

# UPPER Secondary Plus

UPPER-INTERMEDIATE 2

## SKIN DEEP



### *In the news*

What stories have you heard or read recently about body image?

What kinds of things do people do to make themselves look more attractive?

## INSIDE

Learn about body image and perceptions of beauty in different cultures.

Use appropriate language to describe physical appearance.

Listen to a radio debate about the effects of the media on body image.

Discuss your opinions on body image issues, giving examples.

## PROJECT

Investigate body image campaigns and create your own positive campaign for teenagers.

# OUR WORLD

## Aims

- Read about cultural perceptions of beauty and how people change their appearance.
- Explore formal and informal vocabulary for describing people's looks.
- Discuss ideas about physical attractiveness in my country.



## How far should we go to look beautiful?

How often do you judge people by their appearance? How often do you feel judged? If the answer is often, you're not alone. In fact, many teenagers say they worry about how they look and how other people see them. They tend to put themselves down: 'I'm so skinny', 'I hate my flabby arms', 'my belly's too big' and so on. But did you know that people of all ages feel unhappy about their appearance? What's more, according to recent surveys, today's adults worry more about beauty and feel more dissatisfied with their looks than their parents did. The question is: What is 'beauty' and what are we prepared to do to achieve it?

The notion of beauty varies from one culture to another. In some countries, like Nigeria, facial scars have traditionally been considered beautiful. In Africa and the Caribbean, women with curves are often seen as attractive, while slim people are generally preferred in Europe and the US. In Latin America, people tend to want pale skin, while Europeans will go to extremes to get a sun tan. In Japan, women often want to look 'cute' rather than sexy, while the opposite is true in Latin America. Every culture has a stereotypical idea of what 'beautiful' means.

Around the world, both men and women do all kinds of things in an effort to look attractive. Typical examples include going to the gym, going on special diets and the use of hair dye, make-up and jewellery. However, some people go to dangerous lengths to look good. In many countries, such as China and the US, men use artificial hormones called steroids – or 'roids' – to build their muscles. These drugs can damage the kidneys and the heart. Another dangerous treatment is skin-lightening cream, which is commonly used in India and South Africa. The aim is to make dark skin lighter, but the chemicals in the creams can be extremely harmful and may even cause cancer.

Older people feel the pressure to look good too. For example, wrinkles and 'laughter lines' are often judged negatively, so many people use anti-ageing creams. Meanwhile, others use more extreme treatments, such as Botox – now the most popular non-surgical beauty treatment in the US. People are given injections with the aim of paralysing certain parts of the body and preventing wrinkles. Yet Botox is actually an extremely dangerous poison, and scientists are still uncertain whether it's really safe to inject it under the skin.

Many people with a poor body image even resort to cosmetic surgery. Every year, men and women have operations to lift skin (e.g. facelifts), remove skin (e.g. abdominoplasty or 'tummy tucks') or change the shape of a body part (e.g. rhinoplasty or 'nose jobs'). The type of surgery that people choose usually depends on the stereotypes of attractiveness that are common in their country. In Asia, for instance, some women have surgery to change the shape of their eyes so that they look more 'Western'. In the US, where being slim is celebrated, one of the most common types of surgery is liposuction (often known as 'lipo') to remove fat from the body. Like all surgery, the operation is dangerous – infections, nerve damage and even death may occur – and many of the people who have it aren't even overweight.

We all want to feel good in our skin, but are we really willing to risk our health and even our lives? What if we stopped trying to change our bodies and started trying to change our perceptions instead?

## 1. PREPARE TO READ

Look at the advertisements. What do they suggest about what society considers beautiful?

## 2. READ THE MAGAZINE ARTICLE

Read the article and answer the questions.

1. What do you think 'body image' means? What age groups tend to be affected by poor body image?
2. How do ideas about beauty differ around the world? Give examples.

## 3. READ FOR MORE DETAIL

Read the article again and makes notes in the chart below.

Treatment	Why people use it	Where it's common	Possible risks
Steroids			
Skin-lightening cream			
Botox			
Cosmetic surgery			

## 4. TALK ABOUT YOUR WORLD

Discuss the questions. Report your ideas to the class.

