Participles

Worksheet 1: Perfect Participle Clauses

Name: _____ Date: _____ Level: B2 (CEFR)

Reference: Having + Past Participle

The **perfect participle** (*having + past participle*) shows that one action was **completed before** the action in the main clause. It usually expresses sequence or reason.

Two clauses	Perfect participle	Meaning
After she had finished the report, she went home.	**Having finished** the report, she went home.	sequence
Because he had lived abroad, he spoke three languages.	**Having lived** abroad, he spoke three languages.	reason
Because they had not received a reply, they wrote again.	**Not having received** a reply, they wrote again.	reason, negative

Simple -ing vs having + participle: use the simple form when the actions are simultaneous or immediate; use the perfect when the first action is clearly complete before the second, or when the time gap matters.
Opening the letter, she began to read. (immediate sequence)
Having opened all the mail, she started on the emails. (first task complete)

Part A – Rewrite with a Perfect Participle

Combine or rewrite using having + past participle.

1. After he had checked the figures twice, he submitted the report.

2. Because she had already seen the film, she suggested a different one.

3. After we had walked for six hours, we finally reached the summit.

4. Because they had not studied the contract, they missed the deadline clause.

5. Because he had been a teacher himself, he understood the pressures of the job.

Part B – Simple or Perfect Participle?

> **Choose the more appropriate form and justify your choice in a few words.**

#	Sentence	Choice + why
1	(Hearing / Having heard) the explosion, everyone ran outside.	
2	(Saving / Having saved) for ten years, they could finally buy the flat.	
3	(Seeing / Having seen) the queue, she decided to come back later.	
4	(Failing / Having failed) the exam twice before, he prepared differently this time.	

Part C – Sentence Building

> **Write a full sentence beginning with each perfect participle clause.**

1. Having lost my phone, …

2. Having worked there for years, …

3. Not having heard the announcement, …

Score: ____ / 20

Worksheet 2: Passive and Perfect Passive Participles

Name: _____ Date: _____ Level: B2 (CEFR)

Reference: The Full Participle System

Form	Structure	Example
Present (active)	-ing	**Writing** quickly, she finished first.
Past (passive)	past participle	**Written** in haste, the report was full of errors.
Perfect (active)	having + past participle	**Having written** the report, she left.
Passive -ing	being + past participle	**Being watched** made him nervous. **Being told** the news, she sat down. *(= when she was told)*
Perfect passive	having been + past participle	**Having been warned** twice, he was finally dismissed.

Part A – Name the Form

> **Identify the participle form in bold: present, past, perfect, passive -ing, or perfect passive.**

1. **Having been translated** into forty languages, the novel is a global success. _____
2. **Encouraged** by her teacher, she entered the competition. _____
3. **Being interviewed** live on television, he chose his words carefully. _____
4. **Having negotiated** all night, the delegates reached an agreement. _____
5. **Smiling** broadly, she accepted the award. _____

Part B – Choose the Correct Participle Form

> **Rewrite the sentence with the appropriate participle clause. Think about voice (active/passive) and time (simultaneous/prior).**

1. Because the letter had been posted without a stamp, it never arrived.

   _____

2. Because she was raised bilingually, she switches languages effortlessly.

   _____

3. After he had been given a second chance, he was determined not to waste it.

   _____

4. While the bridge was being repaired, it remained closed to traffic.

   _____

5. Because the team had trained at altitude, they coped well with the conditions.

Part C – Precision Contrast

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

1. **a.** *Having been informed* of the decision, she resigned.
   b. *Having informed* her of the decision, the board waited for her reaction.

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2. **a.** *Being built* on a hill, the house has spectacular views.
   b. *Built* in 1990, the house has been renovated twice.

Score: _____ / 25

Worksheet 3: Dangling Participles

Name: _____ Date: _____ Level: B2 (CEFR)

Reference: The Attachment Rule and Its Violations

A participle clause must attach to the subject of the main clause. When it attaches to the wrong noun — or to nothing at all — it is called a **dangling** (or unattached) participle. The result is often unintentionally comic.

