



Practice Exam - Family and Relationships

Cambridge IGCSE ESL 0510/0511 | Reading practice paper

Exercise 1

Read the article about a community project for grandparents and teenagers then answer the questions.

Stories between generations

A community centre has started a storytelling project that brings teenagers and older residents together. The idea began after staff noticed that many young people visited the centre for homework support, while older residents came for lunch clubs but rarely spoke to them. The project gives both groups a reason to meet. Teenagers interview older residents about school, work, family celebrations and changes in the local area. Several students said they were surprised by how much preparation was needed before a good interview, especially when a question led to a memory that was emotional or difficult to explain.

Before the interviews, students attend a short training session. They practise asking open questions, listening without interrupting and checking whether a story can be recorded. Some older residents are happy to be filmed, but others prefer an audio recording or a written summary. Students are told that respect is more important than collecting dramatic stories, so they must not pressure anyone to discuss private family matters.

The recordings are kept in a small digital archive at the centre. Families can ask for a copy, and local history groups may use selected interviews in exhibitions. One popular interview described how neighbours shared meals during a period when many families had little money. Another explained how a street festival helped new families feel welcome after moving into the area.

Teachers say the project helps students develop communication skills. They learn to prepare questions, follow a conversation and respond to unexpected answers. Some students also discover that older people faced pressures similar to their own, such as exams, friendship problems and worries about work. This can make the age gap feel smaller.

The project has challenges. Interviews take time to organise, and students need permission forms before recording anything. Staff also check summaries carefully because memories can include mistakes about dates or places. Even so, the centre plans to continue the project. It has created an archive, but more importantly, it has started conversations between people who might otherwise sit in the same building without speaking. Staff now plan to add a listening corner where visitors can hear short extracts during community events without needing to search the full archive.

Exercise 1 questions

Answer the questions using information from the article. Write short answers.

1 Where do the storytelling interviews take place? [1]

2 Why did staff think the two age groups needed a reason to meet? [1]

3 What do students practise doing without interrupting? [1]

4 Which type of recording may some older residents prefer instead of being filmed? [1]

5 Who may use selected interviews in exhibitions? [1]

6 List three features of the storytelling project. [3]

Exercise 2

Read the article about four family activities (A-D). Then answer Questions 9(a)-9(i).

A Shared recipe night

On Friday evenings, relatives take turns teaching one simple dish. The aim is not to produce perfect food, but to explain family habits and memories linked to meals. Younger relatives write down ingredients and ask why certain dishes are cooked for celebrations. The activity works best when everyone helps with cleaning up afterwards. Some families add a small note beside each recipe explaining who usually cooked it and when it was served during family gatherings. Recipes are copied onto cards so relatives can add personal notes.

B Photo sorting afternoon

A family brings old photographs to one table and sorts them into labelled boxes. Older relatives identify people and places, while younger ones scan the pictures. The task can be slow because some photos have no dates. However, it often starts useful conversations about relatives who are no longer alive. The scanned copies are saved in month folders, so relatives in other cities can help identify people later. Scanned photos are saved in month folders for relatives in other cities.

C Neighbour support list

Several families in one street keep a shared list of small jobs they can help with, such as collecting medicine or watering plants. The list is not for emergencies; it is for ordinary support when someone is busy or unwell. A volunteer updates phone numbers twice a year so the list stays useful. The list works best when requests are specific, because vague offers of help are easy to misunderstand. Neighbours are asked to reply only if they can genuinely manage the task. The list is checked monthly because neighbours' routines can change.

D Family screen-free walk

One family walks together for thirty minutes after dinner twice a week. Phones stay at home unless someone needs one for safety. At first, the teenagers complained, but they later said walking made difficult conversations easier because nobody had to sit face to face. The family avoids using the walk to discuss school results. The walk is cancelled in bad weather rather than moved indoors, because the change of setting is part of its value. The route is chosen so younger children do not become tired too quickly.

The family activities are designed to start conversations without forcing them. Some use practical tasks, such as cooking or sorting photos, because people often talk more naturally while doing something together.

Exercise 2 questions

For each statement, write the correct letter A, B, C or D on the line. Each letter may be used more than once.

No.	Which family activity...	A-D
9(a)	helps people talk about relatives from the past
9(b)	is used for everyday help rather than urgent problems
9(c)	can make serious conversations feel less direct
9(d)	involves younger people recording ingredients
9(e)	needs contact details to be checked regularly
9(f)	may be difficult because some items lack dates
9(g)	should not become a conversation about school performance
9(h)	includes responsibility after the main activity has finished
9(i)	uses technology to preserve old pictures

Exercise 3

Read the article about helping new students settle into school then complete the notes.

A buddy system that works

When students arrive at a new school, friendship worries can be as stressful as finding classrooms. Some schools use buddy systems to help new students settle in. A buddy is not a best friend chosen by the school. The role is more practical: showing routes around the building, explaining routines and helping the new student understand what usually happens at break time.

