

GRAMMAR & VOCABULARY

C1

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Participle



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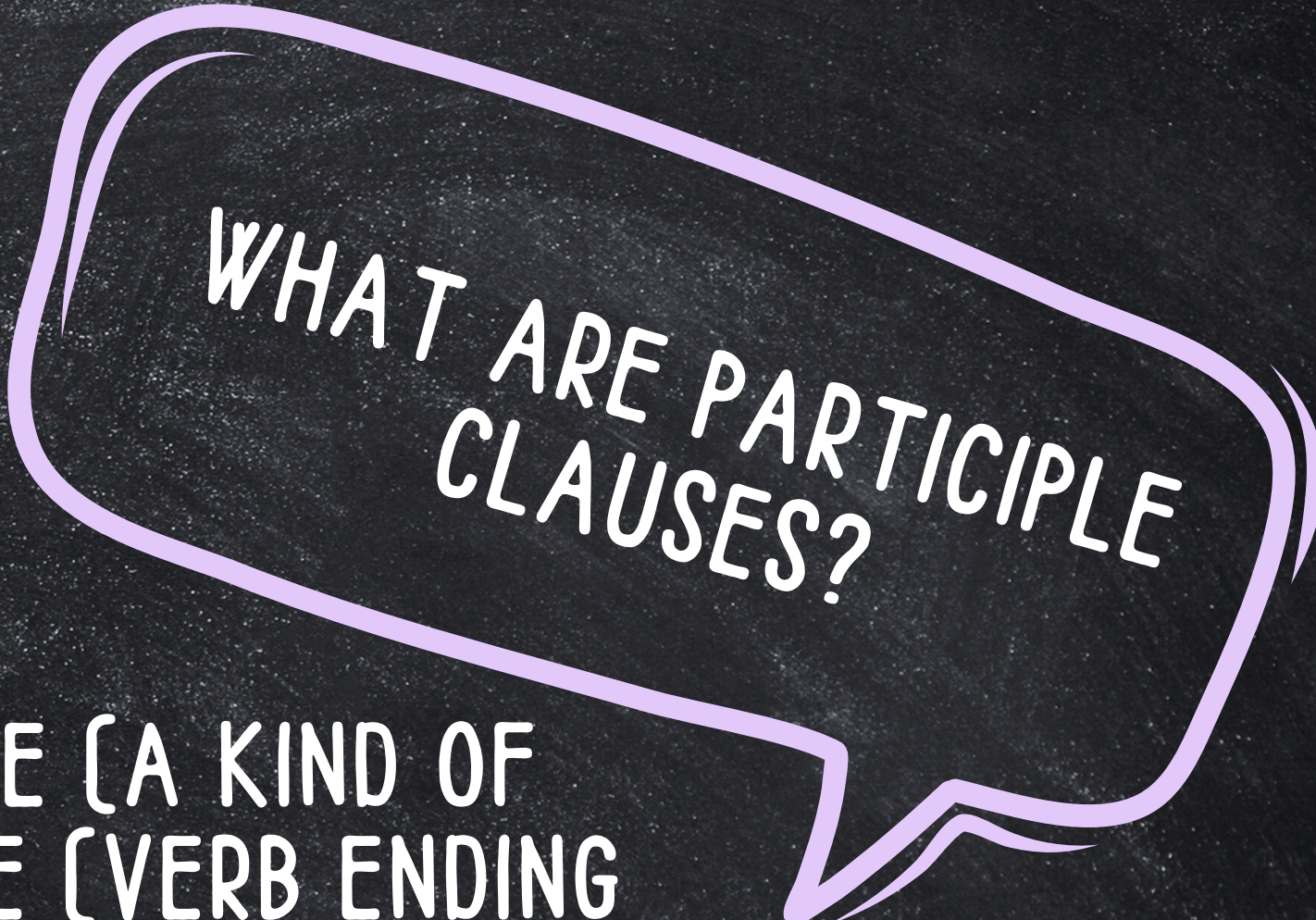
PARTICIPLE CLAUSES:
FORMS, USES, AND
COMMON ERRORS

- PARTICIPLE CLAUSES ARE REDUCED FORMS OF CLAUSES THAT MAKE WRITING MORE CONCISE AND SOPHISTICATED. THEY ARE ESPECIALLY USEFUL IN C1-LEVEL WRITING AND SPEAKING TO COMBINE IDEAS, ADD BACKGROUND INFORMATION, EXPRESS REASONS, OR SHOW RESULTS.





