

PART III: SIMPLE SENTENCES

Unit III: Participles

3.1 Participles in Verb Phrases

The verb forms used in forming passive constructions and compound tenses in English (the continuous or progressive tense and the perfect tense) are called participles: the V-en form (as in "is sung" or "has sung") is called the past participle, and the V-ing form (as in "was singing") is called the present participle. Other examples of the past participle form include eaten, run, cried, turned. Other examples of the present participle form include eating, running, crying, turning.

The past participle is used with the verb to be in passive constructions, as in

- Examples: A. The letter is being typed now.
B. The letter was typed yesterday.
C. The letter has been typed already.

Example A is an example of the present continuous passive construction; example B is an example of the simple past passive construction; example C is an example of the present perfect passive construction.

The past participle is used with a form of the verb to have to form the perfect tenses, as in

- Examples: D. Mr. Jones has waited for his wife.
E. Mr. Jones had waited for his wife.
F. Mr. Jones will have waited for his wife.

The first of these examples, example D, is an example of the present perfect; example E is an example of the past perfect; example F is an example of the future perfect.

The present participle is used with a form of the verb to be to form the continuous or progressive tenses, as in

- Examples: G. Mr. Jones is waiting for his wife.
H. Mr. Jones was waiting for his wife.
I. Mr. Jones will be waiting for his wife.

Example G is an example of the present continuous; example H is an example of the past continuous; example I is an example of the future continuous.

Participles may occur in single words as in singing, eaten, etc., or it may occur in phrases as in singing a lullaby, walking along the street, etc.; the latter of which are called "participle phrases."

Exercise 20: Identifying Participles

Draw one line under each present participle; draw two lines under each past participle.

Examples: A. Mary has studied hard for the exam.

...Mary has studied hard for the exam.

B. Tom is studying in the library now.

...Tom is studying in the library now.

1. One of the legs of the table was broken during the party.
2. The women was weeping over her son's death.
3. The price of the shoes has been reduced to one hundred baht.
4. The rain was falling very hard when we arrived at the party.
5. The prisoner who had escaped was captured again.
6. The guard called for help because a prisoner was escaping.
7. They like to watch the sun when it is rising.
8. No one could go near the house because it was burning.
9. After the sun had risen, everyone hurried to get to work.
10. The water is boiling.
11. The bottle was filled with water.
12. These glasses are designed for women with small faces.
13. The plane has been delayed for three hours.
14. One of his sleeves had been torn.
15. The car was badly damaged in the accident.

3.2 Participle Modifiers

Like an adjective clause, a participle form (single-word or phrase) can modify a noun either by identifying the noun or by simply giving more information about the noun. When a participle form modifies a noun, we call it a participle modifier.

Examples: A. The weeping woman forgot her hat.

B. The woman living next door forgot her hat.

C. Gloria, crying, is my house-maid.

D. Gloria, living next door, is my house-maid.

In example A, the participle form "weeping" modifies the noun "woman", which comes immediately after it. The word "weeping" identifies which woman the writer/speaker is writing/talking about. The participle is called a participle modifier.

In example B, the participle phrase "living next door" immediately follows and modifies the noun "woman". The participle phrase identifies which woman the writer/speaker is writing/talking about; it is called a participle phrase modifier.

In example C, the single word participle form "crying"

immediately follows and modifies the noun "Gloria", not by identifying it but by giving more information about it. The participle form is called a participle modifier.

In example D, the participle phrase "living next door", again, does not identify the noun "Gloria", which it immediately follows, but gives additional information about the noun "Gloria". The participle modifier is called a participle phrase modifier.

The single word participle modifier "weeping" (in example A) and the participle phrase modifier "living next door" (in example B) identify the noun "woman" that they modify; therefore they are restrictive. The single-word participle modifier "crying" (in example C) and the participle phrase modifier "living next door" (in example D) do not identify the noun that they modify but add more information about it; therefore, they are non-restrictive. In fact, all the participle modifiers in the examples above come from restrictive and non-restrictive adjective clauses; that is, they have the same meanings as the restrictive and the non-restrictive adjective clauses that they are reduced from. For example, the participle modifiers in examples A, B, C, D are equivalent in meaning to the adjective clauses in A', B', C', D' respectively:

- A. The weeping woman forgot her hat. =
- A'. The woman who was weeping forgot her hat.
- B. The woman living next door forgot her hat. =
- B'. The woman who lives next door forgot her hat.
- C. Gloria, crying, is my house-maid. =
- C'. Gloria, who was crying, is my house-maid.
- D. Gloria, living next door, is my house-maid. =
- D'. Gloria, who lives next door, is my house-maid.

