a rest' to 'adv prep'.
 A bracket connects 'that afternoon' to 'adv phr'.

9. Rip slept soundly and deeply (for a long, long time.)

Diagram labels: S (Rip), PV (slept), adv (soundly), adv (deeply), p (for), adj (a), adj (long), adj (long), op (time).
 Arrows: from 'Rip' to 'S'; from 'slept' to 'PV'; from 'soundly' to 'adv'; from 'deeply' to 'adv'; from 'for' to 'p'; from 'a' to 'adj'; from 'long' to 'adj'; from 'long' to 'adj'; from 'time' to 'op'.
 A bracket connects 'for a long, long time' to 'adv prep'.

10. Why is this story (about Rip Van Winkle) still told?

Diagram labels: hv (Why), S (is), S (this), S (story), p (about), op (Rip Van Winkle), PV (told).
 Arrows: from 'Why' to 'adv'; from 'is' to 'hv'; from 'this' to 'S'; from 'story' to 'S'; from 'about' to 'p'; from 'Rip' to 'op'; from 'Van' to 'op'; from 'Winkle' to 'op'; from 'told' to 'PV'.
 A bracket connects 'about Rip Van Winkle' to 'adv prep'.

