



# Environment and Conservation

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

## 1. Lead-in discussion

Talk with a partner before you read.

1. What environmental problem affects your local area?
2. Why do some projects need volunteers?
3. How can young people raise awareness about conservation?
4. Should conservation projects focus more on people or wildlife?

### 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 useful? Give a reason.

### Protecting Local Nature

#### A Beach watch

Beach watch volunteers meet once a month to collect litter and record what they find. The recording is just as important as the cleaning, because the information shows whether plastic bottles, fishing line or food packaging are the biggest problem. Tourists sometimes join for one morning, but the project depends on local residents who return regularly. Volunteers are asked not to remove natural material such as seaweed, as it provides food and shelter for small creatures. The group publishes a short report every season. Schools use the reports when discussing how everyday choices can affect the coastline.

#### B School garden

The school garden was created on a piece of land that had previously been used for storage. Students planted herbs, vegetables and flowers that attract bees. At first, the project was described as a food-growing activity, but it soon became a way to teach science and responsibility. Each class looks after one area and checks the soil before watering, because too much water can be as harmful as too little. The garden does not produce enough food for the canteen, although some ingredients are used in cooking lessons. A notice board shows which plants are ready to pick.

#### C Tree survey

The tree survey asks families to record old trees in their neighbourhood. People upload photographs and basic measurements to a website, then experts decide whether a tree should be inspected more closely. The project does not plant new trees, which some volunteers expected. Its purpose is to protect trees that are already important for shade, wildlife and local history. Children often notice details adults miss, such as holes used by birds or roots damaged by parked cars. The organisers hope the map will influence future building plans. They also want residents to value trees they pass every day.

#### D River classroom

The river classroom takes small groups of students to test water quality. They measure temperature, look for insects and compare results with data from earlier visits. The trip is popular because students work outside, but it is not simply a day away from school. They have to wear gloves, follow safety rules and write a short explanation of what the results might mean. If pollution levels rise, the teacher sends the findings to the local council. Students rarely see an immediate change, but they learn how evidence can support conservation. The same testing point is used each month so results can be compared fairly over several seasons.

### 3. Strategy focus

#### Follow the evidence

Conservation texts often mention collecting, recording or comparing information. Check what evidence is collected and what it is used for.

### 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	collects results that can be passed to people responsible for the area	.....
2	reminds volunteers that not everything on the shore should be cleared away	.....
3	developed into a learning project beyond its first practical aim	.....
4	focuses on features that already exist rather than adding new ones	.....
5	returns to the same place so changes can be measured fairly	.....
6	could influence where and how new buildings are planned	.....
7	depends more on repeat local involvement than one-off help	.....
8	shows students that even a useful resource can be harmful in excess	.....
9	records categories of rubbish so the main source of the problem is clearer	.....

### 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 problems might volunteers face in each project?
2. Strategy: Highlight the sentence where you found each answer. Label it with the question number.
3. Writing: Write a short report explaining one local environmental problem.
4. Vocabulary: Circle words and phrases connected to conservation, pollution and wildlife.

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

## 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.