



Public Places and Services

Multiple matching: local services | Cambridge IGCSE ESL 0510/0511

1. Lead-in discussion

Talk with a partner before you read.

1. Which local services do teenagers use most?
2. What makes a public service easy to use?
3. Should public places be quiet, social or both?
4. How can services support people who need extra help?

Exercise 2 at a glance

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

2. Read for overall understanding

Read the four texts. Which service would help people most in your area? Give a reason.

Services People Use

A Library makerspace

The library makerspace is a room where people can try equipment such as a 3D printer, sewing machine and basic recording tools. It is free to enter, but users must book an introduction before using the machines alone. The aim is not to provide professional training. Instead, the library wants residents to test ideas without buying expensive equipment. Teenagers often use the space for school projects, while older residents have repaired clothes or recorded family stories. Staff say the most common problem is people underestimating how long a small design can take. Finished projects can be displayed for a week if users agree.

B Park information hut

The park information hut opens at weekends near the main gate. Volunteers give maps, explain walking routes and tell visitors which areas are closed for wildlife protection. It was built after people kept entering a wetland path during nesting season. The hut also lends litter-pickers to families who want to help keep the park clean. It does not sell food, although visitors often ask about cafes. The service is useful because signs in the park can be missed, especially by people arriving from the car park rather than the town entrance. Volunteers update a board when paths are muddy or events change.

C Health drop-in

The health drop-in runs once a week at the community centre. People can ask a nurse about minor concerns, such as sleep, diet or stress, without making a full appointment. The nurse cannot diagnose serious illness there, and visitors are told to contact a doctor if symptoms are worrying. The drop-in was created because some residents delayed asking for advice until problems became worse. It also has leaflets in several languages. Teenagers can visit, but if a safeguarding issue appears, staff follow official rules and involve the right services. The nurse often helps people decide what to do next.

D Youth room

The youth room is open after school for students who need somewhere safe to wait before clubs, buses or family collection times. It has board games, charging points and a quiet corner for homework. It is not a childcare service, so students sign themselves in and must follow behaviour rules. The room became popular after the bus timetable changed, leaving some students with a long gap before travelling home. A youth worker is present, but the atmosphere is informal. Students suggested adding a noticeboard for volunteering and weekend events. The room closes early on Fridays because fewer buses are affected.

3. Strategy focus

Match service and user

Several services may sound helpful. Check who the service is mainly for 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 service...	A-D
1	lets residents try tools they may not be able to buy
2	allows people to ask for advice without arranging a normal appointment
3	is informal but still has rules for behaviour
4	helps protect wildlife by telling visitors where not to go
5	has limits on the kind of medical help it can provide
6	requires users to learn how to use equipment before working independently
7	was created partly because transport changes left young people waiting
8	offers equipment for visitors who want to improve the area
9	helps because fixed signs may not be noticed by all visitors

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 service be made easier for teenagers to use?
2. Strategy: Highlight the sentence where you found each answer. Label it with the question number.
3. Writing: Write a short proposal for improving a local public service.
4. Vocabulary: Circle words and phrases connected to public places, services and support.

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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. B

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.