



# Work and Careers

Multiple matching: workplace experiences | Cambridge IGCSE ESL 0510/0511

## 1. Lead-in discussion

Talk with a partner before you read.

1. What can teenagers learn from work experience?
2. Is a difficult placement still useful? Why?
3. Which workplace skills are most important for young people?
4. Would you prefer customer service, office work or practical work?

### 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 work experience placement sounds most useful? Give a reason.

### First Steps at Work

#### A Nisha

Nisha spent a week at a veterinary clinic. She expected to spend most of her time near animals, but many tasks involved cleaning, updating files and preparing rooms before appointments. At first she was disappointed, then she realised that careful routines kept the clinic safe. She was not allowed to handle nervous animals, but she watched how staff spoke calmly to owners. The experience made her more interested in animal care, although she now understands that the job is less glamorous than it looks online. Her supervisor praised her for asking before touching equipment she did not recognise.

#### B Omar

Omar worked in a small cafe during a busy holiday week. He had made drinks at home before, but serving customers was much harder than following a recipe. One customer complained that an order was wrong, and Omar wanted to explain that he had not taken it. The manager showed him how to apologise first, then check the receipt. Omar says he learnt that customer service is not about winning an argument. He also discovered that short shifts can still be tiring when you stand all day. He is now considering a part-time job, but not during exam weeks.

#### C Eva

Eva's placement was at a design office. She imagined she would create posters, but her first task was checking image file names and sorting old project folders. It seemed boring until a designer explained that a missing file could delay work for a client. Later, Eva joined a meeting and noticed how carefully staff listened before suggesting ideas. She did not decide to become a designer, but she became more confident about office work. The best moment was when a designer used one of her layout suggestions for a community leaflet. Eva learnt that small details can affect a whole project.

#### D Ben

Ben helped at a bicycle repair workshop. He already fixed his own bike, so he thought the placement would be easy. However, the mechanic expected him to write down each repair, label parts and return tools to the same place. Ben found the record keeping annoying until a customer returned with a problem and the notes showed exactly what had been done. He was allowed to repair a puncture independently after demonstrating the steps twice. The placement made him think seriously about an apprenticeship. He still enjoys practical work, but now sees why organisation matters in a workshop. Each placement also helped students notice that reliability and communication matter alongside technical skill.

### 3. Strategy focus

#### Check the lesson learnt

A work text may describe tasks and feelings. Match the statement to what the student learnt, not just where they worked.

### 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	was not allowed to do one task involving nervous clients	.....
2	saw that organising files could affect work for customers	.....
3	had to prove they could do a task before doing it alone	.....
4	learnt how to deal with a complaint before explaining details	.....
5	had one idea included in a real piece of work	.....
6	realised routine tasks were important for safety	.....
7	understood the value of written records after a customer returned	.....
8	decided some paid work would be unsuitable during exams	.....
9	found the workplace different from how it appeared online	.....

### 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 mistake might a student make on each placement?
2. Strategy: Highlight the sentence where you found each answer. Label it with the question number.
3. Writing: Write advice for a student starting work experience.
4. Vocabulary: Circle words and phrases connected to workplace skills and responsibility.

# Work and Careers

Multiple matching: workplace experiences

## 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.