



Future Plans and Ambitions

Note-taking: career taster days | Cambridge IGCSE ESL 0510/0511

1. Lead-in discussion

Talk with a partner before you read.

1. What career would you like to learn more about?
2. Why might a short workplace visit help students?
3. What should students ask during a career event?
4. Can one day change someone's future plans?

Exercise 3 at a glance

In this activity, you will read one factual text and complete notes using information from the text. In the exam, this task is usually worth 7 marks. This practice version includes extra notes to help you build confidence. Use short words or phrases from the text, not your own ideas.

2. Read for overall understanding

Read the text. How can career taster days help students?

Career Taster Days

Career taster days give students a short experience of different workplaces. A group might visit a hospital, a design studio, a hotel or an engineering company. The aim is to help students explore careers, ask questions and understand workplace skills before they choose future subjects or training routes.

A good taster day includes more than a tour. Students may watch staff solve problems, try a simple practical task or speak to apprentices. They are encouraged to ask about qualifications, daily routines and challenges in the job. This helps students move beyond vague ambitions such as wanting a job that is creative or well paid.

Preparation matters. Before the visit, students research the organisation, write questions and think about their own strengths. After the visit, they may complete a reflection sheet explaining what surprised them and which skills they would need to improve. Teachers say this reflection is important because students can misunderstand a career if they only remember the exciting parts.

There are limits. One day cannot show every side of a job, and some workplaces cannot let students use specialist equipment. Even so, career taster days can make future plans feel more realistic. They may also introduce students to careers they had never considered, especially if their families do not know people working in those fields.

Some schools organise several taster days across a year so students can compare different fields. A student who enjoys science may discover that laboratory work requires patience and careful recording, while a student interested in hospitality may notice how much teamwork happens behind the scenes. These comparisons are useful because they show that careers are made up of daily routines, not only exciting moments shown in adverts or films.

Students may also learn that a workplace contains many roles. A hospital needs cleaners, receptionists, technicians, nurses and managers, not only doctors. Seeing this range can widen students' ambitions and help them choose more realistic next steps.

A follow-up lesson can help students connect the visit to subject choices. They might identify which school subjects, qualifications or personal qualities are useful for each career. This makes the day more than an interesting trip.

The visit may also challenge stereotypes. Students might see women in engineering, men in care roles or people changing careers later in life.

3. Strategy focus

Notice what students learn

A workplace text may list activities, but the heading may ask what students learn from them.

4. Practice note-taking task

Complete the notes using information from the text. Use short words or phrases from the text. Do not add your own ideas.

| Notes | Write short answers |
|-------------------------------|-------------------------------|
| Workplaces students may visit | - - - |
| What students ask about | - - - |
| Preparation and reflection | - - - |
| Limits and benefits | - - - |

5. Vocabulary notebook

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

6. Follow-up tasks

1. Discussion: Which workplace would be most useful for students to visit?
2. Strategy: Choose three answers and explain how you knew which heading each answer belonged under.
3. Writing: Write three questions for a career taster day.
4. Vocabulary: Circle words and phrases connected to ambitions, skills and future plans.

Future Plans and Ambitions

Note-taking: career taster days

2. Read for overall understanding

Suggested answer: they help students explore careers, ask questions and understand workplace skills.

4. Practice note-taking task

Workplaces students may visit

- hospital
- design studio
- engineering company

What students ask about

- qualifications
- daily routines
- challenges in the job

Preparation and reflection

- research the organisation
- write questions
- complete a reflection sheet

Limits and benefits

- cannot show every side of a job
- future plans feel more realistic
- introduce students to careers they had never considered / careers they had never considered

Notes for checking

This is an extended practice version of the IGCSE ESL note-taking task. The live exam normally has fewer marks, but this version includes extra notes to build confidence and selection skills.

Accept short phrases that keep the same meaning.

Learners should avoid copying a whole sentence if a shorter note answers the heading.

Some answers need more than one or two words, especially when the key detail is a phrase.