UNIVERSIDADE FEDERAL DE MINAS GERAIS

Faculdade de Letras – FALE

Programa de Pós-Graduação em Estudos Linguísticos – PosLin

Curso de Especialização em Ensino de Inglês – CEI

GO FOR IT! TABOOS AND EXCITING TOPICS

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Belo Horizonte, Minas Gerais

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GO FOR IT: TABOOS AND EXCITING TOPICS

Trabalho apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade de Letras da Universidade Federal de Minas Gerais, como requisito parcial para a obtenção do título de Especialista em Ensino de Língua Inglesa.

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ATA DE DEFESA

Universidade Federal de Minas Gerais
Faculdade de Letras
Curso de Especialização em Língua Inglesa

ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Nome do aluno(a): NATALIA DE OLIVEIRA E OLIVEIRA

Título do trabalho: GO FOR IT! TABOOS AND EXCITING TOPICS

Às 09 horas do dia 01 de agosto de 2019, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela coordenação do Curso de Especialização em Língua Inglesa para julgar, em exame final, os trabalhos de conclusão de curso, requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, os professores da banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passaram a palavra ao(à) candidato(a) para apresentação de seu trabalho. Seguiu-se a argüição pelos examinadores com a respectiva defesa do(a) candidato(a). Logo após, a Comissão se reuniu sem a presença do(a) candidato(a) e do público para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

Prof(a). MARISA MENDONÇA CARNEIRO indicou a APROVAÇÃO do(a) candidato(a);

Prof(a). RAQUEL ROSSINI MARTINS CARDOSO indicou a APROVAÇÃO do(a) candidato(a);

Pelas indicações, o(a) candidato(a) foi considerado(a) APROVADO(A).

O resultado final foi comunicado publicamente ao candidato pela Presidente da Comissão. Nada mais havendo a tratar, a Presidente encerrou a sessão, da qual foi lavrada a presente ata.

Belo Horizonte, 01 de agosto de 2019.

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RESUMO

Um dos tópicos que sempre proporcionou dificuldades para os professores de língua inglesa é o estudo de metodologias e materiais, que possui um amplo uso não somente no ensino de uma língua, mas sim para um melhor desenvolvimento dos alunos e dos professores como profissionais em si.

O objeto deste trabalho, portanto, é apresentar o material *Go For It Taboos and Exciting Issues*, traçando a relação entre a abordagem do tópico e os métodos de ensino de língua estrangeira adotados pelo livro.

Palavras-chave: taboos, livro didático, método de ensino, língua inglesa.

ABSTRACT

Studying methodologies and materials is one of the topics in which English teachers face difficulties. Besides, it has a wide use not only for teaching a language but also for students and teachers' better development.

Therefore, the objective of this work is to present *Go For It Taboos and Exciting Issues* book, tracing the relationship between the topics approach and the foreign language teaching methods adopted by the book.

Keywords: *taboos*, course books, method teaching, English.

Acknowledgements

I would like to thank my loved family for supporting me and being so patient during these semesters I had to be away from home, especially my parents, Vera and Carlos and my brother Júnior for always held my back when I needed. I love you so much!

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Table of Contents

Introduction

I really love being an English teacher. When I was a child I just liked playing with a board, chalk and 'my students', undoubtedly it was my favorite part of the day. Since then, I have always tried to be in touch with English and to dedicate myself to be a great professional. I struggled to be an English teacher, and I kept working hard and studying throughout my adult life to achieve my goals. Being a teacher is not just about teaching grammar or vocabulary, it is much more meaningful than that for me. It has dependably been fundamental to the teacher's job to take action as an educator and help people think outside the box. This was the real motivation behind why I called this book "Go for It! Taboos and Exciting Topics": not just on the reason that these days English is an international language that can be spoken anywhere, but also students want to have the option to understand and talk about any topic freely. When building up this material, my thought was to give a little commitment to help students to be more independent and have more autonomy in class. It is designed for adults, level B1 as indicated by the Common European Framework of Language Reference (CEFR). My goal is that those learners find in every action of this book a chance to examine significant issues and get more proficient with the language content that installed in this unique circumstance. Having that stated, I picked two subjects which I trust that is critical and trendy to talk about and that they can see it in their daily basis, in particular, fertilization and technology.

The first unit is called "Babies by design", and its subject is fertilization. Nowadays people are really concerned about having a successful career and being a mother/father is being secondary in people's lives today. In fact, once one of my students brought up this topic in a conversation class that everybody started talked about it with no concerns, and that is why I got motivated to do this unit to provide them some vocabulary and grammar structure related to the theme. The intention is to foster a discussion about the impact of fertilization and other methods of having a baby and to think of ways not to make it a taboo or a delicate issue, but a day-by-day topic which is becoming familiar nowadays as it was with my students once.

The second unit is called "Meeting Technology" and it talks about how technology has been changing our lives. It also draws our attention to how safe we are by the passwords we choose. In my personal opinion, this unit can bring up different thoughts about how to make and how to use passwords on the web and get students really aware of it which can be considered exciting to discuss it. However, the goal of the lesson is to carry on the topic really soft to make it more informative than worrying. Another point is that it talks about social networking and social media influencer which is really into our reality that people

should think differently about it and sometimes it is a taboo, especially for older people who cannot understand for instance how a social media influencer can be a very profitable job. All materials utilized in the structure of the units are authentic, which provide an incredible chance for students to get to know real reliable sources to find out more about these themes. Moreover, all linguistic and grammatical goals are worked within this context, which makes students learn in a more natural and independent way. Each unit is divided into sections, which work specifically with one of the four language skills.

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Go for it!

Taboos and Exciting Topics

Unit 1
Babies by Design

Before Reading

1- Check the columns and discuss:

A. How important is raising children to…	Extremely important	Very important	Important	Not important	No opinion
your society?					
your family?					
you?					

A. How important is having your own biological children to…	Extremely important	Very important	Important	Not important	No opinion

Let's read

1- Now read the letter[1] related to the topic and answer the following questions:

Letter to an Egg Donor

Letter to an egg donor from one of our patients:

"As I cannot contact you directly and talk to you face to face, I'm writing this letter anonymously to let you know just how important and significant your decision is to others. My arms have ached waiting for that special child to arrive that would bring new meaning and significance to my life, and create the family I have always wanted. Even as you read this, you are getting very close to having that dream of creating life come true for us. You have put your body through daily injections. My eggs could not be used. This means that the chance of creating a life that is most wanted and would be most cherished cannot happen without your help.

It is the gift of hope and life itself. Your gift could be the most loving and gracious gift that you will ever give to a fellow human being. I assure you that the child that could develop will be loved and cherished. They will be raised with true social consciousness and environmental awareness. By their very presence, they will make the world a better place, having been given a rare and special chance to be here".

2- Match the words from the text and their definitions.

a) face to face   (   ) to tell someone confidently that something is true.

b) cherished   (   ) the words that someone says when they are praying.

c) prayers   (   ) directly, meeting someone in the same place

d) daily   (   ) behaving in a pleasant, polite, calm way

e) gift   (   ) bringing the pleasure of love or caring about someone.

f) gracious   (   ) happening on or relating to every day

g) assure   (   ) a special ability to do something

3- Read the letter again and write True or False for each sentence.

