



Health and Wellbeing

Multiple choice: sleep routines | Cambridge IGCSE ESL 0510/0511

1. Lead-in discussion

Talk with a partner before you read.

1. What stops teenagers sleeping well?
2. Is sleep more about routine, stress or technology?
3. What advice about sleep sounds realistic?
4. How can poor sleep affect school life?

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 Omar learn about improving his sleep?

Trying to sleep better

by Omar Hassan

I used to think sleep advice was written by people who had forgotten what school was like. Articles always said teenagers should go to bed earlier, as if homework, family noise and messages from friends could simply disappear. I knew I was tired in lessons, but I did not believe a perfect routine was possible. Then I fell asleep during a film I had really wanted to watch, and my younger sister joked that I was becoming an old man. That annoyed me enough to try changing something. What bothered me most was that tiredness had become normal, so I had stopped questioning whether school days could feel different.

My first plan was too ambitious. I decided I would finish homework by seven, stop using screens by eight and be asleep by ten. It lasted two nights. On the third night I had a science test to revise for, and by the fourth I felt I had failed. My mother suggested choosing one change, not five. I did not like admitting she was right, but I started by putting my phone on the other side of the room when I began homework. I had treated sleep like a single problem with a single solution, when really it was connected to several small decisions.

That small change helped more than I expected. I still used my laptop for schoolwork, but I stopped checking messages every few minutes. Homework took less time, which meant I was less stressed later. I also noticed that some messages felt urgent at night but unimportant in the morning. Friends did not actually mind if I replied the next day. The difficult part was not technology itself; it was the feeling that I had to respond immediately. This was useful socially too, because it helped me explain to friends that I was not ignoring them deliberately.

The next change was my morning routine. I had always blamed late nights for everything, but I also made mornings harder by staying in bed until the last possible moment. I began putting my alarm across the room and opening the curtains straight away. It did not make me cheerful, but it stopped me falling asleep again. After a week, I was less rushed and forgot fewer things for school. Packing my bag before bed also helped, because I no longer started the day searching for books, keys or sports kit.

I still do not have a perfect sleep routine. Some evenings are busy, and sometimes I stay up too late because I am worried about work. The difference is that I no longer treat one bad night as proof that nothing can improve. I focus on the next sensible choice: move the phone, pack my bag, open the curtains. Sleep is not a magic solution, but having a routine I can actually follow has made school days feel less heavy. The routine is ordinary, but that is why it works: it fits around real life instead of pretending real life is simple.

3. Strategy focus

Track a change in thinking

Some questions ask how the writer's view changes. Compare what the writer thought at first with what they understand later.

4. Exam-style multiple-choice questions

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

Question 1

Why did Omar decide to change his sleep habits?

- A He read advice that finally seemed realistic.
- B He wanted to stop watching films late at night.
- C He was embarrassed by something his sister said.

Question 2

What was wrong with Omar's first plan?

- A It tried to change too many things at once.
- B It depended on his friends changing their behaviour.
- C It left him too little time for revision.

Question 3

What did Omar realise about messages from friends?

- A Most of them needed careful replies.
- B They often seemed less important later.
- C They were easier to ignore on a laptop.

Question 4

Why did Omar change his morning routine?

- A He saw that mornings were adding to the problem.
- B His alarm clock had stopped waking him up.
- C He wanted to become cheerful before school.

Question 5

How does Omar now react to a bad night's sleep?

- A He accepts that routines cannot help him.
- B He tries to repeat his original plan more strictly.
- C He sees it as something to recover from with small choices.

Question 6

Why does Omar describe his routine as ordinary?

- A He is disappointed that his changes were not more impressive.
- B He wants to show that small realistic habits can still help.
- C He thinks sleep advice should ignore school pressure.

5. Follow-up tasks

1. Discussion: Which of Omar's changes would be easiest or hardest for you?
2. Strategy: Review any wrong answers. Did you choose a true detail, or did you answer the exact question?
3. Writing: Write a short advice paragraph about improving sleep before exams.
4. Vocabulary: Circle words and phrases connected to sleep, stress and routines.

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Multiple choice: sleep routines

2. Read for overall understanding

Suggested answer: He learned that small realistic changes worked better than trying to transform his whole routine at once.

4. Exam-style multiple-choice questions

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

1. C - His sister's joke annoyed him enough to try changing something.
2. A - He describes a plan with several changes that lasted only two nights.
3. B - He says messages felt urgent at night but unimportant in the morning.
4. A - He realised he made mornings harder by staying in bed too long.
5. C - He no longer sees one bad night as failure and focuses on the next sensible choice.
6. B - He presents the routine as ordinary but useful because it fits real life.