Participle clauses and gerunds

1 Fill each gap in the text with a verb from the list below. Remember to put each verb in the correct form.

<table>
<thead>
<tr>
<th>imagine</th>
<th>light</th>
<th>inch</th>
<th>call</th>
<th>drop</th>
<th>feel</th>
</tr>
</thead>
<tbody>
<tr>
<td>attempt</td>
<td>start</td>
<td>begin</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Having (a)_________ all our remaining supplies of food we (b)_____________ to feel anxious as the temperature on the mountain was c) _______________. After d)___________ once again to use our mobile phone to contact help we (e)_______________ to put the tent up. (f)______________ very cold we (g)_________ a fire to keep warm. As the fire crackled and flickered in the dark mountain night, we heard a scuffle on the path below. To my complete amazement, I recognised one of our fellow climbers (h)_____________ slowly up the path below us. Before (i) _____________ out to him, I pointed him out to my companion to make sure I wasn’t (j) ___________________ it..........................

2 Work with a partner. Complete the story using the following structures:

- Feeling + past participle
- Having + past participle
- a participle clause, e.g. I can see the boat floating in the sea...
- verb + .ing ....(to start a sentence)

3 Read out your story to the pair next to you. How similar or different are your stories?
Participle clauses and gerunds

TEACHER’S NOTES:

Aim: to provide further practice of participle clauses and gerunds. This worksheet is designed to be used in conjunction with unit 3.3.

Time: 40 minutes

Materials: copy of the worksheet for each student

1. Ask students to read the passage and decide which of the verbs fits in each gap. Students then make sure that they have the correct form of the verb in the gap. Elicit answers from the class.

   **Answers:** a) devoured; b) began; c) dropping; d) attempting; e) started; f) feeling; g) lit; h) inching; i) calling; j) imagining

2. Students work in pairs to complete the story. Encourage them to use the structures suggested as you monitor their work.

3. Each pair reads out their story to the pair next to them. If time, ask students to get up and find another pair to read their story to.