



5 A Perfect Job

1 Synopsis

People are interviewed about the worst job they have ever had. Some of the jobs they mention are being a children's bus monitor, working in a hotel, and selling donuts. What about the worst job in the world? A bathroom attendant? Or maybe working in a fast food place? Charlie and Robert are lucky. They work in TV, doing their dream job. They talk about the terrible jobs they've had, while their co-worker, Simone, does her weekly assignments. She has to mop the floor, wash the dishes, take out the garbage ... but whose turn is it to do the assignments next week?

Length of video: 3:55min

2 Target Language

Grammar: Present Perfect vs. Simple Past

Vocabulary: jobs, household tasks

Language points: *it's gross, it's messy, those days are over, I'm done*

3 Procedural Notes

A Before you watch

As a class. Write on the board "the worst job." Check that students know all the jobs on the list and explain any they don't understand. You can encourage them to add one or two jobs that they think qualify for the title of "the worst job."

Individuals. Have students put the jobs from the box in order on the "worst jobs scale" (worst job on the far left and the least bad job on the far right). Emphasize that there is no correct answer.

In pairs. Tell students to compare their scales and discuss their ranking with a partner. Then, ask a few pairs for their ideas. Encourage students to give reasons for their answers.

B While you watch

1 As a class. Refer students to the first picture and explain that he has worked as a bus monitor for kids. Tell students to watch the video and write down the letter (b–f) of the job each person has done. Play the video [up to 00:45]. Check answers as a class.

Answer key:

- 1 bus monitor for kids
- 2 hotel worker
- 3 store clerk in a donut shop
- 4 fish factory worker

As a class/In groups. To encourage discussion, use these ideas. Ask *Do you remember why these people didn't like their jobs?* (bus monitor: 65 screaming kids; fish factory worker: it smelled; donut shop clerk: people were very rude). *Why do you think they did these jobs?* (e.g., to earn extra money while in college). Ask students which jobs weren't mentioned (c and f). Are they worse?

As a class. Ask *What's the worst job in the world?* Elicit ideas from the class. Play the next section of the video [00:45–01:25]. Have students listen for the four jobs people mention (animal cleaner in a circus, station cleaner, bathroom attendant, server in a fast food place).

2 As a class. Refer students to the pictures of Charlie and Robert. Explain that they work in TV now, but Charlie used to work as a door-to-door salesperson and Robert worked in a bakery.

Individuals. Give students time to read the sentences. Be prepared to explain new vocabulary like *slam a door* (mime the action), *scar* (a permanent mark on your skin from a cut or burn), and *to gain fifteen pounds* (to become fifteen pounds – approximately 7kg – heavier). Encourage them to predict who says each sentence before they watch the video. Point out that they will hear the sentences in a different order. Play the video [01:45–02:30] and have students listen for the answers.

In pairs. Ask students to compare their answers. Ask *Who do you think had a worse job, Charlie or Robert? Why?* Finally, check answers as a class.

Answer key:

Charlie: 1, 2, 4 **Robert:** 3, 5

3 Individuals. Have students read the list of cleaning tasks. Check comprehension. Watch the video [02:35–03:38] and have students match the tasks to the times. Alternatively, try jigsaw viewing (see the teaching tips in the DVD booklet).

In pairs. Have students work in pairs to check answers and discuss the best/worst task in Simone's assignment. Encourage pairs to make a ranking chart, from worst task to best task.

Answer key: 1 b 2 f 3 a 4 c 5 e



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C After you watch

1 As a class. Elicit some facts about the work that Charlie, Simone, and Robert do (they make documentaries for TV; they have to clean every week; Robert says it's "the perfect job"). Ask *Who is on Charlie's team?* (Robert, Simone, and the interviewer, April). Encourage students to guess which kinds of tasks their job involves (they have to create original ideas; interview and film people; write and edit material; etc.). Review the vocabulary in the exercise with your students.

In pairs. Have students check what they *think* Charlie and his team do. Elicit possible answers as a class. Invite students to say what they think of this job.

Suggested answers:

- 1 work on a team 2 work indoors and outdoors
3 do different things every day 4 work with people
5 work long hours 6 do creative things for society

2 As a class. Write *A Perfect Job* on the board. Then, write this dialogue:

Student A: *Would you prefer to ... or ...?*

Student B: *Oh, I'd definitely prefer to ... / I hate ... verb-ing ...!*

Point to the first set of sentences in Exercise 1 (work alone vs. work on a team) and model the dialogue with one or two students in the class. Encourage students to add follow-up information and to show interest (e.g., *Really? I'm surprised! That's great! Me too.*).

4 Video Script

April:	What's the worst job you've ever had?	kinda goes round cleaning up behind the animals in a circus; that's the worst job.
Man 1:	The worst job I have ever had would be a bus monitor for sixty-five screaming camp children every day.	Man 5: Hmmm, probably the guys who have to clean the bathrooms at the Port Authority or Penn Station; that's an awful job.
Woman 1:	My worst job was working in a hotel.	Man 6: I think the worst job in the world is a bathroom attendant, because it's gross.
Man 2:	I sold donuts when I was younger at a donut shop, and that was a, that was a nightmare job because people are very rude and can be hard to accommodate.	Woman 2: The worst job, I feel, is working in a fast food place. It's messy.
Man 3:	The worst job I've ever had was working in a lobster house, where I had to work with dead fish all day. I worked one day, I smelled pretty bad at the end of it, and I left.	Woman 3: The worst job in the world, that's funny 'cause I think it's my job.
April:	What's the worst job in the world?	Charlie: Here you go.
Man 4:	The absolute worst job is the guy who	Man: Thanks.
		Robert: Hey, have you seen these interviews?
		Charlie: Yeah, I saw them yesterday.
		Robert: Do you realize how lucky we are? When I

In pairs. Have pairs take turns asking and answering the six questions. Then, ask them to discuss other factors that are important to them for the "perfect job" (e.g., a kind boss, a good salary, nice co-workers, a retirement plan, a workplace that's close to home, etc.). Can they think of their partner's perfect job? Ask them to suggest ideas for the "perfect job" (e.g., *You should be a ... because you really like ... and you like ...*). Discuss some of the ideas as a class.

D Language points

1 In pairs. Ask students to read the sentences and check they understand the task. Have them replace the underlined expressions and check their answers with another pair.

Answer key: a It's gross. b It's messy. c Those days are over. d I'm done.

2 In groups. Have students take turns asking and answering the questions. As you monitor, make sure they use the new expressions.

E Your viewpoint

Individuals. Give students time to read the questions and take notes.

In groups. Have students discuss the questions and encourage them to share their views with the rest of the class.



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was a kid, I always dreamed of working in TV. And here we are.

Charlie: Yeah, those interviews remind me of the terrible jobs I've had. Once I sold magazines door to door.

Robert: That doesn't sound so bad.

Charlie: Oh, really? You see this scar? It's from a dog that actually used to wait for me. I've had doors slammed in my face. Nobody wanted magazines, and when they did, they didn't want to pay me. It was humiliating.

Robert: I worked in a bakery.

Charlie: That sounds OK.

Robert: You know how you hate cleaning pots

after dinner? Well, imagine scrubbing out a giant bowl the size of a bathtub. And every night, I came home smelling like a donut. I began to look like one, too!

You put on some weight?

Charlie:

Robert:

Yeah, I think I gained fifteen pounds in two weeks! I still can't look at a jelly donut without turning green.

Charlie: Well, those days are over.

Simone: Well, I'm done.

Charlie: You wanted to work in show business.

Robert: Yeah, you finally found the perfect job.

Simone: Check the assignment board. Next week, it's your turn.