



# Health and Wellbeing

Multiple matching: wellbeing activities | Cambridge IGCSE ESL 0510/0511

## 1. Lead-in discussion

Talk with a partner before you read.

1. What helps students manage stress during exam periods?
2. Can small daily habits improve wellbeing? Why, or why not?
3. Do you prefer relaxing alone or with other people?
4. Which health advice is easy to understand but hard to follow?

### Exercise 2 at a glance

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

## 2. Read for overall understanding

Read the four texts. Which wellbeing idea sounds easiest to try? Give a reason.

### Feeling Better

#### A Walking group

The walking group meets before school twice a week. It was created for students who said they wanted more exercise but disliked competitive sport. The route is short, and no one records speed or distance. At first, only a few students joined, but numbers grew after teachers noticed that some pupils arrived in class more awake. The group does not solve serious stress, and students who need support still speak to the school counsellor. However, regular movement and fresh air seem to help people start the day calmly. In winter, the group uses the indoor corridor if heavy rain makes the playground unsafe.

#### B Sleep challenge

The sleep challenge asks students to keep a simple sleep diary for two weeks. They record when they stop using screens, when they go to bed and how they feel the next morning. Some students expected the diary to be embarrassing, but it is private; teachers only discuss general patterns with the class. The aim is not to force everyone to sleep at the same time. Instead, students notice habits, such as drinking sugary drinks late in the evening or revising in bed, that may affect their energy levels. The school nurse gives advice, but students choose one small change themselves.

#### C Quiet room

The quiet room is open at lunchtime for students who need a break from noise. It is not a place for homework, although a few people used it that way until the rules were changed. Phones stay in bags, and students can read, draw or sit quietly for ten minutes. The room is supervised, but no one has to explain why they are there. Some pupils visit before presentations because they feel anxious, while others come after arguments with friends. The most important rule is that everyone respects the silence. Students can book a place, but there are usually spare seats.

#### D Cooking club

The cooking club started as a way to encourage healthier snacks, but it has become more social than expected. Students learn simple recipes using affordable ingredients, then share the food at the end. The club rarely discusses calories; the teacher prefers to talk about balanced meals, portion size and reducing food waste. A few students joined because they wanted to lose weight, but most now say they enjoy learning a practical skill. The recipes are uploaded after each session, so families can try them at home. Parents have even sent photos of meals they cooked with younger children.

### 3. Strategy focus

#### Match the purpose, not just the activity

Several activities may help students feel better. Check why each activity was created and what it is not designed to do.

### 4. Exam-style matching questions

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

No.	Which activity...	A-D
1	does not require students to share their individual records with the class	.....
2	began with a focus on replacing less healthy food choices	.....
3	changed its rules after students used it for the wrong purpose	.....
4	seems to help some students arrive at class more alert	.....
5	allows the activity to continue at home after each session	.....
6	was created for students who wanted activity without competition	.....
7	helps students connect evening habits with next-day energy	.....
8	is sometimes used before a situation that makes students nervous	.....
9	discusses balanced eating rather than making weight the main issue	.....

### 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 activity be adapted for teenagers at school?
2. Strategy: Highlight the sentence where you found each answer. Label it with the question number.
3. Writing: Write a short proposal for one wellbeing activity at school.
4. Vocabulary: Circle words and phrases connected to health, stress 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. B
2. D
3. C
4. A
5. D
6. A
7. B
8. C
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.