



# 2 Image and Beauty

## 1 Synopsis

This video begins with a reporter introducing us to a woman named Cindy Jackson who has had extensive cosmetic surgery on her face and body. Cindy describes the reasons behind her decision to have cosmetic surgery, as well as the parts of her body that she has had surgery on. She expresses satisfaction with the results. The video also includes brief interviews with some of her family and friends, most of whom are also positive about the changes, except her mother. Cindy continues by describing the healthy lifestyle she leads and her views on who should be allowed to have cosmetic surgery. She concludes the interview by saying that beauty has opened doors for her, and that she prefers being beautiful.

**Length of video:** 8:02 min

## 2 Target Language

**Grammar:** Simple Past; comparatives and superlatives

**Vocabulary:** beauty, image, cosmetic surgery

**Language Points:** *in a world of my own, take things very hard, have something you're down about, both sides of the fence*

## 3 Procedural Notes

### A Before you watch

**Individuals.** Ask the class to list things that people do in order to feel beautiful or fashionable. If any of the eight items (a–h) on the worksheet aren't mentioned, elicit them. Write the brainstormed list on the board. Choose one of the more common ideas (e.g., put on make-up, work out in the gym, get a piercing, or wear fashionable clothes) and write a 1 by it. Explain that you already do this or that you would be likely to try it. Then, choose one of things that you're unlikely to do and write an 8 by it. Explain that you are very unlikely to do that. Ask the students to complete the exercise on the worksheet.

**In pairs.** Have students compare their answers. Begin this by demonstrating the target language from the example by saying *I'm most likely to work out in a gym. What about you, Fred? What are you most likely to do? What is your number six?* And so on. Have students compare answers.

**As a class.** On the board, write *Barbie doll, bionic woman, plastic princess*. Have students brainstorm what these may mean and listen to a few ideas. Then, write *cosmetic surgery* on the board. Explain that the words

have been used to describe a woman named Cindy Jackson who has had a lot of cosmetic surgery. Ask if students can name any type of cosmetic surgery. Write these words on the board, explaining as you go:  
*facelift* (n.) – pulling the face toward the ears to reduce wrinkles  
*liposuction* (n.) – removing fat  
*implant* (n.) – an object a doctor puts into someone's body during a medical operation  
*nose job* (n.) – a medical operation to change the appearance of someone's nose to make it more attractive

### B While you watch

**1 Individuals.** Play the video up to the point where Cindy says *I took things very seriously* [01:03], and then have students play the memory game (see *Techniques for teaching with video* in the DVD booklet). Students prepare three questions for a partner about what they have seen, e.g., *What phrases have been used to describe Cindy Jackson?* (the living Barbie doll, the bionic woman, the plastic princess), *What has she researched?* (image, beauty, and aging), *Where is she from?* (the U.S.), *Where does she live?* (London).

**In pairs.** Have students ask and answer each other's questions. Encourage the class to share a few questions and answers. If students disagree about answers or ask questions that cannot be answered, play the section of the video again and check the information.

**Individuals.** Play the entire video and give students time to complete the exercise.

**Answer key:** 1 a 2 b 3 b 4 b 5 a 6 c

**As a class.** Check answers by nominating students to read the sentences with the correct answer in place.

**2 Individuals.** Tell students that the text on the worksheet uses verbs in the present and in the simple past. Before reviewing the past forms, have students try to complete the exercise. Nominate students to give answers, but don't correct them at this point. Allow students to debate a bit, if they do this naturally. Then, play the section of video that shows the beginning of the interview with Cindy [0:30–1:35] and have students check their answers. Pause the video after she says *No, I wasn't a happy child* [01:35].

**Answer key:** 1 was 2 wasn't 3 loved 4 played  
5 took 6 get 7 experience 8 lose 9 took 10 had

**3 As a class.** Write these words on the board: *extensive, effective, beautiful, happy*. Ask students to give you



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the comparative and superlative forms of each (*more extensive, the most extensive; more effective, the most effective; more beautiful, the most beautiful; happier, the happiest*).

