Participles

Worksheet 1: Participles after Nouns (Reduced Relatives)

Name: _____ Date: _____ Level: B1 (CEFR)

Reference: Shortening Relative Clauses

A relative clause (*who / which / that…*) can often be shortened to a participle. This makes writing more compact.

Full relative clause	Reduced (participle)	Meaning
The man *who is standing* by the door is my uncle.	The man **standing** by the door…	-ing = active
The road *which connects* the two towns is closed.	The road **connecting** the two towns…	-ing = active
The money *that was stolen* was never found.	The money **stolen**…	-ed = passive
The bread *which is sold* here is fresh.	The bread **sold** here…	-ed = passive

The rule of thumb: if the noun *does* the action → **-ing**. If the noun *receives* the action → **-ed / past participle**.
*the woman **driving** the bus* (she drives) · *the bus **driven** by the woman* (it is driven)

Part A – Reduce the Relative Clause

Rewrite each sentence using a participle instead of the relative clause.

1. The girl who is sitting next to me is my cousin.

_____

2. The books that were written by this author are all bestsellers.

_____

3. The people who live in this street are very friendly.

_____

4. The food which is served in that restaurant is delicious.

_____

5. The students who study hardest usually do best.

_____

6. The car that was parked outside has disappeared.

_____

Part B – -ing or -ed?

> **Choose the correct participle. Ask: does the noun do or receive the action?**

1. The window (breaking / broken) in the storm has been repaired.
2. The team (winning / won) the match will go to the final.
3. Vegetables (growing / grown) in this region are famous.
4. The alarm (ringing / rung) in the corridor woke everyone.
5. The photos (taking / taken) at the wedding were beautiful.
6. The man (questioning / questioned) by the police was released.

Part C – Expand Back

> **Rewrite each sentence with a full relative clause (who/which/that). Keep the same meaning.**

1. The bridge connecting the islands was closed.

   _____

2. The email sent yesterday contained an error.

   _____

3. Passengers travelling without a ticket will be fined.

   _____

Score: _____ / 20

Worksheet 2: -ing Clauses of Time and Reason

Name: _____ Date: _____ Level: B1 (CEFR)

Reference: One Subject, Two Actions

When two actions have the **same subject**, we can use an **-ing clause** for one of them. The -ing clause can express time (*while / when / after*) or reason (*because*).

Two sentences	-ing clause	Meaning
She was walking home. She saw an accident.	**Walking home**, she saw an accident.	time (while)
He felt tired. He went to bed early.	**Feeling tired**, he went to bed early.	reason (because)
I opened the box. I found a letter inside.	**Opening the box**, I found a letter inside.	time (when)
They didn't know the answer. They kept quiet.	**Not knowing the answer**, they kept quiet.	reason; *not* + -ing

Golden rule: the subject of the -ing clause must be the **same** as the subject of the main clause.
✓ *Walking home, **she** saw an accident.* (she was walking)
✗ *Walking home, **the accident** happened.* (the accident wasn't walking!)

Part A – Combine with an -ing Clause

Join the sentences using an -ing clause. Start with the -ing clause.

1. He heard the news. He phoned his family immediately.

   _____

2. She felt hungry. She made a sandwich.

   _____

3. I waited for the bus. I read the news on my phone.

   _____

4. They didn't have enough money. They stayed at home.

   _____

5. We looked out of the window. We noticed the snow.

   _____

Part B – Time or Reason?

> **Decide whether the -ing clause expresses time (T) or reason (R). Then rewrite the sentence with a full clause (While/When/Because…).**

1. Being new to the city, she often got lost. _____

2. Crossing the street, he dropped his phone. _____

3. Not speaking Italian, I couldn't understand the menu. _____

4. Cooking dinner, she listened to a podcast. _____

Part C – Spot the Problem

> **Two of these sentences break the golden rule (the subjects don't match). Find them, explain the problem, and fix them.**

1. Running for the bus, my bag fell open.

2. Feeling ill, he cancelled the meeting.

3. Driving to work, the radio announced the closure.

4. Seeing the price, she decided not to buy it.

Score: _____ / 25

Worksheet 3: -ed Clauses and Passive Meaning

Name: _____ Date: _____ Level: B1 (CEFR)

Reference: Past Participle Clauses

A clause can also start with a **past participle**. The meaning is **passive**: something is done *to* the subject.

