

## Chapter 18: REDUCTION OF ADVERB CLAUSES TO MODIFYING ADVERBIAL PHRASES

ORDER OF CHAPTER	CHARTS	EXERCISES	WORKBOOK
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### General Notes on Chapter 18

- **OBJECTIVE:** Students learn the meaning and use of adverbial phrases that modify the subject of a sentence. These phrases are primarily a feature of written English.
- **APPROACH:** This chapter draws a parallel with Chapter 13, where adjective phrases are introduced. Adverb clauses and reduced adverbial phrases are illustrated and practiced with special attention to avoiding dangling modifiers. The chapter ends with a review of Chapters 16–18.
- **TERMINOLOGY:** A “dangling participle” is one type of dangling modifier.
  - Unsure of himself, the right words stuck in Bob’s throat.*  
= a dangling modifier (but not a dangling participle).
  - Being unsure of himself, the right words stuck in Bob’s throat.*  
= a dangling participle that can also be called by the more inclusive term “dangling modifier.”

### CHARTS 18-1 AND 18-2: CHANGING TIME CLAUSES TO MODIFYING ADVERBIAL PHRASES

- These modifying phrases are often called “participial phrases” because the main word is a present participle (*-ing* form) or sometimes a past participle (*-ed* form, conveying a passive meaning). If the phrase doesn’t modify the subject of the main clause, the unacceptable result is called a “dangling participle”—the participle has nothing to modify, so it dangles (hangs) unattached to any other word. For example:

*While walking by the lake, a fish jumped out of the water.*

Obviously, the fish wasn’t walking! But in this sentence *walking* must refer to *fish*, so the whole thing is ungrammatical (as well as unscientific).

- In Chart 18-2, the word “since” has its time-related meaning (see Chart 5-2), not its cause-and-effect meaning. Learners are sometimes confused about this. Just tell them that sometimes two different vocabulary items have the same spelling, like *fall* (autumn) vs. *fall* (drop down).
- Call attention to (f) in Chart 18-2 so that students see that a phrase may either precede or follow the main clause. Note the punctuation in each case.

□ **EXERCISE 1, p. 375. Changing time clauses to modifying adverbial phrases. (Charts 18-1 and 18-2)**

You could use the first few items of this exercise for chart reinforcement and then turn it over to group work in which the students can teach each other.

ANSWERS: 3. Before I came to class, I had a cup of coffee. *Before coming to class, I had a cup of coffee.* 4. Before the student came to class, the teacher had already given a quiz. *(no change)* 5. Since I came here, I have learned a lot of English. *Since coming here, I have learned a lot of English.* 6. Since Bob opened his new business, he has been working 16 hours a day. *Since opening his new business, Bob has been working 16 hours a day.* 7. After Omar (had) finished breakfast, he left the house and went to his office. *After finishing / having finished breakfast, Omar left the house and went to his office.* 8. Alex hurt his back while he was chopping wood. *Alex hurt his back while chopping wood.* 9. You should always read a contract before you sign your name. *You should always read a contract before signing your name.* 10. Before the waiter came to the table, I had already made up my mind to order shrimp. *(no change)* 11. Before you ask the librarian for help, you should make every effort to find the materials yourself. *Before asking the librarian for help, you should make every effort to find the materials yourself.* 12. While Jack was trying to sleep last night, a mosquito kept buzzing in his ear. *(no change)* 13. While Susan was climbing the mountain, she lost her footing and fell onto a ledge several feet below. *While climbing the mountain, Susan lost her footing and fell onto a ledge several feet below.* 14. The Wilsons have experienced many changes in their lifestyle since they adopted twins. *The Wilsons have experienced many changes in their lifestyle since adopting twins.* 15. After I heard Mary describe how cold it gets in Minnesota in the winter, I decided not to go there for my vacation in January. *After hearing Mary describe how cold it gets in Minnesota in the winter, I decided not to go there for my vacation in January.*

**CHART 18-3: EXPRESSING THE IDEA OF “DURING THE SAME TIME” IN MODIFYING ADVERBIAL PHRASES**

- Compare modifying participial phrases at the beginning of a sentence with gerund subjects (sometimes a point of confusion for learners).

