Teacher's Book for Body Image – Victoria L. Clark

The topic of this is lesson is body image. There is one reading text that focuses on body image in Nigeria. There are two listening tasks: the first is an interview in which four people discuss body image; the second is a song that talks about problems facing people today.

The language aims of this unit are:
Idioms of probability; infinitives and gerunds.

The skills foci are:
Speaking – giving your opinion
Reading – practicing skimming and scanning
Listening – prediction and listening for specific information
Writing – short stories
Pronunciation – rhyming words and word-stress

Warmer

Write the quotation on the board and explain it was written by Kahlil Gibron. Elicit students' responses. Ask them if they agree or disagree; is there a similar expression in their languages.

1. Focus students' attention on photographs A-H and answer the question in pairs. Check through the answers with the class and feedback as a whole group. Write interesting vocabulary that arises on the board.. Ask students who thinks a) is the most outrageous (raise your hand) who thinks b) etc. Ask various students to justify their choices.

2. Pronunciation/Vocabulary – idioms

Write the idioms on board and nominate students to come to the board and write the answer.and mark the sentence stress. Check.
Chorally drill, then individually drill pronunciation focussing on sentence stress.
'maybe' idioms should have a tentative intonation; 'never' idioms a definitive one.
i.e. not in a MILLion YEARS. Ask students to complete Never or Maybe task.
Answers: a – M, b – N, c – N, d – N, e – M
Ask students to look at the cartoon. What is the meaning? Do they find it funny?;
What is the meaning of " to have something done" ? In this case to have cosmetic surgery .The turkey in the cartoon has had feather implants.

3. Discussion

The aim of this task is to provide personalised semi-controlled speaking practice in which student use idioms to talk about procedures they would/ wouldn't consider doing.

Check comprehension of ways of 'beautifying'. For example, by asking: 'what does cosmetic surgery involve'?

Ask students to work in pairs and ask and answer the questions from the discussion using the idioms. Alternatively, ask students to ask and answer across the class. Go around monitoring, prompting the students to use idioms while checking pronunciation. Conduct feedback by asking different students to reply about their partner

Listening

The aim here is to improve students' ability to listen for specific information and to highlight how prediction can be used as a skill before attempting a listening task.

4. Ask students to work individually to answer questions a-d using their own ideas. When they are ready, ask students to compare their answers with a different partner.

5. Before playing the recording, make sure students understand that they must make notes on what the speakers say. Explain that they will hear four people talking and that they will have the chance to listen to the recording twice. Play Track1. Ask students to compare their answers before playing the recording again. Ask students if they would like to hear the recording again. Check answers together, focussing on the students' reaction to the answers.

http://www.bbc.co.uk/iplayer/episode/b00sqwz5/Womans_Hour_23_06_2010/ play from 19.39 minutes to 21.59.

Answers:
A) Alison the artist is the happiest.
B) i) to be very thin… to have an hour-glass figure and perhaps large breasts, blonde hair and to be very, very tanned.
ii) she doesn't say but does say "I don't have the perfect body."
iii) Does not say, but does say "I would already say that I have the perfect body".
C) Many reasons, but she says "the feminist explanation" – keeping women in their place; preoccupied with their appearance.

Extension activity (optional)

This task aims to consolidate students' reactions to what they have read and discussed in class by formalising their own ideas through a personalised writing task. It also aims to give practice of formal discursive writing.

Homework suggestion – what about your country? Ask students to write a description of the ideal body in their cultures. Ask students to write 100-200 words.

Reading

The aim here is to improve students' ability to draw on existing knowledge to comprehend a text through prediction, to give practice of skimming and scanning and, to read for specific information. The text also acts as a lead in to the language focus as well as a springboard to the discussion in task 17.

6. Vocabulary. Ask the students to complete the gap-fill exercise with the vocabulary from the box.
Answers: A. opt. B. rite of passage. C. starchy. D. heritage. E. relentless. F. prosperity. G. impact. H. pursue.

7. Prediction. Ask students to discuss questions 1-3 in small groups. In the feedback, do not give the correct answers. Expect answers such as:
a)   Nigeria/ an African country
b)   Body weight
c)   Because women from this country don't like to be thin.

8. Ask students to read the article and find the answers to questions A-F. Tell students they have two minutes maximally to complete the task.
Answers:
a)   27 = Nkoyo's age
b)   50s = Edet's age
c)   Five = the number of children Effiong has
d)   Two = the number of daughters Etim has
e)   Ten = the age Effiong was when she went to the fattening room
f)   One = the number of missions Margaret has / one of the heritages

Let students compare their answers in pairs before class feedback.

9. Reading comprehension

The aim of this task is to improve the students' ability to read a text in detail for specific information, to categorise information and, to relate the topic to themselves. Ask students to read the article more carefully and answer questions 1-5. Ask students to discuss the questions in small groups then have a brief discussion focussing on question 5.