Full version	-ed clause	Meaning
Because it was built in 1900, the house needs repairs.	**Built in 1900**, the house needs repairs.	reason, passive
When it is seen from above, the island looks like a star.	**Seen from above**, the island looks like a star.	time/condition, passive
Because she was surprised by the question, she paused.	**Surprised by the question**, she paused.	reason, passive

Compare:
-ing clause = the subject *does* the action: *Opening the door, she smiled.*
-ed clause = the action is done *to* the subject: *Opened carefully, the box revealed a gift.*

Part A – -ing or -ed Clause?

Choose the correct participle to start the sentence.

1. (Making / Made) in Italy, these shoes are expensive.
2. (Hearing / Heard) the doorbell, she went to answer it.
3. (Leaving / Left) alone in the house, the dog barked all day.
4. (Knowing / Known) for its beaches, the island attracts tourists.
5. (Feeling / Felt) nervous, he read his speech again.
6. (Writing / Written) in simple English, the book is easy to read.

Part B – Rewrite with a Participle Clause

Rewrite using an -ing or -ed clause at the start. Decide which is needed.

1. Because the castle was destroyed in the war, it was never rebuilt.

_____

2. Because she didn't want to be late, she took a taxi.

_____

3. When the picture is viewed in daylight, it shows more detail.

_____

4. Because he was shocked by the bill, he complained to the manager.

5. While I was tidying my room, I found my old diary.

Part C – Meaning Check

> **Explain the difference in meaning between the sentences in each pair.**

1. **a.** The man *interviewing* the manager is a journalist.
   b. The man *interviewed* by the manager is a job candidate.

2. **a.** *Boring* the audience, the speaker didn't notice people leaving.
   b. *Bored* by the speaker, the audience began to leave.

Score: _____ / 30

Worksheet 4: Analysis, Editing and Writing

Name: _____ Date: _____ Level: B1 (CEFR)

Part A – Text Analysis

Founded in 1863, the London Underground is the oldest metro system in the world. Carrying millions of passengers every day, it connects almost every part of the city. Trains running on the oldest lines travel through tunnels dug by hand more than a century ago. Visitors using the system for the first time are often surprised by its size. Not knowing which line to take, many tourists simply follow the crowds. The famous map, designed by Harry Beck in 1931, is considered a masterpiece of information design.

Questions

1. Find all the participle clauses and phrases. For each, say whether it is -ing (active) or -ed (passive).

2. "Tunnels dug by hand" — rewrite this as a full relative clause.

3. "Not knowing which line to take" — what does this clause express: time or reason? Rewrite it with a conjunction.

4. Why does the text use "Founded in 1863" and not "Founding in 1863"?

Part B – Editing

> **This paragraph has six participle errors. Find and correct them.**

Locating in the city centre, the museum is easy to reach. Visitors interesting in ancient history will love the Egyptian rooms. The objects displaying there include a mummy discovering in 1922. Walked through the main hall, you can see a huge dinosaur skeleton. The café, run by volunteers, serves cakes making fresh every morning.

#	Error	Correction
1		
2		
3		
4		

5		
6		

Part C – Writing

Write a short description of a **place you know well** (**120–150 words**). Use at least: two **reduced relative clauses** (one -ing, one -ed); one **-ing clause of time or reason**; one **-ed clause** at the start of a sentence. Underline them.

Word count: _____

Score: _____ / 35

Answer Key & Teacher Notes

For teacher use only — B1 Level, Participles

Worksheet 1 – Part A

1 The girl sitting next to me is my cousin. **2** The books written by this author are all bestsellers. **3** The people living in this street are very friendly. **4** The food served in that restaurant is delicious. **5** The students studying hardest usually do best. **6** The car parked outside has disappeared.