Gerund subjects: ***Walking** down that street alone at night **is** dangerous.*  
***Hiking** through the woods **is** an enjoyable way to get exercise.*

- Point out that the position of certain modifying phrases can determine meaning. Compare those in (c) and (d) in this chart with the following:

*I ran into an old friend (who was) walking down the street.*  
*We saw a bear (that was) hiking through the woods. (The concept of a bear “hiking” may be an imaginative, creative use of that verb.)*

The modifier should be as close as possible to the noun that it modifies.

## CHART 18-4: EXPRESSING CAUSE AND EFFECT IN MODIFYING ADVERBIAL PHRASES

- The important point for learners to understand is that the grammatical structure itself (without function words) expresses a cause-and-effect meaning.
- In many cases, an initial modifying participial phrase combines the ideas of “during the same time” and “because”—as the students will discover in Exercise 2.
- To point out that *being* expresses cause and effect in this structure, have the students compare the meanings of the following two sentences.
  - (1) *Chicago, a large city, has a crime problem.* (a large city = an appositive, reduced adjective clause that gives identifying information about the noun: *Chicago, which is a large city, has . . .* Cause and effect may be implied, but is not stated.)
  - (2) *Chicago, being a large city, has a crime problem.* (a clear cause-and-effect relationship)

### □ EXERCISE 2, p. 376. Modifying adverbial phrases. (Charts 18-3 and 18-4)

See the *Introduction*, p. xix, for suggestions for using discussion-of-meaning exercises.

ANSWERS: 1. *while* 2. *because* 3. *while* 4. *because* 5. a blending of the meanings of *while* and *because* 6. *because* 7. *because* 8. *while* 9. *while* 10. *because* 11. *because* 12. a blending of the meanings of *while* and *because*

### □ EXERCISE 3, p. 377. Modifying adverbial phrases. (Chart 18-4)

This exercise emphasizes that these modifying phrases convey a cause-and-effect meaning without the word “because.” In the example, call attention to the structure of the negative phrase and to the necessity of identifying the subject in the main clause. Point out that these phrases modify the subject of the main clause.

ANSWERS: 2. *Believing that no one loved him, the little boy* ran away from home. 3. *Not paying attention to where she was going, Rosa* stepped into a hole and sprained her ankle. 4. *Having forgotten to bring a pencil to the examination, I* had to borrow one. 5. *Being a vegetarian, Chelsea* does not eat meat. 6. *Having (already) flunked out of school once, Mike* is determined to succeed this time.

### □ EXERCISE 4, p. 377. Modifying adverbial phrases. (Charts 18-2 → 18-4)

This exercise is a summary review of Charts 18-2, 18-3, and 18-4. It is helpful to point out repeatedly that these phrases modify the subject of the main clause.

ANSWERS: 1. *Before talking to you, I* had never understood that formula. 2. *Not wanting to spend any more money this month, Larry* decided against going to a restaurant for dinner. 3. *After reading the chapter four times, I* finally understood the author’s theory. 4. *Remembering that everyone makes mistakes, I* softened my view of his seemingly inexcusable error. 5. *Since completing his Bachelor’s degree, he* has had three jobs, each one better than the last. 6. *While traveling across the United States, I* could not help being impressed by the great differences in terrain. 7. *Before gaining national fame, the union leader* had been an electrician in a small town. 8. *Enjoying the cool evening breeze and listening to the sounds of nature, we* lost track of time. 9. *Having never flown in an airplane before, the little girl* was surprised and a little frightened when her ears popped. [You can hear a small “pop” in your head when air pressure is released, often by yawning slightly.] 10. *Before becoming vice-president of marketing and sales, Peter McKay* worked as a sales representative.

□ **EXERCISE 5, p. 378. Modifying adverbial phrases. (Charts 18-3 and 18-4)**

In this exercise, the students have to make modifying phrases while being careful to avoid dangling participles. Strongly emphasize that these phrases modify the subject of the main clause.

Discuss the implied meanings of the adverbial phrases: *because*, *while*, and a blending of the two.

ANSWERS: 2. *Hearing that Nadia was in the hospital, I* called her family to find out what was wrong. 3. (no change) 4. *Living a long distance from my work, I* have to commute daily by train. 5. *Living a long distance from her work, Heidi* has to commute daily by train. 6. (no change) 7. *Not wanting to inconvenience my friend by asking her to drive me to the airport, I* decided to take a taxi. 8. *Sitting on a large rock at the edge of a mountain stream, I* felt at peace with the world. 9. *Being a married man, I* have many responsibilities. 10. *Trying his best not to cry, the little boy* swallowed hard and began to speak. 11. *Keeping one hand on the steering wheel, Anna* opened a can of soda pop with her free hand. 12. (no change) 13. *Recognizing his face but having forgotten his name, I* just smiled and said, "Hi." 14. (no change) 15. (Being) *Convinced that she could never learn to play the piano, Anna* stopped taking lessons.

