



# Future Plans and Ambitions

Multiple choice: planning ahead | Cambridge IGCSE ESL 0510/0511

## 1. Lead-in discussion

Talk with a partner before you read.

1. How early should students choose a future career?
2. Can changing your mind be a good thing?
3. What helps people make realistic plans?
4. Would you rather follow a clear plan or explore options?

### Exercise 4 at a glance

Read one longer text and answer six multiple-choice questions. Choose A, B or C. The correct answer may depend on attitude, purpose or a detail across a whole paragraph, not just one matching word.

## 2. Read for overall understanding

Read the article. What did Amira learn about future plans?

### Changing my career plan

by Amira Khan

For years, I said I wanted to become an architect. I liked drawing buildings, and adults seemed impressed when I gave such a clear answer. Having a career plan made me feel organised, especially when friends said they had no idea what they wanted to do. Then our school arranged a work-shadowing day at an architecture office. I expected the visit to confirm my ambition. Instead, it made me ask better questions. I also liked the certainty of having an answer ready whenever relatives asked about the future.

The office was interesting, but not in the way I had imagined. I had pictured people sketching dramatic designs all day. In reality, the architect I followed spent much of the morning checking regulations, discussing budgets and adjusting a design because the client needed cheaper materials. She was friendly and honest. She said creativity mattered, but so did patience, accuracy and long conversations about details most people would never notice. The visit did not make the career seem boring; it made it seem more complex and less like the version in my imagination.

At first, I felt disappointed. I wondered whether changing my mind would make me look unserious. Then the architect asked what part of buildings interested me most. I said I liked how public spaces affected people's behaviour: whether a park felt safe, whether a school entrance felt welcoming, whether a street encouraged walking. She suggested I read about urban planning and community design. I had never heard those phrases used as possible careers. That question helped me move from liking the appearance of buildings to thinking about the effect they have on daily life.

After the visit, I researched different courses and spoke to a careers adviser. I did not abandon architecture completely, but I stopped treating it as the only respectable answer. I also realised that a job title can hide many different tasks. Two people may both 'work with buildings' but spend their days doing completely different things. That made choosing feel less like picking a label and more like understanding what kind of problems I wanted to solve. The adviser helped me compare subjects, but she also told me not to panic if my ideas changed again.

Now, when people ask about my future, I say I am interested in design, cities and public spaces. It sounds less certain than 'architect', but it is more honest. I still like having plans, but I no longer think a plan proves anything if it is based on a fantasy. Changing my mind did not mean I had failed to be ambitious. It meant I had learned enough to make the ambition more accurate. That feels more uncertain, but it also leaves room for the kind of experience that helped me think more clearly this time.

### 3. Strategy focus

#### Read for purpose

When a question asks why the writer mentions something, decide what the example proves in that paragraph.

### 4. Exam-style multiple-choice questions

For each question, choose the correct answer, A, B or C.

#### Question 1

Why did Amira like saying she wanted to be an architect?

- A She had already visited several architecture offices.
- B Her friends had chosen the same career.
- C It made her feel organised and sounded impressive.

#### Question 2

What surprised Amira at the architecture office?

- A The work involved many practical limits and details.
- B The architect disliked creative design.
- C The office mainly worked on public parks.

#### Question 3

Why did Amira worry after the visit?

- A She had failed to ask the architect questions.
- B She thought changing her plan might seem unserious.
- C She no longer wanted any creative career.

#### Question 4

What did the architect help Amira discover?

- A a faster way to become an architect
- B that drawing was the most important skill
- C related careers that matched her interests

#### Question 5

What does Amira realise about job titles?

- A They can hide very different daily tasks.
- B They are less important than course names.
- C They should be chosen early by ambitious students.

#### Question 6

What is Amira's final view of changing plans?

- A It shows that ambition is not useful.
- B It can make an ambition more realistic.
- C It should be avoided once adults know your plan.

### 5. Follow-up tasks

1. Discussion: What experience could help someone test a future career idea?
2. Strategy: Compare the correct answer with one wrong option. What detail makes the wrong option incorrect?
3. Writing: Write a paragraph about a future plan that could change over time.
4. Vocabulary: Circle words and phrases connected to careers, ambitions and planning.

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## 2. Read for overall understanding

Suggested answer: She learned that a good plan can change when new experience gives you better information.

## 4. Exam-style multiple-choice questions

1. C; 2. A; 3. B; 4. C; 5. A; 6. B

1. C - A clear answer impressed adults and made her feel organised.
2. A - She expected sketching but saw regulations, budgets and material changes.
3. B - She wondered whether changing her mind would make her look unserious.
4. C - She suggested urban planning and community design.
5. A - She says similar job labels can involve very different work.
6. B - She says changing her mind made the ambition more accurate.