



Environment and Conservation

Multiple matching: local conservation | Cambridge IGCSE ESL 0510/0511

1. Lead-in discussion

Talk with a partner before you read.

1. Which environmental problems can be solved locally?
2. Why do conservation projects sometimes need volunteers?
3. Should projects focus on people, wildlife or both?
4. How can students help without damaging the place they want to protect?

Exercise 2 at a glance

Read four short descriptions. For each statement, choose the correct project, A-D. One project may be used more than once. Read the whole detail carefully before you choose.

2. Read for overall understanding

Read the four texts. Which conservation project sounds most realistic for students to join? Give a reason.

Protecting Local Nature

A Beach nest watch

Beach nest watch protects birds that lay eggs on open sand. Volunteers mark nesting areas with rope and signs, but they do not move the eggs. The project began after dog walkers accidentally crossed nesting sites during spring. Volunteers now speak politely to visitors and explain why even a brief disturbance can make birds abandon a nest. The beach remains open, although some sections are closed for a few weeks. Students help by counting visitors and recording whether signs are noticed. The project avoids dramatic language because organisers want cooperation, not arguments.

B School refill station

The school refill station provides chilled water so students use fewer plastic bottles. It was installed near the sports hall, where students previously bought drinks after PE. The project does not ban bottled drinks, but the price of reusable bottles was reduced for the first month. A display shows how many refills have been made, although it cannot prove exactly how many bottles were avoided. The eco-club chose this project because it was visible every day, unlike one-off litter picks. The caretaker cleans the station daily, and students report leaks using a QR code.

C Pond survey

The pond survey asks students to record insects, plants and water clarity in a local park. They visit the same pond every month, using simple equipment borrowed from a wildlife group. The aim is to notice changes over time, not to produce professional research. Students do not enter the water because that could damage plants and disturb animals. Last year, survey notes helped the park team decide when to remove an invasive plant. Some students expected the work to be exciting every week, but most data collection is patient and repetitive. The results are shared on a noticeboard.

D Tree guardians

Tree guardians pairs young volunteers with newly planted street trees. Each volunteer checks one tree after school once a week and reports broken stakes, dry soil or damage. They are not expected to water the trees themselves because carrying heavy water across roads would be unsafe. The scheme started after many young trees died during a dry summer. Residents sometimes assume the volunteers planted the trees, but their role is mainly observation. A council worker responds to reports and carries out repairs. Volunteers say the project makes them notice streets they usually walk through without thinking. Each project also reminds volunteers that careful observation can be as valuable as dramatic action, especially over several months of local change.

3. Strategy focus

Check direct and indirect action

A project may help nature directly, or it may help by changing human behaviour. Match the statement to the action described.

4. Exam-style matching questions

For each statement, write the correct letter, A, B, C or D, on the line.

No.	Which project...	A-D
1	uses calm explanations to avoid conflict with visitors
2	collects repeated information to show environmental change over time
3	began after young plants failed during unusually dry weather
4	encourages a reusable habit without completely banning an alternative
5	helped park workers decide how to manage an unwanted species
6	protects animals by keeping visitors away from certain areas temporarily
7	asks volunteers to report problems rather than fix them personally
8	was chosen partly because students would see it every day
9	does not allow students to enter the habitat being studied

5. Vocabulary notebook

Underline five useful words or phrases. Check their meaning, then record them in your vocabulary notebook.

6. Follow-up tasks

1. Discussion: What safety or behaviour rules would volunteers need for each project?
2. Strategy: Highlight the sentence where you found each answer. Label it with the question number.
3. Writing: Write a short proposal for a student conservation project.
4. Vocabulary: Circle words and phrases connected to wildlife, habitats and sustainability.

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2. Read for overall understanding

Suggested answer: Students' own answers, but they should refer to one or more details from the texts.

4. Exam-style matching questions

1. A
2. C
3. D
4. B
5. C
6. A
7. D
8. B
9. C

Notes for checking

Learners should match the statement to the exact detail in the text.

An option may be used more than once.

If learners disagree, ask them to highlight and label the sentence that proves their answer.