

# CHAPTER 18

## Reduction of Adverb Clauses to Modifying Adverbial Phrases

### CHAPTER SUMMARY

**OBJECTIVE:** To learn the meaning and use of adverbial phrases that modify the subject of a sentence. These phrases are primarily a feature of written English, rather than spoken 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.

**TERMINOLOGY:** A “dangling participle” is one type of dangling modifier.

*Aware of the crowd staring at him, the right words stuck in Bob's throat as he tried to respond.*

The sentence above has a dangling modifier and so is not grammatically correct. *Aware of the crowd staring at him* should be placed immediately before the person (*Bob*) who is aware. *Bob* should be the subject of the clause.

*Being nervous, the right words stuck in Bob's throat as he tried to respond.*

The sentence above has a dangling participle. A participle (*being*) is included in the phrase that precedes the main clause. But in this case too, the participle does not refer to the subject of the sentence (*Bob*) and so is incorrect.

In general terms, both can be called “dangling modifiers.”

**PRETEST.** What do I already know? Page 392.  
Time: 10 minutes

Because the reduction of adverb clauses is used more when writing than when speaking, students may not as readily “hear” incorrect structures. Encourage students to read carefully and look for the subject of the main clause.

- Give students time to read through the exercise and identify the incorrect sentences.
- Ask students to explain their choices when correcting as a class.

#### Optional Vocabulary

mud puddle  
paramedic  
sunscreen

express delivery  
promotion  
genetics

► **EXERCISE 1.** Warm-up. Page 392.

Time: 10 minutes

- Give students time to read through each sentence.
- Remind students to locate the subject of the sentence.
- Tell them that doing so should help them see which sentences are correct.
- Discuss as a class.

**CHART 18-1.** Introduction. Page 393.

Time: 15 minutes

It is important for students to understand that reducing adverb clauses to phrases is only possible if the subject of the adverb clause is the same as the subject of the main clause. Students make many mistakes because they don't understand that having two different subjects (one for the adverb clause and a different one for the main clause) makes such reductions grammatically impossible.

The modifying phrases presented in this chart are often called participial phrases because the main word is a present participle (*-ing* form) or sometimes a past participle (*-ed* form, which indicates a passive meaning). If the phrase doesn't modify the subject of the main clause, the incorrect result is a dangling participle. In this case, the participle is dangling because it isn't connected to a subject to modify. For example:

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

Obviously, the fish could not have been walking by the lake, and this is a good example of the participle being unrelated to the subject of the main clause.

The way to correct this is to make *Natalia* the subject of the main clause, and use passive voice. Doing so makes the sentence grammatical and scientifically possible. For example:

*While walking by the lake, Natalia was frightened by a fish that jumped out of the water.*

- Write the chart title on the board and tell students that in order to reduce an adverb clause, its subject has to be the same as that of the main clause.
- On the board, write the following sentence:  
*While Dmitry was studying with his classmates here in Boston, his son was being born in Kiev.*

- Ask students to name the subject of both clauses.
- Once students say that *Dmitry* is the subject of the adverb clause but *his son* is the subject of the main clause, tell them that reducing the adverb clause is simply not possible.
- Invite them to try to reduce the adverb clause, and write the resulting incorrect sentence on the board:

*While studying with his classmates here in Boston, his son was being born in Kiev.*

- Explain that this implies that his son was studying in Boston at the same time that he was being born in Kiev, which is scientifically impossible.
  - Have students try to correct the sentence by changing the subject and verb of the main clause to a sentence that paraphrases the meaning of the original. For example:
- While studying with his classmates here in Boston, Dmitry learned his son was being born in Kiev.*
- Have students take turns reading the chart examples (a)–(h) aloud.
  - Review the explanatory notes.

### ► EXERCISE 2. Looking at grammar.

Page 393. Time: 10 minutes

- Remind students that the reduced adverb clause must refer to a subject that is the same as in the main clause.
- Have students work through the exercise on their own as seatwork.
- Correct as a class.

#### Optional Vocabulary

dizzy	contacted
suddenly	sold out
by accident	

### CHART 18-2. Changing Time Clauses to Modifying Adverbial Phrases. Page 394.

Time: 10–15 minutes

In Chart 18-2, the word *since* has a time-related meaning rather than a cause-and-effect meaning. Learners can become confused about this, so continue to stress that in these cases, *since* indicates time. Students already know words that have two completely different meanings and uses (such as *fall* = *autumn* and *fall* = *drop to the ground*).

Call attention to example (f) in the chart so that students can see that a phrase can either precede or follow the main clause.

- Write the chart title on the board.
- Ask students what the main condition is for being able to reduce an adverb clause. They should be able to

state that the subject of the main clause and the adverb clause must be one and the same.