3.3 Position of Participle Modifiers as Reductions of Restrictive Adjective Clauses

Single-word participle modifiers that are reduced from restrictive adjective clauses are placed before the nouns they modify. Participle phrase modifiers that are reduced from restrictive adjective clauses are placed after the nouns they modify.

In the following examples, two simple sentences are joined into a (complex) sentence with a restrictive adjective clause. Then, the adjective clause is reduced to its equivalent participle modifiers.

- Examples: 1. A woman was crying. The woman left the restaurant.
...The woman who was crying left the restaurant.
(restrictive adjective clause)
...The crying woman left the restaurant.
(single-word participle modifier)

B. A child is standing on the street. The child is my nephew.

...The child who is standing on the street is my nephew. (restrictive adjective clause)

...The child standing on the street is my nephew. (participle phrase modifier)

Example A is an example of two independent clauses (simple sentences) being combined into one complex sentence with a restrictive adjective clause ("who was crying"). The adjective clause is in turn reduced to a single-word participle modifier ("crying"), which is placed before the noun "woman" which it modifies. B is another example of two simple sentences being combined into one complex sentence with a restrictive adjective clause ("who is standing on the street"). The adjective clause is in turn reduced to a participle phrase modifier ("standing on the street"), which is placed immediately after the noun ("child") that it modifies.

3.4 Some General Rules for Making Participle Modifiers from Restrictive Adjective Clauses

1. If the verb in the restrictive adjective clause is an affirmative progressive (continuous) tense (i.e., be+V-ing), the participle modifier will be a present participle (V-ing):

Example: A. Did you see the baby that was crying?
(restrictive adjective clause - be + V-ing)
...Did you see the crying baby?
(present participle modifier - V-ing)

2. If the verb in the restrictive adjective clause is an affirmative simple passive construction (be + V-ed), the participle modifier will be a past participle (V-ed):

Example: B. The purse which was stolen had a hole in it.
(restrictive adjective clause - be + V-ed)
...The stolen purse had a hole in it.
(past participle modifier - V-ed)

3. If the verb in the restrictive adjective clause is an affirmative progressive passive construction (be + being + V-ed), the participle modifier will be "being + past participle" (being + V-ed):

Example: C. The purse which was being bought had a hole in it.
(restrictive adjective clause - be + being + V-ed)
...The purse being bought had a hole in it.
(being + V-ed)

4. If the restrictive adjective clause is a simple present or simple past tense, the participle modifier will be a present participle (V-ing):

Examples: D. The man who lives next door to me is a professor.
(restrictive adjective clause - simple present)
...The man living next door to me is a professor.
(present participle modifier - V-ing)

E. The man who lived next door to me was a professor.
(restrictive adjective clause - simple past)
...The man living next door to me was a professor.
(present participle modifier - V-ing)

5. If the restrictive adjective clause is an affirmative perfect tense (have + V-ed), the participle modifier will be "having + past participle" (having + V-ed):

Example: F. Those students who have done their homework may go to the party.
(restrictive adjective clause - have + V-ed)
...Those students having done their homework may go to the party.
(perfect participle modifier - having + V-ed)

6. If the restrictive adjective clause is an affirmative perfect passive construction (have + been + V-ed), the participle modifier will be a past participle (V-ed):

Example: G. The purse which had been stolen was on the table.
(affirmative perfect passive - have + been + V-ed)
...The stolen purse was on the table.
(past participle - V-ed)

(The student should compare example G with example B in this section)

Exercise 21: Writing Sentences with Single-Word Participle Modifiers as Reductions of Restrictive Adjective Clauses

Combine each of the following pairs of sentences into a complex sentence so that each underlined sentence becomes a restrictive adjective clause, and then change the complex sentence into a simple sentence with a single-word participle modifier.

Examples: A. John needs a pencil. The pencil has been sharpened.
...John needs a pencil which (that) has been sharpened.
...John needs a sharpened pencil.

B. A thief was fleeing. The police chased the thief.

..The police chased the thief who (that) was fleeing.

..The police chased the fleeing thief.

1. A man was cheating. The villagers attacked the man.
2. A woman had been cheated. The villagers sympathized with the woman.
3. A bus would pick up the passengers. The passengers had been stranded.
4. A man had been beaten. The man was taken to the hospital.
5. The trains were passing. The car stopped in front of the trains.
6. The price has been reduced. The price is one hundred baht.
7. No one could go near the house. The house was burning.
8. A bottle had been filled. She reached for the bottle.
9. His sleeve had been torn. His sleeve could not be mended.
10. A lion was roaring. The children was afraid of the lion.