1-The add is offering $50,000 for a baby.

2- The letter was sent by an adopted mother.

3- The woman who wrote the letter is very grateful.

4- The woman who wrote the letter can see the egg donor personally.

5- The letter was written anonymously.

Thinking outside the box

Discuss the following questions after reading the text.

a) What is the purpose of the letter?

b) How is the woman who wrote the letter feeling?
Would you consider being a donator or the hiring parent?

c) Do you think that egg donors are generous humanitarians?
Why (not)?

d) How would you talk about this letter to a friend who hadn't read it yet?
Share your ideas with a classmate and listen to her/his summary.
Feel free to include your own ideas and opinions about the text.

Before Listening

1- Take a look at the picture above and answer the following questions.

a) What kind of video do you think this is?

(   ) an interview   (   ) a documentary   (   ) a TV program

b) The title of the video is *"7 risks of IVF"*. Do you know what that is supposed to be?

Let's listen

1- You are going to listen to a fertility consultant[2] from The Centre for Reproductive & Genetic Health in London about the risks of in vitro fertilization. After that, correct the wrong / false statements.

a) There aren't any disadvantages doing the procedure.

b) The cancellation rate is about 50 percent.

c) The egg is released before the egg is mature.

d) It is guaranteed that an egg will be collected.

e) Patients want to take a lot of medicines.

Thinking outside the box

a) In your viewpoint, what was the fertility consultant's intention when she recorded the video?

b) Give two reasons why you would or wouldn't send this video to a friend.

[2] https://www.youtube.com/watch?v=pp1lLny3QJ4
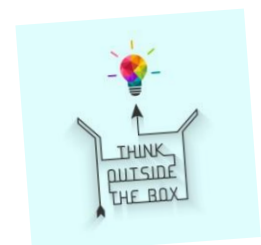
1- Look at the sentences extracted from the video² and compare:

a) "…even if **we did collect** an egg". X … even if we collected an egg
b) "… for those **who do manage** to have a mature egg being collected" X … for those who manage to have a mature egg being collected.

a) Can you see difference between the sentences?

b) Is sentence A in the present or past? What about sentence B, is it in the present or past?

c) Which sentence from letter A is more emphatic? What about letter B?

d) What do you do to emphasize a sentence in the present? And in the past?

2- Watch the video² again and watch out for other examples. Take notes and share with your class.

_____
_____
_____

3- Write the sentences from exercise 2 under one of the charts below:

Emphatic Sentences in the present (DO**/**DOES)	Emphatic Sentences in the past (DID)

4- Read the text and circle the correct option:

Emphatic forms, sometimes called the *emphatic* <u>tenses</u> or *emphatic mood*, are made with the <u>auxiliary verb</u> form do in the <u>present</u> or <u>past</u> tense + the <u>base form</u> of the <u>verb</u>:   "He doesn't work very hard."   "I don't agree with you- he **does / do work** very hard."   In the second <u>sentence</u> , the speaker uses the *emphatic form* **does work / do work** as a way of **contradicting / agreeing** the first speaker.   Adapted from: https://www.usingenglish.com/glossary/emphatic-form.html

5- Now let's practice. Put the words in order to make sentences.

1- did /was / agree/ my / I / that / not / so / but/ in /case,.[3]

_____

2- feelings/do /to/friend/about/whether/a/find /or/a/therapist,/to/talk/to/someone,/your/try [4]

_____

3- does/so/that's/partner's compliance/but/it / mean/you/need/to/take//for/your/change/ of /heart/
understand/and /responsibility/that/you/can't/ just/ demand/your/ not a crime/if.[5]

_____

4- financial/it/ us/ leave/ a/ but /between/ hardship / the /two /of/ does.[6]

_____

5- I /movement /stop /bowel/ after/ I/ finally /did /have /a / throwing up / did [7]

_____

6-Let'splay *Kahoot*[8] andpracticeitabitmore.Scanthefollowing*QR Code* tostartorjustuse your cell phone as usual.

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[3] (https://www.baptistboard.com/threads/what-do-you-think-about-ivf.62524/)

[4] (https://www.verywellfamily.com/ivf-pregnancy-1960218)

[5] (https://www.theguardian.com/lifeandstyle/2015/may/10/wife-doesnt-want-a-child-should-i-leave-her-mariella-frostrup)

[6] (http://www.weareeggdonors.com/blog/2015/11/13/what-i-wish-i-knew-before-i-donated-my-eggs).

[7] (http://www.weareeggdonors.com/blog/2015/11/13/what-i-wish-i-knew-before-i-donated-my-eggs).

[8] https://play.kahoot.it/#/?quizId=013087da-7f96-4b48-a158-08f11f82716e

1- Take a look at the comments below (made in the fertility consultant video³) and check if they've liked or disliked it. Choose some of the sentences below to talk about it.

I do believe that...	**He did mean that...**
She did think that...	**She does like that...**
He does believe that...	**I do agree with...**

Jasmine Joe 5 months ago
Not many people are aware of the risks concerned with the IVF procedure. Sure! It is very helpful in case of infertility but these risks are real and people should be aware of them. Thanks for uploading such an informational video.

👍 1 👎   REPLY

Y A 9 months ago (edited)
We have our baby just because of ElaWoman IVF centre! Because of certain cost related issues with our first IVF centre, the doctor was not ready to go ahead with out last FET transfer and it was all because of Ela's legal and Business team I was able to retrieve our little hope. Now we are proud parents and will always thank Ela for the support. You can try reaching them on +917899912611

👍 👎   REPLY

2- Your turn! Now you are going to write a comment to the video³ made by the fertility consultant. Feel free to express your opinion on the topic and use the words from the **Language Box and the sentences from exercise 1**. Write at least 60 words.

Write it Right!

- Don't be rude

- Be objective and clear

- Don't be so informal or too formal. Use language effectively.

- Try to use facts to support your opinion

- Use the language item learned to emphasize your opinions or facts.

Language Box

I believe that...

In my humble opinion...

Undoubtedly.../ Surely...

Comment

This is a new comment.

You may use these HTML tags and attributes: `<a href="" title="">` `<abbr title="">` `<acronym title="">` `<b>` `<blockquote cite="">` `<cite>` `<code>` `<del datetime="">` `<em>` `<i>` `<q cite="">` `<strike>` `<strong>`

POST COMMENT

Speaking

1- Discuss the following questions with your classmates:

a) Have you ever thought about the topics mentioned before? Would you consider being a donor conception? Discuss in groups the advantages and disadvantages about it.

2- Watch the video[9]. Check whether the following interviewees agree or disagree about being an egg donator. Write down one of their supporting ideas.