□ **EXERCISE 6, p. 378. Modifying adverbial phrases. (Charts 18-3 and 18-4)**

Students should say or write the whole sentence, not just the number and letter from the columns.

ERRATUM: Item 9 in Column A should read: "She has done very well in her studies." This is corrected in later printings.

ANSWERS: 1. [+ G] Having sticky pads on their feet, flies can easily walk on the ceiling. 2. [+ J] Having worked with computers for many years, Ed has an excellent understanding of their limitations as well as their potential. 3. [+ I] (Having been) Born two months prematurely, Mary needed special care for the first few days of her life. 4. [+ D] Having done everything he could for the patient, the doctor left to attend other people. 5. [+ A] Having never eaten / Never having eaten Thai food before, Sally didn't know what to expect when she went to the Thai restaurant for dinner. 6. [+ H] Having no one to turn to for help, Sam was forced to work out the problem by himself. [*Turn to someone* (for help/advice) = ask, depend on] 7. [+ C] Being an endangered species, rhinos are protected by law from poachers who kill them solely for their horns. [*rhino* /*raino*/ = rhinoceros /*rainəsərəs*/] 8. [+ B] (Being) Able to crawl into very small spaces, mice can hide in almost any part of a house. 9. [+ E] Having done very well in her studies, Nancy expects to be hired by a top company after graduation. 10. [+ F] (Being) Extremely hard and nearly indestructible, diamonds are used extensively in industry to cut other hard minerals.

□ **EXERCISE 7, p. 379. Modifying adverbial phrases. (Charts 18-1 → 18-4)**

ANSWERS: 3. (no change) 4. *Because I was too young to understand death, my mother* gave me a simple explanation of where my grandfather had gone. 5. (no change) 6. *While I was working in my office late last night, someone* suddenly knocked loudly at my door and nearly scared me to death! 7. *After we (had) hurried to get everything ready for the picnic, it* began to rain just as we were leaving. 8. *While I was walking across the street at a busy intersection, a truck* nearly ran over my foot.

**CHART 18-5: USING UPON + -ING IN MODIFYING ADVERBIAL PHRASES**

- These phrases are more common in formal writing than in conversation.

□ **EXERCISE 8, p. 380. Using UPON + -ING. (Chart 18-5)**

The answers may use either *upon* or *on*.

ANSWERS: 2. *Upon crossing the marathon finish line*, Tina fell in exhaustion. 3. *Upon looking in my wallet*, I discovered I didn't have enough money to pay my restaurant bill. 4. I bowed my head *upon meeting the king*. 5. *Upon re-reading the figures*, Sam found that he had made a mistake. 6. . . . *Upon discovering it was hot*, the small child jerked his hand back, . . . . 7. Mrs. Alexander nearly fainted *upon learning that she had won the lottery*. 8. *Upon finishing the examination*, bring your paper to the front of the room. 9. . . . *Upon hearing my name*, I raised my hand to identify myself. 10. . . . *Upon hearing this*, Cook grabbed his telescope and searched the horizon.

□ **EXERCISE 9, p. 381. Review: modifying adverbial phrases. (Chapter 18)**

ANSWERS: 5. *Before leaving on my trip*, I checked to see what shots I would need. 6. (no change) 7. *Not having understood the directions*, I got lost. 8. My father reluctantly agreed to let me attend the game *after talking/having talked it over with my mother*. 9. *Upon discovering / Discovering I had lost my key to the apartment*, I called the building superintendent. 10. (no change) 11. Garcia Lopez de Cardenas accidentally discovered the Grand Canyon *while looking for the legendary Lost City of Gold*. 12. (no change) 13. *After having to wait for more than half an hour*, we were finally seated at the restaurant. 14. *Before getting accepted on her country's Olympic running team*, Maria had spent most of the two previous years in training. 15. *Not paying attention to his driving*, George didn't see the large truck until it was almost too late.

□ **EXERCISE 10, p. 382. Review: modifying adverbial phrases. (Chapter 18)**

When the students use an adverbial phrase, be sure that the subject is clearly identified in the main clause.