3.5 Positions and Punctuation of Non-restrictive Participle Modifiers as Reductions of Non-restrictive Adjective Clauses or Adverb Clauses

Not all participle modifiers result from the reductions of restrictive adjective clauses; there are participle modifiers that do not identify the noun they refer to but only add more information about it. Such modifiers are non-restrictive and are equivalent in meaning to either non-restrictive adjective clauses or adverb clauses. For example, participle modifiers that are equivalent in meaning to non-restrictive adjective clauses appear in the same position and are punctuated in the same way as non-restrictive adjective clauses:

- Example A: Jenny was driving the red VW. Jenny hurried home to rest.
A₁: ...Jenny, who was driving the red VW, hurried home to rest.
(non-restrictive adjective clause)
A₂: ...Jenny, driving the red VW, hurried home to rest.
(non-restrictive participle modifier)

Participle modifiers may also result from the reductions of adverb clauses --especially those clauses concerning cause (reason) and those concerning time. Non-restrictive participle modifiers that are equivalent in meaning to adverb clauses of reason (participle modifiers that indicate cause) or to adverb clauses of time (participle modifiers that indicate time) are more likely to appear in initial position rather than in final position and are separated from the sentence by a comma. For example,

- Example B: Henry wanted to win Joy's love. Henry bought her a new car.
B₁: ...Because Henry wanted to win Joy's love, he bought her a new car. (adverb clause of reason)
B₂: ...Wanting to win Joy's love, Henry bought her a new car.
(non-restrictive participle modifier)

Example A shows two simple sentences being combined into a complex sentence (A₁) with a non-restrictive adjective clause. The non-restrictive adjective clause is in turn reduced to a non-restrictive participle modifier (A₂), which is placed in the same position and is punctuated in the same way as the non-restrictive adjective clause.

Example B shows two simple sentences being combined into a complex sentence (B₁) with an adverb clause of reason. Then, the adverb clause is reduced to a non-restrictive participle modifier (B₂), which is placed in initial position and is separated from the sentence (i.e., is followed)

by a comma.

If non-restrictive participle modifiers are reduced from adverb clauses of time, the time adverbials (i.e., the subordinate conjunctions) may be retained or deleted. Retaining the subordinate conjunctions makes the relationship between the participle modifiers and the main clauses clearer.

Example C: Jenny had finished her final examinations (at a certain time).
Jenny hurried home to rest (after that time).

C₁: ...After Jenny had finished her final examinations, she hurried home to rest, (adverb clause of time)

C₂: ...After having finished her final examinations, Jenny hurried home to rest.
(non-restrictive participle modifier, subordinate conjunction retained)

C₃: ...Having finished her final examinations, Jenny hurried home to rest.
(non-restrictive participle modifier, subordinate conjunction deleted)

Example C shows two simple sentences being combined into a complex sentence (C₁) with an adverb clause of time. Then the adverb clause of time is reduced to a non-restrictive participle modifier in a simple sentence either with the subordinate conjunction ("after") retained (C₂) or with the subordinate conjunction deleted (C₃). The participle modifier (with or without the subordinate conjunction) appears in initial position and is separated from the rest of the sentence by a comma.

The student should observe some suggestions in writing a sentence that includes a participle modifier :

(1) He should put the participle modifier as close to the word it modifies or refers to as possible.

(2) He should use a comma if he puts the non-restrictive participle modifier at the end of the sentence because, in that position, it is most likely near a word that it does not refer to. (In these materials, however, the student will practice writing non-restrictive participle modifiers in two positions only: the position immediately before ^{the position} and after the subject.)

Example D: John talked to Mary, eating.

Example E: John talked to Mary, eating ice-cream.

In example D, the single-word non-restrictive participle modifier does not come from the sentence: "Mary was eating." And in example E, the non-restrictive participle phrase modifier does not come from the sentence: "Mary was

eating ice-cream." Instead, the non-restrictive participle modifier "eating" in example D, and the non-restrictive participle modifier "eating ice-cream" in example E refer to the subject "John" and come from the sentences: "John was eating," and "John was eating ice-cream," respectively.

(3) The student should note that in certain cases non-restrictive participle modifiers appear in the middle position of sentences only. These are the cases when non-restrictive participle modifiers are derived purely from "on-restrictive adjective clauses. That is, any combination of two sentences that can result only in a non-restrictive adjective clause, not an adverb clause, will produce a non-restrictive participle modifier in the middle position only.

ExampleS:

F: Tommy is singing. Tommy is my cousin.
...Tommy, who is singing, is my cousin.
...Tommy, singing, is my cousin.

BUT NOT: ...*Singing, Tommy is my cousin.

