



Work and Careers

Multiple matching: work experience placements | Cambridge IGCSE ESL 0510/0511

1. Lead-in discussion

Talk with a partner before you read.

1. What work experience would be useful for teenagers?
2. Which workplace skills matter most?
3. Would you prefer customers, technology or children?
4. How can a placement be surprising?

Exercise 2 at a glance

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

2. Read for overall understanding

Read the four texts. Which placement would teach the most useful skill? Give a reason.

Trying a Job for a Week

A Veterinary clinic

The veterinary clinic placement attracted students who loved animals, but the week was not mainly about playing with pets. Students cleaned equipment, prepared rooms and watched staff speak calmly to worried owners. One student expected the medical side to be hardest, but found customer service more challenging. The clinic did not allow students to give treatment, although they could observe routine checks. At the end of the week, the manager said reliability mattered as much as animal knowledge because appointments had to run on time. Students also had to arrive early, as animals waiting outside could become stressed. They wrote brief notes after each appointment carefully.

B Graphic design studio

The graphic design studio seemed relaxed at first because people wore casual clothes and music played quietly. However, the deadlines were strict. Students helped organise image folders, checked spelling on posters and listened while designers discussed a client's comments. They were surprised that a creative job involved so many small corrections. One student wanted to design a logo immediately, but the supervisor explained that understanding the brief came first. The placement suited students who could accept feedback without taking it personally. Even a colour choice had to match the customer's message, not just the designer's taste.

C Primary school

The primary school placement was popular with students considering teaching. They helped prepare classroom materials and listened to younger pupils read. Some expected lessons to be simple because the children were young, but soon realised teachers had to explain ideas in several ways. Students were not allowed to manage behaviour on their own; they reported problems to the class teacher. The most useful part was seeing how teachers adjusted plans when an activity took longer than expected. Patience turned out to be more important than confidence. By Friday, several students said they were more tired than expected.

D Hotel reception

The hotel reception placement gave students a chance to practise formal communication. They greeted guests, organised brochures and watched staff deal with complaints politely. The work looked repetitive from outside, but students noticed that every guest needed slightly different information. One visitor asked about public transport, while another needed help finding a lost phone charger. Students did not handle payments, but they learned how carefully staff checked names and booking details. The manager said mistakes at reception could affect the whole hotel, not just one desk. A wrong room number, for example, could delay cleaning staff and confuse guests arriving later.

3. Strategy focus

Separate expectation and reality

Work texts often mention what someone expected and what actually happened. Check which part of the experience the statement refers to.

4. Exam-style matching questions

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

No.	Which placement...	A-D
1	shows that creative work may involve careful checking first
2	showed that simple-looking explanations can be difficult
3	involved responding professionally to unhappy customers
4	valued dependability as much as specialist interest
5	required students to report behaviour issues to a teacher
6	looked relaxed but had strict work expectations
7	showed that small errors could affect other staff and guests
8	made one student find people harder than technical work
9	required students to understand instructions before creating

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 before each placement?
2. Strategy: Highlight the sentence where you found each answer. Label it with the question number.
3. Writing: Write a short paragraph about a workplace skill you want to improve.
4. Vocabulary: Circle words and phrases connected to work, responsibility and feedback.

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

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.