



Education and School Life

Multiple choice: school clubs | Cambridge IGCSE ESL 0510/0511

1. Lead-in discussion

Talk with a partner before you read.

1. What makes homework difficult for some students?
2. Would a homework club be useful in your school?
3. Should older students help younger students study?
4. How can a study space feel supportive rather than strict?

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 Ella learn from helping at homework club?

Starting a homework club

by Ella Martin

Our homework club began because the library was always full after school. Some students needed computers, others wanted a quiet place, and a few simply liked working near friends. I joined as a volunteer because my teacher said older students could help younger ones organise their work. I imagined I would explain difficult questions and feel useful. In the first week, I discovered that helping was more complicated than knowing the answer. The library staff supported the idea because they wanted the space to stay useful without becoming silent and unfriendly.

The club runs three afternoons a week. Students sign in, choose a table and write one target on a small card. The target might be finishing a maths exercise, planning an essay or checking vocabulary for a test. At first, younger students wrote targets like 'do homework', which were too vague. We encouraged them to choose something they could complete in forty minutes. That made the room calmer because students knew what they were trying to finish. Some students were surprised that a small target could make such a difference, but it stopped them opening every book at once. It also made it easier for volunteers to notice when someone was stuck.

My biggest mistake was helping too much. One Year 8 student asked about a history paragraph, and I started giving him sentences he could use. He wrote them down quickly, but he did not understand why they worked. The teacher later reminded me that the club was not a place for older students to do the thinking. After that, I tried asking questions instead: What evidence do you have? Which part is confusing? What could you write first? The experience was awkward because I had meant to help, yet I could see that my help had made the task too easy.

The club also changed how I thought about behaviour. I used to assume students who wasted time were lazy, but some were embarrassed because they did not understand the task. Others were looking after younger brothers or sisters at home and were already tired. A quiet reminder worked better than telling them off in front of everyone. We also created a 'help card' system, so students could ask for support without putting up their hand. This made me more patient, and it also made me think about how quickly older students can misjudge younger ones. A student who seems careless may simply be trying to hide confusion.

By the end of the term, homework club had become part of the school routine. Not every student finished everything, and some still needed reminders, but many left with more work done than they expected. I learned that useful support is not about showing how clever you are. It is about helping someone take the next step without taking the step for them. The club still feels informal, but the routines make it easier for students to ask for help without losing confidence. I have also started using the same target cards for my own revision.

3. Strategy focus

Read around the answer

The answer may depend on the whole sentence or paragraph, not one phrase. Read before and after the likely answer line.

4. Exam-style multiple-choice questions

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

Question 1

Why did Ella first volunteer at homework club?

- A She needed a quiet place to finish her own homework.
- B She had been asked to improve behaviour in the library.
- C She wanted to help younger students organise work.

Question 2

Why were students asked to write a target?

- A to show teachers which subject they found hardest
- B to make the work feel more manageable
- C to prove they had completed homework before leaving

Question 3

What did Ella realise after helping the Year 8 student?

- A Giving answers quickly was not useful support.
- B History was harder to explain than she expected.
- C Younger students preferred older students to teachers.

Question 4

What changed Ella's view of students who wasted time?

- A She learned that most wanted to work with friends.
- B She noticed that public warnings improved behaviour.
- C She saw that some had reasons beyond laziness.

Question 5

Why was the help-card system useful?

- A It allowed volunteers to check answers faster.
- B It let students request support more privately.
- C It stopped students asking teachers questions.

Question 6

What does Ella mean by helping students without 'taking the step for them'?

- A Students should be guided to think and act for themselves.
- B Volunteers should stop helping once students begin writing.
- C Younger students should work only with teachers, not older students.

5. Follow-up tasks

1. Discussion: What rules would make a homework club supportive?
2. Strategy: Check one difficult question by underlining the evidence and crossing out the two wrong options.
3. Writing: Write a short notice inviting students to homework club.
4. Vocabulary: Circle words and phrases connected to homework, support and independence.

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2. Read for overall understanding

Suggested answer: She learned that support is not giving answers; it is helping younger students become more independent.

4. Exam-style multiple-choice questions

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

1. C - Her teacher said older students could help younger ones organise their work.
2. B - Specific targets helped students know what they were trying to finish.
3. A - He copied sentences without understanding, so she changed to asking questions.
4. C - She realised some were embarrassed or tired because of responsibilities at home.
5. B - Students could ask for support without putting up their hand.
6. A - She means useful support helps students become more independent rather than doing the work for them.