AND NOT: ...*Tommy is my cousin, singing.

G: Tommy is driving the red Volkswagen. Tommy likes swimming.
...Tommy, who is driving the red Volkswagen, likes swimming.
...Tommy, driving the red Volkswagen, likes swimming.

BUT NOT: ...*Driving the red Volkswagen, Tommy likes swimming.

AND NOT: ...*Tommy likes swimming, driving the red Volkswagen.

F is an example of two simple sentences being combined into a complex sentence with a non-restrictive adjective clause. The adjective clause then, is reduced to a non-restrictive participle modifier in the same position and with the same punctuation. The non-restrictive participle modifier "singing" can occur neither at the beginning nor at the end of the sentence because the combination of the two simple sentences in F does not usually result in an adverb clause of reason or of time. That is, none of the following complex sentences is sensible: * "Because (While) Tommy is singing, he is my cousin," or * "Tommy is my cousin because (while) he is my cousin."

G is an example of two simple sentences being combined into a complex sentence with a non-restrictive adjective clause. The adjective clause is then reduced to a non-restrictive participle in the same position and with the same punctuation. The participle modifier can occur neither at the beginning nor at the end of the sentence because the combination of the two simple sentences in G does not usually result in an adverb clause of reason or of time. That is, "one of the following complex sentences is sensible: * "Because (While) Tommy is driving the red Volkswagen, he likes swimming," or * "Tommy likes swimming because (while) he is driving the red Volkswagen."

3.6 Some General Rules for Making Non-restrictive Participle Modifiers

1. If the verb in the subordinate sentence is an affirmative progressive tense (be + V-ing), the participle modifier will be a present participle (V-ing):

Example: A. Tom was smiling. Tom walked into the room.
...Tom, smiling, walked into the room.
...Smiling, Tom walked into the room.

2. If the verb in the subordinate sentence is an affirmative simple passive construction (be + V-ed), the participle modifier will be a past participle (V-ed):

Example: B. Bob was forgotten. Bob had to find his way back.
...Bob, forgotten, had to find his way back.
...Forgotten, Bob had to find his way back.

3. If the verb in the subordinate sentence is an affirmative progressive passive construction (be + being + V-ed), the participle modifier will be "being + V-ed":

Example: C. The red purse was being bought. The red purse was snatched from her hand.
...The red purse, being bought, was snatched from her hand.
...Being bought, the red purse was snatched from her, hand.

4. If the subordinate sentence is a simple present or simple past tense (e.g., lives, lived), the participle modifier will be a present participle (e.g., living):

Examples: D. Nina wants to gain weight. Nina eats a piece of cake every night.
...Nina, wanting to gain weight, eats a piece of cake every night.
...Wanting to gain weight, Nina eats a piece of cake every night.
E. Nina wanted to gain weight. Nina ate a piece of cake every night.
...Nina, wanting to gain weight, ate a piece of cake every night.

...Wanting to gain weight, Nina ate a piece of cake every night.

5. If the subordinate sentence is an affirmative perfect tense (have + V-ed), the participle modifier will be "having + past participle" (having + V-ed):

Example: F. The fifth grade students have done their homework.
The fifth grade students are going to the party.
...The fifth grade students, having done their homework, are going to the party.
...Having done their homework, the fifth grade students are going to the party.

6. If the subordinate sentence is an affirmative perfect passive construction (have + been + V-ed), the participle modifier will be "having + been + past participle (having + been + V-ed):

Example: G. The red purse had been bought. The red purse was gift wrapped.
...The red purse, having been bought, was gift wrapped.
...Having been bought, the red purse was gift wrapped.

Exercise 22: Writing Sentences with Single-Word Participle Modifiers as Reductions of Non-restrictive Adjective Clauses

Combine each of the following pairs of sentences, first into a complex sentence with the underlined sentence being changed into a non-restrictive adjective clause, and then into a simple sentence with a one word participle modifier in the position after the subject it modifies. Use the correct punctuation.

Examples: A. John was singing. John was entertaining Mary.
...John, who was singing, was entertaining Mary.
(non-restrictive adjective clause)
...John, singing, was entertaining Mary.
(non-restrictive participle modifier following the subject)

B. The poor child was neglected. The poor boy died during the night.
...The poor boy, who was neglected, died during the night.
(non-restrictive adjective clause)
...The poor child, neglected, died during the night.

