



GRAMMAR PRACTICE

# Participle Clauses in Environmental Writing

Environment and Conservation | Adding concise detail | Cambridge IGCSE ESL 0511

## 1. Lead-in discussion

Talk with a partner. You may already use this grammar without noticing it.

| No. | Question  |
|-----|---|
| 1   | How could you shorten: 'People who recycle regularly reduce waste'?                 |
| 2   | What phrase could replace: 'When they are thrown away, plastic bags harm wildlife'? |
| 3   | Why might reports use shorter clauses?  |
| 4   | Where do you see concise writing: articles, reports or posters?                     |

## 2. Grammar in context

Read the text. The bold phrases show the grammar used in a natural topic context.

### Writing Concisely About the Environment

Students **living near the coast** often notice plastic waste on beaches. This rubbish can harm animals and damage tourism.

Plastic bags, **thrown away after one use**, may remain in the environment for years. Bottles **left in parks** can also block drains or injure wildlife.

Schools can help by organising clean-up days. **Working together**, students can improve their local area and learn why conservation matters.

## 3. Notice the pattern

Use participle clauses to add information concisely. They are more common in reports, articles and formal writing.

| Use                | Form / signal                       | Example  |
|--------------------|-------------------------------------|--|
| Present participle | -ing clause                         | Students living near the coast notice waste.           |
| Past participle    | -ed/third form clause               | Plastic bags thrown away after one use cause problems. |
| Opening clause     | -ing phrase + comma                 | Working together, students can clean beaches.          |
| Meaning            | shortened relative/adverbial clause | people who live -> people living                       |

## 4. Build accurate sentences

Complete each sentence using the grammar focus. Then write two examples of your own.

| No. | Prompt   | Use             | Your answer |
|-----|--|-----------------|-------------|
| 1   | Students who live near the coast notice waste.                 | -ing clause     |             |
| 2   | Plastic bags that are thrown away after one use harm wildlife. | past participle |             |
| 3   | When students work together, they can clean parks.             | opening -ing    |             |
| 4   | Bottles that are left in parks can block drains.               | past participle |             |

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

## 5. Use it in exam answers

Complete the tasks using the grammar focus naturally.

| Task     | What to do   |
|----------|--|
| Speaking | Explain an environmental problem first in full sentences, then with shorter clauses. |
| Writing  | Write a short report paragraph using two participle clauses naturally.               |
| Reading  | Underline participle clauses in the context text and expand them into full clauses.  |

## 6. Common mistakes

Correct the mistakes.

| No. | Mistake   | Your correction |
|-----|---|-----------------|
| 1   | Students live near the coast noticing waste.            |                 |
| 2   | Plastic bags throwing away after one use harm wildlife. |                 |
| 3   | Working together students can clean beaches.            |                 |
| 4   | Bottles leaving in parks can block drains.              |                 |

## 7. Topic discussion questions

Use these for pair work, small-group discussion, or speaking-test warm-up practice.

1. Should schools organise more clean-up days?
2. Why is concise writing useful in reports?
3. What environmental problems are visible in your local area?
4. Can small actions make a real difference?

# Participle Clauses in Environmental Writing

## 4. Build accurate sentences

1. Students living near the coast notice waste.
2. Plastic bags thrown away after one use harm wildlife.
3. Working together, students can clean parks.
4. Bottles left in parks can block drains.

Own answers will vary. Check that the grammar focus is accurate and natural.

## 6. Common mistakes

1. Students living near the coast notice waste.
2. Plastic bags thrown away after one use harm wildlife.
3. Working together, students can clean beaches.
4. Bottles left in parks can block drains.

## Notes for checking

1. Present participle: -ing clause - Students living near the coast notice waste.
2. Past participle: -ed/third form clause - Plastic bags thrown away after one use cause problems.
3. Opening clause: -ing phrase + comma - Working together, students can clean beaches.
4. Meaning: shortened relative/adverbial clause - people who live -> people living