

UNIT 9 BODY ART

UNIT OVERVIEW

In this unit, students will:

- 🎧 Listen to and read a conversation between two friends, David and Kevin, that concerns a problem David has with his girlfriend.
- Answer multiple-choice questions to show understanding of the story.
- 🗣️ Consider four alternative opinions about David's problem, and decide which ones they agree with.
- Study the Opinion Network to learn how to express partial or limited agreement.
- Extend the Topic by talking about what people do to make themselves look attractive.
- Read a Culture Corner extract about the top ten tattoo designs.
- Share ideas about fashion.
- Watch a follow-up video extract from Mike giving his views about body art.
- Take the Unit Test.

Authors' Introduction

Go to impactseries.com/issues to listen to Richard's unit introduction.

The Issue

In this unit, the general or overall issue is our appearance and what we do to make ourselves attractive. The unit begins by looking at the issue of piercing, a type of body art. For some people, body art is both beautiful and a way of expressing themselves. Others, such as David in the Situation, find it repulsive at worst, and silly and cheap at best.

Questions Raised

- What do you do when your boyfriend or girlfriend has body art that you don't like?
- What do we do to make ourselves attractive?
- What body art do you find acceptable?

To Keep in Mind

- There may be big differences of opinion about body art between the generations. Younger people frequently have tattoos and piercings, while those somewhat older may not.
- There may be cultural and religious conventions that relate to body art such as tattoos and piercings.

TEACHING GUIDE

Getting Ready

→ You could have students first answer the three questions individually and then share their responses with a classmate or in small groups.

🗣️ **Teaching Tip:** You might want to solicit students' responses to the second question. Then find out what extreme fashions your students mentioned in the third question.

Situation

→ Read the introduction to the students. Then have them listen to the discussion with their books closed. Next, you might have the students listen to the CD a second time, also with their books closed. Check their understanding. Then have them open their books and follow along as they listen a third time.

🗣️ **Teaching Tip:** Have students work in pairs. One student takes the role of David and the other of Kevin. Have students practice the dialogue three times: The first time, they practice with their books open, looking

at the dialogue. The second time, students may look at their books, but only talk when their books are closed. The third time, students do their own version of the dialogue, using their own words.


Check Your Understanding


Answer Key

1. b 2. a 3. b 4. a 5. c

What Do You Think?

→ Students should work alone for Activity A. Play the CD and have the students listen to the opinions of Luis, Susan, Yeon-Suk, and Ken. As they listen, tell them to check the opinions with which they agree. Then place students in pairs for Activity B. If there's an odd number of students, have one group of three. Have them share their responses.

 **Teaching Tip:** For A, you could have the students listen to the four people the first time with their books closed. Then have them open their books and follow along as they listen a second time, checking the opinions with which they agree. In B, go over the expressions in the Opinion Network. Then have the students, in pairs, go over each of the four opinions. Don't forget that there are more opinions at www.impact.series.com.

 **Culture Point:** There might be a cultural issue relating to male–female relationships. In some cultures, women are taught to respect a man's opinion and wishes.

Extending the Topic : Looking beautiful

→ Have students work individually when completing the table in Activity A. Be sure that they add their own ideas.

Place students in either pairs or groups of three for B. Read aloud the Basic structures (A and B). In the Extension, the first student, A, provides a final comment.

For the Extra Activity, try to pair a male with a female. If you have an odd number of one gender, change the roles to fit the gender. For example, if there are two females, have one be Liz and the other her good friend, Mary. Liz could share her problem with Mary—that David doesn't like her body art.

Culture Corner

Have students work in pairs or groups of three. Students read through the list of common tattoo designs. Give them an opportunity to ask about unknown words, even though there is a small illustration of each tattoo design. You can ask for students' general reaction to the list, or write a few questions on the board for discussion in pairs. For example: What designs are becoming popular today? Is it becoming more or less acceptable to get tattoos on your body?

Extra Activity: Role Play

If there is time, consider doing the Extra Activity, a role play. Set up the role play by dividing the class into pairs. One member of each pair (student A) is Liz. The other (student B) is David.

Give the students a few minutes to prepare their role play. They can look over the Situation and the Extending the Topic activity, and write expressions they may want to use in their role play. Give the students about two minutes to act out their role play. Then you can ask for volunteer pairs to act out their role play in front of the class.

Note: During role plays, students will make many grammatical errors. It's usually best to comment first on their communication strategies: Did they use appropriate intonation and body language to get their ideas across?

Sharing My Ideas: Fashion king! Fashion queen!

→ Choose

Before students select their presentation title, discuss, as a class, what each title means. You might want to have them look at the Language Hints to give them an idea of what the two titles involve.