_____
_____
_____
_____
_____
_____

_____
_____
_____
_____
_____
_____

[9] https://www.youtube.com/watch?v=gHW8GG4GrDs&t=21s
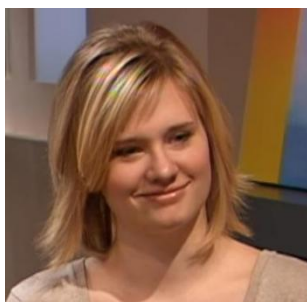
3- Food for thought – Imagine you are one of the participants of an oral debate, as in the video you just watched. In groups, record a video of you and your classmates discussing the question from the previous item. It is supposed to be a real oral debate. You should express your viewpoint on the topic and explain your reasons based on what you watched.

- Make sure you compare the advantages and disadvantages
- Give examples and support your answer
- Talk at least for about 2 minutes.

Watch out!!!

Remember to use the emphatic forms

learned to express your ideas and opinions!

Unit 2
Meeting Technology

Image taken from: https://destinonegocio.com/br/negocios-online/fazer-descricao-de-aplicativo-para-celular/

Reading

Getting Started

1- Take a look at the picture and discuss the following questions:

1. Can you see yourself without today's technology?

2. What technological device can't you live without?

3. Are you a techno freak?

Before Reading

2- Take a quiz!

Believe it or not we used to get by without cell phones and emails. Take our quiz to discover the amount you know about the innovation that dominates our modern lives.

You can also play it online at:
https://www.superteachertools.us/millionaire/millionaire.php?gamefile=101494

1- What year was the world's first cell phone handset discharged available to be purchased?

○ a) 1979

b) 1983

c) 1991

2- Who invented the 'first' small computer for home use?

a) John Blankenbaker

b) Steve Wozniak

c) Chuck Peddle

3- When was the first email sent?

a) 1961

b) 1965

c) 1971

4- When was the internet invented?

a) 1968

b) 1972

c) 1982

(Adapted from: https://www.abc.net.au/science/games/quizzes/2008/technology/)

Let's read

3- Take a look at the picture below and answer the questions:

BBC Sign in   News   Sport   Weather   Shop   Reel   Travel   More ▾   Search

NEWS

Home | Video | World | UK | Business | Tech | Science | Stories | Entertainment & Arts | Health | World News TV | More ▾

Technology

Millions using 123456 as password, security study finds

🕐 21 April 2019

f 💬 🐦 ✉ ⟨ Share

Top Stories

International outcry over Is' re-run

🕐 2 hours ago

a) What kind of text is it? _____

b) Where can you see it?_____

c) What do you suppose to read in this text: _____

4- Now, take your time to read the article[1]. Were you right?

Millions using 123456 as password, security study finds.

Millions of people are using easy-to-guess passwords on sensitive accounts, suggests a study.

The analysis by the UK's National Cyber Security Centre (NCSC) found 123456 was the most widely-used password on breached accounts.

The study helped to uncover the gaps in cyber-knowledge that could leave people in danger of being exploited.

☐

Sensitive data

For its first cyber-survey, the NCSC analysed public databases of breached accounts to see which words, phrases and strings people used.

☐ .The second-most popular string, 123456789, was not much harder to crack, while others in the top five included "qwerty", "password" and 1111111.

The most common name to be used in passwords was Ashley, followed by Michael, Daniel, Jessica and Charlie.

When it comes to Premier League football teams in guessable passwords, Liverpool are champions and Chelsea are second. Blink-182 topped the charts of music acts.

People who use well-known words or names for a password put themselves people at risk of being hacked, said Dr Ian Levy, technical director of the NCSC.

"Nobody should protect sensitive data with something that can be guessed, like their first name, local football team or favourite band," he said.

Hard to guess

The NCSC study also quizzed people about their security habits and fears.

☐

It found that fewer than half of those questioned used a separate, hard-to-guess password for their main email account.

Security expert Troy Hunt, who maintains a database of hacked account data, said picking a good password was the "single biggest control" people had over their online security.

☐ he said.

[1] https://www.bbc.com/news/technology-47974583

Letting people know which passwords were widely used should drive users to make better choices, he said.

The survey was published ahead of the NCSC's Cyber UK conference that will be held in Glasgow from 24-25 April.

5- Match the words from the text with their definition.

a) easy-to-guess   (   ) recognized by many people.

b) widely-used   (   ) a description of the whole of a subject.

c) well-known   (   ) not very difficult to discover.

d) survey   (   ) used by many people.

6- Re-read the text and complete the article with 1-4 in the correct place.

1- The NCSC said people should string three random but memorable words together to use as a strong password.

2- Top of the list was 123456, appearing in more than 23 million passwords

3- It found that 42% expected to lose money to online fraud and only 15% said they felt confident that they knew enough to protect themselves online.

4- "We typically haven't done a very good job of that either as individuals or as the organizations asking us to register with them,"

Thinking outside the box

1- What is the purpose of this article?

2- According to the article, is it important to think carefully about choosing a password?

3- How would you talk about this article to a friend who hadn't read it yet? Share your ideas with a classmate and listen to her/his opinion. Feel free to include your own ideas about the text.

Do you read articles? If so, how often?

In this type of text, you can find… (   ) fictional stories   (   ) opinions   (   ) facts

Can you think of any other article that brings real events?

Does the text use the **past, present or future** to describe the events?

1- Complete the chart using sentences from the text:

"[...] passwords on sensitive accounts, <u>suggests</u> a study".

"For its first cyber-survey, the NCSC <u>analysed</u> public databases [...]"

"Security expert Troy Hunt, who <u>maintains</u> a database of [...]"

"It <u>found</u> that fewer than half of those <u>questioned</u> [...]"

PRESENT	*PAST*

Can you spot the difference between the examples in the present?

_____

What about the ones in the past?

_____

2- Now, complete the sentences about a cyber attack article using the PAST or the PRESENT.

Binance exchange hackers a)_____ (steal) bitcoins worth $41m

Hackers have stolen $41m (£31m) worth of Bitcoin in a major crypto-currency heist.

The Binance exchange, which b)_____ (store) Bitcoin and other crypto-currencies for members, c)_____ (say) hackers took 7,000 bitcoins in one go. Withdrawals have now been suspended on the platform.

"We d)_____ (beg) for your understanding in this difficult situation," Binance said.

However, the exchange said it would replace the lost cash with the help of its emergency insurance fund.

According to Binance, the attackers e)_____ (use) a variety of techniques to f)_____ (break in). They g)_____(deploy) viruses and used phishing attacks to get security information.

This eventually h)_____ (allow) them to access the exchange's "hot wallet", an online cache of bitcoins readily available for customer transactions.

The hot wallet i)_____ (contain) about 2% of Binance's total crypto-currency assets. Other wallets were "secure and unharmed", the firm said.

Write PAST and PRESENT in the appropriate columns.