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WHAT ARE PARTICIPLE
CLAUSES?

A PARTICIPLE CLAUSE IS A SHORTENED CLAUSE (A KIND OF SENTENCE FRAGMENT) THAT USES A PARTICIPLE (VERB ENDING IN -ING, OR A PAST PARTICIPLE, OR HAVING + PAST PARTICIPLE) INSTEAD OF A FULL CLAUSE WITH A SUBJECT AND VERB.





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WHY USE THEM?

- THEY MAKE SENTENCES SHORTER AND MORE ADVANCED.
 - THEY HELP COMBINE IDEAS INTO ONE SENTENCE INSTEAD OF USING MULTIPLE SENTENCES.
 - THEY ARE VERY USEFUL IN WRITING AND SPEAKING, ESPECIALLY IN FORMAL OR EXAM CONTEXTS.
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WHY USE THEM?

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FORMS OF PARTICIPLE
CLAUSES

A. PRESENT PARTICIPLE (-ING)

STRUCTURE: VERB + -ING

USE: SIMULTANEOUS ACTIONS, BACKGROUND INFORMATION,
OR ONGOING STATES.

RULE: THE SUBJECT OF THE PARTICIPLE CLAUSE MUST BE
THE SAME AS THE MAIN CLAUSE.

EXAMPLES:

- **WALKING** TO SCHOOL, I SAW A RAINBOW. → "WHILE I
WAS WALKING TO SCHOOL, I SAW A RAINBOW."
- **READING** THE INSTRUCTIONS CAREFULLY, SHE
COMPLETED THE TASK CORRECTLY. → "BECAUSE SHE
READ THE INSTRUCTIONS CAREFULLY, SHE COMPLETED
THE TASK CORRECTLY."

TIP: USE -ING CLAUSES TO SHOW SOMETHING HAPPENING AT
THE SAME TIME AS THE MAIN ACTION.

FORMS OF PARTICIPLE
CLAUSES

B. PAST PARTICIPLE (USUALLY -ED OR IRREGULAR FORMS)

STRUCTURE: PAST PARTICIPLE (LIKE A PASSIVE VERB OR ADJECTIVE)

USE: OFTEN PASSIVE MEANING OR TO DESCRIBE A NOUN.

EXAMPLES:

- THE BOOK WRITTEN BY JANE WON AN AWARD. → "THE BOOK THAT WAS WRITTEN BY JANE WON AN AWARD."
- SHOCKED BY THE NEWS, HE COULD NOT SPEAK. → "BECAUSE HE WAS SHOCKED BY THE NEWS, HE COULD NOT SPEAK."

TIP: PAST PARTICIPLE CLAUSES OFTEN REPLACE RELATIVE CLAUSES:

- FULL: THE REPORT THAT WAS APPROVED YESTERDAY IS ON THE TABLE.
- REDUCED: THE REPORT APPROVED YESTERDAY IS ON THE TABLE.

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FORMS OF PARTICIPLE
CLAUSES

C. PERFECT PARTICIPLE (HAVING + PAST PARTICIPLE)

STRUCTURE: HAVING + PAST PARTICIPLE

USE: SHOWS AN ACTION COMPLETED BEFORE THE MAIN ACTION.

EXAMPLES:

- **HAVING FINISHED** THE HOMEWORK, SHE WENT OUT TO PLAY. → "AFTER SHE HAD FINISHED THE HOMEWORK, SHE WENT OUT."
- **HAVING STUDIED** ENGLISH FOR 5 YEARS, HE PASSED THE EXAM EASILY. → "BECAUSE HE HAD STUDIED ENGLISH FOR 5 YEARS, HE PASSED THE EXAM EASILY."

