

Taboos and Issues

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2871

Language Teaching Publications

114, Church St, Hove, BN3 3EN, England
E-mail: lt@ltp.education.com
ISBN: 1 85196 41 1
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Richard MacAndrew has taught in Finland, Sweden, Malaysia and the UK. He is now a full-time writer of ILT materials, but goes back into the classroom whenever possible. He has previously written English (Continued) for LEF (1992) and has also had work published in OUP, CUP and Macmillan Handbooks. He would like to thank Barry Kelly for his invaluable input and encouragement during the development of this book, and Maria Mardale for her moral support and ideas on medical ethics.

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The authors greatly would like to thank Michael Lewis, Jennie Hill and Morgan Lewis for their support and enthusiasm during the writing of the book and for the host of useful comments that has contributed to result in the final product.

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None of the material in this book is deliberately controversial. The publishers and the authors would like to make it clear that any views expressed are solely in personal classroom discussion and do not reflect their own personal views or attitudes. Teachers are encouraged to refer to the Introduction and use the text as a guide to guidance on handling the material.

Acknowledgements

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Printed in England by Commercial Colour Press plc, London E7 8PW.

Introduction

Introduction

Teachers often complain that teaching materials are bland and devoid of the type topics we discuss in our daily lives. The title of this book suggests that the material covers controversial and difficult topics which students may be reluctant to discuss. Many of the issues are indeed controversial but the material is in no way intended to shock. In fact, the content closely resembles those we find in our newspapers every day.

There are good reasons why general classroom materials avoid topics which may lead to controversy or division in the classroom. However, many more experienced teachers recognise the educational value of materials which touch closely on the real world.

This book presents just such stimulating and relevant topics. These broad categories are:

1. culture such as swearing, talking about death and prostitution;
2. science issues such as nuclear and genetic engineering;
3. personal matters such as appearance, hygiene and smoking.

The material is not intended to form the basis of a course but a resource from which teachers can, with their students, select topics which interest them. The issues may be used to help students learn how to deal with the opinions and reactions of others, to respect and treat both you and their fellow students. Even then, you must use the material sensitively. Individual students or members of their family or their friends may have individual, personal, even painful, experience of some of the topics. In some cases, you may want to check it with an individual teacher before using a particular topic in class. It is essential that teachers remain alert for difficulties. If a particular issue becomes too sensitive, the teacher must be willing to abandon the topic and be prepared to move on to something completely different.

How it is organised

Most users follow this pattern:

left hand page: introductory discussion and use of issues about the topic
right hand page: language work and further discussion

Methodology

It is expected that this material will be used by experienced teachers. The teachers' notes, therefore, have been kept to a minimum and comprise only about notes, the answers, and occasional extra ideas.

Seeing to mind the sensitive nature of many of the topics, we suggest it will usually be best to start by asking students to think silently about some of the questions before they are asked to say anything at all. They then work in pairs and small groups before the topic is opened up to the whole class.

In a similar way, with the reading texts, students often work in pairs, with each reading a different short text, which they then report to their partner, before the material is dealt with in the whole class. During individual or pair work, teachers often do 'language' things which help you work together when you are not, but you can also judge whether and how the explicit can be opened up to a wider class discussion.

It goes without saying that, as the teacher, you should remain neutral throughout any discussion, seeking only to encourage students to express their views.

Teachers will often have strongly-held views and possibly strong personal experiences which they are willing to share with the class. Indeed, trying to engage students in this way is perhaps the prime purpose of the materials. While encouraging and helping them to express their views and experiences, you must, however, never lose sight of the fact that it is a language lesson and they must be in the best possible position (not discussing or revealing things about themselves with which they are in any way unhappy). A student who wishes to remain silent must have their right to do so respected.

Using the Internet

Because the topics are controversial and regularly in the news, it will almost always be easy to find related material by a quick search of the internet. Carefully testing news or other busy websites into a search engine will be sufficient to give you contemporary examples relevant to the topic.

Richard MacAndrew
Ron Martinez

Taboos And Issues

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Taboos And Issues:

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Table of Contents Taboos And Issues

1. Understanding the eBook Taboos And Issues
 - The Rise of Digital Reading Taboos And Issues
 - Advantages of eBooks Over Traditional Books
2. Identifying Taboos And Issues
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Taboos And Issues
 - User-Friendly Interface
4. Exploring eBook Recommendations from Taboos And Issues
 - Personalized Recommendations
 - Taboos And Issues User Reviews and Ratings
 - Taboos And Issues and Bestseller Lists
5. Accessing Taboos And Issues Free and Paid eBooks
 - Taboos And Issues Public Domain eBooks
 - Taboos And Issues eBook Subscription Services
 - Taboos And Issues Budget-Friendly Options

6. Navigating Taboos And Issues eBook Formats
 - ePub, PDF, MOBI, and More
 - Taboos And Issues Compatibility with Devices
 - Taboos And Issues Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Taboos And Issues
 - Highlighting and Note-Taking Taboos And Issues
 - Interactive Elements Taboos And Issues
8. Staying Engaged with Taboos And Issues
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Taboos And Issues
9. Balancing eBooks and Physical Books Taboos And Issues
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Taboos And Issues
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Taboos And Issues
 - Setting Reading Goals Taboos And Issues
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Taboos And Issues
 - Fact-Checking eBook Content of Taboos And Issues
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements

- Interactive and Gamified eBooks

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