



Home and Local Area

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

1. Lead-in discussion

Talk with a partner before you read.

1. What would improve your local area?
2. Who should decide how public spaces are used?
3. Can small local projects change how people feel about a place?
4. What problems can happen when neighbours disagree?

Exercise 2 at a glance

Read four short texts. For each statement, choose the correct person, A-D. One person 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 would be most useful where you live? Give a reason.

Improving the Neighbourhood

A Pocket park

A pocket park was created on a small piece of unused land between two apartment blocks. The space was too small for a football pitch, but residents wanted somewhere pleasant to sit. Volunteers planted low-maintenance flowers and added two benches made from weather-resistant wood. The project has not solved the lack of sports facilities, but older residents say the street feels friendlier because people now stop and talk. A local gardening group checks the plants once a week.

B Street art wall

The street art wall was planned after repeated arguments about graffiti on shop shutters. Instead of only painting over it, the council allowed one wall near the market to be used legally by young artists. Artists must book a time and agree not to paint advertising or offensive messages. Some shop owners were doubtful at first, but they now say the wall attracts visitors and reduces unwanted graffiti nearby. The main challenge is keeping the booking system fair.

C Tool-sharing shed

The tool-sharing shed helps residents borrow equipment such as drills, ladders and garden tools for short periods. It is useful for people who cannot afford to buy items they may only need once or twice a year. Members must return tools clean and report any damage, which prevents arguments later. The shed is open only on Saturday mornings because volunteers need to check equipment carefully. It has also encouraged neighbours to exchange practical advice.

D Walking map

The walking map shows quiet routes between the station, school, park and health centre. It was designed after residents said some shortcuts felt unsafe or confusing, especially after dark. The map includes well-lit streets, public toilets and places where people can rest. It is available online, but paper copies are still printed for people who do not use smartphones. The project is simple, but it has helped new residents find important places without always asking for directions.

3. Strategy focus

Match the exact local need

Each project improves an area in a different way. Look for the specific problem it solves, not just the general idea that it helps the community.

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 who need equipment only occasionally
2	was created partly because of unwanted graffiti
3	is available in both digital and paper forms
4	has made a street feel more sociable
5	requires users to report damage
6	helps new residents find services independently
7	has rules about offensive messages
8	is looked after by people with gardening knowledge
9	opens for a limited time because checks are needed

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: Which project would be easiest to organise in your local area?
2. Strategy: Highlight the sentence where you found each answer. Label it with the question number.
3. Writing: Write a short proposal for a neighbourhood improvement.
4. Vocabulary: Circle words and phrases connected to local areas, facilities and community action.

Home and Local Area

Multiple matching: neighbourhood projects

2. Read for overall understanding

Suggested answer: Students' own answers, but they should refer to details from the texts.

4. Exam-style matching questions

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

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.