_____	_____
_____	_____
So now how do I make money?[2]	How did I get in?[2]
How does a computer hacker make money?[3]	Why did you change your password?[4]

What is different in the present questions? _____

What is similar in the questions in the *past*? _____

Imagine you have to create personal and funny questions to protect your email account password. You're supposed to ask these questions to your friends later. Think about 3 questions you should ask them to keep their account safe. Remember to use the PAST and PRESENT tenses.
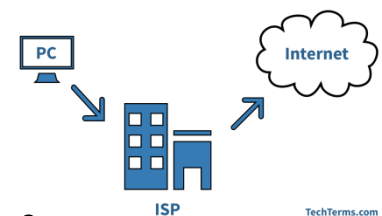
_____
_____
_____

Now, go online and suggest this idea to the readers of the article. Post the questions and try to interact and come up with ideas to combat hacking. You can make more questions if needed.

Post at: https://www.bbc.com/news/technology-47974583

Listening

1- Discuss the following questions.

 Do you know what ISP means?

In your opinion is it important to choose and select the best ISP? Why?

ISP (Internet Provider Service)

2- Now, check the key vocabulary. Then, listen[5] to a radio commercial about an ISP and correct the false statements below.

Key Vocabulary

24/7 – twenty-four hours a Day, seven days a week.

Objectionable – unpleasant, undesirable or offensive

Roar (verb): to move very quickly

[5](http://www.esl-lab.com/access/accessrd1.htm#top)
(Image from: https://techterms.com/definition/isp)

1. A company can provide less than 300 hours of internet access a month.
2. The technical support works from 12:00 midnight to 7:00 p.m.
3. The company provides just 13 web space.
4. It costs about $19.95
5. A free domain is an additional benefit.

1- Answer the following questions:

1. Do you have a fast internet connection? If so, is your internet provider good or bad? Is it expensive or cheap?

2. Do you surf on the net a lot? How long per day?

3. What's the most interesting feature of Internet? And the most boring?
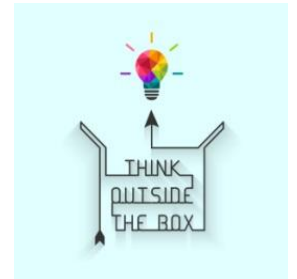
2- What's your opinion about these quotes?

Discuss them with your classmates.

"Nowadays, anyone who cannot speak English and is incapable of using the Internet is regarded as backward." (Al-Waleed bin Talal).

Taken from: https://www.brainyquote.com/quotes/alwaleed_bin_talal_173412).

"Give a person a fish and you feed them for a day; teach that person to use the Internet and they won't bother you for weeks" (Unknown).

Taken from: http://45.33.113.248/quotes/10558/unknown/give-a-person-a-fish-and-you-feed)

Speaking

1- Look at the picture and discuss the following questions in pairs.

1. Do you think socializing online helps build social skills or just ruin them? Why?

2. Which social networks do you use? Can you mention any?

3. Can you see any difference in socializing online? If so, what is it?

(Image taken from: http://joyreactor.com/tag/social+network)
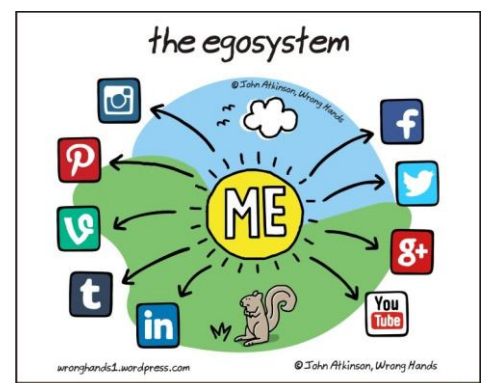
2- Watch a video[6] about social network and try to grab its essence. Then, imagine you and your classmates are making up an app to get people together / socialize online.

Task: Discuss on some of the questions the app will have to get the users to know each other better and what you would like to include in your app.

Use ideas from the video, and search for more to help you.

Take a look at the Useful Language Box.
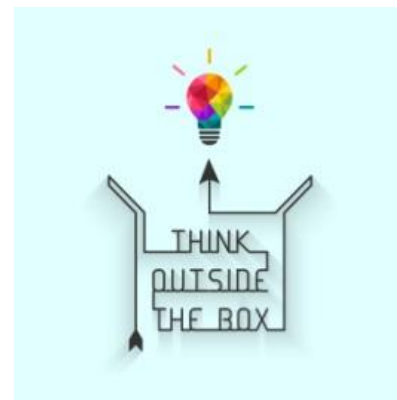
Useful Language

What do you do?
What do you like watching?
What did you do on the weekend?

Thinking outside the box

1. How long do you spend on such services? What kind of information do you leave available on your account?

2. Do you think that virtual social networking has been killing the conventional face-to-face socialization? In which way?

1- Have you ever seen these people before? Do you know them? Look at the picture and discuss.

(Image taken from: https://portalaltadefinicao.com/conheca-os-18-influenciadores-digitais-do-programa-o-aprendiz/)

2- Have you ever heard about digital marketing or social media influencer? If so, can you think of any?

3- Look at the advertisement of a social media influencer and build up a 5 step list to be a successful one.

Image taken from: https://www.slideshare.net/michellegoodall/social-media-influencer-marketing-a-framework-for-success-michelle-goodall

4- What do people usually write ads for?

(   ) to show a product/service   (   ) to give an opinion

5- Do you read ads? If so, how often? Are they meaningful to you?

6- Now, it is your turn. Imagine you are a famous social media influencer and you have to advertise a product or service. Use the information discussed and also your 5 steps list to enrich your advertisement. Your ad should contain 70-90 words.

You can look at the picture below to have some ideas.

Image from: https://www.mediamatters-pr.co.uk/blog/secure-great-product-placement-2018/
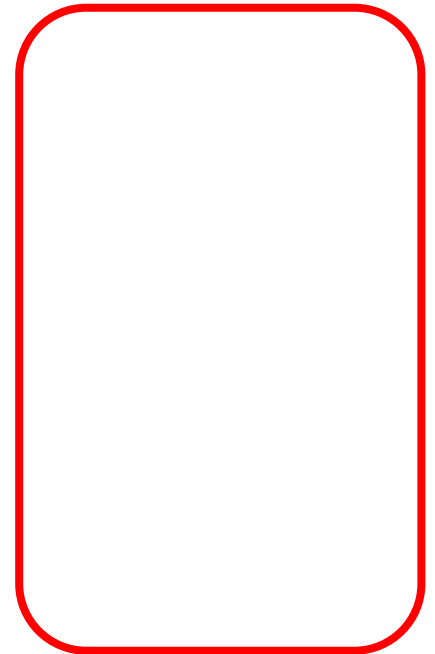
Thinking Outside the Box

1- Do you buy online? If so, what do you normally buy? If not, why don't you like buying?

2- Do you follow any social media influencer? Why? Why not?

3- Do you buy products because you see an ad? Tell me why.

Go for It! Taboos and Exciting Topics – Teacher's Guide

This material is focused on adult learners, level B1 according to the Common European Framework of Reference (CEFR).