**(nom-restrictive participle modifier following
the subject)**

1. **Magaret did not** talk to me. Magaret was working.
2. **His letter was found at the university.** His letter was missent.
3. **Mrs. Smith kissed her dead child.** Mrs. Smith was crying.
4. **Their baby touched the heart of the onlookers.** Their baby was smiling.
5. **Tom was very embarrassed.** Tom was unprepared.
6. **Spot was not aware** of the danger. Spot was eating.
7. **Susan found the money in the shirt pocket.** Susan was ironing.
8. The plakapong tasted very good. The plakapong was salted.
9. Sally looks very pretty. Sally is unadorned.
10. Mary's chauffer could not talk. Mary's chauffer was driving.
11. Chartchai could not stand up. Chartchai was beaten.
12. Billie **was** hit by a car. Billie was running.

Exercise 23: Writing Sentences with Single-Word Participle Modifiers as Reductions of Restrictive and Non-restrictive Adjective Clauses

Combine each of the following pairs of sentences, first into a complex sentence with an adjective clause. You must decide whether the adjective clause is restrictive or non-restrictive. Reduce each clause to a single-word participle modifier, and write a new simple sentence by **placing** the participle modifier in the correct position. Use the appropriate punctuation.

- Examples: A. A boy-was forgotten. The boy was standing on the street.
...The boy who was forgotten **was** standing on the street.
...The forgotten boy was standing on the street.
- B. Bobby was forgotten. Bobby was standing on the street.
...Bobby, who was forgotten, was standing on the street.
...Bobby, forgotten, was standing on the **street.**

1. A vase had been broken. The vase lay in **pieces** on the floor.
2. The Bangkok-Chiengmai train was delayed. The Bangkok-Chiengmai train went slowly into the station.
3. A bell was ringing. The bell kept **me** awake.
4. They **saw** a man enter the building. The man was unknown.
5. A girl is giggling. The girl is my **cousin.**
6. A hird is singing. Listen to the bird.
7. A window is broken. He is looking at the window.

8. A woman is smiling. Do you know that woman?
9. William was underfed. William watched the woman.
10. Norman was daydreaming. Norman missed a coin on the street.
11. Susan was laughing. Susan ran into the arms of her father.
12. Mary and Jane were whispering. Mary and Jane annoyed other people.

Exercise 24: Writing Sentences with Participle Phrase Modifiers as Reductions of Adjective Clauses

Combine each of the following sentences, first into a complex sentence with an adjective clause modifier. You must decide whether the adjective clause is restrictive or non-restrictive. Reduce each adjective clause to a participle phrase modifier, and write a new sentence with the participle phrase modifier following the subject of the sentence. Use the correct punctuation.

- Examples: A. Someone is coming to dinner. That person is known to all of us.
 ...Someone who is known to all of us is coming to dinner.
 (restrictive adjective clause)
 ...Someone known to all of us is coming to dinner.
 (participle phrase modifier)
- B. Mary was hurrying to meet her boyfriend. Mary forgot her hat.
 ...Mary, who was hurrying to meet her boyfriend, forgot her hat.
 (non-restrictive adjective clause)
 ...Mary, hurrying to meet her boyfriend, forgot her hat.
 (participle phrase modifier, following the subject)
- C. Bob was defeated in the tennis match. Bob was in a bad mood.
 ...Bob, who was defeated in the tennis match, was in a bad mood.
 (non-restrictive adjective clause)
 ...Bob, defeated in the tennis match, was in a bad mood.
 (participle phrase modifier, following the subject)

(If the student compares the examples from this exercise with those from exercise 23, he will see that a participle phrase modifier

that results from the reduction of a restrictive adjective clause cannot be placed before the subject it modifies; rather, it must be placed after the subject it modifies. When participle phrase modifiers result from the reductions of non-restrictive adjective clauses, their positions are the same as those of single-word participle modifiers from non-restrictive adjective clauses.)

1. A man is playing the piano. The man is my uncle.
2. A proposal was made by Jack. That was the proposal.
3. Bob was sitting over there. Bob could see everyone.
4. My brother was smiling knowingly. My brother watched the children.
5. Some people are going that way. The people will be asked to stop.
6. A boy was laughing loudly. The boy walked away.
7. Our English class were taking a walk in the woods. Our English class saw a great variety of birds.
8. Jimmy and his friends were sitting in the back of the room. Jimmy and his friends could not hear the lecture.
9. Give it to the girls. The girls are singing outside.
10. He was eating a mango. The mango had a worm in it.
11. Helen did not dare to go out alone. Helen was a woman.
12. A road leads to Chiangmai. The road is very easy to find.

Exercise 25: Writing Sentences with Participle Modifiers as

Reductions of Adverb Clauses (1)

Combine each of the following pairs of sentences into one complex sentence which contains an ^{introductory} adverbial clause. Then, rewrite each complex sentence so that the new sentence contains a participle modifier. If the complex sentence contains an adverb clause concerning time, rewrite it twice, once with the subordinate conjunction and once without it.

