



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. How can communities reduce food waste?
2. Why might some people choose local produce?
3. What makes a meal affordable for students or families?
4. Should cooking skills be taught in schools?

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 help your community most? Give a reason.

Food in the Community

A Market lunch

Market lunch began when stall holders wanted to use vegetables that were still fresh but too marked to sell. Volunteers collect the produce after the morning market and cook a simple meal in the community hall. The lunch is not free, but people pay what they can, which makes it affordable for families and older residents. Some visitors think it is mainly a charity meal, but the organisers describe it as a place to share food and reduce waste. The menu changes every week because it depends on what is left over. Local musicians sometimes perform, although the organisers say food is still the main focus.

B School recipe box

The school recipe box gives students ingredients for one home-cooked meal each Friday. The project was planned for families who said they wanted to cook more often but found shopping after work difficult. Each box includes a recipe card with pictures, so younger brothers and sisters can help safely. The meals are not always vegetarian, although every month there is one plant-based option. Students return the empty box on Monday and write one comment about what worked well or what they would change. The teacher reads these comments before choosing the next month's recipes.

C Street cafe training

Street cafe training helps teenagers learn customer service and basic cooking skills. Students work one afternoon a week in a small cafe that sells soup, sandwiches and healthy snacks. They practise taking orders, preparing food safely and complaining politely if something has gone wrong in a role-play. The cafe is open to the public, but the prices are slightly higher than in the school canteen because the money buys new equipment. A few students join to improve their confidence before applying for part-time jobs. Others join because they want to learn how a small business works.

D Food map

The food map is an online guide to local food services. It shows community fridges, low-cost restaurants, cooking classes and shops that sell imperfect fruit and vegetables. The map does not deliver food, which disappoints some users at first. Instead, it helps people find support nearby and check opening times before travelling. A group of college students updates the information every month. They also add notes about wheelchair access and whether visitors need to book in advance. Users can suggest corrections, but the students check them before changing the map. This keeps the guide reliable for families planning meals on a tight weekly budget.

3. Strategy focus

Separate similar food details

More than one project mentions cooking, families or low-cost food. Match each statement to the precise detail, such as delivery, feedback, pricing or leftover produce.

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 | helps people avoid wasted journeys by checking details in advance | |
| 2 | uses produce that is still good but no longer attractive enough for sale | |
| 3 | can help students feel more prepared before looking for employment | |
| 4 | makes the cooking instructions accessible to younger family members | |
| 5 | uses students' comments to help plan future meals | |
| 6 | charges above canteen prices so the project can replace equipment | |
| 7 | is described differently by organisers than by some first-time visitors | |
| 8 | disappoints users who expect food to come directly to them | |
| 9 | cannot offer the same dishes every week because donations vary | |

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: Who would benefit most from each food project?
2. Strategy: Highlight the sentence where you found each answer. Label it with the question number.
3. Writing: Write a short advert for one community food project.
4. Vocabulary: Circle words and phrases connected to cooking, food waste and customer service.

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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. C
4. B
5. B
6. C
7. A
8. D
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.