



# Food and Eating Habits

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

## 1. Lead-in discussion

Talk with a partner before you read.

1. What influences what people eat during a school or work day?
2. Should healthy food be cheaper, more attractive or easier to find?
3. How can communities reduce food waste?
4. Why do people sometimes avoid trying unfamiliar food?

### 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 food project would you most like to try? Give a reason.

### Changing What We Eat

#### A Leftover lunch

Leftover lunch is a weekly club where students learn to make meals from food that might otherwise be thrown away at home. The club does not ask students to bring leftovers from their own kitchens because of food-safety rules. Instead, the teacher buys ingredients close to their use-by date from a local shop. Students learn simple recipes such as vegetable fried rice and soup. The project began after a geography lesson on food waste, but it has become popular because students enjoy cooking together. Recipes are sent home with suggestions for safe storage and reheating.

#### B Breakfast trolley

The breakfast trolley visits classrooms before the first lesson. Students can take a banana, yoghurt or wholegrain roll without giving their name. The school introduced it after teachers noticed that some students were tired and irritable before mid-morning. It is not advertised as free food for families in difficulty because staff wanted to avoid embarrassment. Anyone can use it, although teachers quietly check whether the same students often need support. The trolley used to include sweet cereal bars, but these were replaced after students said they felt hungry again quickly. Local businesses donate some items.

#### C Culture plate

Culture plate is a lunchtime event where families share traditional dishes and stories about when they are eaten. The school kitchen prepares small portions, so students can taste unfamiliar food without committing to a full meal. Ingredients are labelled clearly, especially for allergies. The event is not a competition, and families do not have to reveal secret recipes. Students create display cards explaining the dish, the country or region it comes from, and any celebration connected to it. The event has made some students more willing to try new flavours in the canteen later.

#### D Recipe rescue

Recipe rescue is an online page where residents suggest meals using cheap ingredients from local shops. Each recipe must include the approximate cost, cooking time and whether it can be made without an oven. The page was started by a youth worker after students said they wanted to cook but did not know where to begin. Some recipes are traditional, while others are invented from whatever is affordable that week. Comments are moderated because early posts included jokes rather than useful advice. The most popular recipe is a bean wrap that can be prepared in ten minutes. Organisers say the projects work best when students discuss everyday choices rather than being told what to eat or avoid.

### 3. Strategy focus

#### Check the food problem

Food texts may mention price, waste, health, culture or convenience. Match the statement to the specific problem being solved.

### 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	began after students studied a wider environmental issue	.....
2	helps students try unfamiliar food in small amounts	.....
3	was created after young people said they lacked cooking confidence	.....
4	avoids identifying students who may need extra support	.....
5	includes allergy information for each dish	.....
6	uses food near its deadline without asking students to bring it from home	.....
7	requires practical details such as cost and cooking time	.....
8	changed one food option because it did not keep students full	.....
9	checks online comments before they appear publicly	.....

### 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: How could each project persuade students who are not interested in healthy eating?
2. Strategy: Highlight the sentence where you found each answer. Label it with the question number.
3. Writing: Design a short advert for one food project.
4. Vocabulary: Circle words and phrases connected to food waste, cooking and healthy choices.

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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. D

## 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.