

OLYMPIADS SCHOOL/GRADE 9 AND 10 WRITING/HOMEWORK 11

NAME (FIRST AND LAST): _____ GRADE: _____

Instructions

Complete the attached exercises from page 83 to 94 in *Independent Writing* (2nd edition) by Teresa D. O'Donnell and Judith L. Paiva.

STRUCTURE REVIEW: Participial Phrases

The underlined verbs in the following paragraph are *participles*, *-ing* and *-ed* (or equivalent) forms of verbs used as modifiers. In the following paragraph, all of the participles modify nouns, thus functioning as adjectives. The whole participial phrase is in bold print.

Since the turn of the century, men had tried to run a mile in less than 4 minutes, but it wasn't until 1954 that Roger Bannister, dedicated to attaining that goal, was able to do so. Bannister, being a medical student, used his medical knowledge to slow his pulse rate so that his heart received a greater amount of oxygen with each beat. Thus, because his pulse rate increased while he was running, he had a greater oxygen supply. Chris Basher ran with Bannister to set the pace. Having set too fast a pace, Basher fell down exhausted half way. Three hundred yards from the finish, Bannister, cheered by the crowds, began to kick higher and lengthen his stride. Then, crossing the finish line, he fell painfully to the ground, almost unconscious. Bannister had run the race in 3 minutes, 59.4 seconds, a new record. He had broken the 4-minute mile!

84 Independent Writing

Participles can also be used single to modify nouns, as in the following sentences:

This is a very *boring* lecture.

The *bored* students are starting to leave.

When the modified noun *causes* the reaction, the participle is in the present (*-ing*) form. When the noun *receives* or *feels the effects of* the action, the participle is in the past form (*-ed* or equivalent for irregular verbs). Another way to think of this is that when the participle comes from a verb in the *active* form, it is the *-ing* form. When it comes from the *passive* form, it is the *-ed* (or equivalent) form.

Doer/causer = verb + *ing*
(Active)

Done to/receiver = verb + *ed*
(Passive)

Exercise 1. Choosing Single-Participial Modifiers

Choose the correct present or past participial form. The first exercise has been done for you.

1. The exhibit *fascinated* the tourists.

The exhibit was fascinating.

The tourists were fascinated.

2. The story *amused* the children.

The children were _____.

The story was _____.

3. The gift *surprised* the boss.

The boss was _____.

The gift was _____.

4. The comment *insulted* the teacher.

The teacher was _____.

The comment was _____.

5. His school records *amazed* the admissions officer.

His school records were _____.

The admissions officer was _____.

Exercise 2. Forming Single-Participial Modifiers

Choose the *-ing* or *-ed* participle form of the verb in parentheses to use in the blank. The first has been done for you.

1. The student was elated (elate) when he received the news of his acceptance to Harvard.
2. The teacher said, "I am _____ (please) to announce that the test results were good."
3. The mystery writer is one of the best _____ (know) authors in the U.S. today. (Note: "know" has an irregular past participle.)
4. The president reported that he had had a very _____ (satisfy) meeting with the other world leaders.
5. Sometimes _____ (flatter) remarks do more harm than good.
6. Being _____ (depress) by the death of her close friend, Sue took a few days off from work.

7. She was happy to hear the _____ (reassure) words of her boss, especially since she had made such a bad mistake.
8. John is such an _____ (amuse) person that everyone likes to invite him to parties.
9. We are _____ (interest) in buying a house, but the interest rates are just too high.
10. There is _____ (overwhelm) evidence that there is a direct link between smoking and cancer.
11. The directions that we were given were so _____ (mislead) that we never made it to the party.

The *present participle*, also called the active participle, usually takes place at the same time as the action of the main verb:

Listening to the radio, Barbara hummed to the music while doing her housework. (The action of the participle takes place at the same times as the action of the main verb.)

Using adverbial expressions can change the time relationship between the participle and the main verb:

After eating supper, Juan went out to play baseball.

Before doing his homework, Adam always has a little snack.

Upon hearing about the tornado warnings, everyone hurried home. (*Upon* = immediately after)

86 Independent Writing

Exercise 3. Using Present and Past Participles

Complete each sentence with a present or past participial phrase. Use the suggested verb. The first has been done for you.