Unit 1 – Babies by Design

Reading

Before Reading

Introducing the topic: ask students to look at the picture and predict what they are going to talk about. Foster a brief discussion about raising a child or not and the impacts on society or the relevance of it for you and your family. Ask them to get together in pairs and check the questions on the *Section Before Reading*. After that, students are encouraged to share their answers with the whole class and get into a productive discussion to get the topic introduced. Wrap it up by introducing the theme of the letter on the next step. *Answers might vary.*

Let's Read

1- Letter: Letter to an egg donor.
The text for this unit is a letter taken from https://www.acfs2000.com/becoming-an-egg-donor.html whose objective is to give practical ideas and feelings about the topic. Now give students a time limit to read the text carefully, looking for words that may be new to them. After reading, elicit any new word that has not been highlighted in the text. These will be elicited in the next subsection.
Check comprehension by asking: Is it common in your country? (Personal Answers) / What do you think about this kind of procedure? (Personal Answers) / Does the letter have a happy ending? (Yes, it does.)

While-Reading Activity

2- Getting the meaning of the words

Students should work in pairs, so that they can swap over information and negotiate the meaning of some words from the text. If there's enough time and resources available, the teacher can ask them to search for the words they don't know in a dictionary. Then, they'll be able to start matching the sentences.

Answer Key: G, C, A, F, B, D, E.

Post- reading activity

3- The objective of this exercise is to make sure students really understood the text, as a means for text comprehension. Students should answer the exercise by telling if the sentences are true or false according to the letter read. Students also might be aware of explaining why the sentences are false.

Answer Key:

1- False – It is not mentioned anything related to an award if you donate your egg.

2- False – It is sent anonymously.

3- True

4- False – You can't see each other face-to-face.

5- True.

Thinking outside the Box

This section was created to foster and try to promote big discussions and debates after the topic raised. It is considered an effective post-reading activity which promotes for more practical skills during the activity. The purpose of this section is to make students think about the letter and the issue itself as well as work with the vocabulary acquired through the task. Establish 10-15 minutes for this activity. *Answers may vary.*

Listening

Students will work with a video taken from: https://www.youtube.com/watch?v=pp1lLny3QJ4, in which a fertility consultant called Irfana Koita-Kazi from The Centre for Reproductive & Genetic Health in London, talks about the seven risks of IVF (In Vitro Fertilization). Write on the board the meaning of the acronym IVF and explain students about it before watching the video.

Before Listening

1- Elicit from the class what they know about fertilization and other issues related to it. To check students' previous knowledge, these questions can be opened to class in an oral discussion. Personal opinions, answers may vary.

2- a) Students may be aware of the format of a documentary on Youtube Channel, and they may guess that this is a documentary due to its format and topic. Ask them to check the correct option and give the reasons for that.

Answer key: Documentary

2- b) To check students' previous knowledge, these questions can be opened to class in an oral discussion. Personal opinions, answers may vary.

While-Listening

Students should pay attention to the information given in the video and answer the following questions based on what they heard. This section should be done individually.

Students should listen and try to correct the false statements from the video.

Answer Key:

1- There are many downsides of doing that.

2- The cancellation rate is about 25 percent.

3- It may release the egg before the egg is mature.

4- It is not guaranteed that an egg will be collected.

5- Patients don't want to take a lot of medicines.

Post-reading

Thinking outside the box

The questions are related to the topic discussed previously. The teacher and students may talk about it orally as a discussion trying to get more information about the video and also to encourage students to talk about the topic and use the new words learned.

Answers may vary.

Grammar

The objective of this section is to work with emphatic forms of do/does or did. This will probably be very new for learners who might find it weird to see an auxiliary verb used in an affirmative sentence. Explain it on the board by using the examples from the video. Point out that this use of auxiliary verbs is common when we disagree with or refute what somebody has said or when we want to give extra emphasis.
Pronunciation Tip: Point out that students must stress the auxiliary verbs when they are used in the emphatic form.

1- Focus on the task. Students should be divided in pairs, to help each other and share any previous knowledge. Inductively, students will check the sentences extracted from the previous video activity and answer the questions to understand the grammar topic.

1- A) the teacher will show the students the sentences A and B from the box and point out asking them what is the difference among them. Students are supposed to answer that there is a difference between the sentences which are in the present and past.

1- B) Keeping focusing on the box, sentence A is in the past and sentence B is in the present because they might know that the auxiliary DO is present and the auxiliary DID is used in the past.

1- C) Now, the teacher should introduce the grammar topic by showing them that the sentences that are using the auxiliary verb are in an emphatic way. It is important to remind them that in the 3rd person we use DOES to emphasize in the present tense. They might remember it as it was previously taught.

1- D) Students now should know that to emphasize something is used the auxiliary verb in the present (DO/DOES) or in the past (DID).

2- The teacher will play the video worked in the Listening section: https://www.youtube.com/watch?v=pp1lLny3QJ4 and ask them to be aware about the new structure learned. Students may take notes of different examples of emphatic sentences using DO/ DOES / DID throughout the video and share the sentences with the teacher and classmates afterwards.

Answer Key:

"We **did collect** and egg…"

"…for those who **do not manage** to have a mature egg collected and **do have** an embryo transfer"

"…we **do find** that more and more patients…"

3- Highlight that the phrases extracted from the video and used in the chart in this exercise are often used to emphasize ideas and concepts.

Answer Key:

Emphatic Sentences in the present (DO/DOES)	Emphatic Sentences in the past (DID)
"…for those who **do not manage** to have a mature egg collected and **do have** an embryo transfer"	"We **did collect** and egg…"
"…we **do find** that more and more patients…"	

Controlled practice

4- The teacher will read the rule from the box out loud and after that ask the whole class to choose one of the options according to the previous explanations. Students are supposed to answer *does work* and contradicting which are the correct answers. Read the box aloud with the whole class and focus on the task.

5- Students are encouraged to do this exercise to check if they understood the grammar topic presented. Ask them to do it individually and check it out loud if there is any doubt. They should unscramble the words to make sentences.

Answer Key:

1- I did agree but in my case, that was not so.[3]

2- Do try to find someone, whether a friend or a therapist, to talk to about your feelings. [4]

3- If so that's not a crime, but it does mean you need to take responsibility for your change of heart and understand that you can't just demand your partner's compliance. [5]

4- But it does leave a financial hardship between the two of us. [6]

5- I did stop throwing up after I finally did have a bowel movement. [7]

6- Kahoot is a very useful online tool used for teachers to practice grammar topics and vocabulary. The game objective is to have fun and practice in a different way with your students. It is also a way of interacting and playing together by using online resources which are very welcome in class nowadays. The link to play is [8] https://play.kahoot.it/#/?quizId=013087da-7f96-4b48-a158-08f11f82716e. You may ask your students to get their phones and scan the QR code in the lesson to play it.

Writing

1- In today's world being able to write in English is an important skill for many learners. In this first exercise, ask students to read the comments below and also focus on the suggestion box to express orally their opinions about the comments read. Take a look that they will still be practicing the grammar topic (emphatic forms) learned in the previous exercise by using the box.

2- After that discussion, students are prepared to write a comment about the video watched in the listening section related to the topic of fertilization. Draw students' attention to the boxes: *Write it Right!* and *Language Box.* In the box Write it Right learners will be able to check the structure and tips for writing a successful comment as well as using the structures suggested by the *Language Box.*

Tip: You go through the exercises in class, but assign the actual writing for homework, although you may ask students to plan it in class for a few minutes.

