



Home and Local Area

Multiple matching: community spaces | Cambridge IGCSE ESL 0510/0511

1. Lead-in discussion

Talk with a partner before you read.

1. Which public places are most useful in your local area?
2. What makes a neighbourhood feel welcoming?
3. Should community facilities be quiet or lively?
4. How can local spaces support different age groups?

Exercise 2 at a glance

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

2. Read for overall understanding

Read the four texts. Which place would be most useful in your local area? Give a reason.

Places for Local People

A Repair cafe

The repair cafe opens twice a month in the old library building. Residents bring broken household items, such as lamps, chairs or small radios, and volunteers try to repair them. The service is free, but visitors can donate money for tools. The cafe does not promise that every item can be saved. Its main aim is to reduce waste and teach people basic repair skills. Older residents often enjoy sharing practical knowledge, while teenagers sometimes help with online booking forms. Even when an object cannot be repaired, visitors usually learn why it failed.

B Pocket park

The pocket park is a small green space between two apartment blocks. It used to be an empty piece of land where people left rubbish. Now there are benches, raised flower beds and a path wide enough for wheelchairs. Children cannot play ball games there because the space is too small, but families use it for short breaks after school. Local workers also eat lunch there when the weather is good. The council chose low-maintenance plants because there is no full-time gardener. A local group waters the beds during very dry weeks.

C Homework hub

The homework hub runs in a room above the community centre. Students can use computers, print assignments and ask volunteers for help with research. It is not a private tutoring service, although some parents first thought it would provide individual lessons. The volunteers help students find information and organise their work, but they do not write answers for them. The hub is busiest before project deadlines. It also offers a quiet place for students who share a bedroom or have unreliable internet at home. Teachers sometimes send revision links there for students who cannot print at school.

D Welcome kitchen

The welcome kitchen began as a weekly meal for new residents who had recently moved into the area. It now attracts a wider mix of people, including older neighbours who live alone. Each table has a conversation card with simple questions, so visitors do not have to worry about starting a discussion. The food is inexpensive rather than free, because organisers want the project to continue without depending completely on donations. People sometimes bring traditional dishes, but there is always one simple meal for anyone with allergies. The organisers say the meal matters, but the conversations matter just as much. Local notices are translated, so newcomers can understand how to join before their first visit to the kitchen.

3. Strategy focus

Check who the place is for

Several places may sound useful for the community. Check which group uses the place and what problem it solves.

4. Exam-style matching questions

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

No.	Which place...	A-D
1	helps students whose home conditions make study difficult	
2	was created from land that had been neglected	
3	uses written prompts to make social interaction easier	
4	does not guarantee that the practical problem will be solved	
5	was misunderstood as offering more individual academic support than it does	
6	has been designed so people with mobility needs can use it	
7	tries to continue without relying only on donated money	
8	allows different generations to share or use practical skills	
9	is especially busy when school tasks are nearly due	

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: What rules would each place need to work well?
2. Strategy: Highlight the sentence where you found each answer. Label it with the question number.
3. Writing: Write a short proposal for a new community space.
4. Vocabulary: Circle words and phrases connected to housing, neighbourhoods and services.

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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. C
2. B
3. D
4. A
5. C
6. B
7. D
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.