- Using students' lives and shared classroom experiences, come up with sentences that have the same subject in the adverb clause as in the main clause, and write these on the board. Ask students to make the adverb clauses about real time or sequenced events. For example:

*Since she came to the United States, Inez has emailed her family in Colombia every afternoon.*

*After Ruhsan takes the TOEFL exam, she will apply to graduate school.*

*While Birgitt has been studying here in New York, she has also been taking yoga classes.*

- Ask students to go to the board and change the adverb time clauses to modifying adverbial phrases.
- As a class, correct the changes made on the board and discuss each one.
- Have students read chart examples (a)–(h) aloud and discuss the accompanying notes.

### ► EXERCISE 3. Looking at grammar.

Page 394. Time: 15 minutes

- Have students work through the exercise carefully as seatwork. Remind them to first identify the subjects in each sentence.
- Tell students that when the subject is the same in the time and main clauses, they can change the time clause to a phrase.
- Ask students to identify which sentence cannot be changed.

#### Optional Vocabulary

insurance company	contract
flights of stairs	ache
beverage	

### ► EXERCISE 4. Let's talk: interview. Page 395.

Time: 15–20 minutes

- Have students move around the room talking to as many classmates as possible.
- Using the time phrases included in the exercise, students share what they do in relation to each time prompt.
- Tell students to write notes so they can report on one another's shared habits.

#### Expansion

Prepare index cards containing split sentences. On one card, there will be reduced time phrases that should match with detailed main clauses. Each time phrase and main clause should have enough details that students can readily match them with one another. Sample sentences (split into two parts) could include the following. It will be more interesting for your

students if you also make sentences based on their lives and preferences.

<i>Before shaving your head,</i>	<i>you should think of what you may look like with no hair.</i>
<i>After skiing,</i>	<i>we took off our ski boots and had a drink at the lodge.</i>
<i>While running,</i>	<i>Suzette tries to run quick intervals as well as slower miles.</i>
<i>When studying,</i>	<i>Megan likes to have all her textbooks around her on her bed.</i>
<i>Before baking a cake,</i>	<i>I make sure I have all the ingredients.</i>
<i>Whenever running late,</i>	<i>Ahn calls to let his parents know not to worry.</i>
<i>Before delivering mail,</i>	<i>the postal worker puts on her most comfortable walking shoes.</i>
<i>After getting up,</i>	<i>Ahmad makes coffee for his wife and himself.</i>

► **EXERCISE 5.** Warm-up. Page 395.

Time: 5–10 minutes

- Give students just a few minutes to read and answer the questions.
- Review as a class.

**CHART 18-3.** Expressing the Idea of “During the Same Time” in Modifying Adverbial Phrases. Page 395. Time: 10 minutes

Contrast using modifying participial phrases at the beginning of a sentence with using gerund subjects. This is sometimes confusing for learners. Be sure to give students some examples of gerunds as subjects. For example, write the following on the board so students can see the gerund as subject and the verb *be* that agrees with it.

*Walking that street at night is dangerous.*

*Hiking through the woods is an enjoyable way to get exercise.*

- Write the chart title on the board.
- Leave the room for a few moments and reenter it, discussing the target grammar as you do so. When you get to the board, write the following sentence on it:

*Entering the room, I was describing how to use reduced adverb clauses.*

- Explain that you were both *entering the room* and *describing how to use reduced adverb clauses* simultaneously. Your use of the participial adverb phrase shows that both were happening at once. Since *I* remains the subject of both *entering the room*

and *describing how to use reduced adverb phrases*, this reduction is clear and indicates that they were happening at the same time.

- Now ask students to create sentences about one another, and write these on the board. For example:

*Clicking his pen repeatedly, Antonio concentrated on the new grammar structure.*

*Furrowing her brow, Hiroko was listening to the explanation.*

*Smiling, Maethus asked Sultan if he could borrow a piece of paper.*

- Ask students to read sentences (a)–(c) aloud and review the explanatory notes.

**CHART 18-4.** Expressing Cause and Effect in Modifying Adverbial Phrases. Page 395. Time: 10–15 minutes

The important point for learners to understand is that the grammatical structure itself (without function words) often expresses a cause-and-effect construct. In many cases, the reason to use the reduced form of the adverb clause is to show the idea that the action described causes / caused the main clause to take place. Sometimes, the meaning combines both “at the same time” and “because of” as will be clear in some of the examples below.

To illustrate that *being* shows cause-and-effect in this structure, contrast the two meanings of the following sentences:

*Chicago, a large city, has a significant crime problem.*

In the above sentence, *a large city* is an appositive. It is a reduced adjective clause that gives extra information. It does not state a cause-and-effect (though this is implied). Primarily, the appositive phrase further identifies the subject of the sentence.

