



# Media and Communication

Multiple choice: editing and audience | Cambridge IGCSE ESL 0510/0511

## 1. Lead-in discussion

Talk with a partner before you read.

1. What school news do students actually read?
2. How can writers make information clearer?
3. Is editing mainly about correcting mistakes?
4. What makes a headline useful?

### 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 Noor learn from editing the newsletter?

### Editing the school newsletter

by Noor Ahmed

I joined the school newsletter team because I liked writing. I imagined I would produce clever articles and see my name at the end. Instead, the teacher gave me an editing job for the first issue. I had to shorten notices from different clubs, choose headlines and check that dates were correct. At first, I felt disappointed because editing sounded less creative than writing. After one afternoon, I realised it might be harder. I also discovered that a newsletter has a rhythm: too many long notices in a row make even useful information feel heavy.

The first problem was length. A sports club had sent a 300-word report about one match, while the science club had sent only two sentences about a competition deadline. If we printed everything as it arrived, important information would disappear under less useful detail. I learned to ask what readers needed to know first. The score of the match mattered, but the date of the next trial mattered more. That experience taught me that editing is often about order as much as wording.

Headlines were another challenge. My first headlines tried to be funny, but several were unclear. The teacher said a headline should help a busy reader decide whether to continue. That did not mean every headline had to be boring. It meant the joke could not hide the message. I changed 'Robots take over Wednesday' to 'Robotics club opens to beginners'. Fewer people laughed, but more people understood. The teacher asked me to test headlines by covering the article and checking whether I could still guess the subject.

I also had to think about fairness. Some clubs had confident students who wrote long reports every week, while quieter groups sent nothing unless someone reminded them. If the newsletter only included the loudest groups, it would give a false picture of school life. We created a simple form asking each club for one achievement, one upcoming event and one photo if available. This made the newsletter more balanced. The form also saved time because club leaders no longer had to decide what kind of information to send.

By the end of term, I still enjoyed writing, but I respected editing much more. A good editor is partly a writer, partly an organiser and partly a reader asking, 'Will this help someone?' The newsletter improved when we stopped trying to include everything and started choosing carefully. Communication is not just sending information out. It is making sure the right people can use it. That question now sits beside me whenever I edit anything, even a message for a group project.

### 3. Strategy focus

#### Underline the key words

Before reading the options, underline the key words in the question. Watch for small traps such as time, reason, attitude or change.

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

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

#### Question 1

Why was Noor disappointed at first?

- A She was not allowed to join the newsletter team.
- B She expected to write articles rather than edit notices.
- C She had to report on a club she disliked.

#### Question 2

What did Noor learn from comparing the sports and science club notices?

- A Important information can be hidden by too much detail.
- B Sports reports should always be shorter than science notices.
- C Competition deadlines are the only notices students need.

#### Question 3

What was wrong with Noor's first headlines?

- A They were too serious for student readers.
- B They repeated information from the article.
- C They were amusing but not clear enough.

#### Question 4

Why did the team create a form for clubs?

- A to make newsletter coverage fairer
- B to stop clubs sending photographs
- C to reduce the number of events at school

#### Question 5

How did Noor's view of editing change?

- A She decided it was easier than writing.
- B She saw it as creative and useful work.
- C She preferred correcting grammar to choosing content.

#### Question 6

What is Noor's main point about communication?

- A Newsletters should include every detail sent to them.
- B Writers should focus mainly on clever language.
- C Information should be selected so readers can use it.

### 5. Follow-up tasks

1. Discussion: What would you include in a student newsletter?
2. Strategy: Compare the correct answer with one wrong option. What detail makes the wrong option incorrect?
3. Writing: Rewrite a long school notice so it is clearer and shorter.
4. Vocabulary: Circle words and phrases connected to editing, headlines and communication.

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## 2. Read for overall understanding

Suggested answer: She learned that editing means shaping information for readers, not simply correcting spelling and grammar.

## 4. Exam-style multiple-choice questions

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

1. B - She wanted to write but was given an editing job.
2. A - She says important information would disappear under less useful detail.
3. C - Her funny headlines were unclear.
4. A - The form helped quieter groups appear and made the newsletter more balanced.
5. B - She respects editing and describes it as writing, organising and reading.
6. C - She says communication means making sure the right people can use information.