



Media and Communication

Multiple matching: school media projects | Cambridge IGCSE ESL 0510/0511

1. Lead-in discussion

Talk with a partner before you read.

1. Where do students usually get school news?
2. What makes a news story fair and useful?
3. Should students publish interviews, podcasts or short videos?
4. How can media projects avoid spreading rumours?

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 media project would be most useful for a school? Give a reason.

Sharing Stories

A Morning podcast

Morning podcast is recorded twice a week by a group of Year 10 students. Each episode is under six minutes and includes one interview, one school notice and one recommendation, such as a book or club. The team originally wanted to broadcast live, but background noise made recordings easier to control. Teachers listen before episodes are uploaded, mostly to check names and dates. The podcast has become useful for students who miss notices because they travel by bus. Listeners can send questions, but not anonymous comments, after an early joke caused unnecessary rumours.

B Photo report

Photo report is a visual page on the school website. Students choose five photographs from an event and write short captions explaining what happened. The project began after a sports day gallery looked attractive but gave no useful information. Now every photograph must show an activity, result or moment that helps tell the story. Students must ask permission before using close-up images of people. They also avoid editing photos in a way that changes what really happened. The most difficult part is choosing fewer images, because students often want to include everything they took.

C Fact-check desk

Fact-check desk is a small team that checks information before it appears in the student newsletter. They confirm competition results, meeting times and quotations from interviews. The desk does not decide which stories are interesting; editors do that separately. It was created after a newsletter printed the wrong date for a charity event, causing several students to arrive a day early. Team members keep a simple record of where each fact came from, such as an email or teacher interview. They sometimes delay publication, which annoys writers, but the newsletter is now more trusted.

D Video noticeboard

Video noticeboard shows short clips on screens near the canteen. Each clip has subtitles because the area is noisy. The videos are designed for quick updates, not detailed stories, so most last less than thirty seconds. Students use them to advertise club trials, lost-property collections and deadline reminders. The project replaced a paper noticeboard that was often covered by old posters. A teacher checks that the videos are readable from a distance. Students learnt that bright colours are not enough if the text is too small. The clips are deleted after two weeks unless the event is still relevant. Teachers say the best projects make students think about audience, accuracy and responsibility before publishing anything for the wider school.

3. Strategy focus

Check medium and method

A project may share similar information in different ways. Check whether the statement asks about the format, the source or the checking process.

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 allow anonymous comments after a previous problem
2	keeps evidence of where information was found
3	replaced a display that often contained outdated material
4	requires captions to explain why each image matters
5	can make writers wait longer before their work is published
6	changed from a live idea because recordings were easier to manage
7	uses subtitles because the place where it appears is not quiet
8	needs permission for certain types of image
9	checks practical details before audio material is shared

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 checks should students complete before publishing school media?
2. Strategy: Highlight the sentence where you found each answer. Label it with the question number.
3. Writing: Write guidelines for students producing fair school media.
4. Vocabulary: Circle words and phrases connected to news, interviews and online publishing.

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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.