



# Future Plans and Ambitions

Multiple matching: future choices | Cambridge IGCSE ESL 0510/0511

## 1. Lead-in discussion

Talk with a partner before you read.

1. What future plans do students often think about?
2. Is it better to have a fixed goal or several options?
3. How can travel, study or work experience change ambitions?
4. What skills are useful for future plans?

### Exercise 2 at a glance

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

## 2. Read for overall understanding

Read the four texts. Which student has the most realistic plan? Give a reason.

### Planning the Next Step

#### A Lina

Lina wants to study environmental engineering, but she is trying not to focus only on one university. She became interested in the subject after volunteering on a river clean-up project and realising that pollution problems need practical design as well as awareness. Her parents think she should choose a course with clear job options, which is one reason engineering appeals to her. However, she is also looking at geography courses in case her exam results are different from what she hopes. Lina says having a backup plan makes her feel calmer, not less ambitious. She has started comparing course modules, not just university names.

#### B Rafael

Rafael plans to take a gap year before university. He does not see it as a year off. He wants to improve his English, work part-time and save money for travel. Some friends think he is delaying decisions because he is unsure what to study. Rafael agrees that he is uncertain, but he thinks working with different people will help him choose more wisely. He has already arranged a weekend job in a cafe, where he hopes to improve customer service skills. His main worry is spending too much money before he has saved enough. He keeps a list of costs to avoid guessing.

#### C Mina

Mina used to say she would become a doctor because several relatives work in hospitals. After doing a short placement at a clinic, she realised she was more interested in organising services than treating patients. She now wants to explore healthcare management, although she had not heard of it before. The placement did not put her off medicine completely; it helped her understand that hospitals need many kinds of workers. Mina is researching courses that combine science with business. She says changing direction was embarrassing at first, but now it feels more honest. Her relatives were surprised but supportive.

#### D Theo

Theo's ambition is to start a small business repairing bicycles. He already fixes bikes for neighbours, but he knows practical skill alone will not be enough. His business teacher advised him to learn about prices, advertising and record keeping before renting a workshop. Theo sometimes feels impatient because he wants to begin immediately. For now, he is building a portfolio of repair photos and asking customers for written comments. He may study business at college first, although he worries that classroom work will feel less useful than real experience. He is also saving for better tools.

### 3. Strategy focus

#### Check certainty and flexibility

Future plans may sound definite at first, but the text may show doubt or an alternative. Check how certain the speaker really is.

### 4. Exam-style matching questions

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

No.	Which student...	A-D
1	became interested in a future path through volunteering	.....
2	changed direction after seeing that a field includes more roles than expected	.....
3	has been advised to learn business skills before taking a bigger step	.....
4	believes uncertainty can be useful before choosing a course	.....
5	felt uncomfortable at first about admitting a plan had changed	.....
6	keeps an alternative study route in case results affect their first plan	.....
7	is collecting evidence of practical work before starting properly	.....
8	has already arranged paid work to build useful skills	.....
9	sees a backup plan as something that reduces pressure	.....

### 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 advice would you give to each student before they decide?
2. Strategy: Highlight the sentence where you found each answer. Label it with the question number.
3. Writing: Write advice for a student who is unsure about their future plans.
4. Vocabulary: Circle words and phrases connected to ambitions, courses, work 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.