Answers
Prediction task
1.   Nigeria
2.   Cultural traditions where women are sent to a special place to put on weight and learn about how to be a 'good' wife and mother.
3.   For the Effik people, being skinny is a sign of poverty and ill health
Comprehension
Answers
1.   See above for prediction task.
2.   Sleep, eat and grow fat- 3 months of constant eating and forced inactivity
3.   Positive – learn about motherhood; become beautiful
        Negative – potential illness linked to being overweight; time-consuming; expensive
4.   Social pressures and expectations (you might get laughed at for being poor)
        Being fat is attractive so if a woman isn't, she might not find a husband
5.   UK- weight-watchers; going to the gym

10. Language focus

The aim here is to let the students deduce the rules for themselves in pairs and small groups. This allows the teacher to circulate, monitor and answer any queries that arise. It also encourages the students gain confidence through peer teaching and promotes their autonomy.

Ask students to look at cartoons. Ask if they are funny? Ask students if they know where 'to be or not to be' comes from. (Shakespeare's Hamlet) If necessary, explain significance of Hamlet's famous soliloquy. (he's questioning whether to commit suicide or not!)

Literature note:
Hamlet is a tragedy by William Shakespeare, believed to have been written between 1599 and 1601. The play, set in Denmark, is about how Prince Hamlet takes revenge on his uncle Claudius for murdering the old King Hamlet, Claudius's own brother and Prince Hamlet's father, and then succeeding to the throne and marrying Gertrude, King Hamlet's widow and mother of Prince Hamlet. The play vividly charts the course of real and pretend madness—from grief to rage—and explores themes of treachery, revenge, incest, and moral corruption.

a.   One sentence uses an infinitive; the other a gerund.

Put students in pairs or small groups and ask them to deduce the rules of the infinitive and gerund by completing and writing example sentences in b. Monitor and go around the classroom to check examples and to answer any questions. Feedback by asking individual students to write their examples on the board and ask the other students to copy for their own reference.

b.   Answers:
     True – Eg. I look forward to seeing you.
     False – Eg. I want to be an astronaut.
     True – Eg. I have somewhere to go.

c. Ask students to work individually to select right answer. Before feeding back, tell students to compare their answers with a partner.

Answers:
     1.Growing   2. being   3. selling   4. to interact
     5. thinking   6. to blame   7. starring   8. to attract
     9. to avoid   10. ending   11. to lose   12. to become 13. to find

11. How does the meaning change?

The aim here is to demonstrate to the students how the meaning is changed depending on if an infinitive or gerundive form is used. Write on the board the following 2 sentences without the definition. Ask the students the difference in meaning:

I stopped to work *(I took a break from what I was doing to start work)*
I stopped working   *(I finished my work)*

Ask the students if they know any other examples of how using an infinitive or gerund changes the meaning. Refer them to page 8.

12. Learning strategy

The aim of this task is for students to think about learning strategies to maximise vocabulary retention. Ask students for their ideas. If they cannot think of any, suggest "using translation"; "writing example sentences"; "cover, write, check".

13. Creative Writing

The aim here is to contextualise new vocabulary through a story-writing task, which makes the new lexis more memorable. Put the students in pairs and ask them to create a story. Allow ten minutes for the task. Monitor and then ask pairs to read their stories to the rest of the group.

14. Pronunciation

This task aims to increase students' awareness of rhyming words, of which English has plenty.
Put the students in small groups and ask them to complete the task. Feedback by writing their answers on the board.

1. Mama; hammer;
2. USA; CIA;
3. Hate; mate; instigate
4. killin'; livin';
5. love; above; glove; dove

6. Strong; long; wrong; song
7. Decisions; incisions; precisions
8. Older; colder; shoulder; boulder
9. Media; criteria; cinema;
10. equality; nationality;

15. Listening

The aim here is to get students to use the lexical chunks of useful language in the box to predict and speculate about what the song is about based on the title and to draw on their pre-existing linguistic knowledge to complete the gaps. Another aim is to improve students' ability to listen intensively to complete the gaps in the text. This task also acts as a springboard for the discussion in task 17. Here is a link to the song:

http://www.stsky.com/Music/48367.htm

a. Ask the students to work in pairs, then feedback as a whole group.
b. Ask the students work individually, then compare with a partner. Then play track two. Ask students to listen carefully and check/ fill in the gaps with the correct word. Tell the students they can listen to the song twice if they need to.

If possible, copy and project page 6 onto an OHT and ask students to fill in the blanks one by one. Alternatively, ask individual students to read out the lines of the song, one by one to check the answers.

Answers:
Mama; drama; trauma; USA; CIA; KKK; discriminate;discriminate; generates; irate; demonstrate; operates; straight; meditate; gravitate; killin'; dyin'; cryin'; strong; belong; goin'; shoulder; older; colder; media; criteria; bacteria; cinema; humanity; equality; animosity; unity

16. Word-building

This task aims to build students' knowledge of lexical trees and also to focus on word stress. It also encourages dictionary skills. Ask students to complete the table, using their dictionaries. While they are completing, ask them to underline the nucleus stress in the words. You can demonstrate by doing the first one with them. After they have completed, ask them to come to the board and complete the table you have drawn.

Noun	Verb	Adjective
terrorism	terrorise	terrorist
discrimination	discriminate	discriminatory
meditation	meditate	meditating
equality	equalise	equalising
gravity	gravitate	gravitational

17. Discussion

The aim of this task is to give students oral fluency practice
1.   Ask students if their predictions were correct. Again highlighting the importance of using predictive skills and drawing on pre-existing knowledge.