1. Do you think attractive people in your country have an advantage in school and later in life? Is it the same for both men and women? If so, how? How do young people treat those who don't fit the stereotypical idea of 'beautiful'?
2. What kinds of things do young people in your country do to look attractive?

## 5. EXPLORE VOCABULARY

Find words and expressions in the text that we use to describe physical appearance, and make a list. Which words are formal or medical and which are informal? Which words do you think might be offensive?

## 6. GIVE YOUR VIEWS

Discuss the questions.

1. How important is it to be attractive, in your opinion? What else should play a role in determining our identity?
2. What do you think of beauty treatments and cosmetic surgery? Are there any you think should be banned? Why?



## Reflect

When and where's it appropriate to use informal language? In what situations is it better to use formal language?

Note more examples of formal and informal words you know for describing physical appearance.



# LANGUAGE IN ACTION

## Aims

- Follow a lively conversation about body image and the media.
- Analyse and use language for giving examples.
- Explore ways of expressing attitudes through intonation and sentence stress.



## 1. PREPARE TO LISTEN

Look at the photos and discuss the questions.

1. What do these photos all have in common?
2. Where do we get our images of beautiful people from?
3. What do you think are the effects of seeing images like these every day?

## 2. LISTEN TO THE RADIO DEBATE

Read the sentences carefully. Then listen and number the ideas in the order that you hear them.

1. Social media can bring positive change.
2. Young people are constantly surrounded by images of beautiful people.
3. Advertising doesn't only affect girls and women.
4. Ads make young people believe that they too should be very thin.
5. Teenagers worry how others will react to their Instagram photos.
6. Companies change images in ads in a variety of ways.



## 3. LISTEN FOR MORE DETAIL

Listen again and answer the questions.

1. How much do most female fashion models weigh, compared to average women of the same height?
2. Why does Aisha believe that it's important to have more dark-skinned models?
3. What are four ways that advertisers change photos in ads, according to Katy?
4. Why don't we know as much about how boys are affected by ads, according to Dr Mayo?

## 4. LOOK AT LANGUAGE

Complete the expressions we use to introduce examples. Then listen and check. What's the effect of using examples when you make a point? Which words and expressions are more formal?

1. Everywhere they look, they see images of beautiful slim women, tall handsome men and \_\_\_\_\_ on.
2. \_\_\_\_\_ the number of little girls who go on diets.
3. Another common \_\_\_\_\_ is feeling bad when nobody 'likes' the photos they post.
4. One study, for \_\_\_\_\_, focused on fashion.
5. Let me give you an \_\_\_\_\_.

## 6. TALK ABOUT YOUR WORLD

Discuss the questions.

1. What advice would you give a friend who feels he or she isn't very attractive?
2. Can you think of any possible solutions to the issues raised in the radio programme? What could governments, companies and individuals do to help?

### Pronunciation

Look at these expressions used by John Beaufort. What do you think he was trying to achieve?

'I knew that was coming.'

'I think you're overreacting.'

'I don't think it's that bad.'

Listen and repeat the intonation and sentence stress. What effect do they have?

## 5. PRACTISE

To what extent do you agree with the statements in activity 2? Discuss your opinions, giving reasons and examples.



### Reflect

Think about the importance of being polite when taking part in a conversation or debate. Does language like John Beaufort's help to win an argument? To what extent is it rude? How can we show we respect other people's opinions?

# PROJECT



## Aims

- Evaluate the advantages and disadvantages of existing beauty campaigns.
- Research information and share my findings.
- Design a multimedia campaign to raise awareness of beauty-related issues.
- Give a persuasive presentation about my campaign.



## 1. PREPARE TO READ

Discuss the questions.

1. Do you know about any campaigns that aim to change the way people think about physical appearance?
2. How effective do you think these kinds of campaigns are?



## 2. READ THE BLOG POST

Read the blog post about beauty-related campaigns. Make notes on the most important information.