Example: Mary listened to the radio (at a certain time). Mary did her homework (at that time).

...While she listened to the radio, Mary did her homework.

...While listening to the radio, Mary did her homework.
...Listening to the radio, Mary did her homework.

1. She opened her jewelry box (at a certain time). She found her diamond ring gone (at that time).
2. The man believed he was a total failure in everything he did. The man was on the point of committing suicide.
3. They were driving on a country road (at a certain time). They ran out of gas (at that time).
4. They found no one at home. They left a note saying they had called.
5. They arrived home late at night. They found the house had been broken into (at that time).
6. She was depressed by the bad news. She took a tranquilizer to quiet her nerves.
7. She swims every day. She has a very good figure.
8. He was backing out of his garage (at a certain time). He hit an old man (at that time).
9. She had shopped all day. She felt very tired (after that time).

Exercise 26: Writing Sentences with Participle Modifiers as Reductions of Adverb Clauses (2)

Convert each of the following sentences into an adverb clause ^{of time or an adverb clause of reason} and write a main clause that includes it. Then write another sentence in which the adverb clause is reduced to a participle modifier. If the adverb clause concerns time, write two additional sentences, one with the subordinate conjunction and one without it.

Examples: A. Mary had gone shopping.

...After Mary had gone shopping, she wanted to rest.

...After having gone shopping, Mary wanted to rest.

...Having gone shopping, Mary wanted to rest.

B. Bob had studied a lot.

...Because Bob had studied a lot, he passed the course.

...Having studied a lot, Bob passed the course.

1. Mr. Hartmann did not care to accept welfare assistance.
2. The young couple had talked things over many times.
3. The little girl was strongly influenced by her teacher.
4. The girl was standing on the corner.
5. The students did not know how to answer the questions.
6. The secretary was forbidden to chat during her working time.
7. The woman was annoyed by the noise.
8. I felt very sick.

9. The students met the teacher at the station.
10. The group had booked the tickets in advance.
11. Janice respects her parents' wishes.
12. The little boy was walking in the park.

Exercise 27: Review of Participle Modifiers as Reductions of Adjective Clauses

Convert each of the following sentences into an adjective clause and write a main clause that includes it. You have to decide whether the adjective clause should be restrictive or non-restrictive. Then write a new simple sentence containing the participle modifier that is reduced from the adjective clause. Use the correct punctuation.

Examples: A. A child was crying.

...The child who was crying had fallen down.

...The crying child had fallen down.

B. Their children had played very hard.

...Their children, who had played very hard, were very tired.

...Their children, having played very hard, were very tired.

1. The girl is making a lot of noise.
2. The leaflets were printed yesterday.
3. The monkeys had been trained to act.
4. The rain was falling hard.
5. The patient had been ordered to stop drinking.
6. Many people live in big cities.
7. The icecream had two red cherries on top.
8. The dinner is being prepared now.
9. The job was offered to Tom.
10. The dog was wounded.
11. The money had been borrowed.
12. The Scarlet Letter had been read many times.

3.7 Participle Modifiers with "NOT"

Participle modifiers may also be reduced from negative adjective or adverb clauses, in which case the word "not" is usually placed before the first word of the participle modifiers.

Examples: A. Bob is not a good student. Bob does not like school.
 ...Bob, who is not a good student, does not like school.

- . ..Bob, not being a good student, does not like school.
- B. Mary had not finished her lunch. Mary "as still hungry.
- . ..Because Mary had not finished her lunch, she **was** still hungry.
- . ..Not having finished her lunch, **Mary was** still hungry.

Note:

1. When a restrictive adjective clause which is a negative perfect active construction is reduced to a participle modifier, the Participle modifier will be a negative present participle (not + **V-ing**). See example C.
2. When a **restrictive** adjective clause which is a negative perfect passive construction is reduced to a participle modifier, the participle modifier will be a negative past participle (**un-V-ed**). See example D.

- Examples: C. Some students have not **passed** their **examinations**. **The** students cannot take this **course**.
- . ..The students who have not passed their examinations cannot take this course.
- . .. The students not passing their examinations cannot take this course.
- D. The bottles were brought in. Those bottles had not been filled.
- . ..The bottles that (which) had not been filled **were** brought in.
- . ..The unfilled bottles were brought in.

Exercise 28: Writing Sentences with Negative Participle Modifiers

Combine each of the following pairs of sentencee into one complex sentence containing either an adjective clause or an adverbial clause. If it **is** an adjective clause, decide whether it must be restrictive or non-restrictive. For each adjective or adverb **clause**, write a second **sentence** containing a **participle** modifier. Place the participle modifier in the correct position with the appropriate punctuation.