Speaking

1- During the whole unit, students were exposed to different practices that aimed to promote a more knowledgeable way of thinking about fertilization, which in the past it

could be considered a taboo to talk about it. In this section, they are invited to reflect upon being a donor conception. They should role-play.

2- Now, students may watch a debate video: https://www.youtube.com/watch?v=gHW8GG4GrDs&t=21s about two women talking about being a donor conception or not. After watching, learners are going to write their viewpoints into the charts in front of each one. This will help them to acquire content for the next exercise.

Answer Key:

It is not just about making money.
It is a fertility treatment. The woman must have some qualities to donate.
It is not that easy.
There is no health benefit to the women. It is just a trade.

She thinks it is a good idea to make money.
She has a friend who did it 6 times to make money.
It was not invasive. In fact, it was great!
The gift to give life.

3- **Food for thought** - Now, it is time to practice. Students are going to reproduce the video by using their own ideas and the emphatic form language item learned. They will be stimulated to debate the topic and also record a video about it. If you can reproduce the oral debate lively it would be a welcome idea. This way, they will be able to really reproduce what they watched. The teacher may encourage them to read the instructions carefully and also the box *WATCH OUT*. They should start a discussion and, if necessary, do some additional research as a group, but each student should present their ideas individually.

Unit 2- Teachers' Guide – Meeting Technology.

This lesson focuses on modern manners regarding technology, which provides a context for students to distinguish different common ways of expressing themselves nowadays.

Optional Lead-In (books closed)

Do a fast survey to discover how many students in the class are carrying a cell phone. Then, find out which make is the most popular. Take advantage of it and make sure everybody's cell phone is turned off! ☺

Reading

In this section, students will work with an article taken from BBC website: https://www.bbc.com/news/technology-47974583, which draws students' attention to their passwords. Nowadays, it is very common to be hacked, so we have to be aware of it. This text will be the foundation to work with the grammar structure of this unit, which is the interrogative form in the present and past.

Books open. Ask students to look at the pictures and encourage them to start a discussion about it. After that, keep on talking about the questions on the right.

2- After this brief discussion in exercise 1, students are able to take the quiz about cell phones/ computers and technology to pick up some more vocabulary before reading the text. This exercise will help students to understand the idea of the text better; in a much smoother way. This activity can be done in pairs and if you have enough time you can make it as a game /competition to make the class funnier and challenging. After that, you can check the correct answers.

If you have a computer in class you can play it online instead. It is preferable to make the class more interactive and technological by playing the game called "Who wants to be a millionaire?" on this website: https://www.superteachertools.us/millionaire/millionaire.php?gamefile=101494

Answer Key:

1) B

2) A

3) C

4) A

3- Ask students to look at the picture and guess what the text is about according to the headline. Encourage students to be more curious about it using the questions.

Answer Key:

a) It is an article. Students should guess that due to the picture BBC NEWS.

b) You can see it online or in a newspaper.

c) Students are supposed to read something related to technology as the picture suggests. In addition, learners can deduce that the article is about making up passwords for online accounts.

4- An alternative and more "interactive" way of dealing with this text would be to read the text with the class, paragraph by paragraph, asking students to try and guess the meanings of new words from the context. Some of them would probably match the ones in the vocabulary section. The ones that remain should be clarified by the teacher.

5- Students have to match the words from the text with the correct definition.

Answer Key:

C / D / A / B.

6- Ask students to complete the sentences into the correct place in the text. Set a time limit for this because students have previously read it. It should be done individually.

Answer Key:

1 / 4 / 3 / 2.

Thinking Outside The Box

You can give students extra practice by wrapping up the activity asking them the questions. This is an opportunity to communicate and also express the new vocabulary learned. Focus on the questions and have the class answer them.

Answer Key:

1- The purpose of the article is to warn people about making up safe passwords.

2- Yes, it is.

3- Answers may vary.

Grammar

The goal of this section is to have students infer the rules of usage and structure of the interrogative form in the past and present tense.

1- As students have just read an article, the section starts asking how often they read articles to link with the previous activity. *Answers may vary.*

2- Then, students may answer what you can find in this type of text. The correct answer is *facts.*

3- Personal Answers

4- Present and Past

5-In this exercise, students might complete the chart using the sentences from the previous text.

Answer Key:

PRESENT	PAST
"[...] passwords on sensitive accounts, <u>suggests</u> a study".	"For its first cyber-survey, the NCSC <u>analysed</u> public databases [...]"
"Security expert Troy Hunt, who <u>maintains</u> a database of [...]"	"It <u>found</u> that fewer than half of those <u>questioned</u> [...]"

6- Elicit the rule to form the regular verbs.

What about the ones in the present? (3rd person plural and singular)

Elicit the rule to conjugate verbs in 3rd person singular.

7- In the past tense verbs are ended in 'ED' to identify the past or they can also be irregular as the verb *found.* You don't have to focus on that explanation because this is a review for students as they have already learned it before.

8- Students have to complete the text using the present or past tense.

Answer Key:

a) steal

b) stores

c) said

d) beg

e) used

f) break in

g) deployed

h) allowed

i) contained

9- Students will learn how to make questions in the present and past. As they had already taken a look at the present and past tense in the previous exercises it will be really smooth and inductive to introduce the grammar topic. Students will complete the chart by checking if the sentences are in the present or in the past.

Answer key:

PRESENT	PAST
So now how *do* I make money?[1]	How *did* I get in?[1]
How *does* a computer hacker make money?[2]	Why *did* you change your password?[3]

9 a) Students are supposed to say that the questions in the past have the auxiliary DID in common to make the interrogative form in the past. Point it out to them by showing the examples in the chart again.

9) b) It is believed that learners say the questions in the present tense have the auxiliary DO/DOES in common to make the interrogative form in the present. Point it out to them by showing the examples in the chart again.

10- This exercise is the opportunity to really practice the grammar topic in a real life situation. They will have to write questions to avoid the problem. Draw their attention to the present and past tense when writing the questions. *Answers may vary.* **If necessary you can show your students some example questions from the box below Write them on the board or provide a PPT presentation if needed.**

Example questions to avoid hacking on email accounts:

Where does your mother come from?

Where did you go on your last vacation?

What was your dog's name when you were a child?

Did you have a pet?

When was your grandmother born?

What is your favorite color?

Monitor and do on-the-spot correction if necessary, either asking learners to rephrase or to restate.

10 a) Students now can practice online by posting these questions. It is a really good way of practicing the grammar topic learned. Besides, students will be able to interact with each other online.

Website Suggestion to post: https://www.bbc.com/news/technology-47974583

Answers may vary.

Suggestion: If there are electronic devices available, use them. If there aren't any, students can either use their own devices or have this practice assigned as homework.

Listening

Students will work with an audio from the website http://www.esl-lab.com/access/accessrd1.htm#top. It talks about Internet Provider Service (ISP) which is vital to surf the net. Students will be able to discuss about it and learn some more technological vocabulary.