### *P* is for *Positive* *Beauty* Campaigns



We live in a world in which the fashion and cosmetics industries, among others, determine who and what is 'beautiful'. Photoshopped images of thin white models have become standard, and those of us who don't fit this narrow definition of beauty are often ignored. According to a recent study by the cosmetics company Dove, only four per cent of women consider themselves beautiful. But many groups are starting to change this by having open conversations about what it means to be attractive. We've already seen some developments. For example, in advertising, you now see people of different ages, sizes and ethnicities. Also, some people are challenging the way we use the term 'fat' and giving it a positive meaning. Let me share some examples of influential campaigns:

- **The Dove Campaign for Real Beauty** is a popular multimedia campaign that has existed for over ten years. Using ads and social media posts, Dove has done some great work on body image for both men and women, including research on self-esteem. Dove is not without criticism, though. Since it is a company that sells beauty products, how far can we trust it?
- A campaign called **Dark Is Beautiful** challenges bias against skin colour. It began in India, where some consumers spend a fortune on skin-lightening products. Dark Is Beautiful celebrates the beauty of all skin colours through workshops, petitions, videos and online discussion groups. In these groups, men and women share stories about how they feel when their dark skin is seen as negative or ugly. Thanks to campaigns like this, guidelines have been established for advertising companies in India, who are no longer allowed to show bias towards white skin. Amazing!
- **BodyGossip** is one of my personal favourites. The charity aims to build self-esteem in young people and organises many education and arts programmes, for example blogs, workshops, theatre activities, shows, flashmobs, films, school visits and talks for parents.
- The **#WhatMakesMeBeautiful** campaign launched by the organisation Project Heal encourages us to celebrate our personalities, talents and all the qualities that make us beautiful. In other words, we're more than just our physical appearance!
- Finally, don't miss the many wonderful campaigns on Twitter, such as the one started by teenage students from Charles City High School, Iowa, in 2015. They made their own positive ads to encourage other teenagers around the world to accept themselves just as they are!





### 3. SHARE IDEAS

Discuss the questions.

1. Which of the campaigns mentioned in the blog post is your favourite? Why?
2. To what extent do you think your decision might be affected by ...
  - a. the amount of information given about the campaign?
  - b. the use of positive and persuasive language (e.g. 'one of my personal favourites')?

### 4. RESEARCH

Follow these steps to research ideas for your campaign.

1. Think of an idea for a new multimedia campaign related to beauty and physical appearance.
2. Work on your own to research some ideas for your campaign and make notes.
3. Share your information and ideas with the rest of your group, without looking at your notes.
4. In your group, discuss how you could use these ideas in your campaign.

### 5. CREATE AN OUTLINE FOR YOUR CAMPAIGN

Write an outline. Include this information:

- the topic
- the aim
- the target age group
- ideas for activities
- details about the social media platform(s) you'll use.

### 6. SHARE AND EVALUATE

Try to persuade others to join your campaign.

- Present your campaign to a small group of your classmates. Persuade them to join.
- Discuss an effective online platform for promoting the campaign to everyone in your school.

### 7. PREPARE YOUR PRESENTATION

In your group, plan a short speech to your school council asking for money to start your campaign.

- Help each other to rehearse the speech.
- Use persuasive language and support your ideas with examples.

### 8. PRESENT YOUR IDEAS

Give a clear, well-structured presentation explaining why your campaign deserves the money.

#### Reflect

Think about what you've learned while doing this project. What did you discover about the advantages of different media channels? What techniques do you think are useful when you want to persuade people?

# MY CHOICE

## CHOOSE YOUR NEXT STEPS

### FASHION: PAST AND PRESENT

How much do you know about clothes and fashion around the world? What traditional clothes are there in your country? What's fashionable in your country now? How do you think fashion in your country compares to the UK?

**Watch a video about fashion in the UK, and find out about both traditional clothes and fashion around the world.**



### TATTOOS AND PIERCINGS

Tattooing and piercing have been around for thousands of years, and they can mean different things for different cultures. Here are some examples:

- status
- beauty
- decoration
- self-expression
- identity
- ritual

What do you think about tattoos and piercings? Are they a form of self-expression or a needless body modification?

**Watch a vlogger giving her opinion about tattoos and piercings.**



### FAST FASHION

Think of the last article of clothing you bought. Did you think much before paying for it? What questions did you ask before getting it?

- Can I really afford it?
- Will it match with other clothes I have?
- Is it comfortable?
- What material is it made of?
- Where was it made?
- Who made it?

**Watch a video about the Two Euro T-shirt Experiment. And see if you know the real cost of the clothes we buy.**



## REVIEW YOUR LEARNING

### How well did I do?

I learned about beauty, body image and the effect of the media.

