



Global Issues

Multiple matching: community action projects | Cambridge IGCSE ESL 0510/0511

1. Lead-in discussion

Talk with a partner before you read.

1. Which global issues do young people usually care about?
2. Can small local actions help with wider problems?
3. Should charities focus on money, awareness or practical support?
4. How can students help without oversimplifying serious issues?

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 project seems most respectful and useful? Give a reason.

Helping Beyond Home

A Uniform exchange

The uniform exchange collects school shirts, jackets and sports clothes that students have outgrown. Volunteers wash and sort the items, then families can choose what they need before the new term. The project began as a way to reduce waste, but it soon helped families under financial pressure too. It does not accept shoes because sizes and safety are harder to check. Students who donate clothes are asked to write a short note about why reusing items matters, and some of these notes are displayed near the collection table. The exchange is arranged before summer, when families are already planning school costs.

B Migration stories

Migration stories is a lunchtime exhibition created by older students after they interviewed people who had moved to the area from other countries. The display includes maps, short quotations and photographs of objects people brought with them. It does not ask visitors for money. Instead, the aim is to challenge simple ideas about migration and show that each journey is different. Teachers check the material carefully so nobody's private information is shared without permission. The exhibition is small, but it has encouraged some students to ask more respectful questions. A few interviewees chose not to use their real names, and that choice was respected.

C Water walk

The water walk raises money for a charity that builds wells and repairs pumps. Students carry bottles around the sports field to understand how heavy water can feel when it has to be collected from far away. The organisers explain that the activity is only a symbol; it cannot show the full difficulty of living without safe water. Each participant finds sponsors before the event, and the money is sent directly to the charity. After the walk, students compare their experience with a short video from one village where a pump was repaired. The follow-up lesson focuses on practical solutions rather than pity.

D Skills link

Skills link connects local volunteers with young people in another country through monthly online workshops. The sessions focus on practical skills such as writing a CV, preparing for interviews and using free design software. It is not a one-way project: students in both countries share advice about studying and future plans. Time zones make scheduling difficult, so workshops are recorded for anyone who cannot attend live. The organisers avoid calling the project charity because they want it to feel like cooperation, not rescue. Students also exchange questions in advance, which makes discussions less awkward.

3. Strategy focus

Check the type of help

A text may mention donations, awareness, training or direct support. Match the statement to the kind of help actually given.

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	does not accept one type of clothing for practical safety reasons
2	uses a physical activity to represent a wider problem
3	allows people who miss live sessions to use the material later
4	tries to change oversimplified views rather than raise money
5	sends the money collected to an organisation working elsewhere
6	helps families financially while also reducing waste
7	avoids presenting support as one group rescuing another
8	protects personal details before sharing people's experiences
9	asks donors to explain the value of reusing items

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 students avoid oversimplifying each global issue?
2. Strategy: Highlight the sentence where you found each answer. Label it with the question number.
3. Writing: Write advice for students planning a charity or awareness project.
4. Vocabulary: Circle words and phrases connected to global issues, support and cooperation.

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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. 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.