

**ACTIVITY PORTFOLIO
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Lesson 8.2 Recording 8.2

Speaker 1

I work as a nanny, looking after children aged two, three, and five. I'm actually a live-in nanny. I live with the family. I came into the job with my eyes open. I knew it would be hard work, because children can be difficult, though of course they're fun, too. Also, we work long hours, and too many of us do extra work like cleaning and cooking when we should only look after the children. Nannies, particularly live-in nannies, aren't paid enough. Some of us need two jobs. We should earn enough just from being a nanny because working with children is a really important job. It's like teaching. It affects the future.

Speaker 2

I'm a firefighter. It's one of the most dangerous jobs that exists. Really, it's too dangerous to be paid so little. People see us relaxed and calm and maybe we go and rescue a cat from a tree and people think 'oh they earn too much, their job is easy'. But when there's a serious fire, we have to be ready, even if it's just once a year. We risk our lives to save people, sometimes stupid people who fell asleep with a cigarette in their mouth or forgot to switch off the oven. You know, we save people, we save buildings, we save businesses. Anything and everything can burn down, and that's why we're so important.

Speaker 3

I'm a research biologist. I work on finding solutions to some of the world's major problems, such as disease and hunger. The thing is, it's always difficult to get funding, to get enough money to actually do the research. Some of our projects are very expensive. They can cost millions of dollars, and it can take years before you see results. So, actually I'm not asking for a bigger salary for myself, but I'd like more money for the lab. Too many scientists spend too much time applying for grants asking for money rather than actually doing their job in the lab. When things go well for us, the whole world benefits, so I think this work should be better funded.

B  **8.2** Listen to three people saying why they should be paid more. As you listen, complete the table.

speaker	job	difficulties with job	should earn more because ...
1	nanny	1 _____	2 _____
2	3 _____	4 _____	save people, buildings, businesses
3	5 _____	hard to get funding	6 _____

Antonia Clare. JJ Wilson (2012). *Speakout Pre-Intermediate Students' Book*. Pearson Education.

The source information. This listening activity was selected for pre-intermediate level students. It was published in 2012 under the title "Speakout". This book consists of overall 270 pages: 176 pages for student book and 94 pages for workbook.

Target students. This activity is specialized for 15-20 years old students and it is preferable 15-18 students in a group.

Teaching context: It is based on both secondary school and private lesson and classroom should be equipped with technological tools. This activity continues about 5 minutes.

Aim of the lesson.

1. To activate the students' vocabulary through listening
2. To improve the students' communicative skills
3. To engage them into the topic within interactions
4. To generate the students' interest by using personalization

Equipment: Laptop, speaker, printed handouts, whiteboard, marker and pictures of professions.

Pre-listening activity 1. (Bottom-up)

This activity is called "Matching" which helps students increase attention to detail and train visual memory.

The purpose of activity.

1. Familiarize with "Profession words"
2. Activating vocabulary
3. Clarify the blocking vocabulary

Procedure of the activity.

1. Teacher divides the students into 2 groups.

2. Teacher uses visuals by sticking some pictures of professions on the whiteboard.
3. Teacher puts the papers, which are written the name of jobs on the table.
4. Teacher asks students to come one by one and to choose one of the word.
5. The students are asked to give the definition of the chosen word. (If they face some difficulties to explain to describe the word, another student from their group can help to give the definition in order not to lose time or concentration).
6. After giving the definition, they should stick the words under the picture.
7. Then next turn will be given to another student to continue the task. All the words should be matched with pictures.

Rationale and justification. As Slattery and Willis (2001) suggest, matching activity helps students familiar with the new topic and vocabulary effectively. Because it is easier to get the child's attention to the topic through matching activity. In addition, this activity makes it easier for the teacher to increase the students' interest. Another important point is that the learners' interests and desires should also be taken into account before choosing a topic. I believe that the chosen topic and activities are suitable for students aged 15-20, because the listening activity is more complex among other skills, so more emphasis should be placed on such pre-listening activities before the listening task. Bottom up and top down activities help them perform listening more accurately. In addition, by defining new words using matching activity, they not only deal with the words expected in listening, but also develop communicative skills.

Pre-listening activity 2. (Top-down)

This activity is called "Group discussion" which deals with their background knowledge. In this activity, it works mainly with a general scheme. That is, it deals with students' understanding of the topic and background knowledge. Discussion part continues 8 or 10 minutes.

Procedure of the activity.

1. Divide your students into three groups.
2. Name the groups: a) nannies b) firefighter c) biologist

3. Tell them to find the given job's responsibilities.
4. Give them 2 minutes for preparation.
5. Observe them while they are discussing.
6. After time finishes, ask them one person from each group to stand.
7. Students begin to count their responsibilities.
8. After finishing their speech, you can ask their own jobs which already have.
9. At the end of the activity, encourage your students and give motivation.

The purpose of activity.

1. It provides a deeper understanding the listening.
2. It improves the student's critical thinking.
3. It creates a chance to share the opinions with each other.

Rationale and justification.

Harmer (2001) asserted that group discussion activity is one of the most useful ways to help students express their thoughts fluently and develop critical thinking. Because through group discussion, students are able to express their ideas together by gaining information about the texts they encounter while listening. Dealing with the source in the listening in advance and having them partially referenced will help them to understand this listening more easily. In addition, personalization is one of the most effective ways to engage this student. This discussion activity helps them predict the listening task even they cannot follow the sequence in the listening process because of being their awareness of the topic beforehand through discussions.

Reference list

1. Slattery, M., & Willis, J. (2001). English for Primary Teachers. Oxford: Oxford University Press.
2. Harmer, J. (2001). The Practice of English Language Teaching. Pearson Education: Longman
3. <https://www.professions&tbm=isch&ved>