1. The workmen (work) working on the bridge repair receive overtime pay on Saturday.
2. All students (receive) _____ will be honored at a special assembly next week.
3. The children (sell) _____ are trying to raise money for new band uniforms.
4. The new computers (locate) _____ were bought at great expense.
5. The actor (appear) _____ is well known around the world.
6. The statue (carve) _____ is a wonderful example of religious art of the sixteenth century.
7. Students (attend) _____ often have trouble adjusting to a new system of teaching.
8. Apartment houses (locate) _____ are very desirable.

9. Schools (offer) _____ are very popular.
10. Before (take) _____, the student studied for days.
11. After (leave) _____, Mary realized that she had left her purse there.
12. Mother always told us to hang up our jackets upon (arrive) _____ each afternoon.

Passive progressive participles (*being* + verb + *ed* or equivalent) can be used for *present* or *future* time.

Examples: The class *being held* now in that classroom is a German course.
The lecture *being given* tomorrow will be very interesting.

Perfect participles (active: *having* + verb + *ed* or equivalent; passive: *having* + *been* + verb + *ed* or equivalent) show that the action of the participial phrase occurred *before* the action of the main verb.

Examples: Roger Bannister, *having dedicated* himself to attaining his goal, was able to break the 4-minute mile.
Chris Basher, *having set* too fast a pace, fell down exhausted.
This house, *having been rented* for over ten years, needs a paint job badly.

Chapter Three Planning for Writing 87

The *perfect participle* often appears at the beginning of the sentence, before the subject it modifies. Place the word *not* before a progressive or perfect participle to make the phrase negative.

Example: *Not having finished high school*, the job applicant was not considered for the position.

Exercise 4. Completing Sentences with Progressive and Perfect Participles

A participial phrase is given. Complete each sentence. The first has been done for you.

1. Having returned from his trip abroad, the president *held a peace conference at the White House*.
2. Having applied for a passport, _____.
3. The nurses, having worked all night, _____.
4. The baby, having slept all afternoon, _____.
5. Having eaten already, _____.

6. The tourists, having seen all the sights, _____
_____.
7. The students, having spent the whole day in the library, _____
_____.
8. Not having passed the entrance exam, _____
_____.

Reducing Adverbial Clauses to Participial Phrases

Adverbial clauses expressing *time* and *cause* relationships may be reduced to adverbial phrases using participles. This adds variety to the sentence structure of essays, making the writing more interesting. The type of participle used to reduce adverbial clauses depends on the sequence of the events (actions or states) in the adverbial and main clauses. Observe how they are used in the following examples. Also, notice that the subjects of both clauses must be identical, and the subject is named in the independent clauses.

88 Independent Writing

Use the *present participle* (active or passive) when the events of the two clauses are simultaneous (occurring at the same time) or when a *causal* relationship is expressed.

Examples:

While the spectators watched the soccer match, they cheered for their favorite.

*While **watching** the soccer match*, the spectators cheered for their favorite.

Because John needed cash, he went to an automatic teller machine.

***Needing** cash*, John went to an automatic teller machine.

When the painting is seen from up close, it appears to be only masses of dots.

***Seen** from up close*, the painting appears to be only masses of dots.

Also use the *present participle* (active or passive) when an adverbial conjunction (*before* or *after*) makes the time relationship clear.

Examples:

After the soldiers lowered the flag, they marched away.

*After **lowering** the flag*, the soldiers marched away.

Before Margaret bought a new car, she shopped around at several dealers.

*Before **buying** a new car*, Margaret shopped around at several dealers.

Use the *perfect participle* (active or passive) when the event of the adverbial clause precedes the event of the main clause. Causal actions occurring before the main clause also use the perfect participle. The adverbial conjunction *after* is unnecessary when the perfect participle is used.

Examples:

*After Juan **had made** a home run in the baseball game*, he celebrated with his teammates.

***Having made** a home run in the baseball game*, Juan celebrated with his teammates.

After Ryan was given an award for his fine art work, he was recognized by all the students at his school.