Good buddy systems need careful matching. Teachers try to choose buddies who are reliable, patient and involved in different parts of school life. A new student who enjoys sport may be matched with someone who knows the clubs, while a quieter student may need a buddy who will not force them into large groups immediately. The match is reviewed after a few weeks in case it is not comfortable.

Buddies also need guidance. Without training, a confident student may take over too much or answer questions that should go to a teacher. Schools often give buddies a checklist for the first week, including lunch arrangements, homework systems and where to ask for help. Buddies are encouraged to introduce the new student to several people, not keep them dependent on one person. Some schools also give buddies a small map with important rooms marked clearly. This avoids the awkward situation where a buddy forgets a room number and loses confidence in front of the new student.

The system works best when it has an end point. After the first month, students may still be friendly, but the formal buddy role becomes less important. Teachers say this prevents the new student feeling watched. It also reminds buddies that their job is to support independence, not to control another student's social life. At the end of the formal period, teachers may ask both students whether the support was helpful. Their comments are used to improve the next match, especially if the new student needed more help with friendship than with practical routines.

The system is introduced before new students arrive, so buddies know where to meet them and which questions they may need to answer first. Teachers also explain when a buddy should ask an adult for help.

Exercise 3 questions

Complete the notes using information from the article. Write short words or phrases.

Notes	Write short answers
10 What buddies may help new students with	- - -
11 How schools make the system successful	- - - -

Exercise 4

Read the article about learning to apologise then answer the questions.

The message I nearly sent

Last year I argued with my cousin after a family meal. It began with a small joke about a photo I had posted, but I replied sharply and the conversation became awkward. On the bus home, I wrote a long message explaining why I thought he had been unfair. I was ready to send it, mainly because I wanted to prove that I had good reasons for being annoyed.

Before I pressed send, my sister asked to read it. She said the message was not really an apology; it was a speech for a court case. At first, that made me even angrier. Then I noticed she was right. I had used phrases like 'you made me' and 'everyone knows', which pushed all the responsibility away from me.

I deleted the message and wrote a shorter one. I said I was sorry for embarrassing him in front of other people and that I should have spoken to him privately if the joke bothered me. I did not mention every detail of the argument. That felt strange, because part of me still wanted to win. But I realised that an apology is not the same as a debate.

My cousin replied the next day. He apologised too, but his message was also short. We did not suddenly become close friends, and we still disagree about many things. However, the next family meal was easier because neither of us had to pretend the argument had never happened. The family chat had become quiet after the argument, which made the writer feel that the problem was spreading beyond the two cousins.

I now think the hardest part of apologising is choosing what not to include. If you add too many explanations, the apology can sound like a defence. A clear apology does not erase a problem, but it gives both people a way to move forward without carrying the whole argument with them. He also realised that a message can be reread many times, so careless wording may last longer than a spoken comment.

I saved the message as a draft instead of sending it immediately. Reading it later was uncomfortable, but it gave me time to separate what I wanted to explain from what I wanted to accuse.

Exercise 4 questions

For each question, choose the correct answer, A, B or C.

12 Why did the writer first want to send the long message? [1]

- A to invite his cousin to another meal
- B to prove that he had good reasons
- C to ask his sister for advice

13 What did the writer's sister suggest about the first message? [1]

- A It was too short to explain the situation.
- B It should include more details about the photo.
- C It sounded more like an argument than an apology.

14 What did the writer remove from the second message? [1]

- A most details of the argument
- B his apology for embarrassing his cousin
- C the idea of speaking privately

15 What changed after the cousin replied? [1]

- A The cousins agreed about everything.
- B The next family meal felt easier.
- C The family stopped taking photos.

16 What does the writer now find hardest about apologising? [1]

- A deciding what to leave out
- B sending the message quickly
- C remembering who started the argument

17 What is the writer's main message? [1]

- A A long explanation always improves an apology.
- B Arguments should be solved by other relatives.
- C A good apology helps people move forward.

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Exercise 1

1. a community centre
2. they rarely spoke
3. listening
4. an audio recording / a written summary
5. local history groups
6. a street festival helped new families feel welcome; students need permission forms before recording; staff check summaries carefully

Exercise 2

9(a) B; 9(b) C; 9(c) D; 9(d) A; 9(e) C; 9(f) B; 9(g) D; 9(h) A; 9(i) B

Exercise 3

10 What buddies may help new students with

- showing routes around the building
- explaining routines
- what usually happens at break time

11 How schools make the system successful

- careful matching
- reviewed after a few weeks
- give buddies a checklist
- has an end point

Exercise 4

12 B; 13 C; 14 A; 15 B; 16 A; 17 C

- 12 B - He wanted to prove he had good reasons for being annoyed.
- 13 C - She called it a speech for a court case.
- 14 A - He says he did not mention every detail.
- 15 B - Neither had to pretend the argument had not happened.
- 16 A - He says the hardest part is choosing what not to include.
- 17 C - He says a clear apology gives both people a way to move forward.