



# Safety and Rules

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

## 1. Lead-in discussion

Talk with a partner before you read.

1. What road safety problems exist near your school?
2. Do rules work better than design changes?
3. Why might students ignore safety advice?
4. Who should be responsible for safer journeys to school?

### 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 Joel learn from the crossing project?

### Designing a safer school crossing

by Joel Martin

Our school entrance is on a road that looks quiet until the morning rush begins. Cars stop suddenly, buses block the view, and students cross wherever there is a gap. After a near miss involving a cyclist, the school council was asked to suggest improvements. I expected a simple campaign telling students to use the crossing properly. Our teacher said that advice was useful, but first we needed to understand why people were taking risks. The near miss frightened people because it showed how quickly an ordinary morning could become dangerous.

For one week, we observed the road before school. We counted how many students crossed away from the marked crossing and noted when traffic was worst. The results surprised us. Many students were not being deliberately careless; they were avoiding a puddle near the crossing or trying to reach the bus stop on the opposite side. Some drivers also parked too close to the corner, which made it harder to see. The problem was not one bad habit but several small design issues. This made our notes more complicated, but also more honest, because one warning poster would not fix all those causes.

We presented our findings to the local council. I was nervous because I thought adults might dismiss our evidence as complaining. Instead, the road safety officer asked practical questions. Could the crossing be moved slightly? Would a painted waiting area help? Did students need a clearer path to the bus stop? I realised that evidence made our opinions harder to ignore. We were not simply saying the road felt unsafe; we could show where and when problems happened. The officer also asked us to separate problems we had seen from rumours we had only heard, which made our presentation more precise.

The final changes were smaller than some students wanted. We did not get traffic lights, but the council repainted the crossing, added yellow lines to stop parking near the corner and cleared the drainage problem. The school also changed the gate students used after morning buses arrived. Some people said these changes were boring. I thought so too at first, until the road felt calmer a few weeks later. A few parents noticed the difference before students did, because cars were no longer stopping in the most awkward place.

The project changed how I think about rules. Students still need to pay attention, and drivers still need to slow down. But safety is not only about warning posters or blaming people after something goes wrong. Good rules are easier to follow when the environment supports them. A safer crossing is partly paint, signs and drainage, but it is also listening to the people who use it every day. That changed my view of responsibility: people need to behave sensibly, but systems should make sensible behaviour easier.

### 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

What did Joel first expect the school council to do?

- A ask for traffic lights immediately
- B create a campaign about using the crossing
- C stop cyclists using the road

#### Question 2

What did the observations show?

- A Most students ignored the crossing for fun.
- B Traffic was only dangerous after school.
- C Risky behaviour had several practical causes.

#### Question 3

Why was Joel nervous before meeting the council?

- A He thought adults might not take students seriously.
- B He had forgotten some of the figures.
- C He disagreed with the school council's suggestions.

#### Question 4

What made the students' opinions stronger?

- A They had evidence about times and places.
- B They had already designed the new crossing.
- C They spoke more loudly than local drivers.

#### Question 5

How did Joel feel about the final changes?

- A They were disappointing because nothing improved.
- B They were too complicated for students to follow.
- C They seemed small but made a real difference.

#### Question 6

What is Joel's main point about safety?

- A Students are mainly responsible for road problems.
- B Rules work better when design supports them.
- C Posters are usually enough to change behaviour.

### 5. Follow-up tasks

1. Discussion: What small design change could make your school or neighbourhood safer?
2. Strategy: Review any wrong answers. Did the option go too far, or did it match the text exactly?
3. Writing: Write advice to a school council about improving safety.
4. Vocabulary: Circle words and phrases connected to safety, rules and public behaviour.

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## 2. Read for overall understanding

Suggested answer: He learned that safer behaviour depends on design, evidence and cooperation, not just telling people to be careful.

## 4. Exam-style multiple-choice questions

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

1. B - He expected a campaign telling students to use the crossing properly.

2. C - Students avoided puddles, bus routes and visibility problems.

3. A - He feared adults would dismiss their evidence as complaining.

4. A - Evidence showed where and when problems happened.

5. C - He initially thought they were boring, but the road felt calmer.

6. B - He says good rules are easier to follow when the environment supports them.