



Practice Exam - Safety and Rules

Cambridge IGCSE ESL 0510/0511 | Reading practice paper

Exercise 1

Read the article about improving road safety near a school, and then answer the questions.

A safer school gate

A school has changed the area outside its main gate after several near misses between cars, bicycles and pedestrians. The road was narrow, and many parents stopped for only a few seconds to drop children off. This created confusion because cars pulled in and out while students were crossing the road or unlocking bikes. The school also asked older students to act as gate monitors for the first two weeks, reminding classmates where to cross. Their role was advisory rather than disciplinary, so younger students were more willing to listen.

The school worked with the council to introduce a safer layout. A short section of road directly outside the gate is now closed to cars during morning arrival and afternoon pick-up. Parents who need to drive use a drop-off point two streets away. Staff say the short walk from the drop-off point is safer than having dozens of cars beside the gate.

New cycle markings have also been added. Cyclists now enter through a separate side gate, where there is more space to slow down before reaching the bike racks. Students must walk their bikes once they are inside the school grounds. This rule was introduced after younger students said they felt nervous when older cyclists rode past them quickly.

The changes were explained in assemblies and letters home. At first, some parents complained that the drop-off point was less convenient. The school responded by publishing a map showing walking times from nearby streets. Most routes took less than five minutes, which helped reduce objections.

The area is now calmer, although staff still remind families not to park on corners or block residents' driveways. The school says road safety depends on habits as much as signs. A safer gate is not created by one rule; it is created when everyone understands why the rule exists. Teachers say the calmer entrance has made it easier to notice visitors, deliveries and students who arrive late.

The school also asked bus drivers for advice because they see the road at the busiest moments of the day. Their comments helped planners understand where cars usually stopped suddenly or blocked the view.

Parents were also asked not to park on corners during the trial. This was unpopular at first, but it gave younger pupils a clearer view before crossing.

Exercise 1 questions

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

1 What had happened near the school gate? [1]

2 What was narrow? [1]

3 When is the road outside the gate closed to cars? [1]

4 Where is the drop-off point? [1]

5 Who enters through a separate side gate? [1]

6 List three safety measures at the school gate. [3]

Exercise 2

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

A Lab goggles rule

Students must wear goggles whenever chemicals are being heated or poured. The rule applies even if a student is only watching a demonstration from the front row. Teachers explain that splashes can travel further than expected, and ordinary glasses are not enough protection. Goggles are stored near the door so students put them on before collecting equipment. The teacher checks straps before students collect chemicals.

B Online club password rule

A school online club changes its shared meeting password every month. The password is sent only through the school message system, not through public group chats. Students are told not to forward it because unknown visitors could disrupt the session. The club leader removes students who share the password after a warning, because trust is part of online safety. The password is sent through the school system, not public group chats.

C Sports hall footwear rule

Students must wear non-marking shoes in the sports hall. Outdoor shoes can bring in stones or mud that make the floor slippery. The rule also protects the surface from damage. Spare shoes are available for students who forget, but they must be returned at the end of the lesson. The floor is checked after lessons, especially when outdoor sports have also taken place that day. Students help by reporting stones or wet patches before games begin. The rule protects the floor surface as well as the players.

D Food allergy table rule

At school events, food containing common allergens is placed on a separate table. Labels are checked by two adults before the event begins. Students are asked not to move plates between tables, because this can make labels unreliable and put other people at risk. Organisers keep a separate serving spoon on each plate so foods are not mixed accidentally. They also replace labels immediately if sauce or water makes them hard to read. Ingredient cards are kept beside the food, not on a separate wall.

The rules are written for situations where one careless action can affect other people. They explain not only what students must do, but also why the rule exists in that particular place.

The rule descriptions also explain what could go wrong if the rule is ignored. This helps students see the rule as a practical protection rather than only an instruction from adults.

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 safety rule...	A-D
9(a)	prevents uninvited people entering an online meeting
9(b)	applies even to students who are not doing the experiment
9(c)	uses two adults to check labels
9(d)	protects a floor as well as students
9(e)	should not be shared in public chats
9(f)	explains that danger can travel further than expected
9(g)	provides spare equipment that must be returned
9(h)	asks students not to move plates
9(i)	says ordinary glasses are not sufficient

Exercise 3

Read the article about planning a safe school event, [and](#) then complete the notes.

Checking risks before an event

Before a school event, organisers usually complete a risk check. This is not meant to stop activities from happening. It helps staff notice problems early and decide what can be done to reduce danger. The first step is to list the main activities, such as cooking, sports, performances or travel between rooms.

