



Safety and Rules

Multiple choice: online safety | Cambridge IGCSE ESL 0510/0511

1. Lead-in discussion

Talk with a partner before you read.

1. Who should teach students about online safety?
2. Why do teenagers ignore some safety advice?
3. Can students give better advice than adults sometimes?
4. What makes online rules realistic?

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 Aisha learn as an online safety ambassador?

Becoming an online safety ambassador

by Aisha Grant

I became an online safety ambassador after our school ran a survey about social media. I expected the role to involve telling younger students not to share personal information or talk to strangers. Those messages are important, but they are also familiar. When we visited Year 7 classes, several students could repeat the rules perfectly and then admit they sometimes ignored them. That made me realise that knowing a rule and using it are not the same thing.

Our first presentation was too negative. We listed dangers, showed warning signs and ended with a slide that said, 'Think before you click.' The students listened politely, but the questions afterwards were about real situations we had not covered: group chats where people felt pressured to reply quickly, gaming accounts shared with friends and embarrassing photos that were not exactly private but were not meant to spread. Our advice sounded tidy, while their online lives were messy.

The teacher suggested changing the session into problem-solving scenarios. Instead of saying 'never share passwords', we asked what could happen if a friend used your account during an argument. Instead of saying 'leave a harmful chat', we discussed how to save evidence, ask for support and exit without making the situation worse. The students became more engaged because the examples felt closer to decisions they actually faced.

I also learned to be careful with tone. Younger students dislike being treated as foolish, and they quickly notice when older students pretend to be perfect. I told them about a time I clicked a fake competition link because it looked like it came from a brand I liked. Admitting that mistake did not make them respect me less. It made the advice feel less like a lecture and more like something we were all trying to improve.

By the end of term, I still believed in clear rules, but I no longer thought a poster could solve everything. Online safety is partly about strong passwords and privacy settings, but it is also about pressure, embarrassment and asking for help early. Advice works best when it respects the reality of students' digital lives. If we want people to use rules, we have to explain how those rules fit the moments when choices are difficult.

3. Strategy focus

Read for realistic advice

In advice texts, wrong options may sound sensible but too simple. Check whether the writer says the situation is more complicated.

4. Exam-style multiple-choice questions

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

Question 1

What did Aisha realise during the Year 7 visits?

- A Students may know rules but still not apply them.
- B Younger students had never heard online safety advice.
- C Personal information was the only problem students faced.

Question 2

What was wrong with the first presentation?

- A It was too short to explain any risks.
- B It did not deal with students' real situations.
- C It encouraged students to share passwords.

Question 3

Why did problem-solving scenarios work better?

- A They removed the need for safety rules.
- B They made the session more frightening.
- C They connected advice to realistic decisions.

Question 4

Why did Aisha mention her own mistake?

- A to make the advice feel less like a lecture
- B to show that fake links are harmless
- C to prove older students know every risk

Question 5

What does Aisha say online safety includes besides settings?

- A only competitions and gaming accounts
- B avoiding all online communication
- C pressure, embarrassment and asking for help

Question 6

What is Aisha's final point?

- A Posters are the best way to change behaviour.
- B Rules need to fit difficult real-life moments.
- C Young students should be kept offline.

5. Follow-up tasks

1. Discussion: What online safety advice sounds simple but is hard to follow?
2. Strategy: Look for the writer's purpose when they give an example from their own experience.
3. Writing: Write a realistic online safety scenario and advice for dealing with it.
4. Vocabulary: Circle words and phrases connected to online safety, pressure and privacy.

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2. Read for overall understanding

Suggested answer: She learned that online safety advice works better when it is realistic, respectful and based on students' actual habits.

4. Exam-style multiple-choice questions

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

1. A - Students could repeat rules and admit ignoring them.
2. B - Their questions were about issues the presentation had not covered.
3. C - The examples felt closer to decisions students faced.
4. A - Admitting a mistake made the advice feel shared and realistic.
5. C - She names pressure, embarrassment and asking for help early.
6. B - She says rules must fit the moments when choices are difficult.