*Chicago, being a large city, has a significant crime problem.*

In the above sentence, the structure states that it is because Chicago is a large city that it has a significant crime problem.

- Write the chart title on the board.
- Explain that Charts 18-3 and 18-4 are being presented together to highlight the difference in usage. This distinction might be confusing to some students—Chart 18-3 shows two actions happening at once, and Chart 18-4 shows one action causing the other.
- Demonstrate this by describing an observable student action and writing a *because* structure on the board. For example:

*Because Hyon Jung was hungry, he bought a large sandwich before class.*

- Then illustrate that this sentence can be reduced as follows:

*Being hungry, Hyon Jung bought a large sandwich before class.*

- Now explain that to change the tense of the above sentence to the past perfect, *having* + past participle is used. Change the original sentence to the past perfect and show how to reduce this step-by-step.

*Because Hyong Jung had been hungry, he bought a large sandwich before class.*

*Having been hungry, Hyong Jung bought a large sandwich before class.*

- Write some other examples for students.  
*Because Niels had eaten at that restaurant before, he didn't want to dine there again.*  
*Having eaten at that restaurant before, Niels didn't want to dine there again.*
- Have students take turns reading chart examples (a)–(k) aloud, and review the explanatory notes slowly and carefully.

► **EXERCISE 6.** Looking at grammar.  
Page 396. Time: 10 minutes

- Ask a student to read the example sentence aloud.
- Ask students to tell you which words in the model sentence indicate the meaning of “while.”
- Without further preparation, have students read each of the sentences aloud and decide whether *while*, *because*, or both are the answers.
- In each sentence, ask students to refer to particular words to show the meaning.
- Discuss any challenging items by using the board.

**Optional Vocabulary**

widow	in store	handrail
wander	tapping	slipped

► **EXERCISE 7.** Looking at grammar.  
Page 396. Time: 10 minutes

- Point out that all the sentences here have the meaning of “because.”
- Have a student read the example aloud.
- Ask other students to read the remaining sentences aloud, reducing the *because*-clause as they do so.

► **EXERCISE 8.** Looking at grammar.  
Page 396. Time: 10–15 minutes

- Ask one student to read the completed example aloud and discuss.
- Give students time to work through the remaining items as seatwork.
- Correct by having students read aloud as a class.

**Optional Vocabulary**

formula	gained
impressed	ears popped
terrain	marketing
fame	sales representative

► **EXERCISE 9.** Looking at grammar.  
Page 397. Time: 10 minutes

- Read the direction line aloud.
- Ask a student to read item 1 aloud.
- Give students time to complete the exercise on their own.
- Have students read their combined sentences aloud. Discuss necessary changes.

**Optional Vocabulary**

freshman	commuting	convinced
dorm room	stung	ability
siblings	embarrassed	encouraged

► **EXERCISE 10.** Game. Page 398.  
Time: 10–15 minutes

- Explain the direction line to students.
- Put students into groups to work together.
- Tell students that the group that gets the most right answers in the shortest time wins.
- Correct by having students write correctly combined sentences on the board.
- Groups remaining at their seats correct the boardwork.

**Optional Vocabulary**

offspring	expect
crawl	extensively
indestructible	

► **EXERCISE 11.** Looking at grammar.  
Page 398. Time: 10–15 minutes

- Read the direction line and have students complete the exercise as seatwork.
- Correct by asking students to read each sentence aloud and state whether it is correct as is.
- If the sentence is not correct as is, students should provide the corrected version.
- Discuss as a class.

**Optional Vocabulary**

intersection	ambulance
picnic	honking
exact	

► **EXERCISE 12.** Reading and grammar.  
Page 399. Time: 15 minutes

- Have students take turns reading through the passage aloud.
- Correct pronunciation as students read.
- Ask students to paraphrase the information they read, and ask them questions about their own learning strategies and whether they will try those presented here.

**Optional Vocabulary**

blog	space out	retain
highlight	adjusts	longhand
strategies	common	comprehend
the latter	technique	summarize
cramming /	flashcards	automatic
cram	force	
focused	concepts	

► **EXERCISE 13.** Warm-up. Page 399.

Time: 10 minutes

- Ask students to read all three sentences.
- Have them explain the timing of hearing the news and crying.

**CHART 18-5.** Using *Upon* + *-ing* in Modifying Adverbial Phrases. Page 399. Time: 10 minutes

Students should know that this construction is more common in writing than in speaking. It sounds too formal for everyday conversation.