Next, organisers think about who may be affected. Younger children, visitors, students with allergies and people with mobility needs may face different risks. A crowded doorway may be inconvenient for some people but unsafe for someone using crutches. A good risk check considers specific people, not only the average participant.

Control measures should be practical. These might include clear signs, adult supervision, first-aid points, allergy labels or a wet-weather plan. Organisers should avoid writing vague instructions such as 'be careful'. A useful measure says who will do what, when and where. The person responsible for each measure should be named, because shared responsibility can become nobody's responsibility.

The check should be shared with the people running the event. A document kept in an office is not enough if volunteers do not know the plan. After the event, staff review what happened and record any changes needed next time. Safety improves when organisers learn from small problems before they become serious. A short briefing before doors open is useful when volunteers arrive at different times and have not read the full document. The briefing focuses on the few actions volunteers must remember.

The checklist separates problems that are unlikely from problems that would be serious. This helps students avoid spending all their time on minor issues while missing risks that need adult support.

Students also decide which risks can be handled by clear instructions and which need equipment, signs or adult supervision. This stops the checklist becoming only a list of worries.

Students keep emergency information in one folder rather than across several phones. This means a different adult can find contact numbers if the main organiser is busy.

The final checklist is kept short enough to use on the day. A long document may look careful, but it is less useful when people are busy.

Exercise 3 questions

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

Notes	Write short answers
10 What organisers should consider	- - -
11 Practical control measures	- - - -

Exercise 4

Read the article about breaking a safety rule, [and](#) then answer the questions.

The shortcut

At my sports club, there is a rule that players must not cross the court while another group is practising. The safe route goes around the outside, but it takes longer. One evening, I was late and decided to cut across quickly. I thought nobody would mind because I was not carrying equipment and the players seemed far away.

Halfway across, a ball hit the floor near my foot and bounced into my leg. It did not hurt much, but one player had to stop suddenly to avoid me. The coach called everyone together and explained the rule again. I felt embarrassed because the lecture was clearly about me, although she did not use my name.

At first, I thought the reaction was too serious. Nothing had really happened. Later, one of the older players told me that accidents often begin with people saying exactly that. He said the rule was not there because every crossing caused an injury; it was there because one badly timed crossing could.

The next week, I noticed how often people were tempted to use the shortcut. When you are tired, the safe route feels unnecessary. But I also noticed how quickly balls moved and how focused players were on the game. They should not have to watch for people walking through their space. The writer had thought speed made the shortcut harmless, but it actually gave other players less time to react.

I still dislike being late, but I no longer use that shortcut. The rule feels less annoying now that I understand who it protects. Safety rules can seem exaggerated until you imagine the accident they are trying to prevent. He also learned that rules often protect people who are concentrating on something else and cannot watch for every risk.

The teacher did not give a long speech afterwards. She simply asked what I had saved by taking the shortcut, and I realised the answer was almost nothing.

I also had to apologise to the student who had followed me. That part mattered because my choice had made the rule look optional for someone else.

The next week I used the longer route without anyone reminding me. It felt unnecessary at first, but then I saw how many younger students copied whatever older students did.

Exercise 4 questions

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

12 Why did the writer cross the court? [1]

- A He was late and wanted a shortcut.
- B The coach asked him to collect a ball.
- C The outside route was closed.

13 What happened while he was crossing? [1]

- A He dropped some equipment.
- B The lights went out.
- C A ball bounced into his leg.

14 Why did the writer feel embarrassed? [1]

- A The other players laughed loudly.
- B The coach's warning was clearly about him.
- C He had forgotten his shoes.

15 What point did the older player make? [1]

- A The rule was only for beginners.
- B Crossing is safe if nobody complains.
- C Small rule-breaking can lead to serious accidents.

16 What did the writer notice the next week? [1]

- A Many people were tempted by the shortcut.
- B The court was never busy.
- C The coach had removed the rule.

17 What is the writer's final view of safety rules? [1]

- A They are usually exaggerated and unnecessary.
- B They make more sense when you understand the risk.
- C They should apply only after accidents happen.

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Exercise 1

1. several near misses
2. the road
3. morning arrival and afternoon pick-up
4. two streets away
5. cyclists
6. students must walk their bikes inside school grounds; the school published a map showing walking times; road safety depends on habits

Exercise 2

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

Exercise 3

10 What organisers should consider

- main activities
- who may be affected
- specific people

11 Practical control measures

- clear signs
- adult supervision
- first-aid points
- wet-weather plan

Exercise 4

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

12 A - He was late and cut across.

13 C - The ball hit the floor and bounced into his leg.

14 B - The lecture was clearly about him.

15 C - He says one badly timed crossing could cause injury.

16 A - He noticed the temptation.

17 B - He understands who the rule protects.