**In pairs.** Ask students to work together to choose the correct answers. Then, play the entire video. To check answers, have the students raise their hands every time they hear a correct answer.

**Answer key:** 1 most 2 more 3 as 4 happier, less

### C After you watch

**As a class.** Ask students to name a celebrity they would like to interview. Write some names on the board. Ensure students understand the task and give them five minutes to write their questions.

**In pairs.** Encourage students to compare their answers and choose the best five questions they want to ask.

**As a class.** Nominate a few students to ask their questions. Encourage them to speculate what answers they might receive from their chosen celebrity.

### D Language Points

**1 Individuals.** Clarify that Cindy said each of the statements in 1–4. Explain that students should match her statements with the sentences in a–d that match their meaning most closely. Ask students to do the exercise and then to check their answers in pairs.

**Answers:** 1 d 2 a 3 c 4 b

**In groups.** Write the following on the board:

*Who ...*

*is in a world of his/her own?*

*takes things very hard?*

*always has something to be down about?*

Then, have students think of characters from books they have read or movies they have seen. Have them come up with one answer to each question.

**Possible answers:**

Amélie, the main character in the movie by that name, is in a world of her own.

Hamlet, in the Shakespeare play, takes things very hard.

Eeyore, in Winnie-the-Pooh, always has something to be down about.

**In groups.** Write on the board: *I've been on both sides of the fence*. Have groups name as many "sides of the fence" that people can be on as they can, e.g., rich/poor, happy/sad, etc. After five minutes, have groups call out their ideas. Write the best ones on the board.

**Possible answers:** in the city/in the country; rich/poor; sick/healthy; thin/overweight; employed/unemployed

**2 Individuals.** Give the students time to read the three incomplete sentences and to complete them with true information about themselves.

**As a class.** Ask students to volunteer their sentences to the rest of the class and ensure they've correctly understood the meaning of the target phrases.

### E Your Viewpoint

**In groups.** Nominate students to read the statements aloud and check to be sure that everybody understands them. Give students time to discuss the questions in small groups. While the groups are working, circulate and help with vocabulary as necessary.

**As a class.** Encourage groups to share their answers. Then, take a vote on how many people thought Cindy was ugly before surgery. Ask students to share their reasons, e.g., the only beauty she speaks about when describing herself or other people is physical beauty. She doesn't mention ordinary-looking children with very outgoing personalities who receive a lot of attention. The main beauty she talks about developing in herself is physical. Encourage students to share their opinions. If a student doesn't say it, point out that Cindy's solitary ways and her depression may have caused her to receive less attention, or to believe that she was receiving less attention.

For homework, ask students to choose one of the five statements - the one they feel most strongly about - and write a paragraph explaining why they agree or disagree with it. At the start of next class, ask students to exchange papers with a partner. Encourage them to edit their partner's writing, asking for clarification if something is unclear, and correcting any errors they notice. Circulate and offer help and guidance with this process.



