

UNIT 1 COSMETIC SURGERY

UNIT OVERVIEW

In this unit, students will:

- 🎧 Read and listen to the conversation between Ayu and her mother.
- Answer open-ended comprehension questions to show understanding of the story.
- 🗣️ Consider four alternative opinions about cosmetic surgery, and express agreement or disagreement with the opinions.
- Study the Opinion Network to learn expressions for strength of opinions.
- Extend the Topic by talking about reasons to have or not to have cosmetic surgery.
- Read a Culture Corner extract about popular types of cosmetic surgery around the world.
- Share ideas about how they would like to improve themselves.
- Watch a follow-up video extract from Sara giving her views about cosmetic surgery in her country.
- Take the Unit Test.

Authors' Introduction

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

The Issue

In this unit, a daughter announces to her mother that she is going to get plastic surgery to have her eyelids "fixed." It is relatively common in many Asian countries to have cosmetic surgery in which the shape of the eyes is modified to give a more rounded look to the eyes. In popular culture in Japan and Korea, for example, we can see that it is common to find pop stars, actresses, and comic characters with large rounded eyes. In the Situation, the mother is against her daughter's cosmetic surgery, explaining that looks are not important.

Questions Raised

- Is it right for the daughter to go against her mother's wishes regarding cosmetic surgery? The What Do You Think? section on page 3 focuses on this question, but students may also be interested in discussing other issues.
- Is it true that changing the shape of one's eyes makes one more beautiful? And if so, does this imply that Western eyes (which tend to look rounder) are more attractive than Asian eyes?
- How important is physical beauty? Should we care so much about it as to get cosmetic surgery?

To Keep in Mind

- Male teachers and female teachers may get different reactions from students when discussing this issue. For example, female students might be uncomfortable hearing male teachers give opinions about what makes a woman beautiful.
- Some students may be uncomfortable talking about their own appearance. And it may make students uncomfortable to ask other students if they like the shape of their own eyes.
- If teachers are concerned about this issue making students uncomfortable, they can focus the discussion on whether the daughter should go against her mother's opinion, rather than the pros and cons of cosmetic surgery, or what it means to look beautiful.

TEACHING GUIDE

Getting Ready

→ You may want to do question #1 (multiple-choice) together with the class, then ask students to interview each other using questions #2 and #3.

🕒 **Teaching Tip:** It's important for students to understand the broader meaning of the term *cosmetic surgery*, which can include not only having the shape of one's eyes changed, as in this unit, but also many other procedures.

Situation

→ Have students work in pairs. One student takes the role of the mother and the other of the daughter. Have students practice the dialogue three times: The first time, they practice with books open, looking at the dialogue. The second time, students may look at the book, but only talk when the book is closed. The third time, students do their own version of the dialogue, using their own words.

🕒 **Teaching Tip:** Male and female students might have different opinions about this issue. Comparing male students' opinions to female students' opinions, having male students pair with female students, or having male students and female students discuss separately, could bring out these differences.

Check Your Understanding:

Answer Key (sample answers; wording may vary)

1. She will have her eyelids "fixed."
2. She thinks she'll be more beautiful.
3. Her mother thinks beauty is on the inside. It's different from what Ayu thinks.
4. She will pay with money that she has saved working different jobs.
5. She feels her mother doesn't understand.

What Do You Think?

→ After you check students' understanding of the story using the comprehension questions, students discuss their opinions of Ayu's decision. Discussion should be done in pairs.

🕒 **Teaching Tip:** To test students' understanding of the story, have them work in pairs. Student A is the "teacher" and is allowed to look at the book, while student B is the "student" and may not look at the book. Student A uses the list of questions in the Check Your Understanding section to orally "test" student B's understanding of the dialogue. The "teacher" helps the "student" with the answers. Afterward, you can choose a pair of students to "test" in the same way.

✍️ **Culture Point:** Mark says that Ayu should "work on her self-esteem." Mark means that Ayu should try to feel good about herself. In North America, the idea that it's important to have positive feelings about oneself is very common. In other countries, personal humility is valued more.

Extending the Topic: Cosmetic surgery: good or bad?

→ Have students work individually when filling out the opinion survey, and in pairs (or threes) for the follow-up discussion.

Give students plenty of time to read the opinion survey, and be sure that they add their own ideas at the bottom. The more clearly they have understood these statements and thought of their own ideas, the easier it will be for them to do the following discussion activity.

Culture Corner

Since this is the first unit of the book, go over the Culture Corner of this unit with the whole class. Ask the students to close their books and guess which countries have the most cosmetic surgery operations every year. List their guesses on the board. Then ask the students to open their books and compare with the list from nationmaster.com. Ask if they know what kinds of cosmetic surgery operations are most popular. There are links for statistics about cosmetic surgery at the end of this Teacher's Manual unit if you'd like to explore further with your class.