Worksheet 1 – Part B

1 broken · 2 winning · 3 grown · 4 ringing · 5 taken · 6 questioned

> *The do/receive test works for every item here. Encourage students to say it aloud: "the team wins → winning; the photos are taken → taken."*

Worksheet 1 – Part C

1 The bridge which/that connects (connected) the islands was closed. **2** The email which/that was sent yesterday contained an error. **3** Passengers who travel/are travelling without a ticket will be fined.

Worksheet 2 – Part A

1 Hearing the news, he phoned his family immediately. **2** Feeling hungry, she made a sandwich. **3** Waiting for the bus, I read the news on my phone. **4** Not having enough money, they stayed at home. **5** Looking out of the window, we noticed the snow.

Worksheet 2 – Part B

1 R — Because she was new to the city, she often got lost. **2** T — While/When he was crossing the street, he dropped his phone. **3** R — Because I didn't speak Italian, I couldn't understand the menu. **4** T — While she was cooking dinner, she listened to a podcast.

Worksheet 2 – Part C

#	Analysis
1	**PROBLEM: the bag wasn't running. Fix: Running for the bus, I dropped my bag / As I was running for the bus, my bag fell open.**
2	**Correct — he felt ill and he cancelled.**
3	**PROBLEM: the radio wasn't driving. Fix: Driving to work, I heard the closure announced on the radio / While I was driving to work, the radio announced the closure.**
4	**Correct — she saw the price and she decided.**

> *This introduces the dangling participle at recognition level — B2 will handle it in depth. At B1, the goal is simply the intuition: whoever does the -ing action must be the subject of the main clause.*

Worksheet 3 – Part A

1 Made · 2 Hearing · 3 Left · 4 Known · 5 Feeling · 6 Written

Worksheet 3 – Part B

1 Destroyed in the war, the castle was never rebuilt. **2** Not wanting to be late, she took a taxi. **3** Viewed in daylight, the picture shows more detail. **4** Shocked by the bill, he complained to the manager. **5** Tidying my room, I found my old diary.

Worksheet 3 – Part C

1 In (a), the man is doing the interviewing (journalist = active). In (b), the man is receiving the interview (candidate = passive).
2 In (a), the speaker causes the boredom (active). In (b), the audience feels the boredom (passive) — the -ed participle points to the experiencer.

Worksheet 4 – Part A

Q1: Founded in 1863 (-ed, passive) · Carrying millions of passengers (-ing, active) · running on the oldest lines (-ing, active) · dug by hand (-ed, passive) · using the system (-ing, active) · Not knowing which line to take (-ing, active, negative) · designed by Harry Beck (-ed, passive).
Q2: tunnels which/that were dug by hand.
Q3: Reason — Because they don't know which line to take, many tourists follow the crowds.
Q4: The Underground was founded (by people) — it received the action, so the passive -ed participle is needed. "Founding" would mean the Underground founded something itself.

Worksheet 4 – Part B

#	Error	Correction
1	Locating in the city centre	**Located**
2	Visitors interesting in	**interested**
3	objects displaying there	**displayed**
4	a mummy discovering in 1922	**discovered**
5	Walked through the main hall	**Walking**
6	cakes making fresh	**made**

> *"run by volunteers" is correct — a passive -ed clause (run = past participle of run). Point this out if students flag it as an error.*

Worksheet 4 – Part C: Marking Rubric

Criterion	Descriptor	Marks
Reduced relatives	One -ing and one -ed clause after a noun; correct voice choice	0–5
-ing adverbial clause	Same-subject rule respected; time or reason meaning clear	0–5
-ed initial clause	Passive meaning correct; punctuated with comma	0–4
Accuracy	No -ing/-ed confusion elsewhere	0–3

Task & length	120–150 words; coherent description	0–3