Dangling version	What it literally says	Fixed version
"Walking into the room, the piano caught my eye."	The piano was walking.	Walking into the room, **I noticed the piano**.
"Having eaten the biscuits, the packet was thrown away."	The packet ate the biscuits.	Having eaten the biscuits, **we threw the packet away**.
"Written in 1850, the professor analysed the novel."	The professor was written in 1850.	Written in 1850, **the novel was analysed by the professor**.

Accepted exceptions: some participle expressions have become fixed sentence adverbs and are not considered dangling: *generally speaking, judging by, considering, given, taking everything into account, strictly speaking, weather permitting*. These no longer need to attach to the subject.

Part A – Dangling or Not?

Mark each sentence ✓ (correct attachment), ✗ (dangling), or F (fixed expression — acceptable).

1. Driving through the mountains, the scenery was breathtaking. _____
2. Generally speaking, winters here are mild. _____
3. Having finished the exam, the papers were handed in. _____
4. Opening the fridge, she realised they were out of milk. _____
5. Judging by the crowds, the festival is a success. _____
6. Having read the manual, assembling the desk was easy. _____

Part B – Repair the Danglers

> **Each sentence contains a dangling participle. Rewrite it in TWO ways: (a) keep the participle clause and change the main clause; (b) replace the participle clause with a full clause.**

1. "Running late, the train was missed."
   a)

   b)

2. "Having been delayed by fog, the passengers waited for the flight for hours."
   a)

   b)

3. "Looking through the telescope, the rings of Saturn were clearly visible."
   a)

   b)

Part C – Judgement Calls

> **These sentences are technically dangling but appear in published writing. For each, decide whether the sentence is genuinely confusing or acceptable in practice, and justify your view.**

1. "Turning to the financial results, revenue grew by 12%." *(business report)*

2. "Having said that, the plan does have some merit." *(opinion column)*

Score: _____ / 30

Worksheet 4: Analysis and Extended Writing

Name: _____ Date: _____ Level: B2 (CEFR)

Part A – Text Analysis

Having spent a decade reporting from conflict zones, Amara Okafor knows how quickly a situation can change. Trained originally as a lawyer, she switched to journalism after covering a trial that changed her view of what stories matter. Her latest book, written over three years and drawing on hundreds of interviews, examines how communities rebuild after disaster. Asked what keeps her motivated, she points to the people she has met: farmers replanting ruined fields, teachers holding classes in tents, engineers restoring power lines destroyed in the fighting. Not having lost hope themselves, she says, they make it impossible for her to lose hers.

Questions

1. Identify every participle clause or phrase in the passage. Classify each: present, past, perfect, or perfect passive; and state the noun it attaches to.

2. "Asked what keeps her motivated" — what fuller structure has been reduced here? Rewrite it in full.

3. The final sentence contains "Not having lost hope themselves". Who does this clause refer to, and how does the reader know? What makes the attachment slightly unusual?

4. The passage uses "written over three years and drawing on hundreds of interviews" — one -ed and one -ing participle describing the same noun. Why does the voice differ?

Part B – Extended Writing

Write a short profile of a real or imaginary person (**160–190 words**). You must include and underline: (1) a perfect participle clause; (2) a past participle clause at the start of a sentence; (3) a reduced relative with -ing; (4) a reduced relative with -ed; (5) a perfect passive participle (*having been…*). No dangling participles!

Word count: _____ Features: _____ / 5

Score: _____ / 35

Answer Key & Teacher Notes

For teacher use only — B2 Level, Participles

Worksheet 1 – Part A

1 Having checked the figures twice, he submitted the report. **2** Having already seen the film, she suggested a different one. **3** Having walked for six hours, we finally reached the summit. **4** Not having studied the contract, they missed the deadline clause. **5** Having been a teacher himself, he understood the pressures of the job.