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) wants to get cosmetic surgery. The other (student B) thinks this is a bad idea and wants to convince student A to change his or her mind.

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: How effective were they at emphasizing their main points?

Sharing My Ideas

→ Choose

The goal of this step is to get students thinking about the positive qualities it's possible for us to develop. Go over the list one by one. Then ask students to add one or two more qualities to their list. Have students call out the items that they have added and list them on the board. The list on the board gives students more choices about qualities that they might want to talk about.

→ Prepare and Rehearse

Have students work individually to answer the questions in the Prepare box. Because this is the first unit, it might be a good idea to go over the Language Hints as a class. Encourage students to take simple notes—they should not write out complete sentences.

When students are finished with their outlines, put them pairs for the Rehearse step. Ask for a volunteer to read the Presentation Tip. Have students practice their presentation twice, the first time in a “normal” voice and the second time in a “confident” voice. You could give a demonstration of the difference by doing the sample presentation below. Point out the Listener task, and while students are practicing, go around the room to check that partners are helping improve each other's outlines.

Sample Presentation

In my opinion, self-improvement is important. For me, one area I'd like to improve is neatness. Since I started at the university I have been living alone for the first time. I have to clean and wash dishes for myself. I'm not good at that so I want to improve because I want to live in a clean house. I can start by washing my dishes after I eat, instead of waiting till all the dishes are dirty. I think this will be hard, though, because I'm tired at the end of the day and don't feel like doing that.

→ Present

Have students work with a new partner, or put them in small groups. Before students begin presenting, be sure that everyone has read and understood the Listener task. As a way to encourage good listening habits, have students take notes during the presentations.

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

Positive recognition of each student's efforts in Sharing My Ideas is important. This can be applause from the class or a word of encouragement from the teacher.

In addition, some kind of assessment—self-assessment, peer assessment, or instructor assessment—will help the students gain more from their presentations.

Peer assessment helps the students who are listening stay involved in the activity. If the listeners have to complete a simple evaluation task, they are likely to pay more attention to the presenter.

Create a handout with a rating grid such as the one below, or simply write it on the board:

- | | |
|---|-----------|
| 1 – There was a clear introduction, body, and conclusion. | ★ ★ ★ ★ ★ |
| 2 – The presenter gave examples of ways to improve himself/herself. | ★ ★ ★ ★ ★ |
| 3 – The presenter used the Language Hints. | ★ ★ ★ ★ ★ |
| 4 – The presenter looked relaxed. | ★ ★ ★ ★ ★ |
| 5 – The presenter sounded confident. | ★ ★ ★ ★ ★ |

Note that you can change the categories depending on what you wish the students to focus on. The descriptors used in this Teacher's Manual are derived from popular speaking proficiency scales, such as the Common European Framework.

To simplify the assessment system, you could modify it to a 3- or 4-star system, or just a yes-or-no rating (yes = the presenter did this; no = the presenter didn't do this.)

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 Sara'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

Sara

I am in favor of cosmetic surgery. I understand that parents are against cosmetic surgery because you're rejecting their DNA and it also seems like you're rejecting your parents. And changing the way you look is not how you were naturally born, and that would be heartbreaking for them. In my country there are so many girls who have had cosmetic surgery and it was quite natural. They just went to the clinic and one hour later they get big eyes and it was really beautiful. They look so confident and really happy. So it was really, really popular. First, it's the eyes, then it's the nose, and then other parts. Yes, I think plastic surgery makes many people happy.

Video Script

I am in favor of cosmetic surgery. I understand that parents are against cosmetic surgery because you're rejecting their DNA and it also seems like you're rejecting your parents. And changing the way you look like is not how you were naturally born and that would be heartbreaking for them. And in my country there were so many girls who had cosmetic surgery and it was quite natural. They just went to the clinic and one hour later they get big eyes and it was really beautiful. They looked so confident and really happy. So it was really, really popular. And first, it's the eyes, and then it's the nose, and other parts. But, yeah, yes, I think plastic surgery makes many people happy.

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 why Ayu wants to have cosmetic surgery and why her mother disagrees with her.

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. a 3. a 4. c 5. b

B. approached, begs, attract

C. 1. b 2. c

LINKS

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

Dangers of cosmetic surgery:

<http://www.aboardcertifiedplasticsurgeonresource.com/cosmetic/dangers.html>

The risks and benefits of cosmetic surgery:

http://www.the-cosmetic-surgery-directory.com/benefits_risks.html

Cosmetic surgery statistics:

<http://www.cosmeticplasticsurgerystatistics.com/statistics.html>