This first part of the listening section can be done in pairs or individually. It is up to the teacher to evaluate which way would benefit students more.

Teacher can briefly introduce the concept of ISP, if necessary. It is written in the book to be clearer.

1 and 2- To check students' previous knowledge, these questions can also be opened to class in an oral discussion. Personal opinions, answers may vary.

3- Students will check the Key Vocabulary with the teacher and clarify any doubts related to the words they will hear in the audio activity. It will help them to better comprehension. Afterwards, the teacher plays the audio and ask students to correct the false statements to check their listening skills.

Answer Key:

1. A company can provide MORE than 300 hours of internet access a month.
2. The technical support works from 12:00 midnight to 12:00 MIDNIGHT.
3. The company provides just 30 web space.
4. It costs about $29.95

5. A free EMAIL is an additional benefit.

Thinking outside the box

Here it is proposed a contextualization with the Brazilian reality, as students are encouraged to answer the questions related to the previous topic for further information. Afterwards, the teacher will ask students to take a look at the quotations and talk about it with the whole class. They will have 5-10 minutes to discuss them and foster communication. Personal opinion, answers may vary.

Speaking

During the whole unit, students were exposed to different practices that aimed to promote more knowledge about technology and stuff related to it. In this section, they are invited to reflect upon what they can do to apply the vocabulary and grammar topic learned to their lives. They should role-play how to create an app for a social media; therefore they should use informal language, expressions, etc.

They should start a discussion and, if necessary, do some further study as a group; however each student should talk about their ideas individually.

1- Students are supposed to take a look at the picture and start a discussion based on that. After that introduction they should answer the questions A, B and C to get more knowledge on the topic that will be presented. *Personal Answers.*

2- The teacher will introduce the video by asking learners to take a brief look at the picture and point out their ideas about it. Then, the teacher will play the video and elicit students' viewpoint on it, and also check on new words and vocabulary that they may use on the next activity. Afterwards, students will come up with ideas and questions in the present and past tense to get people to know each other through an app for a social media. Students might practice how to make questions in the present and past. Pair up learners, and tell them to imagine they are working in the development of a new app that provides gatherings and meetings to get people together or socialize online. Thus, they must discuss on some of the questions and sentences that will attract followers for the new app. Students will have 10 minutes to role-play the questions created. Give this time to answer and ask the questions made for speaking practicing. The teacher must draw students' attention to the *Useful Language Box* to help students develop the

activity. Encourage them to make up creative questions as well. This activity will be very useful for them, since they face it all the time when registering for a new social network or app. Monitor and offer one-to-one help when necessary.

Useful Language

What do you do? / What do you like watching? / What did you do on the weekend?

Thinking outside the box

To wrap up the activity students will discuss the questions aloud altogether and share ideas about it. This activity should be given a time limit of 10 minutes.

Writing

In this section, there is an image that must help students understand the task better. It is a true-life advertisement. There, this person explains what is a social media influencer marketing and later they can see a real influencer advertising a product.

1 and 2 Attract learners' attention to the picture on their book. Students will be introduced to the topic by answering the questions as a small talk conversation. Answers may vary

3- On this task learners are going to read the ad and share their ideas about the subject. Check some vocabulary if necessary and clarify it with the whole class. Then, get the students in groups to build up a chart pointing out 5 steps to be a social media influencer, in order to produce an advertisement.
Monitor and do on-the-spot correction if necessary, either asking learners to rephrase or to restate.
4 and 5 - Draw students' attention to the question and its purpose to understand how and why write an ad.

4- Answer Key: to show a product/ service

5- Answer Key: Personal Answers.

6- Ask students to write their ads based on the previous activities. They should write 70-90 words. It can be assigned as homework.

Suggestion: If there are electronic devices available for learners' connection to the internet in class, use them. If there aren't any, learners can either use their own devices or have this preparation assigned as homework.

Spread learners' production so that other people in the school community may learn from them.

RATIONALE

Go for it: Taboos and Exciting Topics is a speculative educational book which focuses on adults. It is appropriate for B1 students according to the Common European Framework of Reference (CEFR). It was designed based on critical thinking (CT) and communicative language teaching (CLT) to help students and teachers to have another perspective on learning/teaching English.

"Languages resources are borrowed, mixed, and reconstructed as people use them for their needs in everyday life. This is known as the *translingual orientation*" (CANAGARAJAH, 2014). Students are always really worried about learning grammar and chunks to be accurate all the time. Most of them start talking and ask the teacher if they are talking correctly and lose the thread due to this concern with accuracy, which influences on their proficiency because they cannot even communicate. In this context of globalization and social relations, it is essential to focus more on negotiation strategies of oral communication than just accuracy, and also to spotlight on a knowledge of how instead of what, as teachers, we should encourage them to consider that.

Considering educators should confront their teaching background to demonstrate significant learning, the content of the units was intended to be valuable for learners' lives in several viewpoints, sustaining critical thinking and extend capacities for self-improvement (MATTOS AND VALERIO, 2010). It is essential to point out that it is vital to get students joined in meaningful relevant discussions and updated topics/themes, as well as provide them useful sources to put themselves across in any kind of circumstance. This is best explained by this sentence: "A critical approach recognizes that language produces us particular kinds of human subjects and that words are not innocent, but instead work to position us". (JANKS, 2013).

As the book has already demonstrated, the focus of this material is on the practice rather than on the theory of teaching English. Although if the practice of teaching were totally unconnected from theory, it would only be an arbitrary task. So, the book tried to provide coherent explanations for the communicative techniques with the expectation that this will assist teachers and students to relate them to the goal of communicative ability. For this reason, the exercises made for those units depended on functions, as a way of telling how we use language. In CLT, language and communication are

intertwined and places the communicative skill as the most important goal of language teaching. William Littlewood (2010) affirms that: "A communicative approach opens up a wider perspective on language. It makes us consider language not only in terms of its structures (grammar and vocabulary), but also in terms of the communicative functions that it performs."

The Cognitive Academic Language Learning Approach (CALLA), created by Chamot and O'Malley (1994) shows how language learning strategies can be incorporated into the contemporaneous learning of content and language. Based on this standpoint, it is vital to teach all the way through the four skills: listening, speaking, reading and writing. It is believed that the combination of the four language abilities leads to more stimulus and maintenance of the principles of reading, writing, listening and speaking. (OXFORD, 2001).

In summary, *Go for it! Taboos and Exciting Topics* aims at providing real-life situations to encourage critical thinking, task-based exercises and opinion-sharing negotiations as a way to build up the four skills, as well as grammar and vocabulary knowledge throughout inductive exposure to the topics and practice to reinforce the communicative language teaching.

Internet/Technology and DDL (data-driven learning)

Technology has been overused lately and data-driven learning (DDL) is a new teaching method to learn from corpus linguistics. Contrasted with other conventional methods, DDL is described by learning inductively utilizing authentic material and adequate strategies to carry out a linguistic research to discover how language is used, so that students are able to learn things by themselves.