I used a variety of examples to make my arguments stronger.

I explored informal and formal language for describing physical appearance.

I planned and presented a convincing multimedia campaign.

= I did this well.

= I did this quite well.

= I can't do this yet.

### What do I need to do next?







## Aims

- Identify figurative language to better understand a panel discussion.
- Summarise, ask for input and deal with interruptions to keep a discussion going.

# SKIN DEEP

## STUDY SKILLS

### 1. SHARE IDEAS

Discuss the questions with a partner.

1. 'I'd love to help you but my hands are tied.' What could this expression mean? Do you think the speaker's hands are actually tied together?
2. In a conversation, what would you do if everyone suddenly went silent and had nothing to say?

## LISTENING

### 2. PREPARE TO LISTEN

The expression *Love is blind* means that when you love someone, you do not notice any bad things about them. Of course, love is not actually blind – love does not have eyes! This is an example of **figurative language** – words and sentences that do not have a literal meaning but add interest. Figurative language is common in everyday speech and in literary texts, like novels and poems.

There are five main types of figurative language:

Simile	E.g. <i>Her eyes were like stars.</i> Similes always contain the word <i>like</i> or <i>as</i> to make a comparison.
Metaphor	E.g. <i>Her eyes were bright stars in a dark sky.</i> Metaphors are the same as similes but without the word <i>like</i> or <i>as</i> .
Hyperbole	E.g. <i>I've told you this a million times!</i> Hyperbole is an exaggeration – something that cannot be true.
Personification	E.g. <i>Those flowers are begging for water.</i> Personification gives human characteristics to non-human things.
Onomatopoeia	E.g. <i>Splash!</i> [the sound of someone jumping into water] Onomatopoeia are words that sound like the actions they describe.

Figurative language can easily confuse someone who is listening for key words. Recognising the difference between literal and figurative language helps us to understand talks and discussions.

**Discuss with a partner:** Consider the expression *Love is blind* and choose the type of figurative language it is from the Information Box.

### 3. LISTEN TO A PANEL DISCUSSION

Listen to a panel discussion about body image and fashion at a conference. There are four speakers in the panel discussion:

Irene De Luca:	the host of the panel discussion
Richard Kelly:	a doctor specialising in teenage health
Angela Denton:	a researcher on the history of fashion
Utkan Aksoy:	a former fashion model

Read the questions. Write **I** for Irene, **R** for Richard, **A** for Angela or **U** for Utkan next to each question.

Which speaker(s) ...

1. says girls are under more pressure than boys?
2. tries to interrupt someone?
3. says that in the 1990s, people wanted to look sick?
4. has a teenage daughter?
5. talks about the damage caused by footwear?
6. corrects two mistakes made by the host?
7. has done at least three different jobs?
8. says the fashion industry made them feel bad?



## LISTENING continued



### 4. LISTEN AGAIN

1. In the panel discussion, you heard examples of figurative language. Match each example to its type.

- |   |                    |
|---|--------------------|
| 1. the fashion industry feeds into our insecurities   | A. simile          |
| 2. I won't say her name because she'd kill me         | B. metaphor        |
| 3. just like that – <i>poof!</i> – my career was over | C. hyperbole       |
| 4. I've seen young women who eat like birds           | D. personification |
| 5. that was truly a nightmare                         | E. onomatopoeia    |

2. Listen again and write a definition or meaning for each expression.

- eat like a bird \_\_\_\_\_
- be a nightmare \_\_\_\_\_
- they would kill me \_\_\_\_\_
- feed insecurities \_\_\_\_\_
- poof! \_\_\_\_\_

3. Work with a partner. Write your own examples of each type of figurative language.

### Tips

Other types of figurative language include:

#### Idiom

E.g. *I'll cross my fingers for you.* [I hope you have good luck.]

An idiom is a phrase where the actual meaning is not clear from the words.

#### Pun

E.g. *A web designer is the most popular job for spiders.*

A pun is a joke using a word with two meanings or two words that sound the same but have different meanings.

#### Alliteration

E.g. *Angela asked and Andrew answered.*

Alliteration means all or many of the words start with the same letter.