Having been given an award for his fine art work, Ryan was recognized by all the students at his school.

Because Patrick had found a valuable coin, he was able to make enough money from its sale to buy a new bike.

Having found a valuable coin, Patrick was able to make enough money from its sale to buy a new bike.

Exercise 5. Reducing Adverbial Clauses to Participial Phrases

Following the examples, change the adverbial clause in each sentence to a participial phrase. There may be more than one possible answer. The first is done for you.

1. After Shana and Rachel met in the third grade, they became very close friends.

After meeting in the third grade, Shana and Rachel became very close friends.

2. When they swam together during vacation, they always liked to race against each other.

3. After they had practiced swimming and diving for several years, they had become quite good.

4. When Rachel was chosen for her club's diving team, she was very excited. (Change "she" to "Rachel" when you rewrite.)

5. After she had competed in several diving events, she became known as one of the best young divers in the state.

6. Meanwhile, when Shana was observed by the coach of the State Swimming Association, she was selected to swim for that team. (Change "she" to "Shana" when you rewrite.)

7. After she had swum against the best freestyle competitors of her age group, she became the regional champion.

8. While Rachel and Shana worked to perfect their styles, they often thought about the Olympic Games. (Change “they” to “Rachel and Shana” when you rewrite.)

9. Because they had become champions in their sports, they decided to try out for the U.S. Olympic team.

10. While they trained for the Olympic trials, they became even closer friends, always helping and encouraging each other.

11. When they had finally been chosen for the Olympic team, they were both exuberant.

12. While they traveled to the site of the Olympic games, Shana and Rachel vowed to cheer each other on to gold medals.

Reducing Adjective Clauses to Participial Phrases

Adjective clauses may also be reduced to participial phrases to add more variety to writing. The rules for reducing adjective clauses are simple:

1. Adjective clauses containing *who*, *which*, or *that* as subjects of the clause may be reduced.
2. If you have a form of the verb *to be*, omit the relative pronoun (*who*, *which* or *that*) and omit the form of the verb *to be*:

Students *who are planning* to graduate this year must notify the dean.

Students *planning* to graduate this year must notify the dean.

Some teachers like to receive papers *that are written in ink*.

Some teachers like to receive papers *written in ink*.

3. Some verbs that do not contain a form of the verb *to be* may also be reduced. Omit the relative pronoun and change the verb to the present (*-ing*) participle.

Students *who plan* to graduate this year must notify the dean.

Students *planning* to graduate this year must notify the dean.

Participial phrases that modify the subject of the main clause and that are formed from reducing non-essential adjective clauses (those set off from the rest of the sentence with commas) often precede the sentence.

This house, *which has not been painted for many years*, will not withstand the cold weather this winter.

Not having been painted for many years, this house will not withstand the cold weather this winter.

The foreign students, *who had registered early*, were able to get the classes they needed.

Having registered early, the foreign students were able to get the classes they needed.

Exercise 6. Reducing Adjective Clauses to Participial Phrases

Following the examples, change the adjective clauses to participial phrases. The first is done for you.

1. Of the many holy books that are used by people of the world today, the Koran, the Bible, and the Bhagavad-Gita are the oldest and best known.

Of the many holy books used by people of the world today, the Koran, the Bible and the Bhagavad-Gita are the oldest and best known.

2. The Koran, which was probably first started in 633 A.D., contains the word of God recited by the prophet Mohammed.

3. The Koran, which consists of 77,934 words, is arranged in 114 chapters.

4. The Bible, which contains both the Old and the New Testaments, is the holy book of Christianity.

5. The Old Testament is a set of laws, history, and literary writings that were originally found on scrolls and were believed to date back to around the twelfth century B.C.

6. The Bible, which had been written many years before Mohammed's birth, was probably familiar to him. (Begin the sentence with the participial phrase.)

7. Many of the stories that appear in the Koran make reference to stories and people in the Bible.

8. The Bhagavad-Gita is part of a longer work, the Mahabharata, which is thought to be the longest poem in the world, with over one million verses.

Exercise 7. Using Participles in Paragraphs

Write the appropriate participial form of the verbs in parentheses. Both active and passive participles will be used.