Worksheet 1 – Part B

#	Choice and reasoning
1	**Hearing — the reaction is immediate; no meaningful gap between hearing and running.**
2	**Having saved — ten years of saving is clearly complete before the purchase; the perfect signals the accumulated prior action.**
3	**Seeing — immediate perception and decision; simple form is natural.**
4	**Having failed — the failures are prior, separate events; the perfect is required for the time gap and causal link.**

> *The working test: if you can insert "after/because … had …" naturally, the perfect participle fits. If the two actions are near-simultaneous, use the simple form. Both are sometimes possible — reward reasoning, not just the "right" letter.*

Worksheet 2 – Part A

1 perfect passive · 2 past (passive) · 3 passive -ing · 4 perfect · 5 present

Worksheet 2 – Part B

1 Having been posted without a stamp, the letter never arrived. **2** Raised bilingually, she switches languages effortlessly. (also correct: Having been raised…) **3** Having been given a second chance, he was determined not to waste it. **4** Being repaired, the bridge remained closed to traffic. (While being repaired… is also acceptable) **5** Having trained at altitude, the team coped well with the conditions.

Worksheet 2 – Part C

1 In (a) she receives the information (passive) and then acts. In (b) the board gives the information (active) and then waits. Voice determines who is agent.
2 In (a), *being built* describes a permanent state/location (the house's situation); in (b), *built in 1990* is a completed past event. *Being + participle* often reads as ongoing/stative; the bare past participle reads as completed.

Worksheet 3 – Part A

1 ✗ (the scenery wasn't driving) · 2 F · 3 ✗ (the papers didn't finish the exam) · 4 ✓ · 5 F · 6 ✗ (assembling the desk didn't read the manual)

Worksheet 3 – Part B (model answers)

#	Repairs
1	**a) Running late, I missed the train. b) Because I was running late, the train was missed / I missed the train.**
2	**a) Having been delayed by fog, the flight kept the passengers waiting for hours. b) Because the flight had been delayed by fog, the passengers waited for hours.**
3	**a) Looking through the telescope, we could clearly see the rings of Saturn. b) When we looked through the telescope, the rings of Saturn were clearly visible.**

> *Note in item 2 that the original participle attaches to the passengers, but it was the flight that was delayed — a classic subtle dangler because the sentence still sounds plausible. This is the type students miss most often.*

Worksheet 3 – Part C

1 Acceptable in practice: "turning to" functions as a discourse organiser (like "regarding"); no reader imagines revenue turning anywhere. It is on its way to becoming a fixed expression, though careful editors may still rewrite it.
2 Fully acceptable: "having said that" is a lexicalised concessive connector. Its participial origins are no longer active for readers.

Worksheet 4 – Part A

#	Participle / type / attachment
1	**Having spent a decade reporting — perfect; attaches to Amara Okafor (note embedded -ing "reporting" as complement)**
2	**Trained originally as a lawyer — past (passive); attaches to she**
3	**written over three years — past (passive); attaches to her latest book**
4	**drawing on hundreds of interviews — present (active); attaches to her latest book**
5	**Asked what keeps her motivated — past (passive); attaches to she**
6	**replanting ruined fields / holding classes / restoring power lines — present participles postmodifying farmers / teachers / engineers (note "ruined" and "destroyed in the fighting" as past participles too)**
7	**Not having lost hope themselves — negative perfect; attaches to they (the people), across the "she says" interruption**

Q2: Reduced from a passive clause: "When she is asked what keeps her motivated, she points…"
Q3: It refers to the people (farmers, teachers, engineers) — signalled by *themselves* and the following *they*. Unusual because "she says" intervenes between the clause and its subject, stretching the attachment without breaking it.
Q4: The book *was written* (it receives the writing — passive -ed) but the book *draws on* interviews (it performs the drawing metaphorically — active -ing). The same noun can do one action and receive another.

Worksheet 4 – Part B: Marking Rubric

Criterion	Descriptor	Marks
Perfect participle	*Having* + *pp*; prior action clear; correct attachment	0–5
Initial -ed clause	Passive meaning correct; comma; attaches to subject	0–5
Reduced relatives	One -ing and one -ed; correct voice for each	0–5
Perfect passive	*Having been* + *pp* formed and attached correctly	0–5
No danglers	All participle clauses attach to the right subject	0–5
Task & register	160–190 words; profile genre; controlled style	0–5