- Examples: A. Bob does not have much money. Bob cannot buy a **new car**,
- . ..Because Bob does not have much money, he cannot buy a new car.
- . ..Not having much money, Bob cannot buy a **new car**.

B. A student had not done his homework. The student failed the course.

...The student who had not done his homework failed the course.

...The student not doing his homework failed the course.

1. Wilai failed the examination. Wilai had not understood the linguistics lectures.
2. The housekeeper was surprised to find her master in the house. The housekeeper had not been informed about her master's arrival.
3. Some students have not passed the oral examination. The students will not get credit for this course.
4. Some guests are not leaving the hotel tomorrow. The guests must let the management know before six o'clock.
5. Some students have not handed in their reports. The students have to come to see the teacher.
6. Tom did not know what to do. Tom sighed worriedly.
7. Salina had not heard from her son for ten years. Salina thought her son was dead.
8. The boy did not see the teacher. The boy sneaked out of the room.
9. Two students had not prepared their speeches. The two students were called in front of the class.
10. The letters were still on the table. Those letters had not been answered.

Exercise 29: Expanding Non-Restrictive Participle Modifiers into Subordinate Clauses

From each of the following simple sentences, expand each non-restrictive participle modifier to an adverbial clause or a non-restrictive adjective clause.

Examples: A. Having been asked a difficult question, the child was embarrassed.

...Because the child had been asked a difficult question, he was embarrassed.

B. Beverly, living next door to me, likes to play golf.

...Beverly, who lives next door to me, likes to play golf.

1. Having finished all her housework, the woman sat down to watch television.

2. Sitting in the corner, John watched the old woman.
3. Walking along the street, I met a friend whom I had not seen for a long time.
4. The handsome actor, much admired by women, became very vain.
5. Having registered for the course, Albert is allowed to attend the lecture.
6. Elvis Presley, encouraged by the audience, continued his singing.
7. Determined to get married, Tom announced his engagement to Jane.
8. The mother, seeing the accident, ran into the street.
9. The father, annoyed by the children's quarrel, gave each of them a spanking.
10. The teacher, pleased with the performance, nodded her approval.
11. Tom, sneaking up quietly, frightened me.
12. Susan, walking and running, hurried into the arms of her father.

Exercise 30: Identifying the Subjects of Participle Modifiers

In each of the following sentences, underline each single-word participle modifier or participle phrase modifier; put parentheses around the participle; draw an arrow to the noun which the participle modifies. That noun is the subject of the participle modifier.

Examples: A. Tom, feeling very lonely, went to a movie.

...Tom, (feeling) very lonely, went to a movie.

B. Having replaced the stolen money, the boy felt better.

...(Having) replaced the (stolen) money, the boy felt better.

1. The used car was paid for in cash.
2. The bridge destroyed in the storm has not been rebuilt.
3. The woman washing the dishes is my sister.
4. Mr. Black, involved in the accident, went to the police station.
5. A growling dog is not a happy dog.
6. Jane knocked over a pot of boiling water.
7. He will be travelling on the in-coming plane.
8. Do you have boiled water?
9. A watched pot never boils.
10. The woman, screaming, ran to the beach.
11. The medicine has brought immediate relief to Tom's burning skin.
12. These earrings are designed for women with pierced ears.
13. One of the injured students hailed a passing car.
14. Mr. Smith's delayed decision has caused a great deal of anxiety amo. r

his employees.

15. **Hurrying** to catch the plane, **the group of tourists forgot to show** their passports to customs officials.

Exercise 31: Writing Participle Modifiers as Reductions Of Sentences

In the previous exercises, the student has practiced writing participle modifiers reduced from subordinate clauses in two positions: before and after the **subject**. In this exercise, the student will practice writing participle modifiers, both restrictive and non-restrictive, directly from sentences. That is, given two simple sentences, which can be combined into a complex sentence with an adverb clause or an adjective **clause**, the student will write out a participle modifier from the underlined sentence given. If the simple sentence results in a **non-restrictive** participle **modifier**, vary the position of the participle modifier. Use the appropriate punctuation.

- Examples: A. James had been hit by a car. **James** was taken to the hospital.
. ..**James**, having been hit by a car. **was** taken to the hospital.
. ..Having been hit by a car, James **was** taken to the hospital.
- B. Some books are used. I don't want **the books**.
. ..I don't **want** the used books.