ANSWERS:

- . . . When Watson heard words coming from the machine, he immediately realized that their experiments had at last been successful.  
→ Hearing words coming from the machine, = *adverb phrase*  
. . . After Bell had successfully tested the new apparatus again and again, he confidently announced his invention to the world.  
→ After having / Having successfully tested the new apparatus again and again, = *adverb phrase*  
. . . Because they believed the telephone was a toy with little practical application, most people paid little attention to Bell's announcement.  
→ Believing the telephone was a toy with little practical application, = *adverb phrase*
- . . . Because many people believe that wolves eagerly kill human beings, they fear them.  
→ Believing that wolves eagerly kill human beings, = *adverb phrase*  
. . . Because they are strictly carnivorous, wolves hunt large animals. . . .  
→ Being strictly carnivorous, = *adverb phrase*  
[*mainstay* = most important food or source of support]

. . . Because it was relentlessly poisoned, trapped, and shot by ranchers and hunters, the timber wolf, . . .

→ Having been / Being relentlessly poisoned, trapped, and shot by ranchers and hunters,  
= *adverb phrase*

. . . In the 1970s, after they realized a mistake had been made, U.S. lawmakers passed laws to protect wolves.

→ In the 1970s, after realizing / after having realized / having realized that a mistake had been made, = *adverb phrase*

. . . Today, after they have been unremittingly destroyed for centuries, they are found in few places, . . .

[*unremittingly* = persistently, ceaselessly]

→ Today, after having been / after being / having been unremittingly destroyed for centuries, = *adverb phrase*

□ **EXERCISE 11, p. 383. Review: modifying adverbial phrases. (Chapter 18)**

POSSIBLE COMPLETIONS: 1. After having finished my work, I decided to take a long walk. 2. Before going to Canada, I had never seen snow. 3. Since coming to this school, I have met a lot of interesting people. 4. Sitting in the park the other day, Mustafa saw a squirrel with a red tail. 5. Having heard a strange noise in the other room, the babysitter called a neighbor to help him investigate. 6. Being new on the job, I felt very unsure of myself. 7. Being the largest city in the United States, New York is a favorite tourist destination. 8. Upon reaching our destination, we leapt out of the car and ran toward the lake. [The past tense of *leap* is either *leaped* /lipt/ or *leapt* /lept/.] 9. Receiving no answer when he knocked on the door, the mail carrier took the registered package back to the post office. 10. Exhausted by the long hours of work, the medical student was too tired to eat his dinner and went straight to bed.

□ **EXERCISE 12, p. 384. Error analysis: general review. (Chapters 16, 17, and 18)**

ANSWERS:

2. Because our leader could not attend the meeting, ~~so~~ it was canceled. OR  
Because Our leader could not attend the meeting, so it was canceled.
3. My wife and I like to travel. [Stylistically it is generally preferred that the pronoun “I” be second in a compound subject, though grammatically “I and my wife” is possible.]
4. I always fasten my seat belt before ~~to~~ starting the engine. OR I always fasten my seat belt before ~~to~~ I start the engine.
5. I don’t like our classroom ~~because~~ it is hot and crowded. I hope we can change to a different room. OR I don’t like our classroom. It is hot and crowded. I hope we can change to a different room.
6. Since / Because the day was very warm and humid, ~~for that~~ I turned on the air conditioner.
7. Upon I learning that my car couldn’t be repaired for three days, I was very distressed.
8. Because I missed the final examination ~~because~~, the teacher gave me a failing grade.  
OR Having missed the final examination, I received a failing grade.
9. Both my sister and (my) brother are going to be at the family reunion.
10. I hope my son will remain/remains in school until he finishes his degree.
11. My brother has succeeded in business because ~~of~~ he works hard. [*Because vs. because of* is introduced in Chapter 19, Chart 19-1. This item should appear in the following chapter, not here—but since it’s here, through an oversight on the part of the author during the reorganization of this edition, the item can be profitably used to introduce the chart on the next page.]
12. Luis stood up, turned toward me, and spoke so softly that I couldn’t hear what he said.
13. I was lost. I could ~~not~~ find neither my parents nor my brother.
14. Since she had studied Greek for several years, Sarah’s pronunciation was easy to understand. [A phrase (*Having studied . . .*) is not possible because the subjects (*she* and *pronunciation*) are not the same.]