



# Global Issues

Multiple choice: local action | Cambridge IGCSE ESL 0510/0511

## 1. Lead-in discussion

Talk with a partner before you read.

1. What might be difficult for students who arrive from another country?
2. How can schools make new students feel welcome?
3. Why is language support important?
4. What makes help respectful rather than embarrassing?

### 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 Sara learn from helping new students settle in?

### Helping new students settle in

by Sara Iqbal

When three new students arrived at our school during the spring term, the head of year asked for volunteers to help them settle in. I signed up because I speak some Portuguese, and one of the students had moved from Brazil. I imagined my role would be translating instructions in lessons. That was part of it, but I soon realised that language was only one problem. The bigger challenge was understanding the small routines everyone else already knew. I had moved schools once within the same city, but arriving in a new language seemed far more complicated.

On the first day, I showed the students where to find classrooms, lockers and the canteen. I nearly gave them too much information at once. They nodded politely, but later one student admitted he had forgotten almost everything after the first corridor. Our teacher suggested making a simple map and marking only the places they needed that week. That worked better because it gave them independence without expecting them to memorise the whole school immediately. The map also included small details such as where to wait before registration, because those are the things teachers forget to explain.

The most difficult moments were social, not academic. At lunch, several students wanted to be friendly, but they asked quick questions and then filled the silence themselves. The new students smiled but said little. I used to think a quiet student simply needed more confidence. Now I saw that joining a conversation in another language requires timing, courage and energy. Even when someone understands the words, they may not know when it is safe to speak. That made me more careful about leaving pauses instead of rushing to rescue every silence.

We later started a small welcome group that met twice a week. It was not a special class; it was a place to ask practical questions, practise useful phrases and explain school events before they happened. One student said she liked knowing about non-uniform day in advance because otherwise she would have arrived in uniform and felt different for the wrong reason. That comment stayed with me. Inclusion often depends on information that seems obvious to everyone already inside the system. The group also helped students ask questions they might not want to ask in front of a full class.

By the end of term, the new students needed us less, which was the best result. I had thought helping meant being available all the time. Actually, good support should make people less dependent, not more. Migration and new languages can sound like huge global issues, and they are. But in school, they also appear in ordinary details: a map, a lunchtime conversation, a warning about an event. Those details can decide whether someone feels lost or welcome. That has made me think about welcome as something practical, not only something kind people say.

### 3. Strategy focus

#### Watch for true details

A wrong option may include a true detail from the text but answer the wrong question. Check that the option matches the exact question focus.

### 4. Exam-style multiple-choice questions

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

#### Question 1

What did Sara realise about helping the new students?

- A Understanding school routines was also important.
- B Translation was unnecessary after the first day.
- C Academic work was harder than social life.

#### Question 2

Why did the simple map work better?

- A It included every room in the school.
- B It stopped students needing to ask questions.
- C It gave useful independence without too much information.

#### Question 3

What did Sara learn from lunchtime conversations?

- A Friendly students should ask more questions quickly.
- B Joining in can be difficult even when words are understood.
- C Quiet students usually prefer to eat alone.

#### Question 4

Why was advance information about non-uniform day important?

- A It prevented a student feeling different unnecessarily.
- B It helped students avoid school events.
- C It showed uniforms were unpopular with new arrivals.

#### Question 5

What does Sara suggest good support should do?

- A make helpers available all the time
- B help people become less dependent
- C focus mainly on translating lessons

#### Question 6

What is Sara's final point about global issues?

- A They are too large for schools to influence.
- B They are solved mainly through language classes.
- C They can appear in small everyday school details.

### 5. Follow-up tasks

1. Discussion: What could students do to help new arrivals feel welcome?
2. Strategy: Choose one wrong option and explain why it is tempting but not correct.
3. Writing: Write a short guide for new students joining your school.
4. Vocabulary: Circle words and phrases connected to migration, language and community support.

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## 2. Read for overall understanding

Suggested answer: She learned that welcoming people means giving practical support while also protecting confidence and independence.

## 4. Exam-style multiple-choice questions

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

1. A - She says language was only one problem and routines were a bigger challenge.
2. C - It marked only the places needed that week.
3. B - She says conversation in another language needs timing, courage and energy.
4. A - The student would have arrived in uniform and felt different.
5. B - She says good support should make people less dependent.
6. C - She connects migration and language to maps, conversations and event information.