TIP: USE THE PERFECT PARTICIPLE TO EMPHASISE THE ORDER OF ACTIONS. "**HAVING + PAST PARTICIPLE**" ACTION ALWAYS HAPPENS BEFORE THE MAIN CLAUSE.



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USES OF PARTICIPLE
CLAUSES

A. TIME / BACKGROUND INFORMATION

- PURPOSE: GIVE CONTEXT ABOUT WHEN SOMETHING HAPPENED OR DESCRIBE THE BACKGROUND ACTION.
 - EXAMPLE: ARRIVING AT THE PARTY, I REALISED I'D FORGOTTEN MY GIFT.
 - "WHILE I WAS ARRIVING..." → CONCISE, MORE ADVANCED B2 STYLE.
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USES OF PARTICIPLE
CLAUSES

B. REASON / CAUSE

- PURPOSE: EXPLAIN WHY SOMETHING HAPPENED WITHOUT STARTING A NEW SENTENCE.
- EXAMPLE: NOT FEELING WELL, HE WENT HOME EARLY.
 - "BECAUSE HE DID NOT FEEL WELL, HE WENT HOME EARLY."
- TIP: PRESENT PARTICIPLE (-ING) OFTEN WORKS HERE.

USES OF PARTICIPLE CLAUSES

C. RESULT / CONSEQUENCE

- PURPOSE: SHOW THE EFFECT OF AN ACTION.
- EXAMPLE: HE MISSED THE BUS, CAUSING HIM TO BE LATE.
 - "AS A RESULT OF MISSING THE BUS, HE WAS LATE."
- TIP: SOMETIMES USE -ING FORM OF A VERB OR PAST PARTICIPLE DEPENDING ON STRUCTURE.

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USES OF PARTICIPLE CLAUSES

D. REDUCED RELATIVE CLAUSES

- PURPOSE: MAKE SENTENCES SHORTER AND MORE NATURAL BY REDUCING RELATIVE CLAUSES.

- EXAMPLES:

- FULL: STUDENTS WHO ARE LIVING ON CAMPUS HAVE ACCESS TO THE LIBRARY.

- REDUCED: STUDENTS LIVING ON CAMPUS HAVE ACCESS TO THE LIBRARY.

- TIP: PAST PARTICIPLE IS OFTEN USED FOR PASSIVE:

- FULL: THE DOCUMENTS THAT WERE SIGNED YESTERDAY ARE IMPORTANT. → THE DOCUMENTS SIGNED YESTERDAY ARE IMPORTANT.



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COMMON ERRORS

A. SAME SUBJECT RULE

RULE: THE SUBJECT OF THE PARTICIPLE CLAUSE MUST BE THE SAME AS THE MAIN CLAUSE.

INCORRECT: WALKING DOWN THE STREET, THE TRAFFIC LIGHTS CHANGED.

CORRECT: WALKING DOWN THE STREET, I SAW THE TRAFFIC LIGHTS CHANGE.





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COMMON ERRORS

B. DANGLING PARTICIPLES

DEFINITION: WHEN THE PARTICIPLE CLAUSE DOES NOT CLEARLY REFER TO A SUBJECT.

INCORRECT: HAVING FINISHED THE EXAM, THE CLASSROOM WAS EMPTY. → WHO FINISHED THE EXAM?

CORRECT: HAVING FINISHED THE EXAM, THE STUDENTS LEFT THE CLASSROOM.





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COMMON ERRORS

C. TENSE / SEQUENCE ERRORS

FORGETTING TO USE HAVING + PAST PARTICIPLE FOR ACTIONS THAT HAPPENED BEFORE THE MAIN CLAUSE.

