



Digital Life and Technology

Multiple choice: digital habits | Cambridge IGCSE ESL 0510/0511

1. Lead-in discussion

Talk with a partner before you read.

1. Do screen-time reports help people change their habits?
2. What makes an app useful rather than distracting?
3. Why might teenagers ignore digital wellbeing advice?
4. Should schools teach students to manage notifications?

Exercise 4 at a glance

Read one longer text and answer six multiple-choice questions. Choose A, B or C. The correct answer may depend on attitude, purpose or a detail across a whole paragraph, not just one matching word.

2. Read for overall understanding

Read the article. What did Lena learn from testing the dashboard?

Testing a screen-time dashboard

by Lena Park

When our school asked volunteers to test a new screen-time dashboard, I joined because I was curious, not because I thought I had a problem. The dashboard collected information from our school tablets: how long we spent on learning platforms, how often we switched apps and whether we worked late in the evening. At first, I expected a simple warning system that would tell us to spend less time online. Instead, the first report made me realise that time alone did not explain very much.

My total screen time was higher than I expected, but much of it came from homework, online quizzes and revision videos. That made me feel slightly defensive. A classmate with lower screen time admitted that he often opened a game on his phone while his tablet showed a lesson page, so his report looked better than his habits. Our teacher said this was exactly why the dashboard should not be used to rank students. Numbers can start a conversation, but they do not always tell the whole story.

The most useful part was the pattern section. It showed that I switched between apps far more often after 8 p.m., especially when messages arrived from group chats. I had blamed difficult homework for my slow evenings, but the report suggested that interruptions were the bigger problem. I tried turning off notifications for one week. I did not suddenly become perfectly organised, but I finished tasks earlier and felt less annoyed by the end of the night.

Some students disliked the dashboard because they felt watched. I understood that concern, especially when one student asked whether teachers could see every website we visited. The trial version did not show that level of detail, but the question mattered. If students feel a tool is spying on them, they may look for ways around it instead of using it honestly. The school changed the information page so it explained exactly what was collected and what remained private.

By the end of the month, I still did not love seeing my habits turned into graphs. However, I no longer saw the dashboard as a digital punishment. Used badly, it could make students anxious or competitive. Used carefully, it could help us notice patterns we normally miss. Technology cannot make choices for us, but it can show us where our choices are being made without much thought.

3. Strategy focus

Watch for true details

A wrong option may include something true from the text but miss the writer's point. Check that the option answers the exact question.

4. Exam-style multiple-choice questions

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

Question 1

Why did Lena volunteer for the trial?

- A She wanted to understand the tool, not fix a known problem.
- B She had been told her screen time was too high.
- C She wanted teachers to compare students' results.

Question 2

What did the classmate's example show?

- A Games were included in the school tablet report.
- B Students with low screen time were more organised.
- C Low tablet time did not always mean better habits.

Question 3

What helped Lena improve her evening work?

- A watching more revision videos
- B turning off group-chat notifications
- C starting homework later

Question 4

Why did some students dislike the dashboard?

- A They wanted teachers to see more detail.
- B They thought the graphs were too difficult to read.
- C They worried about privacy and being monitored.

Question 5

How did the school respond to students' concerns?

- A It clarified what information was collected.
- B It stopped the trial immediately.
- C It allowed students to hide all results.

Question 6

What is Lena's final view of the dashboard?

- A It should be used to rank students.
- B It can help if it is used carefully.
- C It removes the need for personal choices.

5. Follow-up tasks

1. Discussion: What digital habit would you most like to understand better?
2. Strategy: Choose one wrong option and explain what true detail makes it tempting.
3. Writing: Write advice for students who want to manage notifications sensibly.
4. Vocabulary: Circle words and phrases connected to digital habits, privacy and online learning.

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2. Read for overall understanding

Suggested answer: She learned that data is useful only when it helps people understand their habits and make realistic changes.

4. Exam-style multiple-choice questions

1. A; 2. C; 3. B; 4. C; 5. A; 6. B

1. A - She says she joined because she was curious, not because she thought she had a problem.

2. C - He looked better on the report while using a phone game beside the tablet.

3. B - The report linked interruptions to messages, and she turned off notifications.

4. C - They felt watched and asked what teachers could see.

5. A - The information page was changed to explain what was collected and private.

6. B - She says used carefully it can reveal missed patterns, but choices remain ours.