

The Best Job in the World (video lesson)

level: intermediate (B1) +
time: 60 min

class: one to one
skills: speaking, listening

Warm up

1. Ask your student to brainstorm all words they associate with *job satisfaction*. They have 2 min to do so. Then let them explain what they included and why.

When it's time to quit

2. Tell your student that today you're going to talk about job satisfaction, reasons for change and the best job in the world! (Any idea what that is? ;-)
3. Ask: 'How do you know when it's time to quit your job?' Ask them to *list 'symptoms'*.
4. Watch this *video* on the same topic www.youtube.com/watch?v=QbVI7hKxKVw and ask them to sum up the tips and compare them to theirs. 'Did they mention the same symptoms as you? Did they come up with any new ones? Which is the most serious one, do you think?'
5. Having watched the video, would they add any more symptoms to the original list? If you have a good relationship, you can ask them which of these they have experienced themselves.

The best job in the world

6. Ask your student which profession they think is considered *the best in the world* and why. (According to a survey conducted in the UK by the City & Guilds Qualification Authority, it's a hairdresser! Ask: 'Is that surprising? Why do you think that is? Is your hairdresser happy in their job?')
7. *Role-play* a mini-dialogue when your student has to persuade you that theirs is the best job in the world!
8. Now tell them that there is actually *one specific job position* (not a profession) that is said to be the best one in the world. Have they heard about it?
9. Show your student the first *picture* from the worksheet. Does that help? Can they guess now? Let them share a few ideas before you show them the second picture.
10. Show them the second photo and *check their ideas*. Were they right? Now that they know that the job is an island caretaker, ask them: 'What would you expect him to do all day? Why might it be the best job in the world?'
11. Your student is very likely to come up with a number of good reasons to love the job, e.g. sunbathing and swimming all day. However, Ben Southall, who won the job, eventually complained about it a lot. Ask your students: 'What do you think *went wrong*? (Actually, some of the reasons he shared were: the island was far too large for one person to take care of; he often worked till late at night running the blog; the last week in his job he got stung by a very dangerous kind of jellyfish).

12. Watch this *video* www.youtube.com/watch?v=GcCXPO68_CU with some new exciting jobs on offer. Ask your student to sum up the professions and let them speculate about the people's duties and responsibilities.
13. Ask: 'Would you be interested in applying for any of these jobs?'

Cooler

14. Give your student a *card* and ask them to write a job that might be considered to be a dream come true. Do the same thing yourself. Don't tell each other what jobs you've written.
15. Then *role-play* a very short 'job interview' to find out if your student is an ideal candidate for the job on your card and vice versa. (some ideas for you to use: a shepherd, a flight attendant, a pop star)

Homework

16. Applicants from p. 12 were actually asked to create *video applications*, so ask your students do to the same thing for homework! If they don't feel comfortable filming themselves, ask them to prepare at least the lines they would be saying in the video.

worksheet



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