EXAMPLE: FINISHING THE HOMEWORK, SHE WENT OUT TO PLAY. ❌ → BETTER:
HAVING FINISHED THE HOMEWORK, SHE WENT OUT TO PLAY. ✅



TRANSFORMATIONS:

1. WHEN SHE OPENED THE LETTER, SHE SMILED →
2. BECAUSE THEY WERE IMPRESSED, THE JUDGES GAVE HER THE PRIZE →
3. AFTER HE HAD CHECKED THE SCHEDULE, HE LEFT THE OFFICE →
4. THE CAR THAT WAS PARKED OUTSIDE WAS STOLEN →
5. IF THE LIGHTS ARE SWITCHED OFF, THE ALARM CANNOT DETECT MOTION →
6. ALTHOUGH HE WAS TIRED, HE FINISHED THE TASK →

TRANSFORMATIONS:

1. WHEN SHE OPENED THE LETTER, SHE SMILED → OPENING THE LETTER, SHE SMILED.
2. BECAUSE THEY WERE IMPRESSED, THE JUDGES GAVE HER THE PRIZE → IMPRESSED, THE JUDGES GAVE HER THE PRIZE.
3. AFTER HE HAD CHECKED THE SCHEDULE, HE LEFT THE OFFICE → HAVING CHECKED THE SCHEDULE, HE LEFT THE OFFICE.
4. THE CAR THAT WAS PARKED OUTSIDE WAS STOLEN → THE CAR PARKED OUTSIDE WAS STOLEN.
5. IF THE LIGHTS ARE SWITCHED OFF, THE ALARM CANNOT DETECT MOTION → WHEN SWITCHED OFF, THE ALARM CANNOT DETECT MOTION.
6. ALTHOUGH HE WAS TIRED, HE FINISHED THE TASK → TIRED, HE FINISHED THE TASK.

GAP FILL & ERROR
CORRECTION

- A. _____ (FINISH) THE TRAINING, SHE APPLIED FOR THE
PROMOTION B. _____ (BE) BY THE VERDICT, THE
LAWYER DECIDED TO APPEAL C. _____ (NOT / SEE)
SUCH A CROWD BEFORE, HE WAS SURPRISED .THE BOOK
_____ (PUBLISH) LAST MONTH IS ALREADY A
BESTSELLER E. _____ (INVESTIGATE) THE PROBLEM
THOROUGHLY, THEY COULD NOT FIND THE CAUSE

GAP FILL & ERROR
CORRECTION

- A. _____ [FINISH] THE TRAINING, SHE APPLIED FOR THE
PROMOTION → **HAVING FINISHED**
- B. _____ [BE] BY THE
VERDICT, THE LAWYER DECIDED TO APPEAL → **IMPRESSED**
- C. _____ [NOT / SEE] SUCH A CROWD BEFORE, HE WAS
SURPRISED → **NOT HAVING SEEN**. THE BOOK _____
[PUBLISH] LAST MONTH IS ALREADY A BESTSELLER →
PUBLISHED
- E. _____ [INVESTIGATE] THE PROBLEM
THOROUGHLY, THEY COULD NOT FIND THE CAUSE →
HAVING INVESTIGATED

INVERSION

- Inversion is a grammatical structure where the normal order of subject + verb is reversed. It is often used for emphasis, formal style, or conditional sentences.

WHAT IS
INVERSION?

Normal order: Subject + Verb

I have never seen such a view.

Inverted order: Verb + Subject

Never have I seen such a view.

Why use inversion?

To emphasise negative or restrictive adverbials

To make sentences sound more formal or sophisticated

To shorten conditional sentences (formal style)

Inversion is highly valued in exam writing and speaking for showing a wide range of grammar.

WHAT IS
INVERSION?

Inversion with negative or limiting adverbials

Common negative/limiting adverbials

- never, rarely, seldom, hardly, little, nowhere, on no account, not until, only then, only when, not only... but also

Structure

Adverbial + auxiliary verb + subject + main verb

- Present / Past simple: use do/does/did
 - Rarely does he attend meetings.
 - Seldom did she arrive on time.
- With other tenses: invert the auxiliary
 - Never have I seen such a view.
 - Little had she realised what was about to happen.

Adverbial	Normal	Inversion
Never	I have never seen such a view.	Never have I seen such a view.
Rarely	He rarely speaks in class.	Rarely does he speak in class.
Seldom	She seldom eats fast food.	Seldom does she eat fast food.
Not until	I realised the truth not until later.	Not until later did I realise the truth.
Only then	I understood the instructions only then.	Only then did I understand the instructions.