Taking medicine carelessly can be a very unpleasant and even dangerous experience. A few weeks ago, I started to suffer from all the symptoms of a cold. _____ (Feel) that dry, harsh sensation in the throat and _____ (have) watery eyes and a runny nose, I looked for some cold pills in my medicine cabinet and found a bottle of cold tablets. _____ (Give) to me by a friend, these pills were not supposed to cause drowsiness; on the contrary, _____ (compare) to most cold medicine, this medicine is a bit of a stimulant. I took two tablets right before _____ (go) to bed.

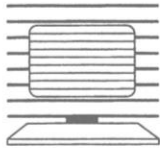
After _____ (sleep) very restlessly, I finally got up at dawn, _____ (curse) the cold for all the discomfort I was experiencing. At breakfast, I took another dosage of those little red pills. Throughout the day, _____ (go) about my regular activities, I was feeling uncomfortable and irritable. Every two hours, faithfully, I took the medicine, but by the end of the afternoon, my cold symptoms were no better, and I was feeling awful.

Around 6:00 p.m., _____ (take) eight pills so far that day, I walked to my girlfriend's house for dinner. Even though she lived only a few blocks away, I arrived _____ (feel) as if I had walked for miles. _____ (make) the arrangements several days before, I could not cancel the dinner date because I knew my girlfriend had spent hours preparing a nice meal. I managed to make it to her house and practically collapsed on her sofa. _____ (Question) by my girlfriend about my weak appearance, I explained about my cold. The person who had given me the pills happened to be at the dinner party. He told me that the dosage of the medicine was the problem. An adult should take only one tablet every six hours, not _____ (exceed) four tablets in twenty-four hours! No wonder I felt so terrible! In twelve hours, _____ (take) eight of those little red things, I had already exceeded the maximum dosage by double! For that reason, I had been awake for nearly two days in a row!

Being very careful about medicine is really important, as I learned. Never again will I take medicine I am not familiar with before _____ (read) the directions and warnings on the label. Otherwise, I might find myself feeling much worse than before _____ (take) the drug in the first place!

From an essay by Marcio Pancera, student

Exercise 8. Sentence Combining



Review the sections on participial phrases in this chapter before doing this exercise. Join each pair of numbered sentences, using participles when appropriate. Do not change unnumbered sentences. You may add adverbs and change the order of the pairs of sentences. Write in paragraph form.

Once upon a time, there was a beautiful little girl named Lauren. Lauren's parents had left her at an orphanage when she was very small because they were too poor to care for her. One day, the orphanage was forced to close, so all of the children were moved to an orphanage in another city. Her parents did not know where she was, and Lauren was

forced to work very hard by the cruel director, Ms. Cratchit. (1) First, she scrubbed the floors every morning. (1) Then she took out the trash. While the other children napped, Lauren had to do her school work. (2) She was forced to serve meals to the other children. (2) Then she was fed leftovers in the kitchen. (3) She finished her chores late at night. (3) Then she fell into bed, exhausted. Lauren always felt very sad, but she was sweet-tempered, so she never complained.

One day, a handsome couple visited the orphanage. (4) The woman was dressed in an expensive suit. (4) She looked very prosperous. (5) The gentleman showed his identification to the attendant. (5) He asked to see the head of the orphanage. (6) The couple was taken to Ms. Cratchit's office. (6) Then they explained who they were. They were little Lauren's parents, and they had reversed their fortunes by working very hard over the years. (7) They had been searching for Lauren for over a year. (7) Now they wished to reclaim their darling daughter.

(8) Ms. Cratchit was very impressed with the parents' story and with their obvious wealth. (8) She assured the couple that Lauren had been well cared for over the years. (9) Ms. Cratchit sent for Lauren, who appeared at the office in a dirty dress. (9) She looked very thin and tired. (10) The parents hugged their child. (10) They explained who they were. (11) Lauren had dreamed often of this moment. (11) She could hardly believe it was true. (12) The parents took their little girl home with them immediately. (12) They angrily denounced the director for her mistreatment of their daughter. Little Lauren lived happily ever after with her family, and the parents made sure that no child at that orphanage was ever again treated cruelly.