1 Synopsis
Your “dream job” is your perfect job. In this video, Simone and Robert make a movie in which they interview people on the streets of New York about their jobs. First, they ask each person what they do for a living. The people talk about the jobs they are doing right now. Then, they ask them about their dream jobs and whether they know anyone who has a dream job. When someone asks Simone and Robert if they are professional television people or just students, they use this chance to pretend that they are doing their dream job.

Length of video: 3:11min

2 Target Language

Grammar: Present Progressive vs. Simple Present
Vocabulary: jobs
Language points: In your dreams. No way. Sure.
the big bucks, totally awesome

3 Procedural Notes

A Before you watch

As a class. Read aloud question 1 and, if necessary, explain that “What do you do for a living?” means “What’s your job?” Have students who work give their answers, and supply the English terms as necessary. Write the names of their jobs on the board.

In pairs. Have students work in pairs to write down more jobs. Elicit these from the students and add them to the list on the board (supply and correct the English words as necessary). Tell students that you will return to this list at the end of the lesson. Remind the class that we say I’m a teacher; he’s an actor, etc.

B While you watch

1 Individuals. Play the first short segment, to where the first question (What do you do for a living?) appears on the screen [00:22]. Read aloud the two questions and give students time to match them to the correct answer. Check answers. Discuss the difference in meaning between the questions (question 1 asks about her job – i.e., something she does every day; and question 2 refers to the present moment).

Answer key: 1 b 2 a

2 As a class. First, check the vocabulary in the three sentences. If necessary, add photographer to the list on the board (you could also have the class repeat the word to practice its pronunciation, making sure they stress the second syllable). Then, play the first segment (up to the end of the first set of interviews [00:23–01:00]).

Individuals/In pairs. Have students complete the missing words and compare with a partner. Then play the segment again to check.

Answer key: 1 1’m working right now 2 manage 3 I’m a, travel

As a class. Elicit why the first sentence is in the Present Progressive (the speaker is implying that it’s only a temporary job, and he doesn’t consider it permanent – point out the use of right now).

3 As a class. Play the video until the second question (What is a dream job?) appears on screen [00:59–01:05]. Pause it, and check students understand what “dream job” means (your perfect job). Then play the next segment, i.e., until the next question appears on the screen [01:06–01:39].

Individuals. Read through the extracts and check the vocabulary. Add skier, snowboarder, and singer-songwriter to the list on the board. Have students complete the task alone. Check answers. Point out that the man who wants to be a singer-songwriter is the same person who said “I’m working right now for a music recording studio.” (see Exercise 2). He has a temporary job while he pursues his dream of becoming a singer-songwriter.

Answer key: 1 B 2 A 3 C

4 Individuals. Check the vocabulary (and add to the list on the board), then play the video to the end. Have students number the jobs in the order they hear them mentioned. Play the segment [01:40 to end] to check.

Answer key: 1 an actress 2 She works in fashion. 3 a jazz musician 4 a scuba instructor
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C After you watch

As a class. Have students look at the first picture and tell you what the person is doing (He’s playing baseball). Make sure they use the Present Progressive and that they describe the activity in the picture. Then, have them guess what the person does for a living. Point out there is no correct answer. Elicit several different ideas, and make sure the students answer either He’s a… or a sentence in the simple present, e.g., He (is a student).

In pairs. Have students discuss the other pictures in pairs and write down their ideas. Circulate and supply vocabulary as needed. Check their sentences and have students read them out to the class. Add more jobs to the list on the board.

D Language points

1 Individuals. Give students time to read the words and phrases in the box and the sentences. Have students complete the task. Play the last segment [02:23 to end] if the students are struggling with the answers. Check answers.

2 In pairs. Have students work in pairs to match the words and phrases from Exercise 1 to their meanings in Exercise 2. Check answers.

Answer key:
1 Sure  2 No way  3 the big bucks
4 totally awesome  5 In your dreams

E Your viewpoint

As a class. Have students look at the list of jobs on the board. Read aloud the two questions and check that they understand low-paid (doesn’t pay much money) and high-paid (pays a lot of money).

In groups/As a class. Have students work in groups to discuss the two questions. Circulate to help out with vocabulary and to encourage them to give reasons. Finally, finish off with a brief whole class discussion.

Simone: Robert, can we start now?
Robert: All right. And action!
Simone: What do you do for a living?
Man 1: I just graduated college and I’m working at the American Central Bank.
Man 2: I’m working right now for a music recording studio, which is working out well, and I’ve also worked scooping ice cream, which is a fun job.
Woman 1: OK, I manage a dental office.
Man 3: I love traveling. My traveling is part of my work because I’m a photographer and I travel to different countries.
Man 4: I just got a new job working in educational travel that I’m really psyched about.
Simone: Think about that perfect job.
Man 1: I think a professional… a professional skier or snowboarder. I think that’s a dream job – to get to travel anywhere in the world and to do what you love, I think that’s great.

Woman 2: I think a dream job would be somebody who gets to work with people all the time and gets to help them out, and just enjoys what they’re doing every day that they do it.
Man 2: My dream job is to be a singer-songwriter. That’s why I’m here in New York City.
Simone: Do you know anyone that has a dream job?
Woman 1: Yes, I do. Two of my girlfriends – one’s an actress, and she absolutely loves it.
Man 3: I’m happy to say I have the dream job that everybody’s looking for because I can do what I want, when I want it, any time of the week. I’m happy to say that I love… I love my job, I love what I’m doing.
Woman 3: A very good friend of mine has a dream job. She works in fashion.
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| Man 5: I know some people who have the dream job. I know a jazz musician. I know a scuba instructor. | Passerby: Are you guys students or professional television people? |
| Man 6: I don’t know anybody who has a dream job. | Simone: Students? No way. This is, like, our job. We get to travel all over the world doing this. Right, Robert? |
| Robert: And action. | Robert: Yeah, and we get paid the big bucks, too. |
| Simone: I hope you all enjoy your job as much as I do. | Simone: Yeah, we interview all the big stars – Madonna, Beyoncé. |
| Robert: And cut. | Robert: It’s totally awesome, and tomorrow, we’re interviewing the Mayor. |
| Simone: We don’t have to do any more interviews today, do we? | Passerby: Yeah, right. The Mayor. In your dreams. |
| Robert: No. You can relax while I pack up. | Simone: The Mayor? |
| Simone: Finally, I can rest. | Robert: What? |
| Passerby: Oh, hi. Can I ask you guys a question? | Simone: |
| Robert: Sure. |  |