- Write the chart title on the board.
- Ask students where they have heard the word *upon* used before to indicate time. (Try to get someone to say *Once upon a time ...*).
- Relating this structure *once upon a time* to introduce a story or fairy tale is helpful because it reminds students that this structure is used in writing — not in everyday speech.
- Ask students to tell you some age-related ceremonies or rites of passage that they are familiar with from their countries and cultures. Once they have described a few, create sentences that show the relationship between the time and the event by using *upon*, and write them on the board. For example:

*When Mexican girls turn 15, they are given a special party called a “quinceañera.”*

*When Turkish boys turn 18, they have to serve in the military.*

- You can also offer examples of your own age-related rites of passage that are common in the United States. For example:

*When kids in the US turn 18, they often register to vote in the next election.*

*When my daughter turns 16, she will get her driver’s license.*

- Now transform the above sentences to ones that utilize *upon*, and write the resulting sentences on the board.

*Upon turning 15, Mexican girls are given a special party called a “quinceañera.”*

*Upon turning 18, Turkish boys have to serve in the military.*

*Upon turning 18, kids in the US often register to vote in the first election.*

*Upon turning 16, my daughter will get her driver’s license.*

- Ask students to read aloud items (a)–(c) from the chart and discuss the notes.

► **EXERCISE 14.** Looking at grammar.

Page 400. Time: 10 minutes

- After going over the example, ask students to make *upon* sentences whenever possible by rewriting the items in a notebook.
- Give them time to complete this as seatwork.

- Correct as a class by having students share their sentences.

**Optional Vocabulary**

marathon	contain
broke into	excitement
collapsed	announced
exhaustion	

► **EXERCISE 15.** Looking at grammar.

Page 400. Time: 10–15 minutes

- Read the example item with a student. Have students explain why no change is possible in item (b).
- Give students time to change the adverb clauses they can, and instruct them to make the new sentences completely correct in punctuation, capitalization, and word order.
- Have students read the reduced adverb clauses sentences aloud and explain exactly why certain sentences could not be changed.

► **EXERCISE 16.** Let’s talk. Page 400.

Time: 10–15 minutes

- Put students into small groups.
- Have a student read item 1 aloud.
- Review the advice offered.
- Tell students to provide very specific advice for each item.
- Walk around the room, interacting with each group and providing vocabulary and ideas as needed.
- Review as a class.

**Optional Vocabulary**

visa	itinerary
immunizations	

**Expansion**

While students are still in their groups, ask them to think of questions about one another’s lives — their goals and dreams. Prompt them by putting the following questions on the board for them to think about, and ask students to contribute related questions.

*What is important for you to do before dying?*

*Why do people often have regrets when facing the end of their lives?*

*What can you do to avoid feeling regretful when coming to the end of your life?*

*What should people experience before settling down (getting married, having kids, etc.)?*

*If you are going anywhere in the world, what do you have to do before leaving home?*

*When do you decide how valuable an experience is to you — before doing it, while doing it, or after doing it?*

Once groups have come up with 3–6 questions of their own, have students write them on index cards. Then ask each group to pass their cards to another group to answer while also receiving questions from a different group. Have students further discuss these questions for about 10–15 minutes before coming back together to share the contents of the discussion as a class.

► **EXERCISE 17.** Listening. Page 401.

Time: 10–15 minutes

- Be provisioned by having the audio ready to go and the listening script handy for reference.
- Have students read the completed example and discuss why the circled choice is the appropriate restatement.
- Have students select the correct sentences as they listen to the audio.
- Correct as a class, referring to the script as needed.

**Optional Vocabulary**

fearing                      relieved                      candidate  
gathering                      research

► **EXERCISE 18.** Reading and grammar.

Page 401. Time: 15 minutes

- Ask a student to read the direction line aloud.
- Discuss what it means to summarize.
- Have students read the passage aloud and discuss its tone and style.
- Now have students read the summary of the passage to themselves and underline all the modifying phrases.
- Correct by having students read you the modifying phrases.
- Discuss the difference between the two passages and the ways in which modifying phrases can create a smoother and more enjoyable summary.

**Optional Vocabulary**

invented                      appreciated  
attempt                      revolutionary  
spilled                      nature  
acid                      practical  
rushed                      application

► **EXERCISE 19.** Reading and writing.

Page 402. Time: 15–30 minutes

**Part I**

- Ask students to first read the passage quietly to themselves, noting the most important events.

**Part II**

- Instruct students to use modifying phrases to summarize the passage.
- Ask students to refer to the writing tip as they work.

**Part III**

- Have students use the editing checklist to improve their own or a classmate's writing while reviewing the summaries.

**Optional Vocabulary**

keyboard                      typist  
placement                      succession  
glance                      demonstrated  
logical                      longevity  
typebars                      efficient  
crashed