→ Prepare and Rehearse

Go over with your students the outline for the first presentation title (“My Fashion Philosophy”). As you do this, you could also show how the other title (“Fashion? Who cares!”) is similar. Remind them to include at least three reasons with examples for their choice.

When students are ready to for Step 3, bring their attention to the Presentation Tip. Have them work on making eye contact while practicing with their partner. Be sure that everyone has read and understood the Listener task. Allow time for students to improve their notes after they’ve presented to their partner.

Sample Presentation

Fashion isn't important to me. I really don't care about my clothes. Let me tell you why. First, fashions change all the time. So what is fashionable now is out of date in a year. Next, to keep in fashion, you have to spend a lot of money. But fashions change, and so you waste your money. Some fashions, like tattoos, seem really silly to me because they are permanent. When tattoos are not in fashion, a person still has his or her tattoos. In conclusion, I will say that I am not a slave to fashion.

→ Present

Have students work with a new partner, or put them in small groups. The presenter is instructed to ask if there are any comments at the end. Therefore, listeners take notes and be prepared to make a comment at the end. Remind everyone to make eye contact!

If you are using the assessment guide below, go over each point with the whole class before students begin their presentations. (This could also be done during the Rehearse step so that students have time to prepare for or practice each assessment point.) Be sure to remind your students that communicating their ideas is more important than trying to use perfect English!

Assessing the Activity

Create a handout with a rating grid such as the one below, or simply write it on the board. (Note: For more information on student assessment and ways to modify the assessment system, see Assessing the Activity, Unit 1.)

- 1 – The presenter was easy to understand.
- 2 – The presenter gave three reasons with examples.
- 3 – The presenter asked the audience if they had any comments.
- 4 – The presenter responded to the comments.
- 5 – The presenter made eye contact with the audience.

When students are working in pairs, have each student evaluate the other. If a student presents in front of a small group or in front of the class, have each student evaluate him or her. A rater can give up to 5 stars for each category, so the maximum score for any presentation is 25 stars.

Of course, you can also give your own assessment, along with positive suggestions for how the presenter can improve next time.

PERSONAL OPINION

→ If you have downloaded the video clip or have access to the Internet in class, play the video clip. The first time, have the students watch with books closed. Ask questions to see if the students have understood the gist of Mike’s opinion. Then have them look at the summary. See if they can fill in the missing words. Play the extract once or twice more. Then check the answers.

Answer Key

Mike

Well, in my opinion, this guy’s got a major problem. His girlfriend seems to be a hottie, and he’s worried about something as simple as a couple of piercings? What’s he thinking? Get over it, unless you want to lose her.

Body art has been around for thousands of years. It’s an extension of one’s self. For most people, it’s a private thing, for personal pleasure only. Most people never see it. So my advice to this guy is: go out and get a couple of piercings or get a tattoo yourself. But just make sure they’re the right ones for you.

Video Script

This guy's got a major problem. His girlfriend's a hottie, and he's worried about a couple of piercings, some body art? Get over it, unless you want to lose her. Body art's been around for thousands of years. It's an extension of one's self. Most people—actually, you'd be surprised how many people have body art—most people, it's for personal pleasure only. You never see it. Go out. Get a couple of piercings. Have a tattoo. But make sure they're the one for you.

Be careful. I do know one guy—he was a big fan of Jim Morrison. So he went down to his local tattoo shop and he brought along “The Doors” CD. And he asked the tattoo artist, “Please give me Jim Morrison on my shoulder.” Later on, he met his mates and he showed it to them. And they're going, “Why do you have a picture of Val Kilmer on your arm?” And, of course, as you all know, Val Kilmer was the actor that played Jim Morrison in “The Doors” movie.

UNIT TEST

→ Make copies of the Unit Test for each student. Distribute the copies and allow about 15 minutes for the class to complete the test. Correct the test in class.

A. Understanding the Situation: The focus is on understanding David's problem with his girlfriend and how his friend Kevin feels about the situation.

B. Vocabulary: The focus is on words or phrases from the Situation or the Extending the Topic sections. Students fill in three missing words of a short paragraph that summarizes the Situation.

C. Expressions: The focus is on checking students' understanding of the What Do You Think? and Opinion Network sections.

Answer Key

- A. 1. b 2. d 3. a 4. c 5. c
B. piercings, tongue, hot
C. 1. a 2. b

LINKS

If you would like the class to do additional research on fashion, here are some useful links:

<http://www.fashion.net/>

<http://www.fashion-era.com/>

<http://www.fashiontrendsetter.com/>