1. King Lear has always been a famous play. **King Lear** deals with the ingratitude of a man's daughter.
2. Tom had just come to the city. Tom got lost on his first day at work.
3. Mary winced at the glare of the sun. Mary had always enjoyed dark corners and dim lights.
4. A piece of jewelry had been valued at-millions of baht. The piece of jewelry **was** a temptation for any thief.
5. Mr. Smith had been exiled for ten years. Mr. Smith began to make inquiries about returning to his homeland.
6. Two men are wearing striped suits. The two men were **my** music **teachers**.
7. The young pianist had been encouraged by his fiancée. The young pianist decided to enter the music contest.
8. A tooth of mine is being extracted by the dentist. The tooth has been hurting me for some time.
9. They **need** a room. The room seats five hundred people.
10. Bill and Mary **had** been working all day. Bill and Mary **were** very tired.
11. George and Helen were surprised to find they had no rooms to stay in. George and Helen had booked the rooms in advance.

12. The child lay unmoving on the ground. The child had been neglected by his parents.

Supplementary Exercise 4: Writing Participle Modifiers as Reductions of Subordinate Clauses

Combine each of the following pairs of sentences into a complex sentence with either an adjective clause or an adverb clause

Change the clause into a participle modifier, and write a new sentence in as many ways as possible with the participle modifier and in the same position as the subordinate clause from which it is reduced.

Examples: A. Bob was sitting over there. Bob watched a woman in the park.

...While Bob was sitting over there, he watched a woman in the park.

...While sitting over there, Bob watched a woman in the park.

...Sitting over there, Bob watched a woman in the park.

B. The students did not see the teacher. The students went home.

...Because the students did not see the teacher, they went home.

...Not seeing the teacher, the students went home.

C. A man is standing over there. The man is my uncle.

...The man who is standing over there is my uncle.

...The man standing over there is my uncle.

1. John was washing the window. John did not see us.
2. James was involved in the car accident. James went to see the injured man.
3. The dog heard his master's footsteps. The dog ran to the door.
4. A man rented the apartment. The man paid in advance.
5. Jim's wife pounded her fist on the table. Jim's wife confirmed her rights.
6. Jane was encouraged by her friends. Jane walked up to the stage to sing.
7. Mrs. Sumalee ignored the boy's request. Mrs. Sumalee ordered him to leave the room.
8. The President was surrounded by reporters. The President had to give a short interview.
9. The mother was terrified by her child's fever. The mother called a doctor.

10. A Mr. Lee rents the room downstairs. This Mr. Lee likes to read a lot.
11. She sat in the back of the room. She could not hear a word I said.
12. One of ^{the} swimmers felt tired. The swimmer started to come back to shore.
13. Some people do not care about the feelings of the poor. Those people live a life of great luxury.
14. Any customer may complain to the manager. The customer is not satisfied with the service in the store.
15. Some of the swimmers feel tired. ^{The} swimmers should start back to shore.

3.8 Participles as Complements of Verbs (Verb + Object + Participle)

Some verbs are followed by two-part objects, the second of which is a participle. These are such verbs as:

(a) Verbs of Perception: feel, hear, listen to, notice, observe, perceive, see, watch, etc. (Infinitives without "to" may be alternatives for participles.)

Example: A. I saw my mother smiling.

(b) Other Verbs: catch, keep, leave, send, find

Example: B. I found the money stolen.

In example A, "smiling" is the object (complement) of the main verb "saw", following the object "mother". In example B, "stolen" is the complement of the main verb "found", following the object "money".

The participle complements "smiling" and "stolen" come from the verbs "was smiling" and "was stolen" in the sentences "My mother was smiling;" and "The money was stolen," respectively. These sentences are reduced to the phrases: "my mother smiling" and "the money stolen," by the nouns ("my mother" and "the money") being the direct objects, and the participles ("smiling" and "stolen") being the complements (the second objects) of the main verbs in the sentences.

Supplementary Exercise 5: Writing Participles as Complements of Verbs

In each of the items below, there are two groups of words (divided by a "+"), the first of which is not a sentence (because it is incomplete). Combine the two groups of words in each item so that the subject of the second group of words becomes the object of the first group of words and so that the verb or verb phrase of the second group of words becomes the complement or the second object of the verb in the first group of words.

Example: I heard + the child was singing.

...I heard the child singing.

("the child" = direct object; "singing" = participle complement (second object) of the verb "heard")

1. He felt + the earth was shaking under him.
 2. The mother felt + her daughter was embracing her.
 3. I saw + my cousin was standing in the corner of the street.
 4. I watched + my friends were playing football.
 5. I found + the window of my office broken.
 6. I noticed + a page of the book was missing.
 7. She observed + the workers were filling the bottles.
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