



Teenage Life

Multiple choice: independence and responsibility | Cambridge IGCSE ESL 0510/0511

1. Lead-in discussion

Talk with a partner before you read.

1. How much responsibility should teenagers have at school?
2. Would you enjoy organising a class trip?
3. What problems can happen when students work in groups?
4. Can independence be stressful as well as exciting?

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 Freya learn from organising the trip?

Organising our own class trip

by Freya Stone

At the start of Year 10, our form tutor said we could organise our own end-of-term class trip if we produced a sensible plan. Everyone became excited immediately. Suggestions included a theme park, a shopping centre and a day at the coast. I volunteered to help because I liked the idea of students making decisions for once. I did not realise that being allowed to choose would also mean being responsible for the boring details. I had imagined independence as a kind of reward, not as a long list of decisions that someone had to check.

The first meeting was chaotic. People argued about the destination before we had discussed cost, travel time or permission forms. A theme park sounded popular until we checked the price of tickets and transport. The coast sounded cheaper, but the journey was longer and depended on good weather. Our tutor did not reject any idea; she simply kept asking what evidence we had. That was irritating at first but useful, because opinions alone did not make a plan safe or realistic. By the end of that meeting, the exciting ideas had not disappeared, but they had become questions we needed to investigate.

We divided the work into groups. My group compared transport options, another checked activities, and two students designed a survey. The survey changed everything. We had assumed most classmates wanted the theme park, but many preferred a local outdoor activity centre because it was cheaper and included team challenges. I was surprised because the quieter students had not said much in meetings. The survey gave them a voice without making them argue publicly. The result made us redesign the next meeting so that people could vote privately before discussing the final choice.

After choosing the activity centre, new problems appeared. Some students worried about the climbing wall; others were concerned about paying the full cost at once. We asked the centre for alternative activities and arranged to collect money in two smaller payments. These solutions were not dramatic, but they made the trip possible for more people. I began to understand that organising an event means noticing who might be left out, not only what sounds fun. We also wrote a short note for parents explaining the costs and safety arrangements, which made the plan feel more professional.

The trip went well, although not perfectly. It rained during lunch, and one team got lost during the orienteering task. Still, most people enjoyed the day, and our tutor said the planning had been more impressive than the trip itself. I used to think independence meant adults stepping back. Now I think it also means students stepping forward carefully, with enough organisation to make freedom work. That lesson has stayed with me in group projects, where freedom is only useful if someone is willing to organise the details.

3. Strategy focus

Spot the banana skin

Some wrong options sound sensible but go too far. Check for words that make an option too extreme or not quite supported by the text.

4. Exam-style multiple-choice questions

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

Question 1

Why did Freya volunteer to help organise the trip?

- A She already knew which destination was best.
- B She liked the idea of students making decisions.
- C She wanted to avoid ordinary lessons at the end of term.

Question 2

Why did the tutor keep asking for evidence?

- A to persuade them to choose the cheapest destination
- B to avoid giving permission for any trip
- C to make students test whether ideas were realistic

Question 3

What effect did the survey have?

- A It revealed a preference the organisers had not expected.
- B It proved that most students wanted the theme park.
- C It made meetings unnecessary for the rest of the planning.

Question 4

Why does Freya mention quieter students?

- A to explain why meetings should be avoided completely
- B to suggest they were against the final trip choice
- C to show that surveys can include voices missed in discussion

Question 5

What did Freya learn from the payment and activity concerns?

- A Outdoor centres are usually more flexible than schools.
- B Good planning should consider who might be excluded.
- C Students should avoid activities that involve risk.

Question 6

What is Freya's final view of independence?

- A It works best with careful organisation.
- B It means adults should not be involved.
- C It is less enjoyable than she expected.

5. Follow-up tasks

1. Discussion: What would make a class trip fair for everyone?
2. Strategy: Review any wrong answers. Did the option go too far, or did it match the text exactly?
3. Writing: Write a proposal for a class trip that considers cost, safety and inclusion.
4. Vocabulary: Circle words and phrases connected to responsibility, planning and teenage life.

Teenage Life

Multiple choice: independence and responsibility

2. Read for overall understanding

Suggested answer: She learned that independence means planning carefully, sharing responsibility and dealing with practical limits.

4. Exam-style multiple-choice questions

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

1. B - She says she liked students making decisions for once.
2. C - Evidence helped move beyond opinions to safe, realistic planning.
3. A - Many preferred the outdoor centre, surprising the organisers.
4. C - The survey let quieter students express views without public argument.
5. B - She says organising means noticing who might be left out.
6. A - She says freedom works when students step forward carefully and organise enough.