## SPEAKING

### 5. PREPARE TO SPEAK

It was the job of the host, Irene, to keep the panel discussion going. She **summarised** what was said, **asked for input** from each speaker and **dealt with an interruption**.

We often have to do this in everyday conversations, too. Sometimes people talk too much or too little, or they do not understand what another speaker said. Luckily, there are phrases we can use to **keep a discussion going**, for example:

- |                               |   |
|-------------------------------|---|
| Summarising:                  | <i>In short, you're saying ...</i><br><i>So, in a nutshell ...</i><br><i>You mean to say that ...</i>   |
| Asking for input:             | <i>Would you agree?</i><br><i>Can I get your take on that?</i><br><i>Do you share that view?</i>  |
| Dealing with an interruption: | <i>Could you hold on a second?</i><br><i>I'm not sure [person] has finished speaking.</i><br><i>Just a moment, please, until [person] has finished.</i> |

These phrases are also very useful for group projects, seminars and debates.

Read six sentences from the panel discussion in activity 3. Are the phrases used to summarise, ask for input or deal with an interruption? Write S, A or D.

- Dr Kelly, **maybe I can start with you?**
- What you're saying is that** 21st century ideals are less realistic than in the past.
- Let's first hear** what Dr Kelly has to say, **and then I'll come back to you.**
- Angela, **let's hear your thoughts** now as a fashion historian.
- Utkan, **can I ask what you think?**
- I think it's fair to say** our culture has always had strange ideas about beauty.





## 4 Pronunciation

1. Listen to an exchange from the panel discussion in activity 3. Why does Utkan stress the underlined words?

Irene: You're a well-known critic of the fashion industry – didn't you once say modelling was the worst job you've ever done?

Utkan: Haha, no – I said it's one of the worst jobs I've ever done ...

We use **contrastive stress** to show that something a speaker said was wrong. We emphasise the new and correct information, for example:

Are you from Austria?

No, I'm from Australia.

Were the jeans too small?

No, the shirt was too small.

Stressing a particular word can change the meaning of a sentence.

Dad saw Emily before midnight. (Dad, not Mum)

Dad saw Emily before saw midnight. (saw, not called)

Dad saw Emily before midnight. (Emily, not Jess)

Dad saw Emily before midnight. (before, not after)

Dad saw Emily before midnight. (midnight, not midday)

2. Read the questions and answers. Underline the words that should be stressed in the answers. Then practise reading the questions and answers with a partner.

1. Did you buy three Japanese books?  
No, I bought three English books.

2. Did you buy three English magazines?  
No, I bought three English books.

3. Did Max buy three English books?  
No, I bought three English books.

4. Did you buy two English books?  
No, I bought three English books.

5. Did you borrow three English books?  
No, I bought three English books.

## 6. SHARE AND DISCUSS

Discuss the questions in pairs.

- Who do you think are the most beautiful celebrities? Why?
- Do you think every country has the same ideas about beauty?
- Do you agree the fashion industry feeds people's insecurities?
- Would you like to be a fashion model? Why or why not?



## 7. HAVE A DISCUSSION

1. Choose three phrases from the Information Box in activity 5 that are new for you – one to summarise, one to ask for input and one to deal with an interruption. Practise saying them.

2. Discuss this statement in groups of five.

*Fashion models should be aged 18 or over to work by law.*

Person 1 is the host. Make sure everyone has a chance to speak! (The phrases in activity 5 are especially important for you.)

Person 2 is a designer who uses models aged 14 or over in their fashion shows.

Person 3 is an 18-year-old model who thinks the fashion industry is better now than in the past.

Person 4 is a parent who refuses to allow their 16-year-old to work as a model.

Person 5 wrote a book about the connection between modelling and mental health problems.

During the discussion, try to use each of your three phrases.

3. At the end of the discussion, take a vote to see how many people agree and disagree with the statement.



## 8. SHARE AND EVALUATE

Use the questions below to give feedback to the other members of your group about how well they spoke and listened in the discussion.

- Did they use a phrase from activity 5 to summarise what someone said?
- Did they ask someone for input?
- Did they deal with an interruption?



## Reflect

Do you agree there is more pressure on girls than boys to look a certain way?

Could figurative language ever be suitable for news reports or scientific reports? Why or why not?