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### 4 Video Script

<b>Presenter:</b>	The living Barbie doll, the bionic woman, and the plastic princess are all names that have been used to describe Cindy Jackson. Why? Because, having conducted extensive research into image, beauty, and aging, she went on to spend a small fortune over an eight-year period applying most of what she'd learned to herself in over twenty cosmetic surgery operations that transformed her face and body in what must be the most extensive beauty makeover ever attempted.	<b>Presenter:</b>	of ... sorry that I didn't have that, because people are nicer to you when you're better-looking.
<b>Cindy:</b>	My name's Cindy Jackson, I'm from the USA originally, but I've lived in London for twenty-five years now.	<b>Cindy:</b>	What didn't you like about the way you looked?
<b>Presenter:</b>	What were you like as a child?	<b>Presenter:</b>	When I was little, I started realizing that I had a large nose, because people told me so. I had a big chin, because my sister's boyfriend told me that when I smiled, from the side my nose and chin nearly met. So, I wasn't terribly happy about that. I also had fat knees, even as quite a young child, and they made my legs look bad. It ruined the whole line of my legs.
<b>Cindy:</b>	I was a very shy, introverted child. I wasn't very communicative. But I was just in a world of my own. I loved animals, and I played with my Barbie dolls and my cats and dogs, and kept myself to myself.	<b>Presenter:</b>	What surgery have you had done to your face?
<b>Presenter:</b>	Were you happy as a child?	<b>Cindy:</b>	I had my nose made smaller, my eyes made wider, my chin bone was reduced, my cheeks were made bigger, and I've had fat transferred from various parts of my body into my face to fill out wrinkles, as well as a few face-lifts.
<b>Cindy:</b>	I wasn't exactly a happy-go-lucky kid. I took things very seriously. I took people's rejection of me seriously. We all get rejected from time to time. We all experience pain, we all lose things, we lose friends, we lose pets, we lose members of our family. But I took them very, very, very hard. And I was overly sensitive, that was my problem as a child, so I was always suffering for some reason or other, I always had something that I was down about. So, no, I wasn't a happy child.	<b>Presenter:</b>	What surgery have you had done to your body?
<b>Presenter:</b>	When did you become unhappy with the way you looked?	<b>Cindy:</b>	I've had liposuction from my waist to my knees, and I had implants put in, but then I had them removed because they went hard.
<b>Cindy:</b>	I noticed that people treated prettier girls and nicer-looking children better than they treated me. They paid them more attention, they looked at them longer. It was as if it was a kind of magic that these other children and these other girls had. And I was always kind	<b>Presenter:</b>	Did any of your operations go wrong?
		<b>Cindy:</b>	Nothing went disastrously wrong, but a couple of the operations had to be redone. My first nose job wasn't small enough, and my liposuction wasn't radical enough, so I had more of that. No, no. Nothing that couldn't be fixed.
		<b>Presenter:</b>	Do you think you are more beautiful now?
		<b>Cindy:</b>	I know I'm more beautiful now by the classic definitions of beauty. The facial features I had before weren't beautiful, by anyone's definition. So, from a textbook idea, yes, I am, from that standpoint. But beauty is more than skin-deep.



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**Sister:** I think Cindy is gorgeous. All the things that she's done over the last few years she's very happy with, and that makes her feel positive about herself.

**Cousin Ron:** We think it's absolutely fantastic.

**Friend Jack:** I'm impressed with the transformation.

**Cindy's Mom:** Oh, I think she looked better before.

**Presenter:** What do you do now?

**Cindy:** I write about cosmetic surgery full-time. I publish a cosmetic surgery guide that I update every three months. It's the only publication on cosmetic surgery that's current. I write articles for various newspapers and magazines, and I talk about cosmetic surgery on the TV, and on my website.

**Presenter:** Do you lead a healthy lifestyle?

**Cindy:** Yes, I lead a very healthy lifestyle. I'm a vegetarian and I take vitamin and mineral supplements, get plenty of exercise, lots of rest. There's ... Otherwise, the face-lifts and the operations that I've had wouldn't be as effective, because looking younger and feeling good and looking good is also about being healthy.

**Presenter:** Do you think young people and teenagers should be allowed to have cosmetic surgery?

**Cindy:** Definitely not. Not unless it's an operation like having your ears pinned back, which you can have at the age of eight or nine, really. Children who are under the age of, say, eighteen, for example, if you ask them who they like this year in the charts, and what sort of clothes they want to wear, it'll be totally different in six months. So, I think, until they're fully grown, and their bodies and faces are developed, and their tastes are a little bit more predictable and stable, until that time, they shouldn't have it.

**Presenter:** Do you think beautiful people are happier and more successful than less beautiful people?

**Cindy:** Beauty is a powerful tool you can use in your life. Beauty can open doors. But what you do once you get inside the door is up to you. Beauty can also get you a lot of things in life that you might not have otherwise had. Having been on both sides of the fence, I know it's a better life to be beautiful. It's like the difference between being rich and poor. Which would you rather be, given a choice? Cosmetic surgery gave me a life.