



Future Plans and Ambitions

Multiple matching: student opportunities | Cambridge IGCSE ESL 0510/0511

1. Lead-in discussion

Talk with a partner before you read.

1. What opportunities can help students plan their future?
2. Is it better to learn through a course, a mentor or real experience?
3. Why might students change their ambitions?
4. What support helps young people feel more confident about the future?

Exercise 2 at a glance

Read four short descriptions. For each statement, choose the correct opportunity, A-D. One opportunity may be used more than once. Read the whole detail carefully before you choose.

2. Read for overall understanding

Read the four texts. Which opportunity would help you plan your future? Give a reason.

Building a Future

A Mentor match

Mentor match connects students with adults working in fields they are curious about. Meetings happen online once a month and follow a set list of questions so conversations do not become awkward. Mentors do not arrange jobs for students, and they are not expected to check homework. Their role is to explain what their work is really like, including difficult parts. The scheme began after students said career websites sounded too general. Before the first meeting, students write down what they hope to learn. Many discover that a job they had imagined as glamorous involves routine tasks and teamwork.

B Summer lab

Summer lab is a two-week science course at a local college. Students carry out simple experiments, keep a lab notebook and visit one research department. It is not a qualification, but students receive feedback on practical skills and safety. The course is aimed at students who enjoy science but are unsure whether they would like studying it further. Places are limited because equipment must be shared carefully. A few students expected dramatic experiments every day, but much of the course involves measuring, repeating and checking results. The college says this gives a more realistic picture of research.

C Enterprise day

Enterprise day asks teams to design a small business idea for a local problem. Students choose prices, create a simple advert and present their idea to visitors. The project lasts only one day, so nobody actually starts a business. The aim is to practise planning, teamwork and explaining an idea clearly. It was changed last year after judges said students spent too long decorating posters and not enough time thinking about customers. Now each team must interview at least three people before deciding on a product. The winning team is not always the one with the most original idea.

D Pathway planner

Pathway planner is a guidance session for students choosing courses after IGCSE. Students compare entry requirements, travel times and possible costs before making decisions. The session does not tell students which subject to choose. Instead, it helps them see the consequences of different options. It was created after some students picked courses because friends were going, then changed their minds later. Parents can attend the final part, but students complete the first activity alone so their own preferences are clear. The planner includes a backup option, which many students say reduces pressure. Students are encouraged to compare options carefully instead of choosing the path that sounds most impressive.

3. Strategy focus

Check short-term and long-term aims

An opportunity may have an immediate task and a longer-term aim. Match the statement to the aim or detail asked for.

4. Exam-style matching questions

For each statement, write the correct letter, A, B, C or D, on the line.

No.	Which opportunity...	A-D
1	does not provide employment or homework support
2	requires teams to speak to possible customers before choosing an idea
3	lets students think independently before parents join
4	shows that careful repetition can be part of research
5	was changed because too much attention was given to appearance
6	helps students ask questions in a structured way
7	helps students compare practical details before choosing courses
8	gives feedback but not a formal qualification
9	was created because online career information felt too vague

5. Vocabulary notebook

Underline five useful words or phrases. Check their meaning, then record them in your vocabulary notebook.

6. Follow-up tasks

1. Discussion: What questions should a student ask before choosing each opportunity?
2. Strategy: Highlight the sentence where you found each answer. Label it with the question number.
3. Writing: Write advice for a student choosing subjects or planning a career path.
4. Vocabulary: Circle words and phrases connected to ambition, courses, careers and skills.

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2. Read for overall understanding

Suggested answer: Students' own answers, but they should refer to one or more details from the texts.

4. Exam-style matching questions

1. A
2. C
3. D
4. B
5. C
6. A
7. D
8. B
9. A

Notes for checking

Learners should match the statement to the exact detail in the text.

An option may be used more than once.

If learners disagree, ask them to highlight and label the sentence that proves their answer.