Learning is a dynamic procedure in which significance is proficient based on involvement. DDL includes setting up circumstances in which it allows students to play an active role as they are given access to linguistic data. The new method aims to change the traditional way of teaching and learning, through problem-solving activities rather than being instructed directly by the teacher. In addition, students are able to pick up a language more independently and they will have more autonomy in the learning process.

The significance of a word relies upon their encompassing lexical things and incessant semantic particular inclination, and the setting of the words importance is built by featuring words collocation, semantic inclination and semantic prosody by corpus. That

is why all the choices should be based considered the fact that "the new model should be based on modern information technology, particular network technology, so that English language teaching will be free from the constraints of time and place, taking into consideration students' individualized and autonomous learning (GUAN, X., 2013, p.105).

In this material there are two particular moments to look at vocabulary for instance; one focuses on lexical elements which have a certain grammar pattern, and the other gives the opportunity of dealing with authentic context through Data-Driven Learning (DDL). Consequently, learners do not need to memorize nonsense vocabulary lists; they see useful words, and face an opportunity to acquire it in a meaningful way.

Reading

Reading is a process of interaction between the reader and the material in which all the schematic knowledge associated with the reader's social and contextual factors are taking into account. This process results from the understanding of the language itself to infer meaning. This is best stated by BOJOVIC (2010): "Reading is a complex, purposeful, interactive, comprehending, flexible activity that takes considerable time and resources to develop". In other words, reading comprehension assumes a significant function in learning a language. It gives students the instruments to get better and achieve greater advancement regarding other skills.

In Unit 1, it was selected a remarkable letter from a website to touch people's feelings about helping or not someone who wants a baby, but cannot have one due to biological issues. It is a real and authentic letter. First, it was developed a lexical activity to work with meanings and contextualize the words from the text for better understanding and use of language. Second, it was created some true or false sentences to check the text comprehension, and finally to promote some critical thinking and explore the genre/text type it was designed the section *Thinking Outside the Box*, which elicits students to broaden their horizons.

Meanwhile, in unit 2, it was selected an article from BBC News to get readers aware of a technological topic. To be clearer readers should think about their passwords and they may learn which combinations are not so safe. To begin with, students might start being concerned by the genre/text type and get their previous ideas about it before reading the text. After that, they should focus on learning some lexical items by checking the

definitions from the words from the article read. For better comprehension students are supposed to match parts from the text to the correct order and in the end they should discuss the section *Thinking Outside the Box.*

It could be extracted from the texts several and meaningful examples, which became absolutely significant to work with grammar and vocabulary throughout the reading section in unit 2. Learning vocabulary is indispensable as the meaning of new terms are mostly frequently highlighted, whether in books or in classrooms. In addition, it is vital to language teaching and it is also very important to students. Recent research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008).

It can be uttered resourcefully that grammar has been constantly evolving: the emphatic form provides convenient means for emphasizing ideas and opinions or even facts, while interrogatives and affirmatives make possible to switch over information by making questions and statements. Grammar is not only about structure, but a communicative "tool" which is totally induced.

Writing

Generally, it is common to look at reading and writing as intertwined skills. It is vital to develop meaningful and updated activities to explicit the genre in hand. Both writing sections work with authentic texts as models not only to provide a reference for the students, but also to present genuine features to the genres they are expected to write. There were essential issues regarding social destination while building up the writing exercises for both units. In other words, there is room for information trade and an intention to make the written task an authentic production. As a result, it was used authentic material to provide sources, which could be effortlessly found in a native speaker daily basis: an online comment and an advertisement. Students are expected to join their ideas and explore what was taught previously, so that they can make their composition. Furthermore, the written exercise also takes into consideration the practice of the grammar taught previously, so that it is highlighted in the activities that students should use the language items learned. Hence, grammar is intended to be taught engaging contextualized uses of the language structures, so students are involved in significant communication assignments and are able to apply the grammar acquired to the specific circumstances proposed in each unit (HINKEL, 2011). To sum up, the

written genres selected were linked to previous activities developed; aiming at encouraging a sense of connection and accomplishment on the learner once the exercise is concluded.

Listening

The more exposed to the language, the better outcomes students will achieve. It means that the more learners take advantages of watching or listening to the target language, the more they master on social behaviors and language choices to improve comprehension and communication, as well.

As pointed out by Ableeva (2008), the key features of the communicative approach to assessing listening comprehension are authenticity and purposefulness (e.g. purposeful listening). The authenticity feature is manifest in the use of texts taken from authentic sources (e.g. radio stations, TV channels of the L2 speech community). The purposefulness feature occurs when the task simulates/approximates real-world situations.

Consequently, in both units in this material, listening tasks are presented through the association of the subject implicated in the videos/audios. Top-down activities review students' knowledge about the world, consequently empowering them to arrange situations, trying to guess what is expected to listen. In Unit 1, for instance it was exemplified in the section before listening trying to get learners' information of the theme by looking at the picture and answering the questions related to it preparing them for the video about *7 risks of IVF*.

On the other hand, bottom-up activities were planned to foster the preparation of information through linguistic code. For example, in Unit 1, learners must correct the false statements shown in the video; this expects them to concentrate on discourse awareness and word recognition (ROST, 2002, *apud.* ABLEEVA, 2008, p.2), and similarly on peculiarities which are exclusive to speaking, like hesitations, redundancy, pronunciation and so on.

Lastly, the post listening activity draws students' attention to social cultural dimensions, because they are meant to discuss about the topic freely and join their ideas and opinions after they have watched the video. To sum up, this idea was best described by Ableeva (2008): "Currently, language pedagogy views listening comprehension as an interactive process entailing the learners' knowledge of the linguistic code (bottom-up)

and the learners' knowledge of the world (top-down) based on schema structures that aid comprehension. Recent research acknowledges that listening comprehension processes involve not only bottom-up and top-down processes but also social or socio-cultural dimensions (e.g. Flowerdew & Miller, 2005)."

Speaking

Students feel very worried or afraid of speaking most of the times. It may have a lot of factors involved, such as unself-confindence, shyness, reluctance to participate in class/groups tasks and among others. According to Richards (2006), the role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning". Based on those concepts, *Go for it: Taboos and Exciting Topics* aims at encouraging students the whole time to speak up. In this context, the tasks developed in both units intended to reproduce real-life situations, to which pupils could simply relate or be exposed to. For instance, in Unit 2 students are cheered to talk about social network, in order to that the warm up activity starts by asking students to reflect on the picture and answer the questions related to it and to the theme. After that, learners will be able to watch the video and grab the essence about socialize online. As they are prepared they may reproduce all the cognitive acquirement by doing the speaking activity proposed, which they have to create in groups questions for an app about the subject, this way they will be able to negotiate information and share ideas, and also to apply all the grammar/vocabulary items learned. For further discussion *Thinking outside the box* section promotes more useful sources for eliciting students speaking skills based on the gathered information.

To conclude, it is always good to keep in mind Richard's (2006) words: "The classroom is a community where learners learn through collaboration and sharing".

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